



Year 4 - Medium Term Curriculum Map - Term 2.1 2023 -2024



ENTRY POINT

Opening Ceremony

The children are invited to take part in our opening ceremony parade and wave the flag of their home country. If they have a small flag of their own, they can bring this to school. The children can wear their P.E Kit or colours of their home country as an athlete.

MATHEMATICS

Measurement and Area (2 weeks)

- Investigating and counting squares to find the area of a shape.
- Calculating area of a shape and space.
- Making shapes to measure a given area.

Fractions – (3 weeks)

- Recognising and writing decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$.
- Adding and subtracting fractions with the same denominator.
- Recognising, showing and using diagrams and families of common equivalent fractions.
- Solving problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

IPC

History

- Giving reasons for particular events and changes.
- Gathering information from simple sources.
- Using their knowledge and understanding to answer simple questions about the past and about changes.

International

- Knowing some similarities and differences between the different home countries and between them and the host country.

Geography

- Using geographical terms.
- Using secondary sources to obtain geographical information.
- Communicating their geographical knowledge and understanding to ask and answer questions about geographical and environmental features.
- Making simple maps and plans.
- Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there.

Technology

- Knowing the way in which products in everyday use are designed and made affects their usefulness.
- Identifying the ways in which products in everyday use meet specific needs.
- Making usable plans.

ENGLISH

Reading

- Identifying main ideas drawn from more than one paragraph and summarising these
- Identifying how language, structure and presentation contribute to meaning
- Retrieve and record information from non – fiction
- Participate in discussion about both books that are read to them and those they can read for themselves
- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Writing

- plan 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
- plan writing by discussing and recording ideas
- draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- draft and write by organising paragraphs around a theme
- draft and write in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase 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]
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary

OLYMPICS

TRIPS

321 – Museum – Olympic experience

EXIT POINT

The children will create their own Olympic village using their plan. The children will use recyclable materials for their models.

PSHE / PERSONAL LEARNING GOALS

Dreams and Goals

Hopes and dreams
Broken dreams
Overcoming disappointment
Creating new, realistic dreams
Achieving goals
Working in a group
Celebrating contributions
Resilience Positive attitudes.

ENGLISH

Genres: Newspaper Reports

Spoken Language

- Articulate and justify answers, arguments and opinions
- Give well – structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication



Year 4 - Medium Term Curriculum Map - Term 2.2 2023 - 2024



ENTRY POINT

The children will be interviewing two important people from history (teachers dressed up) and an Olympian champion – Nada Mohammad - will come into school to give a presentation to the children and a chance for them to ask any questions.

MATHEMATICS

Fractions (1 week)

- Recognising and writing decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$.
- Adding and subtracting fractions with the same denominator.
- Recognising, showing and using diagrams and families of common equivalent fractions.
- Solving problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

Decimals (4 weeks)

- Recognising and writing decimal equivalents of any number of tenths or hundredths.
- Finding the effect of dividing a one- or two-digit number by 10, 100 and 1000 identifying the value of the digits in the answer as ones, tenths and hundredths.
- Counting up and down in hundredths; recognising that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Money (1 ½ weeks)

- Write money using decimals
- Convert between pounds and pence
- Calculate with money
- Solve problems with money

IPC

Art

- Using art as a means of self-expression.
- Choosing materials and techniques which are appropriate for their task.
- Explaining their own work in terms of what they have done and why.
- Talking about works of art, giving reasons for their opinions.

History

- Giving some reasons for particular events and changes.
- Gathering information from simple sources.

International

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

THEY MADE A DIFFERENCE (7 weeks)

PSHE / PERSONAL LEARNING GOALS

Healthy Me

- My Friends and Me
- Group Dynamics
- Healthy Friendships
- Celebrating My Inner strength

TRIPS

TBC

EXIT POINT

The children will add to the significant people wall of fame gallery from the Entry Point.

They will discuss the contributions made by each of the significant people in the gallery and how they have made a difference to the world.

We will have a Significant People Day and the children can dress up as a significant person from the past or present.

ENGLISH

Genres: Historical Fiction, Fantasy Stories

Spoken Language

- Give well – structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)

Reading

- Checking that text makes sense to them, discussing their understanding and exploring the meaning of word in context
- Asking key questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarising these
- Identifying how language, structure and presentation contribute to meaning
- Retrieve and record information from non – fiction

Writing

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- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear