

Introduction

Aspiration, Integrity, Identity

At James Oglethorpe we endeavour to develop a lifelong thirst for learning through a Curriculum that both inspires and excites all of our children.

Our aim is to achieve this through:

- ***Collaborative learning***
- ***Enquiry based learning***
- ***Problem Solving***
- ***Progressive skill based activities***
- ***Purposeful learning experiences***
- ***Providing opportunities that stretch and challenge***
- ***Linking events to the world in which we live***

Specialist teaching staff in PE, and Music and ensure our children are given the best possible starting points in core subjects , whilst maintaining a high profile for healthy lifestyles and the arts.

This booklet has been made as an overview for parents and as a planning tool for teachers. It should be referenced throughout the year to ensure connections are made across subjects and themes are truly brought to life in the classroom. This will also be a working document that will be added to each year with new innovative links and ideas from the class teachers.

Planning and Teaching Expectations

Teacher powerpoints/visuals serve as the short term lesson planning and must include:

- *Learning Objectives and Success Criteria*
- *Key vocabulary*
- *Key questions*
- *A WAGOLL to show children a potential end product (will help SEND/LA with what their skills aim to produce)*
- *Differentiation to support and challenge all pupils; including the higher attaining pupils*
- *Plenary/ reflection*

Lessons should limit teacher talk/ long periods of teachers reading from slides, delivering information- 'active' rather than 'passive' learning (see ideas from the attached slides)https://docs.google.com/presentation/d/1oP4_m9zC2khvM7nz1rUDPceYvxggkoD2sZNH6xdsjYc/edit#slide=id.g724a39926c_0_0

Teachers model tasks to pupils through exemplar work, demonstrations or deconstructions to show parts of the whole and how something works.

AFL strategies are embedded in all teaching and are used to move on students' learning, and to assess understanding

Opportunities for practical activities are used to allow the children to embed / apply a skill/skills to be met and to ensure engagement and enjoyment in learning.

Cross curricular links are made where possible, especially with reading and writing across the curriculum.

Year 4 Topic Map

| Term Theme | Autumn 1: The Amazing Amazon | | | | | | | Spring 1: Dragons | | | | | | | Summer 1: Raging Rivers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Autumn 2: Rotten Romans | | | | | | | Spring 2 : Vicious Viking | | | | | | | Summer 2: Marvellous Machines | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | | | | | | | |
| English Units/ Texts | The Great Kapok Tree Lynne cherry Literacy Shed- there's a Rangtang in my bedroom https://www.google.com/search?q=orangutans+in+the+amazon+rainforest&rlz=1C1GCEU_en-GBGB865GB865&oq=orangutans+in+the+a%2C&aqs=chrome..69i57j0l7.9279j0j7&sourceid=chrome&ie=UTF-8 | | | | | | | Escape from Pompeii Christina Balit Horrible Histories:Rotten Romans | | | | | | | A story from another culture Sugarcane Juice Pratima Mitchel (Lit and Lang) And non-fiction poetry LL unit. | | | | | | | The Iron Man Ted Hughes Extra if needed the day the crayons quit - planning on drive. | | | | | | | | How to train your dragon: Dragon slayer: https://www.literacyshed.com/dragonslayer.html 2 weeks The firework maker's daughter. By Philip Pullman | | | | | | | | Arther and the Golden Rope Joe Todd-Stanton Non Fiction: Vikings non-chronological report https://www.literacyshed.com/vikingvillage.html https://www.literacyshed.com/jotun.html | | | | | | | |
| Big Write | 3rd Person Narrative Non-chronological reports- animals Persuasive letter- stop palm oil production. | | | | | | | Personification of a Volcano 1st Person Narrative Instructions- how to be a Roman soldier | | | | | | | 3rd person narrative Free verse poem- performance poetry- Michael Rosen | | | | | | | Newspaper report Narrative- write a new ending | | | | | | | | Explanation: how to train a dragon Design a dragon- fact file | | | | | | | | Character description Narrative Diary Writing non-chronological report | | | | | | | |
| Grammar/S Spag- Objectives from previous year | Inverted commas Conjunctions: when , if , though, because to start a sentence Commas in a list Expanded noun phrases Prepositions of time | | | | | | | Paragraphs Expanded noun phrases Figurative language Apostrophes of possession and contraction adverbs to add detail to actions | | | | | | | Figurative language- personification Full range of punctuation: , ! ? Inverted commas Fronted adverbials and commas after Complex sentence starting with a co subordinating conjunction or an adverbial | | | | | | | Adverbials of time, Organisation features of non-fiction text Appropriate choice of pronoun or noun within a sentence Commas to separate clauses | | | | | | | | Technical, descriptive and figurative language: similes and metaphors Organisation features of non-fiction text Commas to separate clauses | | | | | | | | | | | | | | | |
| Class Reader | The jungle book | | | | | | | | | | | | | | The time machine | | | | | | | | Tom's sausage Lion | | | | | | | | | | | | | | | | | | | | | | |

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| Reciprocal reading text | Stanley saves the Rainforest | The Jungle book | Rickshaw Girl | The time machine | Beowulf The firework maker's daughter . | Tom's sausage Lion Michael Morpurgo |
| Abacus Maths | View week by week overviews here: http://jamesoglethorpe.havering.sch.uk/parents/curriculum/maths/ | | | | | |
| Science | Changing Sound | Super scientists | States of matter/water cycle | Circuits and Conductors | Eating and digestion | Living things & habitats |
| History | | The Romans | | | Celts/Scots | Vikings |
| Geography | Rainforests, South America - The Amazon | | Rivers (fieldwork opportunity) | | | |
| Computing | 4.1 We are Software Developers | 4.6 We are Meteorologists | 4.5 We are co authors | 4.3 We are musicians | 4.4- We are HTML editors | 4.2 We are toy designers |
| French | Animals, classroom Instructions, Parts of the body, Colours | Adjective agreements Food Opinions about food Goldilocks ory The Snowman | Shopping for food and pronunciation Numbers 1-15 revision and months Numbers 1-31 and French maths Dates, birthdays and name days | Personal Descriptions Celebrity descriptions Little red riding hood Family | Possessive adjectives Clothes and colours The hedgehog story | Talk4Writing and revision Assessments Food project |
| RE | 2.4 - Where, how and why do people worship? church and synagogue | 2.9 - What does it mean to be Jewish? jewish beliefs jewish way of life | | 2.7 - What matters most to Humanists and Christians? | 2.2 - Who should inspire us? | 2.8 - How do people express faith through art? rangoli patterns stain glass windows |
| Art | Architecture - sculpture. Brutalist Relief | | Japanese Shibori textiles | | Animals and their habitats: designing and creating an animal mask. | |
| DT Design, Make & | Design, make and evaluate (DM&E) a working Catapult (link with Sacred Heart) | prepare vegetables to make a pot of vegetable soup. (Use seasonal produce. | Textiles: 2D shape to 3D product. DM&E a mascot for your | Eating and digestion: design and make a meal for someone wanting to improve | <i>DM&E something linked with science (circuits and conductors) ie. reading lamp, siren for a toy.</i> | Make Viking bread : <u>Once Upon a Family: Viking Bread recipe</u> |

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| Evaluate = DM&E) | Evaluate: how is your catapult better or worse than a roman catapult? Did you use different materials? Ext: If you had any material you wanted to make a catapult what would you use and why? | https://www.google.co.uk/search?q=Anglo+saxon+food+project+for+children www.foodafactoflife.org.uk Projects on a page: - Healthy and varied diet: https://drive.google.com/drive/u/0/folders/1UYN9HVwwSb2YqgG4Dhrkt3HK4uNw5217 F | house (Frederica, Augusta etc). Use Projects on a page: https://drive.google.com/drive/u/0/folders/1UYN9HVwwSb2YqgG4Dhrkt3HK4uNw5217 | their digestion. Challenge: Use seasonal, UK produce only. | <i>Use Projects on a page:</i> https://drive.google.com/drive/u/0/folders/1UYN9HVwwSb2YqgG4Dhrkt3HK4uNw5217 | Make regular bread too and compare and contrast. Which is better why? |
| Music | | | | Digital music | | |
| SEAL/ PSHE | New Beginnings | Getting On and Falling Out | Changes | Relationships | SRE (See Scheme) | Good to be Me |
| PE Striver Teacher | Dance 1 Mindfulness | <u>Well being</u> Nutrition Personal Care Sleep Teamwork and leadership Yoga | Dance 1 Mindfulness | <u>Well being</u> Nutrition Personal Care Sleep Teamwork and leadership Yoga | Gym 2 | Athletics |
| Swimming* | Class #1 | | Class #2 | | | |
| Sports Coach | Gym 1 | Football (Yr3) | Dance 2 | Tennis | Hockey (Yr3) | Rounders |

*Swimming / PE topics in the Autumn will swap for the second class in the Spring.