



Year 4 - PHES Medium Term Curriculum Map - Term 3.1 2021-2022



ENTRY POINT

The children will enjoy a sensory laboratory and taste test experiencing a range of chocolates.

The children will also use previous learning on persuasive language to persuade their peers and teachers that they have the best chocolate bar!

MATHEMATICS

Time

Telling the time on an analogue clock to 5 and 1 minute intervals.

Using am and pm to tell the time.

Telling the time using 24 hour clock and converting from 12 hour clock to 24 hour clock.

Knowing and using years, months, weeks and days to calculate periods of time.

Using time to solve problems.

Data

Investigating and interpreting charts

Introducing line graphs

Using graphs to calculate the sum and find the difference.

Shape, position and direction

Identifying, comparing and ordering different angles.

Recapping 2D shapes, identifying and naming triangles and quadrilaterals.

Identifying and using lines of symmetry to complete symmetrical figures.

Describing the position of an object or shape on a grid.

Moving a shape on a grid and describing the movement.

Drawing shapes on a grid.

IPC

Science:

Know about the effects that light, air, water and temperature have on plants

Know about the life cycle of plants and the functions of leaves

Be able to classify plants according to their features

Be able to use evidence to draw conclusions

Be able to carry out simple investigations

Be able to predict the outcome of investigations

Know about the function and care of teeth in humans and other animals

Know about the effect of diet on the human body

History:

To gather information from simple sources

To give some reasons for particular events and changes

Know about the main events, dates and characteristics of the past societies they have studied

Geography:

Using geographical terms

Using maps of a variety of scales to locate the position and geographical features of localities

Using secondary sources to obtain geographical information

To communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features

Understanding how places fit into a wider geographical context

Art:

Explain their own work in terms of what they have done and why and to use art as a means of self expression.

To choose materials and techniques which are appropriate for their task

International:

Identifying activities and cultures which are different from but equal to their own

DT:

Making and use labelled sketches as designs.

Identifying the ways in which products in everyday use meet specific needs.

ENGLISH

Fantasy stories and poetry

Reading

Recognising some forms of poetry

Listening to and discussing a wide range of fiction and poetry

Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

Discussing words and phrases that capture the reader's interest and imagination.

Participating in discussion about both books that are read to them and those they can read for themselves.

Speaking and Listening

Using relevant strategies to build their vocabulary

Giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Speaking audibly and fluently with an increasing command of Standard English

Writing

Planning writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Drafting and writing by organising paragraphs around a theme

Drafting and writing in narratives, creating settings, characters and plot

Evaluating and editing by assessing the effectiveness of their own and others' writing and suggesting improvements

Using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Increasing the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Spell homophones and commonly misspelt words correctly

Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Use fronted adverbials and commas to mark them.

TOPIC – Chocolate

PSHE / PERSONAL LEARNING GOALS

Relationships

Family life

Friendships

Breaking friendships

Falling out

Dealing with bullying

Being a good friend

TRIPS

Visit to a museum.

EXIT POINT

Children will have a chance to make chocolate-scented play dough using several ingredients.