

CURRICULUM MAP YEAR 4 MICHAELMAS



**OLIVER HOUSE**  
**SCHOOL**

## English

- focus on effective use of pronouns, fronted adverbials and determiners and use them in their writing tasks e.g. to enhance the imagery of poetry
- respond to questions that stretch their comprehension and questioning skills
- use discussion, drama and role play to understand more about characters; looking at the author's use of language and choice of memorable words and phrases
- draw on their understanding of conjunctions, adverbs and prepositions to express time and cause; to tell their own oral recounts, turning these, later, into written recounts.
- be introduced to the idea of an audio story or podcast, listening out for sound effects to develop their
- comprehension skills and focussing on the way language is used to create atmosphere and character
- learn / revise how metaphor, simile and personification can create powerful images; identify the features of
- free verse, and the structure of Haiku poetry before using models to write their own poems

## Learning for life

- Begin to understand the plight of refugees and victims of injustice and war ravaged countries
- reflect on the consequences of and recognise ways to deal with bullying

## How to help...

- Read to your child with intonation
- Read and analyse poems together
- Help them proof read and edit their writing for clarity of communication, accuracy of spelling/punctuation and presentation
- Read/discuss any appropriate relevant news articles together e.g. Syrian refugee situation
- Practise spellings daily

## Art/DT

- Study one of the most iconic artists and movements 'Warhol and the Pop Art Movement' scheme of work in the first part of Year 4. They will explore what constitutes art and why people's opinions on what art is differ, before delving into the Pop art movement, investigating a variety of works by Warhol and other Pop art artists.
- In the second half of the term, children will look at Chinese art. They will study the importance of brush strokes in famous artworks, most importantly "The Four Gentlemen." Children will sculpt dragons from clay and create Chinese fans. They will study silk painting and will learn how to create their own design using a frame and silk paint.

## How to help...

- If possible allow children to practice sketching and painting at home and record their work in sketch books. Take children to see exhibitions such as China at the V&A, Asia Week at Chelsea Harbour from 5-9 November. Off the Wall – Michael Jackson Pop Art exhibition featuring works from Andy Warhol until October 21.

## PE/Games: Netball & Football

### Year 3 and 4 Boys

- Children will... continue to develop team participation and sportsmanship. The focus during this term is football. As well as the skills aspect of the sport, children will learn the importance of positive communication, team shape and organisation and roles and responsibilities of different positions.

### Year 3 and 4 Girls

- Children will... continue to develop team participation and sportsmanship. The focus during this term is netball. As well as the skills aspect of the sport, children will learn the importance of positive communication, team shape and organisation and roles and responsibilities of different positions.

## How to help...

- encourage children to join after school clubs in or outside of school. Playing or watching these sports with your children is great way to further develop skills and deepen understanding.

## History

- Say where the ancient Maya people lived, naming some major features and cities in them.
- Know some of the main Maya gods and what they represented.
- Read and write some basic Maya numbers, explaining what syllabograms and logograms are.
- Know that corn and chocolate were important foods and be able to identify some reasons for this.

## How to help...

- Please encourage your child to carry out their own research into The Mayan Civilisation.

## Character Education

- The virtue this half term is gratitude. Research shows that gratitude can make us feel happier and more fulfilled.
- When we feel gratitude, we relive and focus on a positive experience. When we express gratitude (especially when it's heartfelt rather than a reflex reaction), we strengthen our relationships with other people. When we appreciate what others have done for us, gratitude encourages us also to repay gifts.
- Firstly, gratefulness is an affirmation of goodness; we affirm that there are good things, in the world, which we have received. The second part of gratitude is that we recognize that the sources of this goodness are outside of ourselves. We acknowledge that other people (or even higher powers), have given us many gifts, big and small, to help us achieve goodness in our lives.
- Gratitude blocks negative emotions (especially envy, regret, resentment); we cannot resent and be grateful at the same time. Grateful people are more stress resilient – they show less anxiety and recover faster after trauma.
- The aim of this module is to help the children learn to be grateful and to express it. The targets will include being grateful to their parents, teachers and friends. The last target involves being positive when things are hard, understanding there is always something to learn in every difficult situation and we have to plan out the steps from where we are now, to where we want to be. Life is a gift and the gifts are still there even though they seem to be hidden.

## How to help...

- remind them of their blessings; encourage them to always say thank you and to look on the bright side of life.

## Maths

- Children will undertake mental addition and subtraction, problem solving and algebra. They will also study number and place value, written addition and subtraction. They then move on to mental and written multiplication, fractions, ratio and proportion; also measurement.
- The second half of the term looks at consolidating and extending the skills gained in the first half and to also look at decimals and their equivalence to fractions.

### How to help...

- you can help by having an overview of their homework and using the above vocabulary within the home such as expressing the use of kitchen ingredients (even milk) as a fraction or % of the whole etc.

## Science - Electricity and Dangers to Living things

- Children will learn what conducts and alternatively insulates electricity and experiment with these. They will construct a series electrical circuit and troubleshoot circuits that do not work. They will learn of the applications for electricity and record findings using scientific language.
- With our 'Danger to Living Things' topic, we will recognise that environments can change posing dangers to living things including humans. In this context we look at food chains. We will also be looking at the difference between fair and comparative testing, investigations and experiments.

### How to help...

- You can help by talking to your child on the way to school about environments that you have seen change either over time or due to a disaster. Also about how electricity enters the house and the appliances used around the home.

## Computing - Creation of sound through computers

- Use Microsoft Publisher to create posters about themselves. This will involve using text and other features of the software to create a colourful poster. Children will use a digital camera to take photographs to include in their posters.
- Develop their coding skills by completing a range of projects using Scratch. The ability to code computer programs is an important part of literacy in today's society. When children learn to code in Scratch, they learn important strategies for solving problems, designing projects, and communicating ideas.

### How to help...

- Allow your child supervised access to your home computer so that they can practice their typing skills and become more familiar with word processing and desktop publishing packages.

## RE

- Children will study the Bible and reflect on its message; learn how to find a Bible reference; research key Old testament figures such as Moses Abraham Joseph and David and their calling as leaders of the Chosen People; learn how the New Testament is a fulfilment of the Old; that God is faithful to his promises, helping us to trust in Him; the culmination of his love is that he offers us a second chance to win Heaven, through the Incarnation, Death and Resurrection of Christ.

### How to help...

- In Advent, help them prepare for the gift of Jesus' coming and during the Christmas season not let simply the material side take over, but remind them of the reason for celebrating. Perhaps visit relatives or older lonely people to bring them some of Christ's love.

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## Geography

- explain what a settlement is and list the things required of a settlement site
- list different types of land use and identify this on a digital map
- use a key to identify transport links on maps and use an atlas to find a route between two places;
- draw a map of a settlement with an appropriate key

### How to help...

- Encourage your child to use an atlas and a globe to locate different countries including ones they have visited.
- Give them opportunities to use digital maps on a computer or iPad
- Research different settlements across all ages

## Music

- Children will begin to understand their voice as an instrument with which to express themselves and the importance of warm ups when singing. They will start rehearsals for the 9 lessons and carols working their way into 2 part singing; learn about breathing and diction; deepen in their sense of performance, discover the enriching value of working with others, and the importance of following the conductor.

### How to help...

- Help them enjoy singing and listening to different types of music at home. Regularly sing the carols to help with learning of words and expression.

## Spanish

- Children will continue to develop their writing and reading skills. They will be encouraged to write paragraphs independently using the dictionary. The main focus will be Family, days of the week and verb to go. Conversations in groups and little plays will be frequently undertaken.

### How to help...

- Please help your children to learn their lines and use the Spanish vocabulary as much as they can.

## Critical Thinking/Reasoning

- Children will: be enhancing and increasing their General Knowledge and be learning to reason creatively, through activities specifically designed to engage them using multi-sensory strategies.

### How to help...

- Quiz your child on the flags of the world, monarchs, political leaders, famous authors and landmarks.
- Ask them about their Creative Thinking - What did you learn? How did you learn it? Why did you learn it? Ask them to identify the skills that they think they have used in the lesson.
- Encourage them to be aware of current affairs, environmental issues and to read newspapers and surf the net (with adult supervision) to be aware of major local, national and global news stories.

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