

DIOCESE OF SHREWSBURY  
OUR LADY OF PITY ROMAN CATHOLIC PRIMARY SCHOOL

**Year 4 - Curriculum Map 2019-20**



## CONTRAST- THE GOOD, THE BAD AND THE UGLY

	Term 1	Term 2	Term 3
<b>English</b>	<p>The focus in reading will continue to be on pupils' comprehension as a primary element in reading. Pupils will be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. Pupils will have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. They will also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.) Pupils will have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences will underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils will understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.</p>		
<b>Mathematics</b>	<p>Singapore Mathematics - Teaching will focus on increasing fluency and understanding of whole numbers and the four operations, including solving multi-step word problems, using practical resources to assist when necessary . Children will develop their concept of place value to four digit numbers and explore efficient written and mental strategies, including using journalling to document their thinking and reasoning. They will further extend their knowledge and understanding of graphs, time, fractions, money, decimals and geometry.</p>		
<b>Science</b>	What's That Sound?	Power it Up! Looking at States	Living Things Teeth and Eating Brilliant Bubbles
<b>Online Safety</b>	<p>'Online Safety' is taught throughout the year: each computing topic launches with online safety teaching.</p>		
<b>Computing</b>	We are musicians We are meteorologists We are software designers We are toy designers		We are co-authors (Wiki) We are HTML editors
<b>History</b>	What happened when the Romans came?  	What was Important to our local Victorians?  Is it better to be a child now than in the past?	

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<b>Geography</b>	The great American road trip Can the earth shake, rattle and roll?	How does water go round and round?	
<b>Art</b>	<p>Mexico and North/South American contrast inspired art: 'Day of the Dead'</p> <ul style="list-style-type: none"> <li>• Collage –creating differing effects that contrast with each other. Using coiling and overlapping, tessellation, mosaic and montage.</li> <li>• Textiles and weaving – needlework and weaving designs and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Painting through time – comparing Victorian art with modern. Using a number of brush techniques to produce shapes, textures, patterns and lines. Experimenting with creating mood with colour. Replicating some of the techniques used by notable artists, artisans and designers.</li> <li>• Drawing – contrast in shading and contouring with different pencils and other media. Using shading to show the light and shadow, hatching and crosshatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Sculpture and construction - through to 'Living Things topic and designing. Creating and combining shapes to create recognisable forms, including texture that conveys feelings, expression or movement.</li> <li>• Printing – theme of Pentecost – how did Pentecost bring out the contrast in the world of the early Church? Creating printing tiles and making prints of objects. Using layers of two or more colours, replicating patterns observed in natural or built environments.</li> </ul>
<b>DT</b>		<ul style="list-style-type: none"> <li>• We are lighting designers.</li> </ul>	
<b>R.E.</b>	<b>The Bible Trust In God</b>	<b>Jesus, the teacher The Early Christians</b>	<b>Jesus, the Saviour The Church</b>
<b>Music</b>	Sound, rhythm and pitch exploration –Creating our own contrasting sounds with everyday objects Singing and response to music – developing opinions and understanding of instruments and how they work. Music for effect, eg Roman Invasion. Using the terms: duration, timbre, pitch, beat, tempo, texture	Continuing the work on sound, rhythm and pitch from Term 1. Ukulele – composing with a range of chords, links to notation. Soundscapes for water cycle, earthquakes, using sound to create abstract effects, using drones as	Ukulele - composition and performance. Soundscapes for Victorians, village life and electricity. Singing and response to music – music made by electricity, Victorian music hall and entertainment. Recognising the musical staff, and recognising

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	and use of silence to describe music. Understanding all layers of sounds, discussing their effect on moods and feelings.	accompaniments. Choosing, ordering, combining and controlling sounds to create a desired. effect. Singing and response to music – comparison of new and old music, which is better? Comparisons and contrast. Singing with accurate pitch, from memory, Maintaining a simple part within the group. Showing control of voice, perform with control and awareness of others.	symbols for minim, crotchet and semibreve, using them correctly.
<b>PE</b>	Dance Netball Fitness and Stamina	Gymnastics Hockey Outdoor adventurous activities	Athletics and rounders Tag rugby and netball
<b>Foreign Language</b>	Latin launch - How did the Romans go about their daily lives?	Latin development–What words do we find in daily speech, from Latin roots?	Latin continuation–What Latin sayings and mottos do we find in our world?