

# St Michael's School Curriculum Map

## Geography

On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.  
Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.  
Name and locate the key topographical features including hills, mountains  
Compare a region in UK with a region in the Caribbean with significant differences and similarities.  
Look at the impact Tourism has on these two places  
Describe and understand key aspects of:  
Physical geography including introduction to Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.  
Describe and understand key aspects of:  
Physical geography, including: climate zones, biomes and vegetation belts  
Types of settlements in Viking, Saxon Britain linked to History.  
Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  
Learn the eight points of a compass, four-figure grid references.  
Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Music

Vocal skills - unison, rounds, ostinato, sight-singing  
Notation - conventional and unconventional  
Performance - Christingle, Form 4 Informal Concert, Thanksgiving, solo song, group/class compositions  
Instruments - classroom percussion, own instruments, ocarinas  
Composition - Dragon Song (pentatonic scale), Paint with sound, playground games  
Improvisation - on melody, rhythm - voices, body percussion and clapping  
Listening topics - The Orchestra, Young person's guide to the Orchestra, Peter and the Wolf, Carnival of the Animals, developing aural awareness  
Evaluation - oral discussion

## Modern Foreign Languages

### Michaelmas Term:

Puedo - I can (with activity phrases).  
Las estaciones - seasons, days, months, weather.  
**Lent Term:** En mi clase - classroom objects and commands. Saying what you have/don't have in your pencil case.  
La fruta - likes and dislikes.  
**Trinity Term:** Ricitos Oro y Los Tres Osos - Goldilocks - story-boarding  
¿Qué Fecha Es Hoy? - Dates, birthdays, celebrations.

## PE & Games

### Gymnastics/Dance

Plan, perform and repeat sequences.  
Show changes of direction, speed and level. Use gesture and explore moods and feelings  
Travel in a variety of ways.  
Develop physical strength and suppleness by practising moves and stretching.

### Athletics

Use a range of throwing techniques and throw with accuracy to hit a target or cover a distance.  
Jump in a number of ways, using a run up where appropriate.  
Running over obstacles at a low height.  
Compete with others and aim to improve personal best performances.

### Games/P.E.

Sprint over short distances and run over longer distances beginning to be aware of conserving energy in order to sustain performance.  
Throw and catch with control and accuracy.  
Strike a ball and field with control  
Follow the rules of the game and play fairly  
Maintain possession of a ball  
Pass to teammates at appropriate times.  
Lead others and act as a respectful team member. Explore the effect exercise has on our bodies.

### Sporting Fixtures to include:

House matches, ISA, SPSSA Tag Rugby, Football, Hockey, Sportshall Athletics, Cross Country, Gymnastics, KS2 Borough Sports and Super Sports by selection

## Computing

**Michaelmas Term:** Digital Literacy:  
Online safety and Typing skills  
Computer science: Programming  
Google Slides/ Scratch/ designing a simple game  
**Lent Term:** Information technology and Digital Literacy:  
Creating a video presentation.  
Computer Science and Information Technology: Creating digital music.  
**Trinity Term:** Computer science:  
Prototyping an interactive toy  
Information Technology: Wiki

## Art and Design

**Michaelmas Term:**  
St Michael's Day banner. Paint a poppy decoration. Observational drawing of still life and landscape. Water colouring. Christmas card, calendar and Christmas decoration.  
**Lent Term:**  
Study the work of European artists. Design and printing techniques.  
**Trinity Term:**  
Observational drawing of landscape. Take One Picture.

## PSHE

**Michaelmas Term:**  
Living in the Wider World: Respecting Rights.  
Relationships: VIPs  
**Lent Term:**  
Health and Wellbeing: Safety First.  
Health and Wellbeing: Think Positive.  
**Trinity Term:** Relationships: Growing Up.  
Living in the Wider World: One World

## Design and Technology

Pupils rotate through the three skills sections termly over the year.  
Cooking: Revisit food hygiene. Potatoes.  
Sewing: Using a pattern, following instructions, learning and developing a range of stitches through making a variety of small products.  
Construction: Researching, planning and making a diorama.

## Educational Visits

**Michaelmas Term:**  
Outdoor Education Day at Othona  
**Lent Term:**  
Vikings - Layer Marney Towers  
Road Safety Walk  
Outdoor Education Day at Othona  
**Trinity Term:**  
Outdoor education Day at Othona  
Geography Fieldwork -seafront



# Year 4

## English

**Narrative**

Write stories set in places the pupils have seen

Write stories of adventure.

Write letters.

Write scripts

Write stories, letters, scripts and character profiles inspired by reading across the curriculum

**Non-fiction**

Write persuasively

Write explanations

Write arguments

Write newspaper reports using a journalistic style (Summer Term)

**Poetry**

Learn by heart and perform a significant poem

Write haiku

Explore and write poems that convey an image using simile and metaphor

**Reading**

Read and listen to a wide range of styles of text

Listen to and discuss a wide range of texts

Learn poetry by heart

Increase familiarity with a wide range of books including non-fiction texts, modern fiction, classic British fiction and books from other cultures

Take part in conversations about books

Use the class, school and community libraries.

Read and listen to whole novels.

Apply growing skills of inference and deduction to write detailed responses to comprehension questions, offering sufficient evidence to justify views.

**Handwriting**

Increase the legibility and quality of their handwriting by ensuring that:

- the down strokes of letters are parallel and equidistant;
- that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Use ink pen accurately

**Grammar**

Use adverbs and adverbial phrases to modify verbs

Use fronted adverbials

Continue to build upon the range of subordinating and coordinating

conjunctions used within sentences Use prepositions to express time and place

Use pronouns to avoid repetition or ambiguity and to add clarity and cohesion to writing

Understand that writing can be in first or third person and use both accurately

Continue to develop the use of dialogue in narrative or in drama, emphasising the difference between spoken and written speech

Use speech punctuation accurately Understand how to use commas to mark clauses

Use ellipsis accurately

Using and identifying determiners

**Spelling**

Adding suffixes beginning with vowel letters to words of more than one syllable (E.g. forgetting, forgotten, beginning, beginner, prefer, preferred) The sound spelt 'y' elsewhere than at the end of words (E.g. myth, gym, Egypt)

The prefixes: al-, ad-, be

The suffix –ation (E.g. information, adoration, sensation, preparation)

The suffix –ly (E.g. sadly, completely,) Endings which sound like /ʃən/, spelt –

tion, –sion, –ssion, –cian (E.g. invention, injection, action, hesitation, completion)

Words with the /k/ sound spelt ch (E.g. scheme, chorus, chemist, echo)

Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (E.g. league, tongue, antique, unique)

## Drama

Enacting stories (the teacher as director/narrator - in or out of role) Working in role

Using lighting, books, scripts, props, costumes, music

Using drama strategies and mediums

Rehearsing for the Prep Play

Performing in the Prep Play

Responding to performances

Possessive apostrophe with plural words (E.g. girls', boys', babies', children's, men's, mice's - Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)

Homophones and near-homophones (E.g. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's)

**Verbal Reasoning**

The work in year 4 is an introduction to formal verbal and non-verbal Reasoning:

- To identify synonyms and antonyms
- To create compound words
- To complete simple crosswords
- Continue number sequences
- Solve simple codes
- Complete simple analogies
- To continue letter patterns
- Select words to complete sentences
- Solve simple anagrams
- Investigate reverse alphabetical order

## Maths

**Maths****Number, Place Value and Rounding**

Secure place value to 10,000

Estimate numbers up to 1000, including putting numbers on landmarked and unlandmarked number lines

Order and compare numbers beyond 1000 Count in 10s, 100s, and 1000s forward and backwards

Count in multiples of 6, 7, 9, 25, 1000

Round numbers to the nearest 10/100/1000

Know Roman numerals up to 100(C)

Calculate intervals across zero

Solve problems involving all the above

## Science

**Statistics**

Interpret, present info and solve problems using info presented in bar charts, pictograms, tables and other graphs

**Algebra**

Solve missing number sentences

**Properties of Shapes**

Identify parallelogram, rhombus, trapezium and polygons up to a decagon

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties

Different types of triangles - isosceles, equilateral, right-angled

Distinguish between regular and irregular polygons

Identify all lines of symmetry in a 2D shape Complete a simple symmetric figure using a specific line of symmetry

Know angles are measured in degrees, identify acute and obtuse angles. Estimate, compare and order angles

Draw given angles and measure them

Identify right angles, 1/4 turns and multiples of them

Identify angles on a straight line (180°) and in a right angle (90°)

Recognise nets of common shapes, including cubes and cuboids.

Recognise/describe/build 3D shapes

**Measures**

Convert between different units of metric measure

Measure/calculate the perimeter of a rectilinear figure, find the area by counting squares

Recognise that shapes with the same areas can have different perimeters and vice versa

Estimate, compare and calculate different measures, including money

Develop understanding of analogue and digital time (12 and 24 hour clocks)

Work out time intervals, including crossing the hour

Measure and use temperature - know that negative is below freezing

Simple timetables

Solve problems involving converting from hours to minutes; minutes to seconds;

years to months and weeks to days

**Addition and Subtraction**

Mental calculation with increasingly large numbers, including adding two 2- digit numbers

Add and subtract up to 10,000 using formal methods

Use estimating and inverse to check answers

Two-step problems involving the above Develop the use of the equals sign

**Multiplication and Division**

Recall multiplication and division facts for tables up to 12x12

Multiply and divide mentally, including multiplying by 0 and 1, dividing by 1 and multiplying 3 numbers together

Multiply and divide whole numbers and decimals by 10, 100 and 1000

Recognise and use factors, multiples, factor pairs and commutativity in mental calculation

Know prime numbers to 19

Extend short multiplication using formal methods

Expanded long multiplication, use formal written method where appropriate

Short division - formal written method Interpret remainders appropriately as integers

Short division extend to include dividing 4 digit numbers by simple 2 digit numbers

**Fractions and Decimals**

Compare and order fractions whose denominators are the same, including simple mixed numbers

Convert mixed numbers to and from improper fractions

Add and subtract fractions with the same denominators

Equivalent fraction families

Calculate fractions of amounts

Count up and down in 10ths, recognise that hundredths are tenths divided by 10

Round decimals to the nearest whole number/one decimal place

Compare and order decimals up to 2 decimal places

Multiply and divide a decimal by a whole numbers

Recognise the % sign, write % as fractions

**Position, Direction and Movement**

Describe positions on a 2D grid as co-ordinates in the first quadrant

Describe movements between positions as translations of a given unit to the left/right/up/down

Plot specified points and draw sides to complete a given polygon.

**Animals including humans/All living things (Biology)**

Construct and interpret food chains

Identify and name living things

Use classification keys

Reasons for classifying

Changing environments pose dangers to specific habitats

**States of matter (Chemistry)**

Compare and group into solids liquids and gases

Changing state on heating and cooling

Temperature

Evaporation and condensation in water cycle

**Sound (Physics)**

How sounds are made – vibration

Patterns in pitch and volume of sound.

Sounds get fainter as distance from source increases

Electricity

Common appliances that use electricity

Simple series circuit

Complete circuit needed to light bulb

Switches

**Biographies of relevant scientists**

## History

**Michaelmas Term** – The Saxons

**Lent Term** – The Vikings

**Trinity Term** - The Norman Conquest Skills

Children are beginning to give a few reasons for, and results of, the main events and changes.

They identify some of the different ways in which the past is represented

They use sources of information in ways that go beyond simple observations to answer questions about the past.

## Religious Education

**Michaelmas Term:** What can we learn from religions about deciding right and wrong? Why is the Bible important to Christians today?

**Lent Term:** Why is Jesus inspiring to some people?

**Trinity Term :** What does it mean to be a Christian in Britain today?

Why do some people think life is a journey?