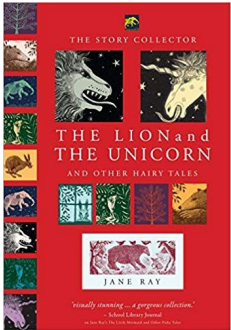

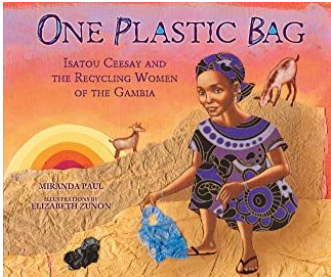
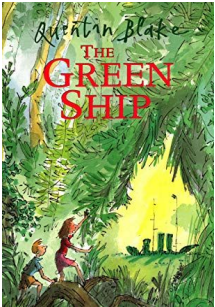


ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 4
Curriculum
2020-21

Key Stage 2 - Long Term Plan 2020-21 Year 4 - Maria Lea

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross Curricular topic >	Ancient Egyptians		All Around the World Rainforests		Explorers	
Core Texts					 	
English Language E2L (Cambridge Curriculum)	<p>On-going work in Grammar & Punctuation</p> <p>On-going work in Phonics and Spelling</p> <p>Ongoing work in developing vocabulary</p> <p>Ongoing work in handwriting</p> <p>Ongoing work in reading</p> <p>Ongoing work in speaking and listening</p>					

<p>English (Cambridge Curriculum)</p>	<p>Unit 1A: Historical fiction Reading, analysing then planning and writing historical fiction.</p> <p>Unit 2B: Newspaper style reports Reading, analysing then planning and writing newspaper style reports.</p> <p>Unit 1C: Poems and playscripts on common themes Reading, analysing then planning and writing poems and playscripts, based on common themes.</p>	<p>Unit 2A: Fantasy stories Reading, analysing then planning and writing fantasy stories.</p> <p>Unit 1B: Non-chronological reports Reading, analysing then planning and writing non-chronological reports.</p> <p>Unit 2C: Poems from different times and cultures Reading, analysing then planning and writing poems from different times and cultures.</p>	<p>Unit 3A: Stories about problems and issues Reading, analysing then planning and writing stories that address problems and issues.</p> <p>Unit 3B: Explanations and persuasion Reading, analysing then planning and writing explanation and persuasion.</p> <p>Unit 3C: Poems in a variety of forms Reading, analysing then planning and writing poems in a variety of forms.</p>
<p>Maths (Cambridge Curriculum)</p>	<p>1A Number and Problem Solving</p> <ul style="list-style-type: none"> • Numbers and the number system • Calculation • Mental strategies • Addition and subtraction • Multiplication and division • Problem Solving • Using understanding and strategies in solving problems <p>1B Measure and Problem Solving</p> <ul style="list-style-type: none"> • Measure • Problem solving <p>1C Handling data and Problem Solving</p> <ul style="list-style-type: none"> • Handling data • Problem solving 	<p>2A Number and Problem Solving</p> <ul style="list-style-type: none"> • Numbers and the number system • Calculation • Mental strategies • Addition and subtraction • Multiplication and division • Problem Solving • Using understanding and strategies in solving problems <p>2B Geometry and Problem Solving</p> <ul style="list-style-type: none"> • Shapes and geometric reasoning • Position and movement • Using techniques and skills in solving mathematical problems • Using understanding and strategies in solving problems <p>2C Measure and Problem Solving</p> <ul style="list-style-type: none"> • Measure 	<p>3A Number and Problem Solving</p> <ul style="list-style-type: none"> • Numbers and the number system • Calculation • Mental strategies • Addition and subtraction • Multiplication and division • Problem Solving • Using understanding and strategies in solving problems <p>3B Measure and Problem Solving</p> <ul style="list-style-type: none"> • Measure • Problem solving <p>3C Handling data and Problem Solving</p> <ul style="list-style-type: none"> • Handling data • Problem solving

			<ul style="list-style-type: none"> • Problem solving 			
Science (Cambridge Curriculum)	1A Skeleton and Muscles <ul style="list-style-type: none"> • Know that humans (and some animals) have bony skeletons inside their bodies. <ul style="list-style-type: none"> • Know how skeletons grow as humans grow, support and protect the body. • Know that animals with skeletons have 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. 	1B Solids, Liquids and Gases <ul style="list-style-type: none"> • Know that matter can be solid, liquid or gas. <ul style="list-style-type: none"> • Investigate how materials change when they are heated and cooled. • Know that melting is when a solid turns into 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. 	2A How Magnets Work <ul style="list-style-type: none"> • Explore the forces between magnets and know that magnets can attract or repel each other. • Know that magnets attract some metals but not others. 	2B Habitats <ul style="list-style-type: none"> • Investigate how different animals are found in different habitats and are suited to the environment in which they are found. <ul style="list-style-type: none"> • Use simple identification keys. • Recognise ways that human activity affects the environment e.g. river pollution, recycling waste. 	3A Making Circuits <ul style="list-style-type: none"> • 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. • Know that electrical current flows and that models can describe this flow, e.g. particles travelling around a circuit. 	3B Sound <ul style="list-style-type: none"> • 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. • 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

						<p>that high and low sounds can be loud or soft. Secondary sources can be used.</p> <ul style="list-style-type: none"> • Explore how pitch can be changed in musical instruments in a range of ways.
<p>History National Curriculum(NC)</p>	<ul style="list-style-type: none"> • 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. • To understand the importance of the afterlife in Ancient Egypt. • To understand the importance of the gods in Ancient Egypt. • To understand that the Ancient Egyptians worshipped a range of different gods for a range of reasons. • To understand how and why the Egyptians built the Pyramids. • To study an aspect or theme in history that extends pupils' chronological knowledge beyond 1066 - the achievements of the earliest civilizations - an overview of where and 	<ul style="list-style-type: none"> • To construct informed responses that involve thoughtful selection and organisation of relevant historical information. Consider what we know about the Rainforest and how history is changing the face of today's forest. • To develop a chronologically secure knowledge and understanding of world history, establishing clear narratives. To discover facts about Amzonian tribes. 	<ul style="list-style-type: none"> • To think about where explorers explore and how the past has guided this exploration. • To study the lives of significant individuals in the past who have contributed to national and international achievements. 			

	<p>when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>		
<p>Geography (NC)</p>	<ul style="list-style-type: none"> ● To 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 ● 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. ● 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. ● describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<ul style="list-style-type: none"> ● To identify the position and significance of time zones (including day and night) by comparing times in different countries. ● 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 ● To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ● To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. 	<ul style="list-style-type: none"> ● To think about what an Explorer does. ● To think about how to become an explorer. ● Understand where exploration takes place and why are these places relevant now. ● Understand that the people who are discoverers are also scientists ● Understand why exploration in different parts of the planet help us to build a picture of our planet ● The use and importance of exploration towards conservation of our planet ● To consider the impact of exercise and lifestyle on your body. ● To carry out enquiry by observation. ● Describe conditions in the Arctic. ● Describe some of the challenges of surviving in the Arctic. ● Explain why physical training is needed for Arctic explorers. ● Explain why mental training is needed for Arctic explorers. ● To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain

		<ul style="list-style-type: none"> • Identify and label on maps and globes locations where rainforests can be found. • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	
<p>D&T (NC)</p>	<p>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.</p> <ul style="list-style-type: none"> • Create an Egyption canopic jar • Design an Egyptian pyramid 	<ul style="list-style-type: none"> • Design & Create a Rainforest flapbook. • Design and create a leaflet about a Rainforest animal. 	<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet. • Design and prepare a menu for explorers taking into account the content of the food • Make crochet baskets from recycled plastic bags
<p>Art (NC)</p>	<p>Throughout Year 4 children are taught:</p> <ul style="list-style-type: none"> * 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. <ul style="list-style-type: none"> • Artist studies: Kandinsky • Create Egyptian hieroglyphics 	<ul style="list-style-type: none"> • Artist studies: Picasso • Silhouettes - represent "me" • Create a rainforest classroom - plants, flowers and animals. 	<ul style="list-style-type: none"> • Paint The Green Ship and characters mural in groups for display

<p>Music (NC)</p>	<p>Exploring Rhythm and Pulse</p> <p>Reading and writing rhythmic notation.</p> <p>Songs to keep the beat</p>	<p>Exploring Rhythm and Pulse</p> <p>Body/cup percussion</p> <p>Songs for Christmas / Egyptians</p>	<p>Using Instruments (Active Music Games)</p> <p>Songs for Carnival</p>	<p>Introduction to Descant Recorder</p> <p>Recorder Boppers</p>	<p>Exploring Pitch</p> <p>Introduction to the glockenspiel</p> <p>Singing Games</p>	<p>Science of Sound</p> <p>Support learning science objectives - pitch and dynamics</p> <p>Singing Games</p>
<p>Computing (NC)</p> <p>Switched On Computing Scheme - published by Rising Stars.</p> <p>Due to school closure in the 2nd half of 2019-20 the first 3-4 weeks will be spent reminding of routines and enabling students to complete activities that have been left unfinished due to technical restrictions encountered when working from home.</p>	<p>We Are Software Developers - developing a simple educational game</p> <p>Expectations : Develop an educational computer game using selection and repetition.</p> <p>Understand and use variables.</p> <p>Start to debug computer programs.</p> <p>Recognise the importance of user interface design, including consideration of input and output.</p> <p>Curriculum References: Design, write and debug programs that accomplish specific goals.</p>	<p>We Are Toy Designers - Prototyping an interactive toy</p> <p>Expectations : Design and make an on-screen prototype of a computer-controlled toy.</p> <p>Understand different forms of input and output (such as sensors, switches, motors, lights and speakers).</p> <p>Design, write and debug the control and monitoring program for their toy.</p> <p>Curriculum References: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</p>	<p>We Are Musicians - Producing digital music</p> <p>Expectations : Use one or more programs to edit music.</p> <p>Create and develop a musical composition, refining their ideas through reflection and discussion.</p> <p>Develop collaboration skills.</p> <p>Develop an awareness of how their composition can enhance work in other media.</p> <p>Curriculum References: Use sequence, selection, and repetition in programs; work with variables and various</p>	<p>We Are HTML Editors - Editing and writing HTML</p> <p>Expectations : Understand some technical aspects of how the internet makes the web possible.</p> <p>Use HTML tags for elementary mark up.</p> <p>Use hyperlinks to connect ideas and sources.</p> <p>Code up a simple web page with useful content.</p> <p>Understand some of the risks in using the web.</p> <p>Curriculum References: Understand computer networks including</p>	<p>We Are Co-Authors - Producing a wiki</p> <p>Expectations : Understand the conventions for collaborative online work, particularly in wikis.</p> <p>Be aware of their responsibilities when editing other people's work.</p> <p>Become familiar with Wikipedia, including potential problems associated with its use.</p> <p>Practise research skills.</p> <p>Write for a target audience using a wiki tool.</p> <p>Develop collaboration skills.</p>	<p>We Are Meteorologists - Presenting the weather</p> <p>Expectations : Understand different measurement techniques for weather, both analogue and digital.</p> <p>Use computer-based data logging to automate the recording of some weather data.</p> <p>Use spreadsheets to create charts</p> <p>Analyse data, explore inconsistencies in data and make predictions</p> <p>Practise using presentation software and, optionally, video.</p>

	<p>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.</p> <p>Software: Purple mash Coding, Purple Mash presentation, Scratch, Google Classroom</p>	<p>Use sequence, selection, and repetition in programs; work with various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Software: Purple mash Coding, Purple Mash and Google presentation, Scratch, Google Classroom</p>	<p>forms of input and output.</p> <p>Understand computer networks including the internet; ... and the opportunities they offer for communication and collaboration.</p> <p>Be discerning in evaluating digital content.</p> <p>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.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.</p> <p>Resources: Google Classroom, Audacity, LMSS, Isle</p>	<p>the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use technology safely, respectfully and responsibly; know a range of ways to report concerns and unacceptable behaviour.</p> <p>Use and combine a variety of software (including internet services) to accomplish given goals, including presenting information.</p> <p>Resources: Firefox Goggles, online HTML editing tutorials, Wordpad, Google Classroom</p>	<p>Develop proofreading skills.</p> <p>Curriculum References: Solve problems by decomposing them into smaller parts.</p> <p>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.</p> <p>Use search technologies effectively.</p> <p>Use ... a variety of software (including internet services) ... to ... create ... content ... including ... presenting information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of</p>	<p>Curriculum References: Work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>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.</p> <p>Software</p> <p>Resources: Google Classroom, Google Sheets, Google</p>
--	--	--	---	---	---	---

			Of Tune, digital recording equipment,		ways to report concerns about content and contact. Resources: Google Classroom, Google Docs, Google Sites, DK FindOut website,	Slides, Video editing software
PE (NC)	<p style="text-align: center;">Throughout Year 4 children are taught to:</p> <ul style="list-style-type: none"> * 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. <p style="text-align: center;"> Football Handball Gymnastics Tennis Fitness Athletics Rounders </p>					
PSHE (SEAL)	Readiness	Respect	Responsibilities	Resilience	Relationships	
Throughout the year: Bullying Cultural differences School rules	<input type="checkbox"/> Health <input type="checkbox"/> Being prepared <input type="checkbox"/> Responsiveness <input type="checkbox"/> Just Say YES	<input type="checkbox"/> Respecting others <input type="checkbox"/> Children's rights <input type="checkbox"/> British Values <input type="checkbox"/> Role Models <input type="checkbox"/> Self Awareness <input type="checkbox"/> Good Manners	<input type="checkbox"/> Responsible citizen <input type="checkbox"/> Helping others <input type="checkbox"/> E-safety <input type="checkbox"/> Personal Safety <input type="checkbox"/> Attitude	<input type="checkbox"/> Reflectiveness <input type="checkbox"/> Motivation <input type="checkbox"/> Risk taking <input type="checkbox"/> Critical thinking	<input type="checkbox"/> Feelings <input type="checkbox"/> Growing up <input type="checkbox"/> Friends and Family <input type="checkbox"/> Cooperation <input type="checkbox"/> Teamwork	

<p>Spanish Lengua</p>	<p>1) El universo. 2) El agua. 3) ¿Playa o montaña? 4) Rocas sorprendentes.</p>	<p>COMPETENCIA LECTORA: El peso de la Tierra. Las lágrimas de Justino. El secreto de la serenidad. El cultivo del oro.</p> <p>VOCABULARIO: Palabras sinónimas. Palabras antónimas. Palabras polisémicas. Refranes.</p> <p>GRAMÁTICA: Lenguaje y lenguas. La oración. Sujeto y predicado. Sonidos y letras. La sílaba. Clases de sílabas.</p> <p>ORTOGRAFÍA: El sonido K. El sonido Z. El sonido G suave. División de palabras.</p> <p>LITERATURA: Los poemas. El lenguaje poético.</p>	<p>5) Días de lluvia. 6) La hora de comer. 7) Nuestro vecindario. 8) Mis plantas.</p>	<p>COMPETENCIA LECTORA: Sobre lluvias y sapos.. Gallina para tres. La pequeña orquesta. El tesoro del huerto.</p> <p>VOCABULARIO: Palabras derivadas. Palabras compuestas. Diminutivos. Aumentativos.</p> <p>GRAMÁTICA: El sustantivo. El género de los sustantivos. El número de los sustantivos. Artículos y demostrativos.</p> <p>ORTOGRAFÍA: El sonido R fuerte. El sonido J. Palabras terminadas en -y. Palabras terminadas en -illo o en -illa.</p>	<p>9) Los animales. 10) El lugar donde vivo. 11) Trabajos manuales. 12) Recuerdos del pasado.</p>	<p>COMPETENCIA LECTORA: Eulato. Se perdió mi hermano. La leyenda del algodón. La foto.</p> <p>VOCABULARIO: Familia de palabras. Gentilicios. Palabras colectivas. Campo semántico.</p> <p>GRAMÁTICA: Los posesivos. El adjetivo. Los pronombres personales. El verbo.</p> <p>ORTOGRAFÍA: Los signos de interrogación y de exclamación. La coma. Los dos puntos. Palabras terminadas en -z y en -d. Las palabras ha y a.</p>

				LITERATURA: Los versos. Las estrofas.		LITERATURA: La rima. Los poetas.
Spanish Cultura	1) Necesitamos el agua y el aire. 2) Los paisajes que nos rodean.	CONCEPTOS: ¿Cómo es el agua? El ciclo del agua. Estamos rodeados de aire. Los fenómenos atmosféricos. Tiempo y clima no son lo mismo. ¡Cuidemos la atmósfera! Descubrimos los paisajes. Así son los relieves de costa. Así son los relieves de interior. ¿Cómo se representa el relieve en un mapa? El agua en los paisajes. Así son los ríos.	3) El lugar donde vivimos. 4) ¿En qué trabajan las personas?	CONCEPTOS: Así son los pueblos. Así son las ciudades. El ayuntamiento. Los servicios municipales. Circulamos con seguridad. Trabajamos en la naturaleza. Trabajamos en las fábricas y los talleres. ¿Cómo es la industria? Trabajamos en los servicios. Compramos y vendemos. El transporte y el turismo.	5) La Tierra, un planeta único. 6) Somos detectives del pasado.	CONCEPTOS: La Tierra, un planeta del sistema solar. La tierra se mueve. ¿Cómo es la Tierra? Descubrimos las caras de la Luna. ¿Cómo investigamos el pasado? La medida del tiempo. ¿Cómo organizamos el pasado? De la Prehistoria al tiempo de los castillos. De la época de los castillos a la actualidad.
Opportunities for Possible Visits	Library Trip IDEAL newspaper		Butterfly Park - Benalmadena Sierra Almirajara, Exploradores por un día.		Museo Música, Malaga Orienteering expedition	

