

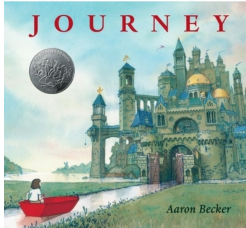

Thematic Blocked Curriculum Half-termly Overview















Year group: 4

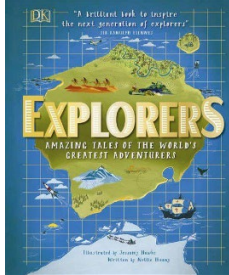
Half term/year: Spring 1

Theme: Intrepid Travellers



SUBJECT BLOCK		Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
		Geography					
English Learning Journey	Text / Class Novel						
	Phonics / Spelling	Year 4 Schofield and Sims- spelling words (Phonics intervention for pupils that still require it)					
	Reading/Writing	Predict what might happen from details stated and from the information they have deduced. Retrieve information from fiction texts. Infer meanings and begin to justify them with evidence from the text. Identify the main points of a text, drawn from more than 1 paragraph and can summarise this information.	Use inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials. Use a range of sentences which have more than one clause.	Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. Use adverbials with a degree of accuracy. Write in paragraphs	Discuss writing similar to that which I am planning to write and show understanding of the text's structure, vocabulary and grammar. Proof-read my own writing to check for errors in spelling and punctuation.	Predict what might happen from details stated and from the information they have deduced. Show their understanding of texts that they have read and explain the meaning of words in context. Infer meanings and begin to justify them with evidence from the text. Identify the main points of a text, drawn from more than 1 paragraph and can summarise this information.	Use apostrophes to mark plural possession. Use inverted commas and other punctuation to indicate direct speech.
	Writing Outcome	Summary	Biography		Big Write - Narrative		Diary Entry
Maths Calculations (multiplication and division)		<ul style="list-style-type: none"> Recall multiplication and division facts up to 12x12. 	<ul style="list-style-type: none"> Multiply three numbers together. Recognise and use factor pairs in mental calculations. 	<ul style="list-style-type: none"> Multiply 3-digit numbers by a 1-digit number using formal written layout. 	<ul style="list-style-type: none"> Divide numbers up to 2 and 3 digits by a 1-digit number using the formal written method of short division and interpret remainders. 	<ul style="list-style-type: none"> Solve missing number problems using the inverse operation with 2-digit numbers (tri-triangle). Solve problems using the distributive law to multiply 2-digit numbers by 1-digit numbers. 	<ul style="list-style-type: none"> Solve integer scaling problems using multiplication and division. Solve complex correspondence problems where n objects are connected to m objects.

<p>PHSCE Geography History Art & Design Design & Technology Music RE MfL Science</p> <p>Outdoor Learning / LotC (incl. trip/visitor)</p>	<p><u>Geography</u></p>  <p>Explain the difference between the British Isles, Great Britain and the United Kingdom.</p>	<p><u>Geography</u></p>  <p>Name and locate some of the main islands that surround the United Kingdom</p>	<p><u>Geography</u></p>  <p>Name and locate some of the main islands that surround the United Kingdom</p>	<p><u>Geography</u></p>  <p>Plan a journey to a place in England.</p>	<p><u>Geography</u></p>  <p>Know the countries that make up the European Union.</p>	<p><u>Geography</u></p>  <p>Know the countries that make up the European Union.</p>
	<p><u>Science</u></p>  <p><u>Electricity</u> Identify common appliances that run on electricity.</p>	<p><u>Science</u></p>  <p><u>Electricity</u> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p>	<p><u>Science</u></p>  <p><u>Electricity</u> 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.</p>	<p><u>Science</u></p>  <p><u>Electricity</u> Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>	<p><u>Science</u></p>  <p><u>Electricity</u> Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>	<p><u>Science</u></p>  <p><u>Electricity</u> Recognise some common conductors and insulators, and associate metals with being good conductors.</p>
<p>Design & Technology</p>  <p><u>Food</u></p>						
<p>ICT/Computing</p>	 <p><u>Control Tech</u></p>					
<p>PE</p>						

<p>PSHCE Keeping Myself Safe</p>	<p>Danger, risk or hazard? (OR4, BS4, BS5, ISH2, PHF3, HE3, DAT1, HP2)</p> <ul style="list-style-type: none"> - Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; - Identify situations which are either dangerous, risky or hazardous; - Suggest simple strategies for managing risk. 	<p>Picture wise (OR3, OR5, ISH3, ISH5)</p> <ul style="list-style-type: none"> - Identify images that are safe/unsafe to share online; - Know and explain strategies for safe online sharing; - Understand and explain the implications of sharing images online without consent. 	<p>How dare you! (CF5, RR4, RR6, OR2, BS1, BS6, MW4)</p> <ul style="list-style-type: none"> - Define what is meant by the word 'dare'; - Identify from given scenarios which are dares and which are not; - Suggest strategies for managing dares. 	<p>Medicines: check the label (DAT1, HP5)</p> <ul style="list-style-type: none"> - Understand that medicines are drugs; - Explain safety issues for medicine use; - Suggest alternatives to taking a medicine when unwell; - Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). 	<p>Know the norms (HE3, DAT1)</p> <ul style="list-style-type: none"> - Understand some of the key risks and effects of smoking and drinking alcohol; - Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). 	<p>Keeping ourselves safe (CF3, CF5, RR4, RR6, OR3, DAT1)</p> <ul style="list-style-type: none"> - Describe stages of identifying and managing risk; - Suggest people they can ask for help in managing risk. <p>Raisin challenge (2) (OR5, BS1, ISH2, ISH6)</p> <ul style="list-style-type: none"> - Understand that we can be influenced both positively and negatively; - Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
<p>Guided Reading Text</p>						
<p>Quality Outcome (writing / art / production / presentation / assembly etc...)</p>	<p>British Island leaflet</p>	<p>Create and explain an electrical circuit</p>	<p>European Celebration Day</p>			