

Cleves School Curriculum Map

Year 4 - Spring 2010

‘Discovering India’

<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> • Stories from other cultures, especially those linked to India. (The Great Storm, The Paradise Carpet) • Stories which raise issues/dilemma. • Poetry - exploring form • Instructional Text - examining features and producing their own instructions. • Persuasive text • Building characters and settings. 	<p style="text-align: center;">Numeracy</p> <ul style="list-style-type: none"> • +/- mentally 2 digit whole numbers. • \times/\div facts up to 10×10. • Develop and use written methods to record, support and explain \times/\div of 2-digit by 1-digit numbers including division with remainders. • Choose and use appropriate data handling tools. • Choose and use metric units and the appropriate abbreviations for weight, length and capacity. • Use appropriate decimal notation for recording metric units. • Round 2/3 digits to nearest 10 or 100. • Angles - be able to compare and order angles less than 180°. • Use diagrams to identify equivalent fractions • Interpret mixed numbers and position them on the number line. 	<p style="text-align: center;">Geography</p> <p>We will be studying India by looking closely at a village (Chembakolli) in order to:</p> <ul style="list-style-type: none"> • Respond to geographical questions. • To use/interpret globes, atlases and maps. • Identify human and physical changes. • Consider how places relate to each other. • Identify land use. • Begin to understand the relationship between location and economic activity.
<p style="text-align: center;">ICT</p> <ul style="list-style-type: none"> • To create procedures using groups of instructions. • Developing images using repeating patterns (linked closely to art). • Understanding and developing a database. • Use ‘Comic Life’ programme to create an information text of life in Chembakolli. 	<p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • We will complete our study of magnets & springs. • We will study solids, liquids and how they can be separated (sieving, filtering, settling and evaporation.) • We will make filters to clean dirty water (linked to India) • We will investigate which substances dissolve. • We will investigate factors affecting how things dissolve. • We will look at matter and how it exists in different states taking the water cycle as a key example to understand how it operates in different contexts (this is linked to explanation text) 	<p style="text-align: center;">Art</p> <p>Special ‘Take One Picture’ week based on the Renoir painting ‘The Luncheon of the Boating Party’.</p> <p>We will be investigating PATTERN.</p> <ul style="list-style-type: none"> • Regular/ abstract pattern • Tessellation and symmetry • Observational drawing • Rangoli patterns • Block printing & batik

<p>Design Technology</p> <ul style="list-style-type: none"> We will learn how products are designed for different purposes and people. We will evaluate a range of waistcoats, looking at the materials used and their construction. We will then begin the design process, making paper patterns/templates and detailed working drawings before embarking on the construction of their own, made to measure, waistcoat. 	<p>PE & Games</p> <p>We will be creating sequences of dance movements based upon Bangra dance from India.</p> <p>Outdoor Games is taught on a rotation basis so that the teachers meet all the classes, and each pupil experiences skills taught within a different sport setting, changed every five weeks.</p> <p><u>Invasion Games</u></p> <ul style="list-style-type: none"> Revision and extension of basic skills used in football, rugby and hockey Attacking and defending strategies <p><u>Net and Wall games</u></p> <ul style="list-style-type: none"> Revision of basic skills used in netball and basketball <p><u>Circuit training</u></p> <ul style="list-style-type: none"> Health-related fitness 	<p>PSHE/Philosophy</p> <ul style="list-style-type: none"> Circle Time Global Awareness and Children’s Rights Fair Trade <ul style="list-style-type: none"> Developing critical thinking using reasoning to build arguments.
<p>RE</p> <p>We will be looking at HINDUISM.</p> <ul style="list-style-type: none"> The origins of Hinduism in the Indus Valley. The belief in one supreme god who is represented in different forms The ten “avatars” of Vishnu, especially Krishna and Rama The sacred writings. Examining what it means to be a Hindu and how they conduct their faith in their daily life. 	<p>Opportunities for Parental Help</p> <p>We welcome parents into the classroom whenever possible and this term we would be very grateful for parents to offer to help in the waistcoat project. You can come in to help with patternmaking (after half term) or to help block printing or even to help with the sewing of the waistcoats - endless support is needed to help thread needles and undo knots! Please consult your child’s teacher, who will let you know exactly when help would be beneficial.</p> <p>26th March - India Day. We will need lots of help with cooking, batik, etc.</p>	
<p>Music</p> <p>Developing more intricate rhythm skills. Relate stories to styles of music. Patterns. Folk songs.</p>	<p>French</p> <p>Revision games and activities. Say your name/where you live/your age. Brothers and sisters “a” and “an” Days of the week Role play</p>	