HALF TERMLY CURRICULUM OVERVIEW Autumn Term (1) 2017 Year 4

Week 1 2 3 4 5 6 7

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| DATE | 4/9/17 | | 11/9/17 | | 18/9/17 | | 25/9/17 | | 2/10/17 | 9/10/17 | | 16/10/17 |
| Events | INSET (4.9.17) | | 12th Y5/6 Tav College Parents’ meeting 5pm  12th GB meeting | | 19th GB Meeting  20th Junior Life Skills Y6  20th Netball Tournament | | First week of Clubs | | 3rd 9.45am Harvest festival St Eustachius  5th Theatre Alibi | 11th INSET Goose Fair | | 16th/17th Parents’ Eve  19th Children’s Uni Gold Graduation |
| English | **Ask Dr Fisher**  To write own letter to an agony aunt and a reply. This could be about animals but it could also be about a character from history, a geography phenomena etc. | | | | | | **Until I met Dudley**  To write own imaginary (and real) explanation | | | | | Mayan Cross curricula explanation text |
| Maths | **4.1 number sense**  Pupils can make appropriate decisions about when to use their understanding of counting place value and rounding for solving problems including adding and subtracting | | | | | | **4.2 additive reasoning**  Pupils can solve addition and subtraction problems in different contexts, appropriately choosing and using number facts, understanding of place value and counting and mental and written methods. They can explain their decision making and justify their solutions. | | | | | **4.3 multiplicative reasoning**  (2 weeks to follow next term)  Pupils can explain the relationship between multiplication and division and the distributive and associative laws. They use this understanding to derive facts and solve problems. |
| Science | **Electricity- It’s electric!** | | | | | | | | | | | |
| Electrical fun! | | Understanding electrical safety | | Building a circuit | | Good conductor/bad conductor | | Showing what you know | It’s electric! | | Presentation/ consolidation |
| Art/DT | **Mayan masks** | | | | | | | | | | | |
| I can explore Mayan designs through sketching | | | | I can design my mask using pencil and watercolour | | I can add detail to my design using fine pen work | | I can begin to structure my mask | I can add detail and colour to my mask | | I can review, modify and complete my mask. |
| History | **Who were the Mayans?** | | | | | | | | | | | |
| To understand who the Mayans were | | To understand and be able to use the Mayan alphabet | | To understand the Mayan number system | | To understand the Mayan creation story | | To explore Mayan beliefs and design a Mayan god. | To explore Mayan clothing and headdresses | | To be able to recreate a Mayan recipe |
| Computing | **Researching the Mayans** | | | | | | | | | | | |
| Researching 3 questions about the Mayans to consolidate knowledge -  When did the Mayan civilisation begin? When did it end? Where did the Mayans? | | Researching Mayan writing and completing Mayan reading comprehension questions. | | Working through online Mayan maths game | | Consolidation of creation story through navigating the mythic journeys website | | Creating a Mayan god profile on word | Creating a power point focused on Mayan clothing to present to the class | | Researching 3 questions to consolidate knowledge from the lesson- what was a popular meal the Mayans enjoyed? Which food was easily grown during the Mayan civilisation? Which foods did the Mayans eat that we still eat today? |
| Modern Foreign Language | **Niveau Blanc** | | | | | | | | | | | |
| **Unit 1-**  Nouns and greetings | | | | **Unit 2-**  Parts of the UK, determiners and the indefinite article | | **Unit 3-**  Conjunctions, identifying France and the UK on a map | | **Unit 4-**  Numbers, share knowledge about London | **Unit 5-**  Adverbial phrases and sentence openers | | |
| Music | **Charanga- Mamma Mia** | | | | | | | | | | | |
| Listen and Appraise- learn to sing the song | Dancing Queen- ABBA  Listen and Appraise  Mamma Mia-  Learn to sing the song and introduce the recorder | | The winter takes it all- ABBA listen and appraise  Mamma Mia –ABBA- Learn to sing the song and introduce the glockenspiel | | Waterloo- ABBA Listen and Appraise  Mamma Mia- ABBA sing song  Allocate parts-  Singers, recorders and glockenspiel players | | Super Trouper- ABBA listen and appraise  Mamma Mia- ABBA sing song  Practise with al parts- look at emphasis splits for singers. | | Thank you for the Music- ABBA  Listen and appraise  Mamma Mia- Abba  Practise song for performance next week | Perform song to Year 3 class. | |
| PE | **Swimming** (on a Wednesday) | | | | | | | | | | | |
| **Basketball skills** | | | | | | | | | | | |
| To develop skills in passing and catching a ball | To develop dribbling skills | | To develop consistency and control when dribbing and passing | | To use and adapt tactics in different situations- develop defending skills | | To use and adapt tactics in different situations- develop attacking skills | | Develop skills and play with greater speed and flow | Learn and apply rules to the game. | |
| RE  SfS – Resilience | **R.E- Beliefs and questions** | | | | | | | | | | | |
| Where do I belong?- Family and home | | Producing a family tree | | Where do I belong?- School | | Producing a flow chart within class, year group and whole school | | Where do I belong?-Clubs and Hobbies | How do my clubs and hobbies git into the community- UK/Global? | | How do I think I fit into the world? |