

Rosh Pinah Curriculum Overview Spring Term 2019

Year Group: 4

Teachers: Mrs Feingold, Mrs Schock, Miss Philips, Mrs Kaplan, Mrs Kahn, Mr Smith

|                    | Week 1  | Week 2   | Week 3  | Week 4  | Week 5   | Week 6   |                  | Week 7  | Week 8   | Week 9   | Week 10   | Week 11  | Week12  | Week13  | Week14   |
|--------------------|---|--|---|---|--|--|------------------|---|--|--|---|--|---|---|--|
| <b>MATHEMATICS</b> | <b>Consolidation of units from previous half- term.</b> | <b>Mental Addition and Subtraction</b>   | <b>Written Methods for four number operations</b>   | <b>Mental Multiplication and Division Strategies</b>  | <b>Angles Properties of 2D shapes</b>  | <b>Problem Solving &amp; Reasoning</b>   | <b>HALF TERM</b> | <b>Consolidation of units from previous half- term.</b> | <b>Decimal Numbers</b>   | <b>Choosing appropriate mental or written strategies to solve problems</b>   | <b>Telling the Time on 24-hour clock</b>  | <b>Calculating the Perimeter of Shapes</b>   | <b>Place Value</b>  | <b>Solving Word Problems using the four number operations</b>   | <b>Consolidation of units from this half- term.</b>  |
|                    | <b>Assessment</b>                                       | Place 4-digit numbers on landmarked lines; 0–10 000 and 1000–2000; round 4-digit numbers to the nearest 10, 100 and 1000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50; add and subtract multiples of 10 and 100 to/from 4-digit numbers. | Use expanded and compact written subtraction to subtract pairs of 3-digit numbers; learn the 7× table and ‘tricky’ facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; solve simple money problems with decimals to two decimal places. | <b>Fractions</b><br>Use mental multiplication and division strategies; find non-unit fractions of 2-digit and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters). | Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties and explain reasoning; draw the other half of symmetrical shapes. | Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers; use Frog to find complements to multiples of 1000; use Frog to find change from £10, £20 and £50. |                  | <b>Assessment</b>                                       | Numbers using written method with answers greater than 10 000. | Recognise, use, compare and order decimal numbers; understand place value in decimal numbers; recognise that decimals are tenths; round decimals numbers to the nearest whole number; divide 2-digit numbers by 10 to get decimal numbers; multiply decimal numbers by 10 to get 2-digit numbers; divide 3-digit multiples of ten by 100 to get decimal numbers; multiply decimal numbers by 100 to get 3-digit multiples of ten; add four digit | Add amounts of money using written methods and mentally using place value and number facts; choose to add using the appropriate strategy: mental or written; subtract, choosing appropriate mental strategies: counting up or taking away (using counting back, place value or number facts); solve subtractions using a suitable written method (column subtraction. | Tell the time on a 24 hour clock, using am and pm correctly; convert pm times to 24 hour clock and vice versa; use 24 hour clock in calculating intervals of time; involving perimeters. | Measure and calculate perimeters of rectilinear shapes where each side is labelled in cm and m; find missing lengths in rectilinear composite shapes; find the perimeters of rectilinear shapes with some lengths not marked; convert from one unit of length to another; solve word problems involving lengths including those | Understand place value in 4-digit numbers; partition 4-digit numbers; solve subtraction of 4-digit numbers using column subtraction (decomposition); choose an appropriate method to solve subtractions, either mental or written, and either column or counting up (Frog). | Use the vertical algorithm to multiply 3-digit numbers; explore patterns; use mental strategies and tables facts to divide 2-digit and 3-digit numbers by 1-digit numbers to give answers between 10 and 35, without remainders. |

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| <p style="text-align: center;"><b>ENGLISH</b></p>   | <p><b><u>The Miraculous Journey of Edward Tulane by Kate DiCamillo</u></b></p> <ul style="list-style-type: none"> <li>- To explore the themes of friendship and loyalty.</li> <li>- To appreciate how a character changes through the course of a story.</li> <li>- To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>- To progressively build a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>- To assess the effectiveness of their own and others' writing and suggesting improvements.</li> </ul> <p style="text-align: center;"><b>Possible writing outcomes</b></p> <p style="text-align: center;">Diary writing<br/>Writing in role<br/>Newspaper writing<br/>Poetry<br/>Explanation</p> | <p style="text-align: center;"><b><u>I was a Rat or The Scarlet Slippers by Phillip Pullman</u></b></p> <ul style="list-style-type: none"> <li>- To explore themes and issues, and develop and sustain ideas through discussion</li> <li>- To develop creative responses to the text through drama, storytelling and artwork</li> <li>- To write in role in order to explore and develop empathy for character.</li> <li>- To write with confidence for real purposes and audiences.</li> </ul> <p style="text-align: center;"><b>Possible writing Outcomes</b></p> <p style="text-align: center;">Recount<br/>Conversation/ Discussion<br/>Poetry<br/>Character study<br/>Writing in a chosen form for a chosen audience<br/>Persuasion</p> |
| <p style="text-align: center;"><b>SCIENCE</b></p>   | <p style="text-align: center;"><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>- Identify how sounds are made, associating them with something vibrating</li> <li>- Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- Recognise that sounds get fainter as the distance from the sound source increases.</li> <li>- Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>- Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>- Find patterns between the volume of a sound and the strength of the vibrations that produced</li> </ul>   | <p style="text-align: center;"><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>- Identify common appliances that run on electricity.</li> <li>- Construct simple series circuits, identifying and naming basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>- 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.</li> <li>- Recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>  |
| <p style="text-align: center;"><b>HISTORY</b></p>   |   | <p style="text-align: center;"><b><u>Egyptians</u></b></p> <ul style="list-style-type: none"> <li>- To know and understand significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires.</li> <li>- To understand the achievements of the earliest civilisations through an in-depth study of Ancient Egypt.</li> <li>- To understand historical concepts and use them to make connections, contrasts, frame historically valid questions and create structured accounts.</li> </ul>   |
| <p style="text-align: center;"><b>GEOGRAPHY</b></p> | <p style="text-align: center;"><b><u>Climate</u></b></p> <ul style="list-style-type: none"> <li>- Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them.</li> <li>- Describe and give examples of the variety of biomes and vegetation belts.</li> <li>- Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts.</li> </ul>   |  |
| <p style="text-align: center;"><b>ART</b></p>       |   | <p>Link to History – Ancient Egyptian Hieroglyphics, Papyrus artwork.<br/>Pesach Artwork.</p>  |

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|------------------|--|-------------------------------|-------------------------------|-------------------------|---------------|-----------------|--|---------------------|------------------|--------------------|-------------------------|------------|--------------|---------------|
| <b>DT</b>        |  |                               |                               |                         |               |                 | <ul style="list-style-type: none"> <li>- Link to Science: Design and make a game using electricity</li> <li>- Link to History: Design and make a sarcophagus</li> </ul>                |                     |                  |                    |                         |            |              |               |
| <b>COMPUTING</b> | Word processing skills and to be confident using word.<br>To research about world climates.<br>To create own imovie /powerpoint for a book trailer.    |                               |                               |                         |               |                 | Word processing skills and to be confident using word.<br>To research about world climates.<br>To create own imovie /powerpoint for a book trailer.                                    |                     |                  |                    |                         |            |              |               |
| <b>PE</b>        | Swimming and gymnastics  |                               |                               |                         |               |                 | Swimming and football  |                     |                  |                    |                         |            |              |               |
| <b>MUSIC</b>     | <u>Glockenspiel</u><br>To introduce children to learning about the language of music<br>To explore and develop playing skills through the glockenspiel |                               |                               |                         |               |                 | <u>Glockenspiel</u><br>To continue to teach about the language of music through playing the glockenspiel<br>To continue to explore and develop playing skills through the glockenspiel |                     |                  |                    |                         |            |              |               |
| <b>SRE/ PSHE</b> | <b>Growing Up</b><br>Growing and Changing<br>What is Puberty?<br>Puberty Changes and Reproduction  |                               |                               |                         |               |                 |  |                     |                  |                    |                         |            |              |               |
| <b>IVRIT</b>     | Picnic in the park<br>Vocab  | Picnic in the park<br>Grammar | Picnic in the park<br>Grammar | Assessment and activity | Clothes Vocab | Clothes Grammar | Clothes Grammer  | Assessment and game | My bedroom Vocab | My bedroom Grammar | Assessment and activity | Pets Vocab | Pets Grammar | Pets in class |

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|----|---|--|---|---|---|--|--|---|---|---|--|--|--|---|---|--|
| IS | <p>To understand what Avraham wants from the Eved on his mission to find a wife for Yitzchak.</p> | <p>To understand the challenge faced by the Eved in finding a wife for Yitzchak.</p> | <p>To understand the particular sign that the Eved asks Hashem for.</p> | <p>To discuss the importance of the Shivat Haminim.</p> | <p>To understand the concept of Hashgachat Hashem as demonstrated by the sudden appearance of Rifka whilst the Eved is still praying.</p> | <p>To appreciate the way in which Rifka demonstrates the middot of Zerizoot Lemitzvah and Chessed.</p> |  | <p>To compare and contrast the way the Torah describes the Tefillah of the Eved with the way that it is realised, as shown by the actions of Rifka.</p> | <p>To know that the mitzvah to observe Purim is not written in the Torah, rather was created by the Rabbis.</p> | <p>To know that the day before Purim is called Taanit Esther and to understand the potential sacrifice Esther made.</p> | <p>To review all learning from the Chumash unit in preparation for assessment.</p> | <p>To compare observance of Pesach in Israel and the rest of the world.</p>  | <p>To know that Pesach lasts for eight days and that the middle days are called Chol Hamoed.</p> | <p>To know the reasons for each of the items on the Seder plate.</p>  | <p>To know what chametz is and that one must not possess any chametz during Pesach and that this is achieved through the process of bedikat chametz and biur chametz.</p> |  |
|    | <p>To prepare for the upcoming writing skills assessment</p>                                      | <p>To appreciate that he turns to Hashem for help.</p>                               | <p>To appreciate why he specifically asks for that sign.</p>            | <p>To make fruit baskets with Seed for Tu B'Shvat</p>   | <p>To examine the specific terminology the Torah uses to describe her actions.</p>  | <p>Parasha Vayakhel<br/>The laws of Shabbat</p>  | <p>Parasha Terumah<br/>Giving selflessly</p> | <p>Parasha Vayikra<br/>Not boasting</p>   | <p>To discuss the customs of Purim and the halachot for the four mitzvot of the day.</p>                        | <p>To compare the miracles of the Chanukah and Purim stories through Al Hanissim.</p>                                   | <p>To evaluate knowledge of the Chumash unit by way of assessment.</p>             | <p>To know the four names of Pesach and their meanings.</p>  | <p>To know that Pesach is one of the Shalosh Regalim.</p>  | <p>To know the characters and sequence of events in the Pesach story from Yaakov coming down to Mitzrayim to Kriat Yam Suf.</p> | <p>Seder plate making craft</p>   | <p>To know about the processes of mechirat chametz, bitul chametz, bedikat Chametz and Biur Chametz.</p> |
|    | <p>Parasha-Bo<br/>Everyone is important from oldest to youngest</p>                               | <p>Parasha-Beshalach-<br/>Thinking about the needs of others</p>                     | <p>Parasha Yitro<br/>The power of unity</p>                             | <p>Parasha Mishpatim<br/>Kashrut</p>                    |   |  |  |   | <p>To know that Pesach is one of the Shalosh Regalim.</p>   | <p>To link the Pesach story to previously learnt Parshiot.<br/>Parasha Shemini<br/>Jewish identity</p>                  | <p>Parasha Tzav<br/>Sensitivity</p>  | <p>To demonstrate an understanding of the story through retelling, recording, role play and creative art.<br/>Parasha Tazria<br/>Understanding other people's feelings</p> |  |   |   |  |