

Curriculum 2018-2019 Teaching Coverage: Year Group 4

Question	Topic 1 Are You Daring Enough To Join The Viking Force?	Topic 2 The Egyptians - The Mystery of the Missing Mummy	Topic 3 To Which House Do You Belong?	Topic 4 Rainforest Rescue – Will You Help?	Topic 5 Where can we find that beast?	Topic 6 Explorers-Bear Grylls
Maths	Number: Place Value -4 weeks Number: Addition and Subtraction-2 weeks	Number: Addition and Subtraction-1 week Measurement: Length and Perimeter-1 week Number: Multiplication and Division-3 weeks Consolidation-1 week	Number: Multiplication and Division-3 weeks Measurement: Area-1 week Fractions-2 weeks	Fractions-2 weeks Decimals-3 weeks Consolidation-1 week	Decimals-2 weeks Measurement: Money-2 weeks Time-1 week	Statistics-2 weeks Geometry: Properties of Shape-3 weeks Geometry: Position and Direction-1 week Consolidation-1 week
English	Core Text: How to be a Viking Fiction Plot: Tale of Fear Non-fiction genre: Biography	Core Text: Flat Stanley and the Great Egyptian Grave Robbery Fiction Plot: Conquering the Monster Non-fiction genre: Newspaper	Core Text: Harry Potter and the Philosoper’s Stone Fiction Plot: Conquering the Monster Non-fiction genre: Letters	Core Text: The Vanishing Rainforest Fiction Plot: Warning Tale Non-fiction genre: Persuasion	Core Text: Fantastic Beasts and Where to Find Them Fiction Plot: Finding Tale Non-fiction genre: Instructions, Non-chronological reports	Core Text: Bear Grylls River Adventures Fiction Plot: Journey Tale Non-fiction genre: Recount
Science	<p><u>Living things and their habitats</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. <p>NC: pg 124 <u>Year 3 refreshers.</u> NC: pg 120 – 123</p>	<p><u>Sound</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. <p>NC: pg 125</p>	<p><u>States of Matter</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>NC: pg 125</p>	<p><u>Year 3 refreshers.</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific 	<p><u>Electricity</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. <p>NC pg 125</p>	<p><u>Animals including humans</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. <p>NC: pg 124</p>

				<p>ideas and processes</p> <ul style="list-style-type: none"> using straightforward scientific evidence to answer questions or to support their findings. <p>NC: pg 120 – 123</p>		
Computing	<p><u>Communication – word processing and powerpoint</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>NC: pg 140</p>	<p><u>Physical systems and outputs.</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <p>NC: pg 140</p>	<p><u>Programming</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>NC: pg 140</p>	<p><u>Review of communication tools</u></p> <p><u>A project - linked to Geography</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. <p>NC: pg 140</p>	<p><u>Blogging</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>NC: pg 140</p>	<p><u>Programming</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs <p>NC: pg 140</p>
Geography	N/A	N/A	N/A	<p><u>Rainforests – South America study</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>NC: pg 146</p>	<p><u>Where’s That Beast? A study of the UK</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>NC: pg 146</p>	<p><u>What’s in the UK and Europe? A European study.</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>NC: pg 146</p>
History	<p><u>Vikings</u></p> <p><u>Significant person in history – King Canute</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<p><u>Egyptian study (ancient civilisations)</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty 	<p><u>Castles through time (local study)</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a local history study <p>NC: pg 149</p>	N/A	N/A	N/A

	NC: pg 149	of Ancient China NC: pg 150				
PE	<p><u>Gymnastics</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>NC: pg 156</p> <p><u>Invasion Games – Basketball</u> Pupils should be 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 and apply basic principles suitable for attacking and defending <p>NC: pg 156</p>	<p><u>Gymnastics - Combine all skills</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>NC: pg 156</p> <p><u>Rounders</u> Pupils should be 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 and apply basic principles suitable for attacking and defending <p>NC: pg 156</p>	<p><u>Invasion Games cont. – Tag Rugby</u> Pupils should be 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 and apply basic principles suitable for attacking and defending <p>NC: pg 156</p> <p><u>Swimming</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. <p>NC: pg 156</p>	<p><u>Competitive sports activities</u> Pupils should be 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 and apply basic principles suitable for attacking and defending <p>NC: pg 156</p> <p><u>Swimming</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. <p>NC: pg 156</p>	<p><u>Dance – Jive</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>NC pg 156</p> <p><u>Competitive sports activities</u> Pupils should be 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 and apply basic principles suitable for attacking and defending <p>NC: pg 156</p>	<p><u>Dance –Imoves Eco Warriors</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>NC: pg 156</p> <p><u>Competitive sports activities</u> Pupils should be 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 and apply basic principles suitable for attacking and defending <p>NC: pg 156</p>