

### Year 4 Curriculum Objectives 2017 – 2018: Term 5

<b>School Value focus</b>	<i>Rule of Law</i>		
<b>Overview of term across the school</b>	<b>Science:</b> <i>Plants/Rocks/WS</i>	<b>Geography:</b> <i>Human and Physical Geography</i>	
	<b>Computing:</b> <i>Computational Thinking/Multimedia and Communication</i>	<b>E-Safety:</b> <i>Content</i>	
	<b>Art:</b> <i>Drawing</i>		

<b>WRITING – LITERACY TREE/TEXTS</b> Pied Piper Farther		<b>MATHS</b> Busy Ants Book 4C	
<b>SCIENCE</b> <b>Continue any previous topics that need revision and/or 'working scientifically' focus.</b> <b>Working Scientifically</b> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions		<b>GEOGRAPHY</b> <b>Locational knowledge:</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <b>Human and physical geography</b> Describe and understand key aspects of physical geography: <u>rivers and the water cycle</u> <b>Geographical skills and fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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	
<b>ART</b> <b>Improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal]</b> About great artists, architects and designers in history Create sketch books to record their observations and use them to review and revisit ideas		<b>COMPUTING</b> <b>IT-Multimedia and Communication</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information: Photos, Art/Design, Film, Audio/Music <b>E-Safety:</b> Content (appropriate and safe online material) Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	
<b>PSHE</b> <b>Dot Com: Lessons 19-22</b> <b>SRE:</b> To learn about the physical changes associated with puberty To talk about the way my feelings and body will change at puberty Show some ways of dealing with these changes in a good way		<b>PE</b> Rounders/Cricket and Athletics	<b>RE</b> <b>Buddhism - unit 2 (Buddhist teaching)</b> To know the Buddha's teachings of: - The Four Noble Truths, - The Noble Eightfold Path, - The Five Moral Precepts, - Buddhist stories.