

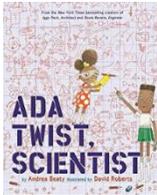
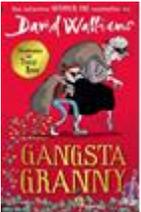
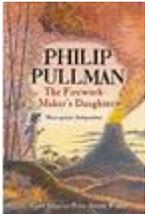
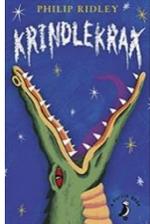
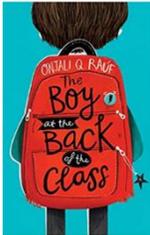


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	Autumn	Spring	Summer
Theme	MARCHING THROUGH DURHAM	TREMORS	PREDATORS
National and whole school events	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity - LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral - Christmas	World Book Day Chinese New Year Martin Luther King Day Holocaust Memorial Safer Internet Day Diversity - LGBT, St George's Day St David's Day and St Patrick's Day Easter	Refugee Week Enterprise - school summer fair Community: caring for others, social responsibility -, Diversity - LGBT Road safety, sun safety, water safety- visitors.
Experiential opportunities	Binchester Roman Fort RE VISITORS: Reverend Paul Tyler - pgetyler@hotmail.com Captain Lynne Davis - captainlynnegmail.com lynnedavis@salvationarmy.org.uk		Durham Cathedral Trip with Year 2 ? Northern Saints/ St Cuthbert RE
Parental involvement	Revise 2,3,4,5,6 8, and 10 time tables Spellings Reading journals Class assembly - Keeping Healthy	Learn 9, 11 and 12 times tables Spellings Reading journals	Revise all times tables Spellings Reading journals Class Assembly- The Anglo Saxons
English	Non-chronological report on Teeth (science link) Non chronological report on the digestive system (Science link) Stories with a historical setting (History link) Poetry- creating images	Explanation text- I can explain how electricity is generated (Science link) Poetry - performance poems Plays and dialogues- electricity safety Explanation text -The Romans (History link)	Persuasive writing -travel brochure to the Scilly Isles (Geography link) Explanation text linked to sound (Science link) Poetry - exploring form Recount- Sound investigation (Science link) Information text- The Anglo Saxons (History link) King Arthur and the knights of the round table (History link)

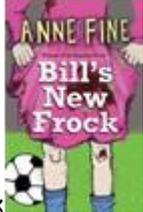


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<p>Quality Texts</p>	<p>Book: Dear Teacher Author: Amy Husband Summary: A collection of humorous letters from Michael to his new teacher explaining why he can't go to school. Themes: New beginnings. Curriculum: Letters and postcards to inform.</p>  <p>Book: The Iron Man Author: Ted Hughes Summary: A science fiction fairy-tale about a gigantic metal robot who seeks help from a young boy when he crashes to Earth. Themes: War, peace and bravery. Curriculum: Diary entries, news bulletins.</p>  <p>Book: Ada Twist, Scientist Author: Andrea Beaty Summary: A short rhyming story about a girl who is keen to investigate the world around her, sometimes in infuriating ways. Themes: Curiosity, inquiry, exploration and women in science. Curriculum: Rhyming stories.</p> 	<p>Book: Gangsta Granny Author: David Walliams Summary: An adventure narrative following the adventures of Ben and his granny; who isn't the person Ben assumed her to be. Themes: Loneliness, family, childhood, attitudes toward the elderly. Curriculum: Instruction writing, persuasive adverts, tourist information leaflets (Tower of London).</p>  <p>Book: The Firework Maker's Daughter Author: Philip Pullman Summary: A story set in an imaginary land in Asia, following Lila, a firework maker's daughter, who longs to follow in her father's footsteps despite this being deemed an unsuitable job for a girl. Themes: Determination, courage, friendship and family. Curriculum: Balanced arguments, play writing</p> 	<p>Book: Krindlekrax Author: Philip Ridley Summary: A touching tale of adventure, imagination and belief in oneself; this explores how a young boy, Ruskin, battles an evil monster which has terrorised Lizard Street for eleven years. Themes: Bullying, friendship, mental health, loss and grief. Curriculum: Non-chronological reports, flashback stories, adventure stories.</p>  <p>Book: The Boy at the Back of the Class Author: Onjali Q Raúf Summary: An inspiring story of how three classmates show empathy for Ahmet, a boy that comes to their school as a refugee from Syria, and plan a daring adventure to reunite him with his family. Themes: Refugees, prejudice, community, kindness and compassion. Curriculum: Letters to persuade, persuasive adverts in a real context, informal letters to a refugee, explanation texts (photosynthesis), public speaking and speeches</p> 
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	 <p>Book: Bill's New Frock Author: Anne Fine Summary: A fictional book concerning a young Boy, Bill Simpson, who wakes up one morning to find he has transformed into a girl and now faces more injustices than he realised. Themes: Injustice, gender inequality and identity. Curriculum: Letters of complaint, biographies (important women, eg. Rosa Parks, Edith Cavell, Emmeline Pankhurst), alternative fairy-tales.</p>					
Maths	<p>Lancashire Grid for learning Curriculum 14</p> <p>Measurement of volume of liquids (Science link) Present results as a bar line graph Measurement of melting temperatures (Science link) Measurement of change in weight (Line graph) Science link.</p>	<p>Lancashire Grid for learning Curriculum 14</p> <p>Create a tally chart of types of switches. (Science link) Measurement of volume - evaporation (Science link) Measurement of mass- separating mixtures (Science link) Miles /km planning a journey (Geography link)</p>	<p>Lancashire Grid for learning Curriculum 14</p> <p>Use key diagrams to identify different species (Science link) Populations (Geography link)</p>			
Science	<p>Animals including humans</p> <p>I can describe the simple functions of the basic parts of the digestive system in humans</p> <p>I can identify the different types of teeth in humans</p>	<p>States of Matter</p> <p>I can compare and group materials together, according to whether they are solids, liquids or gases</p> <p>I can observe that some materials change state when</p>	<p>Electricity</p> <p>I can identify common appliances that run on electricity</p> <p>I can construct a simple series electrical circuit, identifying and naming its basic parts,</p>	<p>Sound</p> <p>I can identify how sounds are made, associating some of them with something vibrating</p> <p>I can recognise that vibrations from sounds travel through a</p>	<p>Habitats and Food Chains</p> <p>I can recognise that living things can be grouped in a variety of ways</p> <p>I can explore and use classification keys to help group, identify and name a</p>	<p>Habitats and Food Chains</p> <p>The Vanishing Rainforest</p>



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	<p>and their simple functions</p> <p>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Science through stories - See stem website</p> <p>Wolves is a brilliant setting for constructing and interpreting a variety of food chains, as well as identifying producers, predators and prey.</p>	<p>they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Science through stories - See stem website</p> <p>Charlie and the Chocolate Factory by Roald Dahl provides a good context to learn about states of matter.</p>	<p>including cells, wires, bulbs, switches and buzzers</p> <p>I can 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</p> <p>I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>medium to the ear</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it</p> <p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>I can recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Science through stories - See stem website</p> <p>Horrid Henry Rocks is a great book to start teaching about sound and exploring how sounds are made.</p>	<p>variety of living things in their local and wider environment</p> <p>I can recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Science through stories - See stem website</p> <p>The Vanishing Rainforest by Richard Platt is a good book for looking at the human impact on the environment, in particular deforestation.</p>	
	<p>Skills</p> <p>Discussing and Questioning: Use questions to instigate investigation. Begin to suggest different ways to find answers.</p> <p>Fair Testing: Understand the need for fair testing, but require help to put it into practice.</p> <p>Recording Charts and Graphs: Ensure sufficient results are recorded to give a pattern. Decide upon appropriate headings for charts and graphs.</p> <p>Interpreting Results: Rank results in order, and in different directions, mostly correctly. Identify the extremes of ranked results e.g. the fastest/slowest.</p>	<p>Skills</p> <p>Planning: Start to recognise some possible problems that may arise during the investigation. Plan the main steps systematically, identifying equipment and any possible risks.</p> <p>Choosing an Approach: Respond to suggestions about how to find out the answer to a question.</p> <p>Recording Charts and Graphs: Be aware of a number of different ways results can be represented. Record results using stick and line graphs, with whole-number scales.</p> <p>Evaluating Results: In the light of results, offer further predictions.</p> <p>Scientists: looking at the part science has played in the</p>	<p>Skills</p> <p>Choosing an Approach: Put forward own ideas. Find information from simple texts.</p> <p>Fair Testing: Refer to fair testing in their planning. Identify factors that need to be kept the same.</p> <p>Observing and Measuring Suggest what type of observations/measurements to make. Use a range of quantitative measures e.g. mass, time, length.</p>			



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	<p>Scientists: looking at the part science has played in the development of many useful things.</p> <p>Health and Safety: recognise that there are hazards in living things, materials and physical processes.</p>	<p>development of many useful things.</p>	
History	<p>Why did the Romans march through County Durham? Historical knowledge: place of Romans in chronology of UK, connection to Iron Age and other key dates, overlap with other ancient civilisations. Key features of Roman life in overview, Empire growth and locations. Explain/ Analyse second order concepts: Looking at causes and consequences of events (invasion). Primary source use: use of range of artefacts, written primary sources, buildings etc. to work out features of Roman life. Development of inference skills and combining information from sources. Linking primary sources and interpretations. Interpretations/representations of the past: identifying the key points made by an interpretation, linking primary sources and interpretations.</p>	<p>What was daily life like in Roman Britain? Historical knowledge - Knowledge of People in the periods, their daily lives and habits. Chronology - when was the Roman period and when were the Romans in Britain? Key features - of daily Roman life. Historical terms - interpretation, source, villa, reconstruction Explain/ analyse second order concepts - Developing skills of locating and explaining similarity and difference Primary source use - Developing use of primary sources - observation, inference and clustering Interpretations/ representations of the past - Developing understanding and analysis of historical interpretations - nature, comprehension and comparison. Begin to think about purpose and reasons for a particular view.</p>	<p>What happened when the Romans left Britain? Developing Historical Knowledge: The end of Roman rule, invasions and migrations of Angles/ Saxons/ Jutes, key features of Anglo Saxon life - power, beliefs, farming, conflict with later invaders Explaining/ Analyse second order concepts: effects and consequences Use of primary sources: using knowledge to make inference from primary sources Interpretations/ representations of the past: Awareness that information texts are always one version of events.</p>



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<p>Geography</p>	<p>What can we discover about Europe? Geographical knowledge (location, places, features and processes) Location of key countries, capitals and physical features in Europe. Location of climate zones and an introduction to biomes. Place knowledge, key human and physical characteristics. Understanding of similarities and differences, interactions Developing knowledge of differences across Europe - relief, climate, different biomes. Use of geographical information Developing use of atlas maps, thematic maps and GIS, geographical information from research. Field work and geographical skills Sketch/photographic annotation. Geographical communication: Describing places geographically</p>		<p>Why does Italy shake and roar? Knowledge of locations, places and their features: The location of Italy - identify and describe it and its regional key physical and human characteristics using maps of Europe and country maps, key features of places. Understanding of similarities and differences, interaction of people, processes and places: Understand geographical similarities and differences through the study of a region in a European country (area around Naples). Physical and Human Geography: describe and understand aspects of physical geography including rivers, mountains, volcanoes and earthquakes. Describe and understand types of human settlement and land use. Working like a geographer, use of geographical information from different types of maps, atlases and other information sources: gather information, pose geographical questions, add labels to photographs, consider how photographs provide useful evidence, locate the position of a photo on a map, use of NSEW. Working like a geographer, use of fieldwork and observational skills: Not directly developed or assessed in this unit.</p>	<p>Geography: KS2 Seaham Fieldwork Coastal Investigation What happens when the Land meets the Sea? Knowledge of locations, places, their features human and physical, processes and key terminology: Physical processes that shape the coast. Coastal protection and management effectiveness. Understanding of geographical similarities and differences, interactions of people, processes and places: coastal processes and the impact on people and landscapes Working like a geographer: using geographical information from OS maps, information texts, photographs and fieldwork Working like a geographer, fieldwork: planning, risk assessment, devising questions, data gathering, analysis and processing, evaluation.</p> <p>Links to science- habitats and food chains.</p>		
<p>D.T.</p>	<p>To be expanded on/alterd by the Art Coordinator. Skill: 2D Shape to 3D Product (Continued) Previous Learning: Running stitch, backstitch and overstitch. Series of lessons on Roman purse design and craft (drawstring purse and coin pouch). Use a single fabric shape to make a 3D textiles product. Use joining techniques (previous stitches, blanket stitch). Use cutting techniques (previous, placing patterns to avoid wastage), fastening</p>		<p>Skill: Simple Circuitry and Switches Previous Learning: Understanding of shell structures. Design and create a picture which lights up or has a moving component. Use understanding of shell structures and 3D shape from Year 3 and science knowledge of insulator and conductor materials from science in Year 4 to house the circuitry used. Science Link: Electricity</p>	<p>Skill: Levers and Linkages Previous Learning: Sliders and levers. Design a moving picture using a linkage mechanism. Possible Ideas: Expand on the moving model of a food chain in Year 2 by creating a series of animals to act in a stop motion animation about a food web. Alternatively, design a grabbing tool which could be used to pick up pollution. Optional curriculum link with science and computing.</p>		
<p>Art and Design</p>	<p>DRAWING Proportion Understand how shape, colour and tone can be used to describe form;</p>	<p>Famous Landmarks PAINTING Use different materials for different effects; Identify</p>	<p>3D Sculpture- Europe/ Great British Journey What might we see on our journey?</p>	<p>PRINTING Approach in stages- Develop from studies</p>	<p>TEXTILES Combine different processes.</p>	<p>COLLAGE Use to explore wider themes. Use a range of techidreniques to develop a final image.</p>



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	Observational drawing. Landscapes - select examples of artwork by 19th century artists that appeal to them. E.g. Van Gogh church painting. Related to Victorian times - making copies of artists' work.	complimentary colours. Victorian - still-life paintings. Children's toys now/Victorian toys. Bring in something from home to paint - e.g. a teddy bear.				
PE	Swimming Games On the Attack QCA	Gymnastics Partner Work QCA Swimming Games End Zone Durham	Dance Indian Delight QCA	Gymnastics Assessing Level 2/3 Unit 4 Tasks 1+2 Durham Games Arc Rounders Durham Gymnastics Games Mini Tennis 2 Durham	Athletics Faster, Higher, Further Durham	Dance OAA Communication Challenge and Safely Across Durham
Music	Out of the Ark song 'The Olympians'. Action songs, ceremonial music to listen to and appraise. Percussion fanfares Listen to and appraise Italian music notated rhythms: using Roman/Italian words (foods, places, features...) (History link) Song writing using familiar tunes about the water cycle. Information phrases + pulse to create raps. Descriptive percussion - water cycle sequences Charanga unit Mamma mia Five Gold rings		Word rhythms (counting syllables) repeat, create textures. (say - play in ensemble) Charanga unit Benjamin Britten Cuckoo Tuned instruments: Anglo Saxon monks - plainsong: modes e.g. dorian - create chords/ melodic ideas- (History link)		Traditional songs: folk music - Lambton Worm, Bamburgh... Dun Cow...(Geography/history link) Charanga unit Lean on Me	



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R.E.	<p>What do we know about the Bible and why is it important to Christians?</p> <p>Why do Christians call Jesus the light of the world?</p>	<p>What do Christians believe about Jesus?</p> <p>Why is Lent such an important period for Christians?</p>	<p>How and why do people show care for others? Why do people visit Durham Cathedral today?</p>
MFL	<p>Unit 5 Light Bulb Languages All aboard •Travel •Weather Unit 6 Light Bulb Languages All aboard</p> <p>L'argent de poche Pocket money</p>	<p>Unit 7 Light Bulb Languages All aboard Vive le sport *Healthy foods and drinks Unit 8 Light Bulb Languages All aboard</p> <p>Les Quatre amis</p>	<p>Unit 9 Le Carnaval des animaux Light Bulb Languages All aboard</p>
PHSCE/S MSC	<p>Within class A new adventure and team. Classroom charters, rights and responsibilities/ aspirations and targets. Learning styles and barriers</p> <p>Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel.</p> <p>Involvement - inter and intra school sports events, after school clubs, school council, Beamish Harvest festival Assemblies- see whole school assemblies programme 2018-2019</p>	<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel. Involvement - inter and intra school sports events, after school clubs, school council Assemblies- see whole school assemblies programme 2018-2019 Living Long, Living Strong A balanced diet Exercise & fitness Drugs Education Smoking Alcohol</p>	<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions and through class novel. Involvement - inter and intra school sports events, after school clubs, school council Growing and Changing Money, Money, Money! Can we afford it? Keeping track of money What are charities?</p> <p>Assemblies- see whole school assemblies programme 2018-2019</p>
Computing	<p>Computer Science: I can design, write and debug programs and solve problems by decomposing them into smaller parts. I can solve problems in writing programs by decomposing them into smaller parts. Can create more complex programs e.g. an animation with sounds, speech and movement in Scratch, or Microbit</p>	<p>Computer Science - Know how to break sets of instructions into short steps to achieve goal. For instance drawing repeated squares to make a pattern,</p> <p>Scratch - Shapes Continuing basic work started in Y3 but to include work on procedures and nested loops. http://code-it.co.uk/goldshape/</p>	<p>Computer Science - Hour of Code https://studio.code.org/flappy/1</p> <p>Be able to explain how their program works This could be done by annotating screen shots of any of the activities</p> <p>Be able to modify their program and be able to predict the effects</p>



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<p>https://makecode.microbit.org/lessons - beginner/intermediate</p> <p>I can debug programs. Can debug more complex sequential programs, such as ordering and debugging an animation in Scratch. http://code-it.co.uk/year3plan/logoplan/</p> <p>I can use sequence, selection, and repetition in programs. Can sequence activities such as a PowerPoint slide with animations. Exploring Right Angles - Scratch (resources in shared area) - maths link. http://code-it.co.uk/rightangles</p> <p>Scratch Smoking Car http://code-it.co.uk/scratch/smoking_car/smokingcaroverview <i>extension Music Maker</i></p> <p>IT: Be able to organise their personal folder effectively for instance by organising work into folders for each year at school.</p> <p>Be able to save a document in a shared folder and retrieve this to continue working on it. Computer. On an iPad work could be shared by Airdrop or equivalent.</p> <p>For instance open a presentation template or document started by the teacher and add additional content and material. Publisher, Powerpoint, Word, Documents, Pages, Keynote (Apple devices using air drop) Create a PowerPoint about different animals and include animations and transitions on slides.</p> <p>Can effectively use a variety of appropriate tools in a software package e.g. use of different fonts, backgrounds, shapes, spellcheck for example in Word or Publisher. http://code-</p>	<p>Pro Bot - Using loops and nested loops to create geometric patterns.</p> <p>IT -</p> <p>Presentation to an audience of an aspect of Roman life. Create a menu for a Roman banquethttp://cookit.e2bn.org/historycookbook/ Create a cookbook of recipes. Interview with a Roman God/character - IPADs/Morpho - record what they might say.</p> <p>To be able to use sequence to create an effective presentation or video Keynote, Powerpoint or iMovie.</p> <p>Pupils to sequence key ideas before delivering presentation Keynote, Powerpoint Slides</p> <p>Be able to deliver a simple presentation to their peers <i>As above.</i></p>	<p>of any changes. Gold shape has example code that children can modify and change.</p> <p>IT - Select a variety of software to accomplish given goals, elect, use and combine internet services.</p> <p>To produce a piece of work related to other learning for instance in English or the Humanities.</p> <p>Research the local area to produce a website/e-book or brochure for tourists explain the attractions of their area/region.</p> <p>Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function.</p>
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	<p>it.co.uk/dlplanning/wordprocessing/WordProcessingSkillsandUnderstanding</p> <p>Create a tourist brochure about a Roman heritage site.</p> <p>Information leaflet about your digestive system and how it works.</p>		
Online Safety	<p>Know that pictures and text share on-line can end up with strangers.</p> <p>Google - Be an Internet Legends Series of lessons about many aspects of being safe online. https://beinternetlegends.withgoogle.com/en_uk/toolkit</p> <p>Cyber-Detectives - Teacher led lesson where children solve a mystery. https://esafety.gov.au/education-resources/classroom-resources/cybersmart-detectives</p>	<p>Reliably know what to do if they are exposed to unpleasant materials on any device. <i>Covered by Internet Legends - above</i></p> <p>Rings of Responsibility Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/rings-of-responsibility</p> <p>Keeping Games fun and friendly Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/keeping-games-fun-and-friendly</p>	<p>Know that having a balance of online and offline activities is important.</p> <p>My Media Choices - Common Sense Media https://www.commonsense.org/education/digital-citizenship/lesson/my-media-choices</p> <p>Reliably uses a more complex password to access resources.</p> <p><i>Resources within internet legends.</i></p> <p>Know what the key words are to enter into a Search engine to find information they want.</p> <p>Consider using first few lessons from Google https://www.google.com/insidesearch/searcheducation/lessons.html</p> <p>Can select useful websites from the results of a search.</p>