



AFIFAH SCHOOL

CURRICULUM MAP



SPRING TERM



YEAR 4
2021/2022

ENGLISH

Fiction

How to train your Dragon.

We will look at the plot, character, setting and style in detail while exploring the style of the book (lots of quirky illustrations, exaggerated characters, informal style of writing, fantastic setting....)

Consider the characters they meet throughout the book. Which ones do they like/dislike? Children to then complete a character profile for one of the characters.

To study powerful verbs, verb tenses, use of 1st & 3rd person, paragraphs & ways of showing dialogue. Look up and write definition for tricky words used in the book.

Horrid Henry Stories:

Relish in a selection of outrageous Horrid Henry stories. Explore setting, character and plot. Study expanded noun phrases and fronted adverbials. Write a new story. Start with the core unit to introduce key texts then children will be taught comprehension, SPAG and composition units.

Grammar focus:

1. Use adverbs and adverbials (prepositional phrases which act as adverbs). Introduce the idea of tense in verbs.
2. Extend the range of sentences with more than one clause: compound and complex sentences.
3. Use commas after or before phrases and clauses.
4. Use and punctuate direct speech.
5. Use powerful verbs/ Begin to recognise the concept of a verb.
6. Understand that writing can be 3rd or 1st person.
7. Use and punctuate direct speech.
8. Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion.

MATHS

Multiplication and Division

- Building on their knowledge of the 1, 2 and 10 times-tables, children explore the 11 and 12 times-tables through partitioning.
- Children are introduced to the 'Associative Law' to multiply 3 numbers. This law focuses on the idea that it doesn't matter how we group the numbers when we multiply.
- Children learn that a factor is a whole number that multiplies by another number to make a product e.g. $3 \times 5 = 15$, factor \times factor = product.
- Children develop their mental multiplication by exploring different ways to calculate. They partition two-digit numbers into tens and ones or into factor pairs in order to multiply one and two-digit numbers.
- Children use a variety of informal written methods to multiply a two-digit and a one-digit number.
- Children use their understanding of repeated addition to represent a two-digit number multiplied by a one-digit number with concrete manipulatives. They use the formal method of column multiplication alongside the concrete representation. They also apply their understanding of partitioning to represent and solve calculations.
- Children build on their understanding of formal multiplication from Year 3 to move to the formal short multiplication method. Children use their knowledge of exchanging ten ones for one ten in addition and apply this to multiplication, including exchanging multiple groups of tens.
- Children build on previous steps to represent a three-digit number multiplied by a one-digit number with concrete manipulatives.
- Children divide 2-digit numbers by a 1-digit number by partitioning into tens and ones and sharing into equal groups.
- Children build on their knowledge of dividing a 2-digit number by a 1-digit number from Year 3 by sharing into equal groups.
- Children move onto solving division problems with a remainder. Links are made between division and repeated subtraction, which builds on learning in Year 2.
- Children explore dividing 2-digit numbers by 1-digit numbers involving remainders.
- Children apply their previous knowledge of dividing 2-digit numbers to divide a 3-digit number by a 1-digit number. They use place value counters and part-whole models to support their understanding.
- Children solve more complex problems building on their understanding from Year 3 of when n objects relate to m objects.

Area

- Children are introduced to area for the first time. They understand that area is the amount space is taken up by a 2D shape or surface.
- Once children understand that area is measured in squares, they use the strategy of counting the number of squares in a shape to measure and compare the areas of rectilinear shapes. They explore the most efficient method of counting squares and link this to their understanding of squares and rectangles.
- Children make rectilinear shapes using a given number of squares.
- Children compare the area of rectilinear shapes where the same size square has been used. Children will be able to use $<$ and $>$ with the value of the area to compare shapes. They will also put shapes in order of size by comparing their areas.

Fractions

- Children recap their understanding of unit and non-unit fractions from Year 2. They explain the similarities and differences between unit and non-unit fractions. Children are introduced to fractions with denominators other than 2, 3 and 4, which they used in Year 2.
- Children explore fractions in different representations, for example, fractions of shapes, quantities and fractions on a number line.

- Children explore what a tenth is. They recognize that tenths arise from dividing one whole into 10 equal parts.
- Children count up and down in tenths using different representations.
- Children begin by using Cuisenaire or number rods to investigate and record equivalent fractions.
- Children then move on to exploring equivalent fractions through bar models. Children explore equivalent fractions in pairs and can start to spot patterns.
- Children use Cuisenaire rods and paper strips alongside number lines to deepen their understanding of equivalent fractions.
- Children use strip diagrams to investigate and record equivalent fractions. They start by comparing two fractions before moving on to finding more than one equivalent fraction on a fraction wall.
- Children continue to understand equivalence through diagrams. They move onto using proportional reasoning to find equivalent fractions.
- Children use manipulatives and diagrams to show that a fraction can be split into wholes and parts.
- Children focus on how many equal parts make a whole dependent on the number of equal parts altogether.
- Children explore fractions greater than one on a number line and start to make connections between improper and mixed numbers.
- Children use practical equipment and pictorial representations to add two or more fractions with the same denominator where the total is less than 1.
- Children use practical equipment and pictorial representations to subtract fractions with the same denominator within one whole. They will begin to understand that we only subtract the numerators and the denominators stay the same.
- Children use practical equipment and pictorial representations to subtract fractions with the same denominator and subtract fractions from a whole amount.
- Children find a unit fraction of an amount by dividing an amount into equal groups.
- Children need to understand that the denominator of the fraction tells us how many equal parts the whole will be divided into. They need to understand that the numerator tells them how many parts of the whole there are.
- Children use their knowledge of finding unit fractions of a quantity, to find non-unit fractions of a quantity.
- Children solve more complex problems for fractions of a quantity. They continue to use practical equipment and pictorial representations to help them see the relationships between the fraction and the whole.

Decimals

- Children begin to understand that a tenth is a part of a whole split into 10 equal parts.
- Children read and represent tenths on a place value grid. They see that the tenths column is to the right of the decimal point. In this small step children will be introduced to decimals greater than 1.
- Children read and represent tenths on a number line. They link the number line to measurement, looking at measuring in centimeters and millimeters.
- Children need to understand when dividing by 10 the number is being split into 10 equal parts and is 10 times smaller. Children use a place value chart to see how 2 digit-numbers move when dividing by 10.
- Children recognize that hundredths arise from dividing one whole into one hundred equal parts.
- Children count in hundredths and represent tenths and hundredths on a place value grid and a number line.
- Children write hundredths as decimals and as fractions. They write any number of hundredths as a decimal and represent the decimals using concrete and pictorial representations. Children understand that a hundredth is a part of a whole split into 100 equal parts.
- Children read and represent hundredths on a place value grid. They see that the hundredths column is to the right of the decimal point and the tenths column.
- Children need to understand when dividing by 100 the number is being split into 100 equal parts and is 100 times smaller.

SCIENCE

Block	Key NC Science Objectives
State of Matter	<ul style="list-style-type: none">➤ Compare and group materials together, according to whether they are solids, liquids or gases➤ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)➤ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature➤ Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.

Art

This term Year 4 will begin to learn how to use pen, charcoal, felt tip, make Marquette's, make paper clothes and sculpt Giacometti-inspired sculptures to create quality artwork that shows progression in skills.

The children will also have the opportunity to explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore.

Humanities

Geography: Water

This unit on Water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.

Religious Studies

Religion: Christianity/Pilgrimages

- Learn about key aspects of the Christian faith.
- The children will work creatively to enhance their learning experience.
- They will find out where Christianity originated, about special places linked to Christianity and about key festivals in Christian life.
- The children will also learn about symbols in Christianity, the Christian holy book and the main beliefs held by Christians.

Children will learn about what a pilgrimage is for both secular and religious people. They will then focus on the six main world religions and identify the role of pilgrimage in that religion. This will include finding out about specific pilgrimages, such as the Hajj, when and where the pilgrimages take place, and what takes place during the pilgrimage. This unit builds on the special places lessons in other RE units focusing on specific religions in Years 3 and 4.

PSHE

Following the PSHE Association's scheme of work, we will be learning about:

- Responsibilities of bystanders
- Reporting bullying
- Keeping money safe
- Responding safely and appropriately to unknown adults

PE

- Rounders
- Football

ICT

- Using and Applying
- Programming with Scratch

Quraan

- Qalqalah, •Madd Mutasil, •Madd Munfasil, •Madd E Wad, •Rules of Tanween •Noon Sakin (Idgham Kamel, Naqes and Ikhfaa and Iqlab). This will be revised and tested upon.
- Level 1 & 2 will be memorising from Surat al Ma'oon up to Surat Al-Nabaa. •Level 3 will be memorising Surahas from Tabarak.

Islamic Studies

- The Significance of Ikhlass
- Importance of Ikhlās
- The Basmalah
- The Prophet (SAW) in the Cave of Hira
- Beginning of Revelation
- The First Revelation
- Response of the Prophet (SAW) and Khadeejah(RA)
- First Woman to Accept Islam
- The First Man to Accept Islam
- The First Boy to Accept Islam
- Things That Break Wudhu
- The Time of Fajr
- The Time of Dhuh
- Time of Asr
- The Time of Maghrib

Arabic

- Present tense with singular pronouns.
- Past tense with singular pronouns.
- Past tense with singular pronouns.
- Writing Short sentences and short paragraphs using different tenses.
- Listening comprehension

Homework

Homework

On Thursdays, homework is set on Google Classroom which must be completed by the following week on Wednesday.

New spellings are also uploaded on Google Classroom with homework every Thursdays. Please ensure your child practices the spellings set for the spelling test which will take place every Monday.

Reading Homework

Please hear your child read at least twice a week.

Useful questions to ask whilst hearing your child read:

- What do you like best about the book you are reading?
- What do you think will happen next in the book?
- How is the setting described?
- What words did the author use to describe the characters?

Your child then needs to choose a question from their guided reading book to answer in detail. Please check what your child has written to ensure the question has been answered well. This must be returned to school every Monday alongside the reading book so that your child can pick a new reading book.

Additional Information

PE Kit: Please ensure that your child has their full PE kit in school every week, for both indoor and outdoor activities. Kit needs to be kept in proper Games kit bags (no plastic bags, please). It is important that all children are wearing the correct uniform kit. It does impact your child's learning when they do not have the correct clothing. Please ensure your child has a water bottle.