

Cleveland Road Primary School Curriculum Map – Year 4, Spring 2 & Summer 1 2022

	Spring 2	Summer 1
TOPIC	<i>A Safe Place to Call Home</i>	
KEY TEXTS	<i>The Boy at the Back of the Class</i> By Onjali Q Rauf	<i>The Boy at the Back of the Class</i> By Onjali Q Rauf
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles: 2, 8, 12, 13, 14, 28, 29, 30.</i>	This term Year 4 children will read <i>'The Boy at the Back of the Classroom'</i> by Onjali Q Rauf. It is an inspiring book about a boy called Ahmet, who has escaped from war and is seeking refuge. The children will discuss the challenges of Ahmet's journey as he settles in London through careful questioning, for example, <i>should we let refugees in the UK? Who decides? What rights should the refugees have? Are they the same as 'us' British? How should we treat our most vulnerable people? Whose responsibility is to integrate and fund refugees? How do we make friends? What is friendship? Who are our trusted adults? Is it okay to break a promise? Are materialistic items always important? What is truly important to us?</i> In order to understand the thoughts and feelings of the characters, the children will have the opportunities to write a wide range of texts, including, persuasive letters, internal monologues, poems and an exciting narrative. Throughout the learning journey, the children will also explore and discuss various reading themes and key questions around the larger ideas within the text, such as stereotyping, trust, refugees, friendships and kindness. It will also help the children to develop their ongoing understanding of the UNICEF <i>Rights Respecting Schools</i> initiative	
MATHS <i>CRC Articles</i> <i>28, 29, 30</i>	This term, the children will continue to develop mathematical skills with a focus on addition, subtraction multiplication and division, measures, geometry and fractions. There will also be the continuous focus on consolidating times tables and arithmetic skills.	
SCIENCE <i>CRC Articles</i> <i>28, 29, 30</i>	Humans including Animals The children will learn all about the functions of the basic parts of the digestive system in humans such as, the mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions. They will identify the different types of teeth in humans and their simple functions. Pupils will work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences; finding out what damages teeth and how to look after them. They will also have the opportunities to construct and interpret a variety of food chains, identifying producers, predators and prey.	Electricity This term, the children will be working scientifically to explore and develop their understanding of electricity and how it works. They will experience constructing and drawing simple series electrical circuits, which include cells, wires, bulbs, switches and buzzers. They will apply their understanding of circuits to predict whether a lamp will light in a simple series circuit and they will identify circuits in which the lamp is part of a complete loop with a battery. Additionally, the children will find out about materials that are conductors and insulators and carry out their own scientific investigations to test this fairly.
COMPUTING <i>CRC Articles</i> <i>8, 12, 14, 16, 17, 28, 29, 30, 31, 36</i>	Communication The children will learn to use Comic Life on the I-pads and will create their own comic based on <i>'The Boy at the Back of the Classroom'</i>. They will learn about the features of comics, learn how to add titles, text, thought and speech bubbles, as well as how to incorporate their own drawings as part of the visual images.	Computer Science: Children will be using <i>Lego We Do</i> software to build a range of different moving robots, using and applying their knowledge and understanding of algorithms and sequences.

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HISTORY <i>CRC Articles</i> 12, 13, 14, 17, 28, 29, 30	Children will look at where the Anglo Saxons lie on the history timeline and use a variety of resources to find out about aspects of life in the past. How the Anglo Saxons came about, where they came from and why they came to Britain; the significance of the Sutton Hoo; how and where the Anglo-Saxons settled in England, what impact did they have on society and what evidence was there that they existed? They will look at one of the greatest kings from Anglo-Saxon times, Alfred the Great, and find out how he helped to defeat the Vikings and save England from Viking raids.	
GEOGRAPHY <i>CRC Articles</i> 14, 15, 17, 28, 29, 30		This term in Geography, pupils will have opportunities to develop their map reading skills by exploring human and physical features on OS maps using 6 figure grid references; identify different symbols & purposes of mapping by drawing accurate maps with more complex keys and by measuring straight line distances using the right scale. Children will also recognise the different shapes of continents and learn about features nearby and beyond the UK.
ART <i>CRC Articles</i> 14, 15, 17, 28, 29, 30		Inspired by the key text <i>'The Boy at the Back of the Classroom'</i> , children will use the skill of <i>batiking</i> , to create a montage based around the subject of identity. Each pupil will create a piece of a jigsaw that together will contribute to a final class project.
DESIGN TECHNOLOGY <i>CRC Articles</i> 14, 28, 29, 30, 31	This term, children will be designing, making and evaluating biscuits to celebrate the Queen's jubilee and to sell as part of our fund raise appeal for Refugee children. As part of their learning, pupils will have the opportunity to know some ways to prepare ingredients safely and hygienically, use some equipment and utensils and prepare and combine ingredients to make their final product. Children will develop their design by paying careful consideration to the appearance, taste and texture of their final product.	
MUSIC <i>CRC Articles</i> 28, 29, 30, 31	This term Year 4 will continue to develop their African drumming skills with weekly lessons, alongside their class teacher and a specialist-drumming teacher. They will learn how to play the Djembe drum and practice call and response and rhythm techniques, ready to perform to other year groups at the end of the unit. They will also have the opportunity to work with an external group called <i>'The Beat Goes on'</i> to develop their skills of rhythm and co-ordination, to create a whole school performance using the body as the percussion instruments.	

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PE <i>CRC Articles</i> 28, 29, 30, 31	<u>Indoor (Dance)</u> Pupils will be using dance to tell a narrative. They will be taught how to use techniques such as cannon, unison and linking movements, as well as working on the skills of balance and strength. <u>Outdoor (Hockey)</u> This half term year four will be learning hockey, and will focus on the skills of co-ordination, dribbling, ball control and shooting.	<u>Indoor (Dance)</u> Pupils will be learning how to dance from a source of written and musical stimulus. This will be linked with the understanding of the importance of music. <u>Outdoor (Tennis)</u> Pupils will play Tennis to learn and develop their skills of serving, forehand and backhand and the technique of handling the racket.
RE <i>CRC Articles</i> 8, 12, 13, 14, 28, 29, 30	Who should inspire us? This half term, children will learn about inspirational religious figures from a range of different religions. They will identify the qualities they admire in their heroes and role models; explain why they admire them and how this may influence their own lives. They will reflect on how having a code for actions might help believers with difficult decisions. Additionally, they will describe similarities and differences between the codes for living used by Christians and the followers of one other religion.	How and why do religious leaders show their commitments during their journey of life Through this unit, the children will learn about the significance of pilgrimage across many different religions. They will understand the significance of pilgrimage, identify significant places of worship around the world as well as develop their understanding of the importance of these places to worshippers.
PHSE	Healthy me They will learn how to make healthy choices, know how to be a good friend and enjoy healthy friendships and tap into their inner strength to know how to be assertive, keep calm and deal with difficult situations.	Relationships Pupils will be involved in lessons about; know how to make friends, solving friendship problems when they occur, helping others to feel part of a group and show respect in how they treat others
SPANISH <i>CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42</i>	The Alphabet and the Stationary During these lessons, the children will learn the alphabet. They will develop an accurate pronunciation and intonation of each letter individually, which will help them say and spell words in the target language correctly. We will learn to read by syllables in Spanish; we will say words in Spanish and the children can practise spelling it. The pupils will learn the vocabulary on school stationary. Starting with the pencil case, this lesson will continue reinforcing the learning of the singular and plural and masculine and feminine nouns. Children will use the verb forms 'tengo – I have', 'es – it is' and implicitly encounter the negative forms of these.	Face parts and Geometrical shapes Children will review the face parts (Y3) and reinforce learning by playing games and songs. During these lessons, the children will use the nouns of the face parts in singular and plural form. The children will learn new adjectives to describe hair types and colour. There is a focus on shapes and prepositions of place, to be used for in an up-coming project focusing on the work of Picasso. Learners will use familiar verb in a new context in order to describe pictures they create. Pupils will also learn the parts of the face and use this language to describe the work of Pablo Picasso.

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Safeguarding <i>CRC Articles</i> <i>Insert Numbers</i> <i>28, 29</i>	The children will continue to learn about online safety and how to stay safe online. In their PSHE lessons, children will develop their understanding of good mental health and well-being. Additionally, in P.E. children will learn that physical well-being is as important as mental well-being. Within the unit of Electricity, children will develop their understanding of electrical safety in school and at home.	