ALMUÑÉCAR INTERNATIONAL SCHOOL

Year 4
Curriculum
2017 - 18

Key Stage 2 – Long Term Plan 2017-18 Year 4 - Beccy Hannon

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular topic >	**Ancient Egyptians**		**Rainforests**		**Explorers**	
English Language E2L **(Cambridge Curriculum)**	**On-going work in Grammar & Punctuation** **On-going work in Phonics and Spelling** **Ongoing work in developing vocabulary** **Ongoing work in handwriting** **Ongoing work in reading** **Ongoing work in speaking and listening**					
English **(Cambridge Curriculum)**	**Unit 1A: Historical fiction** Reading, analysing then planning and writing historical fiction. **Unit 1B: Non-chronological reports** Reading, analysing then planning and writing non-chronological reports. **Unit 1C: Poems and playscripts on common themes** Reading, analysing then planning and writing poems and playscripts, based on common themes.		**Unit 2A: Fantasy stories** Reading, analysing then planning and writing fantasy stories. **Unit 2B: Newspaper style reports** Reading, analysing then planning and writing newspaper style reports. **Unit 2C: Poems from different times and cultures** Reading, analysing then planning and writing poems from different times and cultures.		**Unit 3A: Stories about problems and issues** Reading, analysing then planning and writing stories that address problems and issues. **Unit 3B: Explanations and persuasion** Reading, analysing then planning and writing explanation and persuasion. **Unit 3C: Poems in a variety of forms** Reading, analysing then planning and writing poems in a variety of forms.	

<table>
<tr><td>Maths (Cambridge Curriculum)</td><td colspan="2">1A Number and Problem Solving
Numbers and the number system
Calculation
Mental strategies
Addition and subtraction
Multiplication and division
Problem Solving
Using understanding and strategies in solving problems
1B Measure and Problem Solving
Measure
Problem solving
1C Handling data and Problem Solving
Handling data
Problem solving</td><td colspan="2">2A Number and Problem Solving
Numbers and the number system
Calculation
Mental strategies
Addition and subtraction
Multiplication and division
Problem Solving
Using understanding and strategies in solving problems
2B Geometry and Problem Solving
Shapes and geometric reasoning
Position and movement
Using techniques and skills in solving mathematical problems
Using understanding and strategies in solving problems
2C Measure and Problem Solving
Measure
Problem solving</td><td colspan="2">3A Number and Problem Solving
Numbers and the number system
Calculation
Mental strategies
Addition and subtraction
Multiplication and division
Problem Solving
Using understanding and strategies in solving problems
3B Measure and Problem Solving
Measure
Problem solving
3C Handling data and Problem Solving
Handling data
Problem solving</td></tr>
<tr><td>Science (Cambridge Curriculum)</td><td>1A Skeleton and Muscles
• Know that humans (and some animals) have bony skeletons inside their bodies.
• Know how skeletons grow as humans grow, support and protect the body.
• Know that animals with skeletons have</td><td>1B Solids, Liquids and Gases
• Know that matter can be solid, liquid or gas.
• Investigate how materials change when they are heated and cooled.
• Know that melting is when a solid turns into</td><td>2A How Magnets Work
Explore the forces between magnets and know that magnets can attract or repel each other.
Know that magnets attract some</td><td>2B Habitats
• Investigate how different animals are found in different habitats and are suited to the environment in which they are found.
• Use simple identification keys.
• Recognise ways that human activity affects the environment e.g.</td><td>3A Making Circuits
Construct complete circuits using switch, cell (battery), wire and lamps.
Explore how an electrical device will not work if there is a break in the circuit.</td><td>3B Sound
Explore how sounds are made when objects, materials or air vibrate and learn to measure the volume of sound in decibels with a sound level meter.</td></tr>
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	muscles attached to the bones. • Know how a muscle has to contract (shorten) to make a bone move and muscles act in pairs. • Explain the role of drugs as medicines.	a liquid and is the reverse of freezing. • Observe how water turns into steam when it is heated but on cooling the steam turns back into water.	metals but not others.	river pollution, recycling waste.	● Know that electrical current flows and that models can describe this flow, e.g. particles travelling around a circuit.	● Investigate how sound travels through different materials to the ear. ● Investigate how some materials are effective in preventing sound from travelling through them. ● Investigate the way pitch describes how high or low a sound is and that high and low sounds can be loud or soft. Secondary sources can be used. ● Explore how pitch can be changed in musical instruments in a range of ways.

History **National Curriculum(NC)**	• I know how to use dates and vocabulary relating to passing of time including ancient and modern, BC, AD, century and decade. • To know what a pharaoh was and the power he held. • I understand the importance of the afterlife in Ancient Egypt. • I understand the importance of the gods in Ancient Egypt. • I understand that the Ancient Egyptians worshipped a range of different gods for a range of reasons. • I understand how and why the Egyptians built the Pyramids.	• Identify and label the 4 layers of a rainforest. • Identify the different plants you find in the rainforest, specific to the 4 layers. • Identify at least 3 animals that live in the Amazon Rainforest. • To appreciate & understand who and why people/tribes live in the rainforest • Understand and explain what deforestation is. • Understand and describe the reasons for the destruction of the Rainforest • Explore and compare cultures of South/Central/North American countries	• Appreciate people's views about the world before the voyages • Understand the reasons why voyages of discovery were made • The life and achievements of Marco Polo • Why Columbus went on his famous voyage of exploration, the importance and significance of his voyage in 1492, its main events & his other voyages • Appreciate the dangers and discomfort of voyages of exploration • To explain and introduce modern explorers of the 20th century • The main types of explorers and their explorations • The influences technology played on their voyages of exploration • That women were also explorers (not just men) • To introduce the most famous female explorers of the 20th century • To read and talk about Amelia Earhardt • Understanding of exploration in past and present centuries and its impact on life today
Geography (NC	• To use the globe and a range of atlases to locate Egypt and identify its relationship with Spain. • To locate key places on a map of Egypt. • To know that there were three seasons in Ancient Egypt.	• Identify and label on maps and globes locations where rainforests can be found. • Identify and describe what a place is like and how it differs from our own. • Understand and discuss the difference in climates of where rainforests are located in relation to other places in the world.	• Understand that you can travel around the world and arrive back at the same place • Understand that the people of the period had little idea about global locations and certain lands had not been 'discovered.' • The reasons for early voyages and the routes of early traders

	• To understand the role each season plays in the production and harvest of food. • To understand the effect the actions of the River Nile had on Egypt.	• Identify and label the countries that are in South America and create a key to show which languages are spoken.	• The use and importance of spices in Europe • Where the Spice Islands are • To collect information from a range of sources and draw conclusions about life at sea
D&T (NC)	**Throughout Year 4 children are taught the knowledge, understanding and skills needed to engage in the process of designing and making. They are taught the skills of design, making, evaluating and how to understand and put into practice their technical knowledge.** • Create our own Egyptian jewellery using different materials • Create an Egyption canopic jar • Design an Egyptian pyramid	• Design & Create a 3D rainforest • Design & create a shoebox rainforest	**Cooking and Nutrition** • understand and apply the principles of a healthy and varied diet. • prepare and cook a variety of savoury dishes using a range of cooking techniques. • understand seasonality, and know where and how a variety of ingredients are grown, caught and processed.
Art (NC)	**Throughout Year 4 children are taught:** *** 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** *** about great artists in history.** • Design & create a Tutankhamun mask • Create Egyptian profiles • Design a mummy case • Create Egyptian hieroglyphics • Create scenic Egyptian collages using different mediums	• **Artist studies:** Nick Gustafson & Henri Rousseau • Create rainforest collages depicting the different layers of the rainforest • Pastel work on different rainforest animals	• **Artist studies**: Van Gogh, Renoir, Hokusai, Seurat • Landscapes and seascapes: collage • Native American ´Haida´ art: symbols and totem poles

Music (NC)	**Play it again:** Exploring rhythmic patterns	**The Class Orchestra:** Exploring Arrangements	**Dragon scales:** Exploring melodies & Scales	**Painting with sound:** Exploring sound colours	**Salt pepper vinegar mustard:** Exploring signals	**Animal Magic:** Exploring descriptive sounds
Computing	**We Are Software Developers - developing a simple educational game** **Expectations :** Develop an educational computer game using selection and repetition. Understand and use variables. Start to debug computer programs. Recognise the importance of user interface design, including consideration of input and output. **Curriculum References:** Design, write and debug programs that accomplish specific goals. Use sequence, selection, and repetition in programs; work with variables and various	**We Are Toy Designers - Prototyping an interactive toy** **Expectations :** Design and make an on-screen prototype of a computer-controlled toy. Understand different forms of input and output (such as sensors, switches, motors, lights and speakers). Design, write and debug the control and monitoring program for their toy. **Curriculum References:** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use sequence, selection, and	**We Are Musicians - Producing digital music** **Expectations :** Use one or more programs to edit music. Create and develop a musical composition, refining their ideas through reflection and discussion. Develop collaboration skills. Develop an awareness of how their composition can enhance work in other media. **Curriculum References:** Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Understand computer networks including	**We Are HTML Editors - Editing and writing HTML** **Expectations :** Understand some technical aspects of how the internet makes the web possible. Use HTML tags for elementary mark up. Use hyperlinks to connect ideas and sources. Code up a simple web page with useful content. Understand some of the risks in using the web. **Curriculum References:** Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the	**We Are Co-Authors - Producing a wiki** **Expectations :** Understand the conventions for collaborative online work, particularly in wikis. Be aware of their responsibilities when editing other people's work. Become familiar with Wikipedia, including potential problems associated with its use. Practise research skills. Write for a target audience using a wiki tool. Develop collaboration skills. Develop proofreading skills.	**We Are Meteorologists - Presenting the weather** **Expectations :** Understand different measurement techniques for weather, both analogue and digital. Use computer-based data logging to automate the recording of some weather data. Use spreadsheets to create charts Analyse data, explore inconsistencies in data and make predictions Practise using presentation software and, optionally, video. **Curriculum References:** Work with variables and various forms of input and output.

	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. **Software:** Purple mash Coding, Purple Mash presentation, Google Slides, Scratch, Google Classroom	repetition in programs; work with 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. **Software:** Purple mash Coding, Purple Mash and Google presentation, Scratch, Google Classroom	the internet; ... and the opportunities they offer for communication and collaboration. Be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour. **Resources:** Google Classroom, Audacity, LMSS, Isle Of Tune, digital recording equipment,	opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour. Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information. **Resources:** Firefox Goggles, online HTML editing tutorials, Wordpad, Google Classroom	**Curriculum References:** Solve problems by decomposing them into smaller parts. 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. Use ... a variety of software (including internet services) ... to ... create ... content ... including ... presenting information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use logical reasoning to explain how some simple algorithms work. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Software **Resources:** Google Classroom, Google Sheets, Google Slides, Video editing software

					Resources: Google Classroom, Google Docs, Google Sites, DK FindOut website,	
PE (NC)	**Throughout Year 4 children are taught to:** * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Hockey and Football** **Handball** **Basketball & Gymnastics** **Athletics & Tennis**					
PSHE (SEAL)	**PSHE teaches the children the following skills:** ● Self Awareness ● Managing Feelings ● Empathy ● Motivation ● Social Skills New Beginnings * I know how to make someone feel welcomed and valued at school.	**Getting on/Falling out** * I can manage my feelings and usually find a way to calm myself down when necessary. * I can use the problem solving process to solve a problem. * I can use peaceful problem solving to sort out difficulties.	**Going for Goals** * I know what I need to learn effectively. * I can set success criteria so that I know whether I have reached my goal. * I can break down a goal into a number of steps and wait for the result. * I know how others can help me to achieve my	**Good to be me** * I can tell you about myself as a learner. * I know that I am responsible for my own learning and behaviour. * I can use my strengths as a learner. * I can tell you the things I am good at. * I can recognise when I find something difficult and do something about	**Changes** * I know that what we feel and think affects what we do (how we behave). * I can tell you why I behave as I do when I am finding a change difficult. * I know some of the reasons that change can feel uncomfortable and scary. * I know some ways of dealing with the feelings that sometimes arise from changes. * I can sometimes understand why other people are behaving as they are when they are finding a change difficult.

	* I can predict how I am going to feel in a new situation or meeting new people. ** I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe and unfair.* ** I understand my rights and responsibilities in the school.* ** I understand why we need to have different rules in different places, and to now what the rules are in school.*		goals and how I can help others. * I can tell you how I keep going even when the task is difficult. * I can identify some barriers to my learning. * I am able to take responsibility for my actions and learning when the outcomes are positive or negative. * I can recognize when I have reached my goal or been successful with my learning.	it or cope with how that makes me feel.	* I can tell you how it feels to belong to a group, and know it is important for everyone.	
Spanish Lengua	1) En la clase. 2) El día del agua. 3) En la playa. 4) Un paisaje espectacular. 5) Un día de lluvia. 6) Nuestro cuerpo.	COMPETENCIA LECTORA: El peso de la Tierra. Las lágrimas de Justino. El secreto de la serenidad. El cultivo del oro. Sobre lluvias y sapos. El gigante solitario. VOCABULARIO: Palabras sinónimas. Palabras antónimas. Palabras polisémicas. Frases hechas. Refranes. Palabras derivadas.	7) Por el monte. 8) ¡Qué rico! 9) Tarde de domingo. 10) En la floristería.	COMPETENCIA LECTORA: El agua del desierto. Gallina para tres. La pequeña orquesta. El tesoro del huerto. VOCABULARIO: Palabras compuestas. Diminutivos. Aumentativos. Familias de palabras. GRAMÁTICA: El sustantivo. El género de los sustantivos.	11) ¡Cuánto trabajo! 12) El mejor amigo. 13) Comienzan las clases. 14) ¿De qué está hecho? 15) ¡Cómo pasa el tiempo?	COMPETENCIA LECTORA: La carrera. Eulato. Se perdió mi hermano. La leyenda del algodón. La foto. VOCABULARIO: Gentilicios. Palabras colectivas. Palabras onomatopéyicas. Palabras parónimas. Campo semántico. GRAMÁTICA:

		GRAMÁTICA: La comunicación. Lenguaje y lenguas. La oración. Sujeto y predicado. Sonidos y letras. La sílaba. Clases de sílabas. ORTOGRAFÍA: El sonido K. El sonido Z. El sonido G suave. El punto. El sonido R fuerte. El sonido J. EXPRESIÓN ESCRITA: Escribir una noticia. Escribir recomendaciones. Escribir una postal. Contar una excursión. Explicar un pronóstico del tiempo. Presentar a alguien.		El número de los sustantivos. El artículo. ORTOGRAFÍA: Palabras terminadas en -y. División de palabras. Los signos de interrogación y de exclamación. Palabras con mp y mb. EXPRESIÓN ESCRITA: Describir un paisaje. Hacer un libro de recetas. Describir una localidad. Crear un poema.		Los posesivos. Los demostrativos. El adjetivo. Los pronombres personales. El verbo. ORTOGRAFÍA: La coma. Palabras terminadas en -illo, -illa. Palabras terminadas en -z y en -d. Los dos puntos. Las palabras ha y a. EXPRESIÓN ESCRITA: Preparar una entrevista. Escribir un cuento de animales. Hacer un cartel. Escribir instrucciones. Escribir un diario.
Spanish Cultura	1) Cómo es la Tierra. 2) La representación de la Tierra. 3) El aire y la atmósfera.	CONCEPTOS: El sistema solar y la Tierra. Los movimientos de la Tierra. La Tierra. ¿Cómo se representa la Tierra? Los océanos y los continentes. La orientación. El aire y la atmósfera.	4) El agua en la Tierra. 5) Los paisajes. 6) La localidad y el Ayuntamiento.	CONCEPTOS: El agua y sus estados. El ciclo del agua. El agua en los paisajes. Cómo son los ríos. Las personas y el agua. Las rocas y los minerales. Las formas del relieve. Los paisajes naturales y los transformados.	7) Los trabajos en la naturaleza. 8) Los trabajos en las fábricas y los servicios. 9) El paso del tiempo.	CONCEPTOS: El trabajo. Los trabajos que obtienen productos vegetales. Los trabajos que obtienen productos animales. Los trabajos del sector secundario. Los productos industriales.

		Los fenómenos atmosféricos. El tiempo y el clima. La contaminación del aire.		La conservación de los paisajes. Los pueblos. Las ciudades. El gobierno del municipio. Los servicios municipales.		El sector terciario. El transporte, el comercio y el turismo. La medida del tiempo. Cómo conocemos el pasado. Los recuerdos del pasado de la localidad. El paso del tiempo en la localidad.
Opportunities for Possible Visits	Parque de las ciencias: human body exhibition		Bioparc, Fuengirola		Caves in Nerja	