

KS1 & 2 Curriculum Mapping 2014-15 – identifying science & foundation subject objectives

Year Group: 4

Term: **1** **2** 3 4 5 6

Thematic Unit Name: ANCIENT EGYPT

Texts: The Day of Ahmed’s Secret (fiction) & Horrible Histories: Awful/Awesome Egyptians (Non-Fiction)
Possible trips: The British Museum

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH (see SR overviews)

- **Stories from Other Cultures** (3 wks) – The Day of Ahmed’s Secret

I can write a narrative using paragraphs
 I understand how paragraphs or chapters are used to collect, order and build-up ideas
 I can identify effective language to describe a setting
 I can research and prepare an oral / visual presentation
 I can make deductions and respond imaginatively
 I can devise useful questions
 I can write dialogue
 I can keep a reading journal

- **Poetry – imagery** (3 wks) – about the landscape/weather/buildings in Egypt etc

I can identify ways in which authors use similes and create imagery in a poem
 I can explain how poets use language (including similes and other simple images) to create a vivid picture in words
 I can write phrases containing similes
 I can write free verse that contains similes

- **Information Texts** (3 wks) – about Ancient Egypt (Horrible Histories – Awesome & Awful Egyptians - as examples)

I understand how information can be organised effectively
 I can locate and sequence words in alphabetical order
 I can scan texts in print or on screen to locate the information I want
 I can prepare for factual research
 I can take different roles in a group and use the language appropriate to them
 I can listen to a speaker, make notes on the talk and use the notes to develop a role-play
 I can write accurate statements
 I can make effective short notes
 I can edit down and re-word a sentence or paragraph
 I can present information from a variety of sources in one simple format

- **Play scripts** (3wks)- based on ancient Egypt

I can identify the differences between narrative and play-scripts
 I can perform play scripts confidently
 I can write stage directions
 I can write a play script

MATHEMATICS (see SR overviews)

• Place value (2 wks)

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

• Addition & Subtraction (4 wks)

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

• Multiplication & Division (4 wks)

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

• Fractions & Decimal fractions (2 wks)

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to one quarter, one half, three quarters
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

SCIENCE

Animals, including humans

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Notes and guidance (non-statutory)

Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.

Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

Sound

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it

- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

Notes and guidance (non-statutory)

Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.

Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.

Art & Design

Egyptian style self-portraits (paint and ink)

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, **including drawing, painting** and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Computing

Scratch

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Research - PPT (linked to information texts)

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design & Technology :

Designing and making ancient Egyptian style instruments

- Design**
- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

- Make**
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

- Evaluate**
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Languages (KS2)

Catherine Cheater Scheme of Work (Spanish Y4 lessons 1-10)

listen attentively to spoken language and show understanding by joining in and responding

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Geography

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (linked to Egypt)

Geographical Skills and Fieldwork

- use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.

History (Ancient Egypt – depth study)

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Music

Egyptian Music (sing-up)

- play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions

Physical Education

REAL PE units 1 and 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
 - perform dances using a range of movement patterns

RE (Locally Agreed Syllabus) (See Discovery RE Scheme)

- **How special is the relationship Jews have with God? (Beliefs and Practices)**

We are learning to understand the special relationship between Jesus and God and the promises they make to each other.

- **What is the most significant part of the Nativity story for Christians today? (Christmas)**

We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.

PHSE (non-statutory) (See SEALS scheme)

- **New Beginnings**

1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;

1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;

2a) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;

2b) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;

2c) that there are different kinds of responsibilities, rights and duties at home, school and in the community, and that these can sometimes conflict with each other;

2d) to resolve differences by looking at alternatives, making decisions and explaining choices;

3a) that their actions affect themselves and others, to care about other people's feelings and to try and see things from their points of view;

3b) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

- **Getting on and Falling Out (incl. anti-bullying week)**

1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;

1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;

2a) to research, discuss and debate topical issues, problems and events;

2b) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;

2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

2f) to resolve differences by looking at alternatives, making decisions and explaining choices;

3e) to recognise the different risks in different situations and then decide how to behave responsibly;

3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help;

4e) to recognise and challenge stereotypes;

4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;

4g) where individuals, families and groups can get help and support.

Notes: