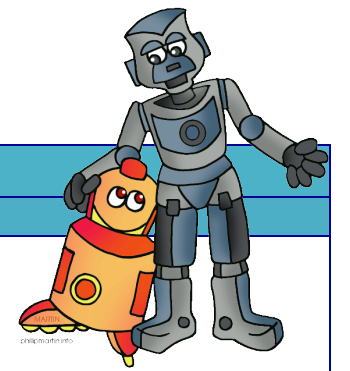




# YEAR 4 CURRICULUM MAP GADGETS AND GIZMOS

SPRING TERM



## KEY KNOWLEDGE AND UNDERSTANDING PRINCIPLES IN THE TOPIC

This topic focuses on how modern technology and everyday objects have changed over time from pre-computer to today's ... The topic aids an understanding of chronology as well as how technology has affected the lives of people over time. Children will examine various artefacts from different time periods, looking at how they were made and how they were used. They will look at the lives of key figures, writing both diaries and letters to further their understanding of the impact of new inventions. Linked to the topic this term is science as the children will investigate both sound and electricity. The children will finish by applying what they have learnt to designing their own piece of technology, writing instructions for its use and an advert to 'sell' their product.

ENGLISH	<p><b>STORIES IN IMAGINARY WORLDS</b> Using a range of stories as inspiration, read, analyse and map stories based in imaginary worlds before planning, writing and editing own story.</p> <p><b>DIARY IN ROLE</b> Read a range of diary extracts; identify key features; linked to key figures from the industrial revolution; plan, write and edit first person recounts.</p> <p><b>EXPLANATION</b> Read a range of hard copy and digital explanations; identify the key features; use a diagrammatic plan, draft, edit and review own explanation.</p> <p><b>INSTRUCTIONS</b> Linked to the history topic, plan, write and edit sets of instructions for existing products and their own design.</p> <p><b>INFORMATION - ADVERTISEMENTS</b> Collect information from various sources; identify features of advertisements particularly vocabulary choices; plan and produce adverts for own design.</p> <p><b>STORIES FROM OTHER CULTURES</b> Read a range of stories from different cultures, identify language which describes the setting, discuss characters, customs and beliefs, record responses in a reading journal, write character descriptions, plan, write, edit and review own story. The year 4 programmes of study for <b>VOCABULARY</b>, <b>GRAMMAR</b>, <b>PUNCTUATION</b> and <b>SPELLING</b> will also be followed.</p>			MATHEMATICS	<p><b>NUMBER AND PLACE VALUE</b> Count in multiples of 6, 7, 9, 25 and 1,000, find 1,000 more or less than a given number; count backwards through 0 to include negative numbers; recognise the place value of each digit in a four-digit number; order and compare numbers beyond 1,000; identify, represent and estimate numbers using different representations; solve problems with increasingly large positive numbers.</p> <p><b>MULTIPLICATION AND DIVISION</b> Recall multiplication and division facts for multiplication tables up to 12 x 12; use place value, known and derived facts to multiply and divide mentally including: multiplying by 0 and 1, dividing by 1, multiplying together 3 numbers.</p> <p><b>MEASUREMENT: TIME</b> Read, write and convert time between analogue and digital 12- and 24-hour clocks; solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.</p> <p><b>GEOMETRY: PROPERTIES OF SHAPES</b> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes; identify acute and obtuse angles; compare and order angles up to 2 right angles by size; identify lines of symmetry in 2-D shapes presented in different orientations; complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><b>GEOMETRY: POSITION AND DIRECTION</b> Describe positions on a 2-D grid as coordinates in the first quadrant; describe movements between positions as translations of a given unit to the left/right and up/down; plot specified points; draw sides to complete a given polygon.</p>				
	SCIENCE	<p><b>GOOD VIBRATIONS</b> Identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch of a sound and features of the object that produced it and between the volume of a sound and the strength of the vibrations that produced it; recognise that sounds get fainter as the distance from the sound source increases.</p> <p><b>SWITCHED ON</b> Identify common appliances that run on electricity construct a simple series electrical circuit; identifying and naming its basic parts; identify whether or not a lamp will light in a simple series circuit; recognise that a switch opens and closes a circuit; recognise some common conductors and insulators.</p> <p><b>OUR CHANGING WORLD</b> Observe and classify plants in the local area at different times of year.</p>				HISTORY	<p><b>GADGETS AND GIZMOS</b> Take an everyday object and see how it has changed over time e.g. cameras, computers, washing machines etc. Know some ways in which changes in technology have affected the lives of people in this country and the wider world since ancient times; describe some of the ways that the Industrial Revolution had an effect on the lives of people at the time; understand how the lives of people, such as Brunel, have shaped this country; make some links across periods. <b>WOW DAY of construction kits and deconstructing day to day items.</b></p> <p><b>TRIP TO THE SCIENCE MUSEUM</b> visiting different exhibitions to see a greater range of technological changes.</p>		
COMPUTING		<p>Select, and use a variety of software on a range of digital devices to design and create a range of content that accomplish given goals: Swatch program, Minecraft-ipads, 2simple music ed city</p>		ART & DESIGN	D.T.		<p><b>BEAT THE EXPERT CREATING A NEW DESIGN ... COMPETITION (Electrical and Mechanical Components)</b> Select the most appropriate tools and techniques, make a product which uses both electrical and mechanical components; use a simple circuit; evaluate and alter their product.</p>		MUSIC
	P.S.H.E. incl. R.S.E.	<p>Understand positive and negative behaviour and positive and negative consequences; recognise the effect of their behaviour on other people and cooperate with others (for example by playing and working with friends or classmates). Body changes and reproduction</p>				P.E.	R.E.	<p><b>BUDDHISM &amp; FOLLOWING THE BUDDHA'S TEACHING</b> Know key facts about the Buddha's life, his teachings and the way Buddhists try to follow these in their lives.</p>	