



# Rotherhithe Primary School Half Termly Curriculum Plan 2020-21 Year four

Topic Diver: krindlekrax						
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Read aloud text:	KrindleKrax	KrindleKrax	KrindleKrax	KrindleKrax	KrindleKrax	KrindleKrax
Guided Reading	<u>Fiction- Newspaper report</u> Roman coins	<u>Non-fiction</u> Sound article	<u>Fiction</u> Chapter 1 KrindleKrax	<u>Fiction</u> Chapter 2 KrindleKrax	<u>Non-fiction- fact file</u> Alexander Bell	<u>Spring poetry</u> Sound keeper poem
Writing	<u>Romulus and Remus</u> <u>To write an alternative ending.</u> -Use noun phrases - Use time adverbials - Use a range of proper nouns - use adverbs - to include a drop in clause, such as a relative clause - use narration, directly speaking to the reader -use subordinating Clauses -use speech	<u>Romulus and Remus</u> <u>To write an alternative ending.</u> -Use noun phrases - Use time adverbials - Use a range of proper nouns - use adverbs - to include a drop in clause, such as a relative clause - use narration, directly speaking to the reader -use subordinating Clauses -use speech	KrindleKrax Character description -adjectives -magic 3 -simile -brackets - third person - drop in clause -use evidence from the text to describe a character	KrindleKrax Diary in role -write in first and third person -past tense -fronted adverbials -chatty style vocabulary -Punctuation for emphasis -apostrophe for possession	KrindleKrax Setting description - Write in second person (you) -Prepositional phrases -Adjectives -Adverbs of frequency - Use other senses (hear / smell) -speech marks brackets	KrindleKrax Suspense - First person and past tense -Emotional language -synonyms -simile to describe how you feel -drop in clauses -fronted subordinate -rhetorical question
Maths	<u>Measures</u> -Read weighing scales with different intervals -Weigh and compare mass in mixed units -Estimate mass -Read scales when measuring volume -Measure and compare capacities in mixed units -Estimate capacity - solve addition and subtraction word problems - solve multiplication and division word problems	<u>Solving measure and money problems</u> -Choose and use appropriate units of measure -Convert between mm and cm -Convert between cm and m -Convert between units of measure (km and m, kg and g and l and ml)	<u>Solving measure and money problems</u> Apply knowledge of units of measure to plan and solve the following problems: 'Marathon Training' (time) 'Ribbons' (length in cm and m) 'Two Point Seven' (mass) 'Flagpole' (length in fractions of a metre)	<u>Solving measure and money problems</u> Apply knowledge of money to plan and solve the following problems: 'Stamps' 'Money bags' 'Fruit' 'Souvenirs'	<u>Shape and Symmetry</u> -compare and order angles -identify right angles -Identify acute and obtuse angles - investigate angles within 2D shapes - compare and classify 2D shapes	<u>Shape and Symmetry</u> -Compare and classify quadrilaterals -Compare and classify right-angled and equilateral triangles -Compare and classify isosceles and scalene triangles -Identify lines of symmetry in 2-D shapes -Complete symmetrical figures (patterns)



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Science	Science To be able to identify how sounds are made, associating some of them with something vibrating.	Science To be able to recognise that vibrations from a sound travel through a medium to the ear.	Science To be able to find patterns between the pitch of a sound and features of the object that produced it.	Science To be able to find patterns between the volume of a sound and the strength of the vibrations that produced it.	Science To be able to recognise that sounds get fainter as the distance from the sound source increases.	Science To be able to use a scientific enquiry to answer a question. To be able to set up a simple practical enquiry. To be able to make systematic and careful measurements with a data logger. To be able to report on findings from an enquiry.
ICT	<u>Programming A – Repetition in shapes</u>  <u>Lesson 1 Programming a screen turtle</u>  To identify that accuracy in programming is important:  I can program a computer by typing commands  I can explain the effect of changing a value of a command  I can create a code snippet for a given purpose	<u>Programming A – Repetition in shapes</u>  <u>Lesson 2 Programming letters</u>  To create a program in a text-based language:  I can use a template to create a design for my program  I can write an algorithm to produce a given outcome  I can test my algorithm in a text-based language	<u>Programming A – Repetition in shapes</u>  <u>Lesson 3 Patterns and repeats</u>  To explain what ‘repeat’ means:  I can identify everyday tasks that include repetition as part of a sequence, eg brushing teeth, dance moves  I can identify patterns in a sequence, eg ‘step 3 times’ means the same as ‘step, step, step’  I can use a count-controlled loop to produce a given outcome	<u>Programming A – Repetition in shapes</u>  <u>Lesson 4 Using loops to create shapes</u>  To modify a count-controlled loop to produce a given outcome:  I can identify the effect of changing the number of times a task is repeated  I can predict the outcome of a program containing a count-controlled loop  I can choose which values to change in a loop	<u>Programming A – Repetition in shapes</u>  <u>Lesson 5 Breaking things down</u>  To decompose a program into parts:  I can identify ‘chunks’ of actions in the real world  I can use a procedure in a program  I can explain that a computer can repeatedly call a procedure	<u>Programming A – Repetition in shapes</u>  <u>Lesson 6 Creating a program</u>  To create a program that uses count-controlled loops to produce a given outcome:  I can design a program that includes count-controlled loops  I can make use of my design to write a program  I can develop my program by debugging it
RE	<u>What happens when someone gets married?</u>  What is a wedding celebration? Why do people choose to get married?	<u>What happens when someone gets married?</u>  What are marriage vows? What do they mean?	<u>What happens when someone gets married?</u>  What important actions take place in a Hindu wedding ceremony?	<u>What happens when someone gets married?</u>  What is the symbolism behind the seven steps?	<u>What happens when someone gets married?</u>  What do Muslims believe about marriage?	<u>What happens when someone gets married?</u>  What happens in a Muslim wedding?



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History			<u>Local history unit</u> To go on a local history walk looking at local heritage sites, specifically Surrey locks, including gates, bollards and capstans (list number: 1385847)	<u>Local history unit</u> Compare and contrast maps of local area to an aerial photograph	<u>Local history unit</u> Create models local heritage site, Surrey locks.	<u>Local history unit</u> Create a map of the local area of Rotherhithe, based on the year 1997.
Music	<b>Specialist Teacher</b> Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON ” African percussion	<b>Specialist Teacher</b> Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON ” African percussion	<b>Specialist Teacher</b> Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON ” African percussion	<b>Specialist Teacher</b> Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON ” African percussion	<b>Specialist Teacher</b> Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON ” African percussion	<b>Specialist Teacher</b> Recorders Songs using do ray mi far so la Body percussion – Junk percussion workshop “Beat Goes ON ” African percussion
PSHE	<b>PATHS</b> Unit 4: Being Responsible and Caring for Others Unit 5: Problem Solving (L29-33) Growing Up	<b>PATHS</b> Unit 4: Being Responsible and Caring for Others Unit 5: Problem Solving (L29-33) Growing Up	<b>PATHS</b> Unit 4: Being Responsible and Caring for Others Unit 5: Problem Solving (L29-33) Growing Up	<b>PATHS</b> Unit 4: Being Responsible and Caring for Others Unit 5: Problem Solving (L29-33) Growing Up	<b>PATHS</b> Unit 4: Being Responsible and Caring for Others Unit 5: Problem Solving (L29-33) Growing Up	<b>PATHS</b> Unit 4: Being Responsible and Caring for Others Unit 5: Problem Solving (L29-33) Growing Up
PE	<b>Softball: Specialised Coach</b> <b>Cricket: Striking and Fielding</b> For children to develop coordination, balance, movement, teamwork skills through cricket. Progressing with skills including; throwing, catching, striking, tactics, spatial awareness and teamwork.	<b>Softball: Specialised Coach</b> <b>Cricket: Striking and Fielding</b> For children to develop coordination, balance, movement, teamwork skills through cricket. Progressing with skills including; throwing, catching, striking, tactics, spatial awareness and teamwork.	<b>Softball: Specialised Coach</b> <b>Cricket: Striking and Fielding</b> For children to develop coordination, balance, movement, teamwork skills through cricket. Progressing with skills including; throwing, catching, striking, tactics, spatial awareness and teamwork.	<b>Softball: Specialised Coach</b> <b>Cricket: Striking and Fielding</b> For children to develop coordination, balance, movement, teamwork skills through cricket. Progressing with skills including; throwing, catching, striking, tactics, spatial awareness and teamwork.	<b>Softball: Specialised Coach</b> <b>Cricket: Striking and Fielding</b> For children to develop coordination, balance, movement, teamwork skills through cricket. Progressing with skills including; throwing, catching, striking, tactics, spatial awareness and teamwork.	<b>Softball: Specialised Coach</b> <b>Cricket: Striking and Fielding</b> For children to develop coordination, balance, movement, teamwork skills through cricket. Progressing with skills including; throwing, catching, striking, tactics, spatial awareness and teamwork.



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ART		<p><b>Art and design skills</b></p> <p><b>Design: Willow pattern</b> Children design their own willow pattern style plate based on a tale of their choice, first drawing three key characters, then going over the details with ink, before finally using a wash in lighter tones of blue</p>	<p><b>Art and design skills</b></p> <p><b>Craft: Soap sculptures</b> Referring to the works of Barbara Hepworth, children use a variety of tools to carve a piece of soap into a sculpture</p>	<p><b>Art and design skills</b></p> <p><b>Painting: Paul Cézanne</b> Learning how Cézanne influenced the shift to modern art, children work in his style, mixing colours using short, angular strokes and painting in various directions</p>	<p><b>Art and design skills</b></p> <p><b>Learning about the work of a curator</b> After learning about the role of a 'curator', children curate an exhibition of their own based on either a collection of their most recently created art works or an exhibition designed for aliens, showcasing examples of objects commonly found on planet Earth</p>	<p><b>Art and design skills</b></p> <p><b>Drawing: Still life</b> Children look at the still life artworks of Giorgio Morandi and then arrange a collection of objects in an interesting way to sketch, drawing the outlines of the objects before adding in light, medium and dark tones to their work</p>
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