**OVERVIEW OF CLASS 4 CURRICULUM 2019 – 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Maths** | Number & Place ValueAddition & Subtraction Multiplication & Division (1) | StatisticsMultiplication & Division (2)Measures: area & perimeter  | VolumeFractions (1)Decimals & Percentages | Fractions (2)Geometry: position and directionGeometry: properties of shapes  | Measures: converting unitsAlgebra and Ratio | Investigations & Consolidation of topics covered earlier on in the year. |
| **English** | Main Text: Secrets of a Sun King by Emma Carroll | Main Text: The Explorer by Katherine Rundell | Main Text: Street Child by Berlie Doherty  | Main Text: Goodnight Mr Tom by Michelle Magorian | Main text: Wonder by RJ Palacio |
| We will be considering the four purposes for writing: to *inform*, to *entertain*, to *persuade* and to *discuss* throughout the year. Most of our written pieces will be based on our main texts. We will also use a range of other sources, including video clips, images, extracts, real-life experiences, etc. to inspire our writing. Writing outcomes will be outlined in topic webs each term. |
| **Science** | Light | Electricity | Forces | Evolution and inheritance |
| **Cornerstones Creative Curriculum Topic** | **Pharaohs** | **Hola México** | **Revolution** | **A child’s war** | **ID** |
| History: What did the Ancient Egyptians do for us? What were their most significant achievements? | History: The Maya. How does the Mayan civilisation compare with other ancient civilisations? | History: Who were the key figures who helped to change lives of the Victorians for the better (inventors, social reformers, etc.)? What was their legacy?  | History: World War II causes and timeline of key events (Battle of Britain); the blitz and evacuations. How was our local area affected during the war? | Geography: local area study. How has Banbury and surrounding villages changed over the years in terms of their physical and human geographical features? |
| Geography: life on the river’s fertile banks, discovering Egypt and its fascinating culture.  | Geography: using maps; human and physical geography. | Geography: locate countries involved in WW2 and British cities affected by the war. Identify features on aerial photographs as if you are a pilot. |
| **Art & Design Technology** | Clay work: Canopic jars  | Sketching & artist research: Frida Kahlo inspired self portraits | Printing: William Morris inspired tiles / wallpaper | Painting / Mixed media:Blitz skylines / Propaganda posters | Pencil work:Fossil art |
| Building structures: Shadufs – irrigation system | Textiles: Maya inspired weaving | Food tech: Traditional Victorian & / or wartime recipes (rationing) | Props and staging for production  |
|  | Building structures: Anderson shelters |
| **Music** | Music of different cultures | World famous composers and musicians | Composition | Class 4 Production |
| **IT** |  | Databases | Programme designers | Short film animation / Movie trailers |
| **French** | Children will be learning cross-themed vocabulary through translations of well-known children’s books |
| Ours Brun (Brown Bear)Colours AnimalsNouns, gender, adjectives  |  Cher zoo (Dear Zoo)Nouns and genderAnimalsAdjectives Likes and dislikes | La chenille qui fait des trous (The Hungry Caterpillar)Days of the weekNumbersItems of food and drink | Ma maman / Mon Papa (My Mum / My Dad)Personal detailsDescribing people’s physical appearance and personalityLikes and dislikesComparisons |
| **P.E.** | Swimming | Hockey | Netball | Ball sports: cricket, rounders |
| Tag Rugby | Dance / Personal challenge | Athletics |
| **R.E.****(Oxford Diocese SOW)** | Do Muslims need the Qur’an? | Does God communicate with Humans? | Does the community of the Mosque help Muslims to lead better lives? | Was the death of Jesus a worthwhile sacrifice? | Are you inspired? | What is best for our world? Does religion help people decide? |
| Key concepts: sacred text; Wudu; Hadith; Hafiz | Key concepts: sacred text; prophecy; revelation; incarnation | Key concepts: Mosque; community; Ummah | Key concepts: Christianity; sacrifice; sin; redemption | Key concepts: Christ/ Holy Spirit; inspiration; Pentecost | Key concepts: inspiration; Christianity; charity; Islam – Zakkah; Sikhism – Vand Chhakna |