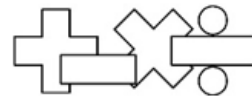


AFIFAH SCHOOL

CURRICULUM MAP



AUTUMN TERM



YEAR 4

2022/2023

ENGLISH

Book Units	Film Units	Grammar Focus
<p><i>How to Train your Dragon</i> by Cressida Cowell</p> <p><i>My Name is Not Refugee</i> by Kate Milner</p> <p>Curriculum Focus: VIPERS to aid the recall of the 6 reading domains as part of the UK's reading curriculum.</p> <p>They are the key areas which children need to know and understand in order to improve their comprehension of texts. The children will become familiar with a range of questions.</p> <p>The children will:</p> <ul style="list-style-type: none"> • Find and explain meaning of words in context • Make and justify inferences using evidence from the text • Predict what might happen from the details given and implied • Explain how content is related, meaning is enhanced through choice of language. Explain the themes and patterns in the text and how information contributes to the overall experience. 	<p><i>Evol (non-fiction)</i></p> <p><i>The Windmill Farmer (Poetry)</i></p> <p><i>So Good to Me (non-fiction)</i></p> <p>Writing Focus:</p> <ul style="list-style-type: none"> • Use inference and deduction skills to develop a character description • Write Kenning poems describing mythical creatures • Setting descriptions based on the habitat of a mythical creature • Write a diary entry • Create a non-chronological report • Personification poetry • Producing a newspaper report • Formal and informal letter writing • Planning and editing narrative stories • Instructional writing 	<p>Plural and possessive -s.</p> <p>Verb inflections.</p> <p>Expanded noun phrases to enhance a description.</p> <p>Fronted adverbials and the use of commas after a fronted adverbial.</p> <p>Subordinate clauses.</p> <p>Imperative verbs.</p> <p>Conjunctions.</p>

MATHS

Place Value

- Read and write numbers up to 1,000 in numerals and words.
- Identify, represent and estimate numbers using different representations
- Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones)
- Count in multiples of 6, 7, 9, 25 and 1,000
- Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones)
- Find 1,000 more or less than a given number
- Order and compare numbers beyond 1,000
- Read Roman numerals to 100 (I to C and know that over time, the numeral system changed to include the concept of zero and place value
- Round any number to the nearest 10, 100 or 1,000

Addition and Subtraction

- Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- Estimate and use inverse operations to check answers to a calculation

Area

- Find the area of rectilinear shapes by counting squares

Multiplication and Division

- Recall multiplication and division facts for multiplication tables up to 12 x 12
- Recognise and use factor pairs and commutativity in mental calculations
- Count in multiples of 6, 7, 9, 25 and 1,000
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

SCIENCE

Block	Key NC Science Objectives
Living Things and Their Habitats	<ul style="list-style-type: none"> • To recognise that living things can be grouped in a variety of ways • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions • To recognise that environments can change and that this can sometimes pose dangers to living things • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Electricity	<ul style="list-style-type: none"> • Identify common appliances that run on electricity • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Making systematic and careful observations, using a range of equipment • Recording findings using labelled diagrams • 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 • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations, using a range of equipment • Using results to draw simple conclusions • Recognise some common conductors and insulators, and associate metals with being good conductors • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using straightforward scientific evidence to answer questions or to support their findings • Identifying differences, similarities or changes related to simple scientific ideas and processes

PSHE

This term we will be exploring families. The children will begin to recognise:

- What it means to be committed and how we show commitment
- The benefits of spending time and sharing our lives with our family members, including extended family
- The status of parents and the elderly in Islam and how we show them the respect due to them
- The rewards in Islam for developing and maintaining ties of kinship
- That we sometimes have problems and ups and downs in our family relationships
- That when we resolve our problems our relationships can become strengthened
- How to deal with conflict with our family members
- The importance of developing humility and refraining from arguments to improve relationships.

Art

This term Year 4 will cover the topic 'Autumn'

- Create sketch books to record observations and use them to review and revisit ideas
- To improve mastery of art and design techniques, including painting
- To learn about great artists, architects and designers in history

Computer Science

- Online safety
- Cyberbullying
- Drawing and desktop publishing

Humanities

History: Roman Empire

This unit will teach the children the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. The children will study Boudicca and Hadrian's Wall.

- Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study
- Construct informed responses that involve thoughtful selection and organisation of historical information
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance

Geography: Somewhere to Settle

The children will head back in time throughout this unit to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will also explore place names around the UK to see how Anglo-Saxons, Romans and Vikings all left their mark.

- To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

P.E.

Challenges in team games:

Athletics:

- Use running, jumping, throwing, relay and catching in isolation and in combination.
- Strengthening the PE skills such as balance, self-awareness and hand-eye co-ordination
- Play competitive games, modified where appropriate [for example baseball and bench ball etc], and apply basic principles suitable for attacking and defending.
- Applying tactics through activities and exercises

Religious Studies

This term we will explore the religion of Christianity. The children will learn about key aspects of the Christian faith. They will find out where Christianity originated, about special places link to Christianity and about the key festivals. They will also learn about symbols in Christianity, their holy book and their main beliefs.

Qura'an Studies

Lessons will take place twice a week

- Within the Tajweed lessons, cover introduction to Tajweed, Lahan Jali, Lahan Khafi, rules of Taawuz and Tasmiyah
- Within the Surah memorisation lesson, focus will be on Surah Fatiha – Surah Fajr

Islamic Studies

- Wudhu & How to make it
- Salah
- Keeping clean
- Salatul witr
- 5 pillars of Islam
- Fasting (Sawm)

Arabic

- Recovery of Year 3 curriculum
- Days of the week, seasons & calendar months
- Time
- Making plural
- Pronouns
- Prepositions
- Making Dua
- Connective nouns
- Verbs

Homework

Homework will be given each week. Please ensure your child completes this fully and if you have any questions or need anything clarifying, please ask before the hand in date. Weekly spellings must be learnt and practiced at home in preparation for the weekly spelling tests in school. Weekly support at home with math timetables would be great to ensure better performance in class.

Reading books

Each week your child will be given a reading book from school. Please hear your child read at least twice a week; this is to be recorded formally in the Guided Reading Book. 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?

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.