

# Abram Bryn Gates

## Year 4 Curriculum Cycle B



	1	2	3	4	5	6
<b>English Core Text/Theme</b>	<p><b>Facing fears</b></p> <p>Black Dog by Levi Pinfold</p> <p>The Iron Man by Ted Hughes and Laura Carlin</p>	<p><b>Weird &amp; wonderful</b></p> <p>The First Drawings by Mordicai Gerstein</p> <p>How to Live Forever by Colin Thompson</p> <p>Jabberwocky by Lewis Carroll and Joel Stewart</p>	<p><b>Ancient civilisations</b></p> <p>Cinderella of the Nile by Beverley Naidoo</p> <p>The Story of Tutankhamun by Patricia Cleveland-Peck</p> <p>Escape from Pompeii by Christina Balit</p>	<p><b>Exploration &amp; discovery</b></p> <p>Flotsam by David Weisner</p> <p>Shackleton's Journey by William Grill</p>	<p><b>Resilience &amp; survival</b></p> <p>The Pied Piper of Hamelin by Michael Morpurgo and Emma Chichester Clark</p> <p>The Lion and the Unicorn by Shirley Hughes</p>	<p><b>Mysterious journeys</b></p> <p>The Matchbox Diaries by Paul Fleischman</p> <p>The Mysteries of Harris Burdick by Chris Van Allsberg</p>
<b>Writing Purposes to cover (Inform/entertain/persuade)</b>	<p>Description</p> <p>Dialogue</p> <p>Own version 'suspense' narrative</p> <p>Character descriptions</p> <p>Short news report, letter of advice</p> <p>Poetry</p> <p>Mystery narrative</p>	<p>Character description</p> <p>Diary entry</p> <p>Recount</p> <p>Own historical narrative</p> <p>Lost poster</p> <p>Letter of warning</p> <p>Character and setting descriptions</p> <p>Instructions</p> <p>Prequel</p> <p>Poetry</p>	<p>Short news report</p> <p>Diary entry</p> <p>Character description</p> <p>Advert</p> <p>Narratives</p> <p>Non-chronological reports</p> <p>Instructions, Newspaper reports</p> <p>Biography of Tutankhamun</p> <p>Setting descriptions</p> <p>information report</p> <p>Dialogue</p>	<p>Setting descriptions</p> <p>Narrative retelling, Reports</p> <p>Letters (informal and formal)</p> <p>Sequel (mystery narrative)</p> <p>Packing lists (justifications), Interviews</p> <p>Diaries</p> <p>Newspaper report</p>	<p>Writing in role</p> <p>Information reports</p> <p>Adverts</p> <p>Poetry analysis</p> <p>Own version myth/legend</p> <p>Letters</p> <p>Diary entries</p> <p>Character and setting descriptions, Nonchronological reports</p> <p>Own version historical narrative</p>	<p>Dialogue</p> <p>Diary entry</p> <p>Retelling (oral dictation)</p> <p>Mini-autobiography, Ship's log</p> <p>Non-chronological report</p> <p>Setting description (atmospheric description)</p> <p>Captions and titles</p> <p>Own version mystery narrative</p>

<b>Cross-curricular writing</b>	Cross-curricular writing <b>must</b> be completed <b>once</b> per fortnight. Cross-curricular writing should be completed in foundation subject books. Writing could be linked to history, geography, science, PSHE, or RE. Ideas for this may be: Recounts, letters, instructions, explanations, biographies, newspaper articles, advertisements, speeches, posters, balanced arguments, reviews.					
<b>Maths</b>	Place Value Addition and Subtraction	Measurement: Length & Perimeter  Multiplication and Division	Multiplication and Division  Area  Fractions	Fractions  Decimals	Decimals  Money  Time	Statistics  Properties of Shape  Position and Direction.
<b>History</b>		How did the lives of ancient Britons change during the Stone Age?		What is the secret of the standing stones? ( Bronze Age Britain)		How do artefacts help us understand the lives of people in Iron Age Britain?
<b>Geography</b>	Beyond the Magic Kingdom: what is the Sunshine State really like?		How and why is my local environment changing		How can we live more sustainably?	Beyond the Magic Kingdom: what is the Sunshine State really like?
<b>Science</b>	This Planet Rocks ( Physics)	Shining the Light (Physics)	Habitat Helpers	Greatly Green Growers	The Circle Of Life	Electric Personalities
<b>Art/DT</b>	Art Pre Historic Art	DT  Electrical Systems Torches	Art  Shape and tone- drawing from observation.	DT Food: Eating Seasonally	Art  Working with recycled materials	DT Mechanical systems Making A Sling Shot Car
<b>Music</b>	Wider opportunities - recorder and performance.					
<b>Computing</b>	Collaborative Learning – Google documents, slides, form and sheet	How the Internet Works	Website Design	HTML	Investigating Weather	Computational Thinking
<b>PSHE</b>	Pressure situations	How to compromise	Risks and hazards	Rights and responsibilities	We are unique	Life changes

	Working as a team Changing feelings	Non-verbal signals Identifying stereotypes	Sharing images Smoking and alcohol	Media influences Income, expenditure & taxes	The same choices School community	My changing body Marriage & commitment
<b>R.E.</b>	Can religious teaching help us to decide the best way to live?	How is Christmas celebrated in other cultures?	What do creation stories teach us about caring for the world?	Why is pilgrimage important to some religious believers?	Where, how and why do people pray?	How are faith communities represented in Wigan?
<b>P.E</b>	Coordination and static balance. Throwing and catching skills.	Jumping and landing. Dance	Dynamic balance. Gymnastics.	Ball Skills. Games.	Sending and receiving. Outdoor adventure activities.	Reaction and response. Athletics.
<b>Spanish</b>	I am learning Spanish (E) Selection of core vocabulary lessons and phonetics (C)	Fruits (E)	Little Red Riding Hood (E)	Vegetables (E)	The Family (I)	At the Cafe (I)