

Curriculum for Autumn Term 2018

Year: 4

Class: Ms Davison



| Subject | Activities |
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| Literacy Ms Davison | <p>Big Writing Superheroes Mission - this mission will teach children the following knowledge and skills:</p> <ul style="list-style-type: none">- Using a clear, meaningful purpose and audience to provide context:- How to create effective character descriptions, using expanded noun phrases and prepositions to build interesting descriptions using co-ordinate and subordinate clauses in sentences, understanding the correct terminology for expressing familiar connectives: co-ordinating and subordinating conjunctions.- How to write an interesting recount in the form of a diary entry: using personal and possessive pronouns to link within and between sentences and avoid repetition (noun/pronoun agreement), understanding the correct terminology for expressing familiar time connectives: adverbs, understanding the correct terminology for expressing familiar causal connectives: conjunctions, adverbs extending the range of time adverbs/adverbials (today, straightaway, this morning, suddenly, finally, never)-Extending the range of adverbs of cause (thus, consequently, therefore) using present perfect tense verbs instead of past simple tense to relate time and cause.- How to write an informative, non-chronological report in the form of a magazine article: by matching form and organization to purpose, by identifying relevant information to include/irrelevant information to discard, using present perfect tense verbs instead of simple past tense to relate time and cause, understanding the writing process – planning, developing, drafting, revising, editing and polishing.- How to write an exciting comic strip, focusing on: matching form and organization to purpose, using Power Punctuation, including ellipses, for dramatic effect. <p>Big writing Board Games Mission – this mission will teach children the following knowledge and skills, using a clear, meaningful purpose and audience to provide context:</p> <ul style="list-style-type: none">-How to write a vivid description of a character and setting for a board game: understanding form, purpose and audience using personal pronouns to link within and between sentences and avoid repetition (noun/pronoun agreement), using varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect.-How to write a background story and clear, concise instructions for a board game: using varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect, using rhetorical questions using present perfect tense verbs instead of past simple tense to relate time and cause, extending the range of prepositions of place (in, at, on, under, past, through, along, between), using headings, subheadings, bullet points and numbers to organize ideas, understanding the correct terminology for expressing |

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| | <p>familiar causal connectives: conjunctions understanding the correct terminology for expressing familiar time connectives: conjunction, understanding form, purpose and audience using imperative verbs, adverbs and adjectives to create more detailed instructions.</p> <p>-How to write a persuasive advert for a board game: using repetition for effect using personal pronouns as a persuasive feature, using rhetorical questions, using superlatives and other emotive vocabulary to persuade, using varied sentence structures, including sentences with subordinate clauses and single-clause sentences (simple sentences) for effect.</p> |
| <p>Maths Ms Davison</p> | <p>Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers, read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using < and > and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers, learn \times and \div facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts, tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation, Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column), Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form), Look at place value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns, convert multiples of 100 g into kilograms; convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities; draw bar charts, record and interpret information, round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use, Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder</p> |
| <p>Science Ms Davison</p> | <p>Electricity – pupils will identify appliances that run on battery and mains electricity. They will learn the names and functions of electrical components including batteries, bulbs, buzzers, wires and switches. They will understand the need for a complete loop to construct simple circuits for a bulb to light. They will learn about conductors and insulators. They will make a switch.</p> <p>Human Nutrition – pupils develop their understanding of their health and how it is related to nutrition and digestion. They will investigate the parts and function of the digestive system. They will investigate tooth decay and prevention.</p> |
| <p>Computing Mr Roe</p> | <p>Based on "Purple Mash"</p> <p>Unit 1 Coding Main Program – 2Code</p> <p>Unit 2 Online Safety Programs – Various</p> <p>Unit 3 Spreadsheets Main Program – 2Calculate</p> |
| <p>P.E Mr Ogilvie</p> | <p>P.E. LESSONS</p> <p>Safety and Awareness around the campus and road crossing</p> <p>Health Related Fitness – Speed, Agility and Quickness</p> <p>Warming up: ('My body is an Engine') – Basic understanding what our body is and how it works.</p> <ul style="list-style-type: none"> • Why we warm up (Traffic lights) and warming down. • Preparation physical and mental for the activity to be undertaken (general and specific). • How we warm up - Dynamic stretching building up speed and range of movement specific to activity. |

- How we warm down – Limbering down and static, prolonged stretching – pool sessions if available.
 - Effects of exercise on the body – short term, medium term, long term.
 - Multi-exercise circuit training – teaching technical skills, running, weaving, turning....
 - Speed, Quickness and Agility work – pathways - footwork, directional change and methods, obstacle courses and timed races.
 - Lifestyle Knowledge and Understanding – ‘Healthy mind in a healthy body’ – fitness for life
 - Spatial awareness.
 - Questions and answers – parts of the body and effects of exercise.
- Pupil to lead elements of warm up.

Swimming 1

General swimming skills:

- Hygiene and Safety in and around the pool
- Rules of the pool and building.
- Ability test in own depth – question pupils on previous experience.
- Spatial awareness.
- Confidence building – Floatation, streamlining, breathing, stroke.
- Entry methods in to the pool.
- Stroke production on front and back. Swimming on and under water.
- Technical skills of swimming, biomechanics and mental focus.

Three major strokes:

- Breaking skills down to develop areas of technique to then building to full stroke – isolate areas of a skill.
- Using aids
- Endurance work.
- Competition and challenges.

Basic diving technique.

Gymnastics

- **Rules** to follow in gymnastics with equipment and when working.
- What is gymnastics? Question the pupils.
- Ability test – question pupils on previous experience.
- Pupil development and demonstration of basic skills – using **movement** and **balance**, changes in direction and height, shape (symmetry and asymmetry), space, speed and time.
- Copying, mirror, shadow, canon...
- Spatial awareness.
- **Flight** skills – taking off, balance and shape in flight and landing.
- Technical skills, biomechanics and mental focus.
- Using different parts of the body to move and balance
- Building confidence through exploration individually and in pairs or small groups.
- Developing simple sequences.

P.S.H.C.Ee
Mrs Mundell

Becoming an Active Citizen – rules, rights and responsibilities including looking after the environment.

Keeping Myself Safe – are you watching the right films? anti-bullying week themed activities, e-safety.

Art
Mrs McGoldrick

Develop the ability to use a sketchbook to record his/her observations and develop ideas. Pupils will create low relief pieces of work as a response to Karel Appel. They will also develop the ability to discuss and describe the artists' work and explain how their work is similar/different.

Design Technology
Mrs McGoldrick

'Banish broken biscuits'- package them properly! In this unit the pupils will learn about strengthening sheet materials to make a shell structure for biscuits. They will investigate a number of commercial packages, learning about the nets from which they are made and developing graphic communication skills.

Humanities

Mrs Bagot

Geography

Weather around the world – Why do people go on holiday? Where are the hot and cold places of the world? What and where are the climatic zones of the world? What is the weather like today? Extreme Weather.

History

Who were the ancient Greeks? We will identify countries in Europe, to be able to put events in historical order, we will use historical evidence to find out about the ancient Greeks, we will find out about Greek Gods, and write a report on the Ancient Greeks.

RE

How and why do Christians and Hindus see life like a journey?

We will look at the spiritual journey a believer will take in their lifetime. It will explore key aspects of life and death for Christians, Muslims and Hindus. Children will learn about pilgrimages and about the metaphor of life as a journey. They will think about their own lives as a journey and they will develop understanding of the 'milestones' in life's journey.

Languages

Mrs Wulf

German:

We will not say goodbye to our puppet helpers Felix and Franzi just yet. We will cover Volume II Modules 8&9 this term. Follow the relevant songs, poems and videos at home with the link

<https://www.goethe.de/ins/gb/en/spr/unt/kum/dfk/dff/ma2.html>. VOL II Module 8 'In the letterbox' (singular and plural forms, furniture, rooms and prepositions)

Story: Felix and Franzi find a suitable spot to hang up their painting. The next day the painting is on the floor and it has been nibbled at. They try to find who did it. Module 9 'A Fairytale experience' – Die Bremerstadtmusikanten (giving directions and reading a German Fairy Tale)

Story: Felix has heard that there is a German Fairy Tale showing at a cinema in town. He tells the children about their favourite fairy tales and the brothers Grimm and that he wants to see the film.

New pupils may also like to follow Felix & Franzi's adventures in Volume I online to help update them on what these characters get up to.

French:

After familiarising ourselves with classroom language and praise words, we will practise holding a conversation from memory using basic greetings and introductions as a topic. We will be entering a competition for the European Day of Languages this term, called 'Recipe for Happiness' with a focus on 'Moi' as the topic. We also concentrate on the calendar this term, including days, months, birthdays and some special dates on the French calendar, in particular, Bonfire Night and Bastille Day.

Games

Mr Ogilvie/Ms Davison

Netball

Specific warm up and fitness work.

Speed, Quickness and Agility work – pathways - footwork, directional change. Spatial awareness.

- Agility and footwork – general movement and evasion.
- Passing variation, receiving and shooting.
- Dodge, turn, and evasion.
- Attack and defence – strategy and tactical awareness

development.

- Marking, intercepting
- Set plays.
- Starts/restarts.
- Technical skills, biomechanics and mental focus.
- Positional play.
- Communication.
- Rules of the game.

Football

Specific warm up and fitness work.

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| | <p>Speed, Quickness and Agility work – pathways - footwork, directional change. Spatial awareness.</p> <ul style="list-style-type: none"> • Agility and footwork – general movement and evasion with a ball. • Passing, receiving, dribbling, kicking, throw-ins, goal keeping skills. • Attack and defence – strategy and tactical awareness development. • Marking, interception and tackling. • Set plays. • Starts/restarts. • Technical skills, biomechanics and mental focus. • Positional play –6/7-a-side. • Communication. • Rules of the game. <p><u>Cross Country:</u> <u>Training Methods:</u> As an introduction running games and basic orienteering type course can be used to get pupils running distance – fun stuff! 1. <u>Interval training:</u> <u>Speed work</u> - short fast runs. <u>Repetitions</u> - different terrain/slopes (hill training). GJS – 80, 150m, 250m with rest intervals. <u>Fartlek</u> – varied pace running with possible exercises and varied terrain (exaggerate style) <u>Hill work</u> – ascent/descent techniques and muscle strengthening. <u>Paarlauf</u> – continuous running in pairs relay with active recovery. <u>Indian file running</u> – runner at back runs to front in specified time everyone rotates. 2. <u>Steady state running:</u> - over distance, long slow runs, sustained pace running on anaerobic threshold. 3. <u>Competition:</u> preparation for races includes training leading up to races or specific events. Time trials using Papes, Ghyll Gate to Gate... Physical and mental preparation before a race (what to eat/avoid), race tactics – fast start for front runners/jostle for position/hang back depending on styles and individual strengths of runners. Pace setting/changing – disruption of pace. Finishing – timing of sprint depending on ability of athlete and opposition. <u>Equipment:</u> clothing appropriate for warm up and weather conditions – hats and gloves. Encourage fell shoes/spikes (12-15mm) for the more-able. <u>Terrain:</u> Younger runners within school grounds – Pape’s, Small pitch, Ghyll Field. Older more-able pupils: local roads, local footpath – field and low fells. <u>Organisation, training Duration:</u> GJS pupils should train including warm-ups from between 25-40 minutes depending on level - age and ability. Pupils grouped by ability.</p> |
| <p>Music/ Performing Arts Miss Boylan</p> | <p>The children will participate in instrumental and vocal improvisation and composition. They will learn a variety of new songs and rhythms using hand signs, rhythm solmization, flash cards, echo singing/clapping, body signs, picture symbols, musical ladders and musical shorthand/stick notation. They will also learn about the brass instruments of the orchestra.</p> |