



Avanti House Primary School

Curriculum Map 2019-2020

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| Year 4 Themes | Autumn Term – This Time For Africa | Spring Term – Scandinavia and how Britain Became Britain | Summer Term- A World Of Pure Imagination |
| Learning to learn skills and attitudes | Independence Cooperation Questioning Resilience Creativity Imagination Talking about their learning with each other and other adults | | |
| Real life experiences | Sound lessons outdoors, African cultural days, Performance poetry | Cooking (healthy snack) | Going on nature walks, observing habitats in out locality |
| Avanti Values/British Values | Empathy Individual liberty | Self-discipline Democracy Rule of law | Respect Mutual respect |
| | | Integrity tolerance | Courage Individual liberty |
| | | | Gratitude Rule of law |
| Enrichment links, class specific | National Fitness Day link with PE Year 4 Remembrance Day Assembly African dancing link with PE Children presenting work at Black History Month gallery | Year 4 Sanskrit assembly | Spelling Bee competition for Year 3 and 4 (Hosting) LKS2 Sports day – Year 4 leading |
| Opportunities to delve deeper into current issues around the world | | | |
| World Festivals/days | Diwali, Yom Kippur & Rosh Hashanah, Chinese New Year, Christmas, Black History Month, Govardhan Puja, Kartik, National Fitness Day, Harvest | World Book Day, World Maths Day, Gaura Purnima, Book Week, Chinese New Year, Easter, Science Week, Safer Internet Day/ Nirvana Day (Buddhism), Easter | Ratha Yatra, Maths Week, Art Week/ Multifait, Healthy Living/ PSHE week, International Yoga day, Queen Elizabeth’s birthday, Narsimha Caturdasi |

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| Educational Visits including in house workshops | African Cultural Workshop (drumming, dancing, art) | | Henry Moore Sculpture Gardens | | Science Boffins Roald Dahl museum | |
| Core Texts | <p>Africa is not a Country by Margy Burns Knight</p> <ul style="list-style-type: none"> • Non fiction • Comprehension • Identify key themes • Taking part in discussions and asking reasoned questions <p>The Pot of Wisdom – Ananse Stories retold by Adowa Badoe</p> <ul style="list-style-type: none"> • Comprehension • Inference • Empathy • Making links to other themes and conventions • Taking part in discussions and asking reasoned questions | <p>African Poetry</p> <ul style="list-style-type: none"> • Comprehension • Read with expression evaluate affectiveness of text • Inference • Taking part in discussions and asking reasoned questions | <p>Beowulf by Michael Morpurgo</p> <ul style="list-style-type: none"> • Comprehension • Inference • Empathy • Making links to other themes and conventions • Taking part in discussions and asking reasoned questions | <p>The Snow Queen by Hans Christensen Anderson</p> <ul style="list-style-type: none"> • Comprehension • Inference • Empathy • Making links to other themes and conventions • Taking part in discussions and asking reasoned questions | <p>The Magic Finger by Roald Dahl</p> <ul style="list-style-type: none"> • Non fiction • Comprehension • Inference • Empathy • Taking part in discussions and asking reasoned questions <p>Revolting Rhymes by Roald Dahl</p> <ul style="list-style-type: none"> • Non fiction • Comprehension • Read with expression • Taking part in discussions and asking reasoned questions | <p>The Jungle Book by Rudyard Kipling</p> <ul style="list-style-type: none"> • Comprehension • Inference • Empathy • Taking part in discussions and asking reasoned questions |
| English | Read Africa is not a Country by Margy Burns Knight – Children to write reports about their school day and compare it to that of a school day of a child in Africa. Use a range of | African Poems – Explore the imagery and personification in African poetry and recreate these using our best descriptive language. We will link this to our topic of | Enter the fascinating world of Scandinavia – by looking at the story of Beowulf by Michael Morpurgo. Children will learn to retell the story and write more in-depth character and setting descriptions by | We will continue our Scandinavian adventure by looking at Hans Christian Andersen. Children read and retell The Snow Queen by Hans Christian Anderson as | Using Roald Dahl’s Revolting Rhymes , children will create their own story poem focusing on rhythm and rhyme as ways of telling a story as well as learning to perform their own | Children will complete a number of biographical case studies linked to our Art Topic. We will look at the life of pop-artist Andy Warhol and write |

media to create factual notes and record this in report style.

Values link:empathy , individual liberty

Looking at **The Pot of Wisdom – Ananse stories** retold by Adowa Badoe, we will Learn and retell a familiar Ananse story using extended sentences and write their own Ananse story in the same style.

Values link:tolerance of others

Write a detailed newspaper report of **Tutankhamen’s** discovery using historical facts and figures in an appropriate style.

Values link:democracy , tolerance

African Art and Music and show how we can explore these through poetry.

Values link:tolerance

Explore various Non-Fiction texts in a cross curricular link. Find out about the different **climate** and **cultures** in African and explore the **wildlife** there. Collate this as explanation texts and non-fiction reports.

Values link:rule of law

using the best descriptive language they know.

Values link:individual liberty

We will explore Scandinavia and there will be opportunities to explore non-fiction writing through **Postcards** and **Diary Entries**.

Values link:empathy

narrative stories and as play scripts.

Values link:tolerance

Linking History to our topic work we will study the Anglo Saxons and Vikings and write detailed non-fiction reports of Saxon king **Alfred**.

Values link:rule of law

creations.

Values link: tolerance

We will continue to look at 20th -21st century literature by exploring **The Magic Finger** by Roald Dahl. Here we will look at performance pieces as well as writing our own version of a story.

Values link:mutual respect

about him as well as researching and writing about our own person of interest.

Values link:individual liberty

Our non-fiction focus for the half term will be on the peregrine falcon where we will learn about the bird, it’s hunting tendencies and threats to the environment. Linking strongly to our topic.

Values link:mutual respect

Finishing the Year we will look at Rudyard Kipling’s classic literature: **The Jungle Book** and use the text to create our own stories set in a jungle. Here we will look closely at the beginning, middle, and end of a story, and how to set a purposeful scene.

Values link:tolerance

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| <p>Maths</p> | <p><u>Number</u> Number & place value</p> <ul style="list-style-type: none"> • Rounding, multiples, negative numbers, Roman numerals, ordering & comparing <p><u>Number</u> Addition & subtraction</p> <ul style="list-style-type: none"> • Up to 4 digits with formal written methods, with 2 step problems • Estimation and inverse <p><u>Measurement</u> Length & Perimeter</p> <ul style="list-style-type: none"> • Convert between different units of measurement. <p><u>Number</u> Multiplication & Division</p> <ul style="list-style-type: none"> • Multiplication tables up to 12 x 12, problem solving using distributive law • Multiplying and dividing mentally by 1 and 0 <p>Consolidation</p> | <p><u>Number</u> Multiplication & Division</p> <ul style="list-style-type: none"> • Multiplication tables up to 12 x 12, problem solving using distributive law. Multiplying two and three digit numbers by a one digit number • Multiplying and dividing mentally by 1 and 0 • Use of factor pairs <p><u>Measurement</u> Area</p> <p><u>Fraction</u></p> <ul style="list-style-type: none"> • Common equivalent fraction, hundredths, dividing tenths by ten, problem solving, adding and subtracting fractions <p><u>Decimals</u></p> <ul style="list-style-type: none"> • Decimal equivalents of tenths and hundredths • Dividing a one or two digit number by 10 or 100 • Solving simple measure and money problems including fractions and decimals. • <p>Consolidation</p> | <p><u>Decimals</u></p> <ul style="list-style-type: none"> • Comparing decimals, rounding decimals, decimal equivalents, dividing by 10 or 100 <p><u>Measurement</u> Money</p> <ul style="list-style-type: none"> • Estimate and compare money including pounds and pence. Solve simple money problems. <p><u>Time</u></p> <ul style="list-style-type: none"> • Convert between different units of measure. Read write and convert time between analogue and digital. Solve problems involving converting time. <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Interpret and present discrete and continuous data, using bar charts and time graphs. <p><u>Geometry</u> Properties of shape</p> <ul style="list-style-type: none"> • Acute and obtuse angles compare and order angles. • Compare and classify geometric shapes • Identify lines of symmetry <p>Position and direction</p> <ul style="list-style-type: none"> • Describe positions on a 2d grid, plot specified points, translation <p>Consolidation</p> |
| <p>Science</p> | <p><u>Autumn 1</u> <u>Sound</u> The children will explore what sound is and how it is made, as well as investigating how sound</p> | <p><u>Spring 1</u> <u>Eating & Digestion cont.</u></p> <p><u>Spring 2</u></p> | <p><u>Summer 1</u> <u>Electricity: Circuits</u> The children will experience a practical and hands-on way to learn about electricity and circuits.</p> |

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| | <p>travels, how it can be blocked, how different pitches can be attained, and much more. Non chronological report on African drums</p> <p>Autumn 2 Eating & Digestion</p> <p>The children will learn about the diets of different animals, as well as how humans eat and digest food. We will look at food consumption and how we can prepare and make food that is healthy and nutritious.</p> <p>Investigation write up about teeth Values link:tolerance</p> | <p>States of Matter</p> <p>The children will learn about the differences between solids, liquids and gases, and how different materials can change state. They will have plenty of opportunities to undertake practical experiments to help them understand the processes of evaporation and condensation, as well as expressing their understanding in a variety of ways</p> <p>Explanation text about the water cycle</p> | <p>Looking at how circuits work, the differences between mains and battery powered electricity, how to make a switch, which materials are conductors and which are insulators, with plenty of opportunities for investigations and experiments.</p> <p>Investigation write up about insulators and Conductors</p> <p>Summer 2 Animals & Habitats</p> <p>The children will learn how to identify a range of British plants and animals, and how to classify organisms, including the use of classification keys. They will also consider why organisms live in different habitats and the impact, both positive and negative, that humans can have on environments.</p> <p>Non chronological report on anial in habitats</p> <p>Values link:mutual respect</p> | |
| PSHE | <p>What is diversity?</p> <p>Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • to recognise a wider range of feelings in others • about responding to how others are feeling • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves | <p>How can we be a good friend?</p> <p>Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • to recognise a wider range of feelings in others • about responding to how others are feeling • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves • about resolving differences – | <p>How do we grow and change?</p> <p>Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • how to further describe the range and intensity of their feelings to others • how to manage complex or conflicting emotions • about the changes that happen at puberty • how the spread of infection can be prevented • about who is responsible for their health and wellbeing • where to get help advice and support • about different types of relationships (friends, families, couples, marriage, civil partnership) • about what constitutes a positive, healthy relationship | <p>How can we keep safe in our local area?</p> <p>Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • about managing risk in familiar situations and keeping safe • about feeling negative pressure and how to manage this • about keeping safe in the local environment • about people who help them stay healthy and safe • how actions can affect ourselves and others • to recognise and manage dares |

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| | <ul style="list-style-type: none"> • about resolving differences – agreeing and disagreeing | agreeing and disagreeing | | |
| History | <p><u>Ancient Egypt</u> The children will go on an adventure to the Land of the Pharaohs in this cross-curricular Ancient Egyptians topic. Immersing themselves in ancient Egyptian life, including finding out about the pyramids, baking Egyptian bread, creating Egyptian artefacts and finding out where Egypt is and what it is like.</p> <p>Newspaper report on Tutankhamun</p> <p>Values link:democracy, tolerance</p> | <p><u>Anglo-Saxons</u> What happened in Britain after the Romans left in the 5th century. The 'Anglo-Saxons, Picts and Scots' arrived. Using the mysterious burial ship at Sutton Hoo as a basis, the children will explore where the Anglo-Saxons came from, how they came to settle in Britain, who the Picts and Scots of the north were, how Christianity became the predominant religion and much, much more.</p> <p>Diary entry as an Anglo Saxon</p> <p>Values link:rule of law</p> | <p><u>Invaders and settlers - Vikings</u> The children will find out about the Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country. Exploring where the Anglo-Saxons and Vikings came from, how they fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today.</p> <p>Newspaper report on Lindisfarne</p> <p>Values link:rule of law</p> | |
| Geography | <p><u>Africa</u> The children will discover the amazing continent of Africa. Exploring each of the five regions, children will start to get an understanding of just how diverse the continent of Africa is and find out about the human and physical geography of a number of African countries.</p> <p>Recount of a day in the life of a Kenyan school child</p> <p>Values link:democracy, tolerance</p> | <p><u>Scandinavia</u> The children will explore the location, features and culture of Norway, Sweden and Denmark. They will find out how the climates differ in various areas of Scandinavia, explore spectacular scenery, learn about the culture and lifestyle in Scandinavian countries and examine how areas in the UK and Scandinavia are similar and different.</p> <p>Postcard a visit to Scandinavia</p> <p>Values link: democracy</p> | <p><u>Our European Neighbours</u> The children will take a trip across the English Channel and discover the continent of Europe 'Our European Neighbours' scheme of work for Year 3/4. They will discover some fascinating facts about Europe and they will also find out the names, locations and features of European countries and capitals.</p> <p>Tourist information leaflet about a European country</p> <p>Values link: democracy</p> | |
| Art | <p><u>African Art</u> The children will dive into the rich culture of African art. They will be encouraged to think carefully about which mediums they choose for their artwork, as well as the tools they use to sculpt and manipulate clay to recreate a Benin plaque. Introducing the children to Esther Mahlangu and her culture of Ndebele patterns.</p> | <p><u>Can we change places?</u> In this topic, we introduce children to the world of sculpture. We start by getting them to think about the environment around them and how art can improve an area before taking a closer look at a variety of different styles of sculpture. Later, children will have a go at making their own very own sculptures! In the style of the artist Henry Moore.</p> | <p><u>Pop art – Warhol</u> The children will be introduced to one of the most iconic artists of all time with this 'Warhol and the Pop Art Movement' topic. Children 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.</p> | |

| | Esther Mahlangu biography | Report on the creation and evaluation of a sculpture Values link:mutual respect | Explanation text on ‘How to...’ |
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| DT | <p><u>African Musical Instruments</u> The children will explore the rich and energetic genre of African music and use it to inspire the investigation and creation of several different African instruments including the kalimba, djembe drum and the shekere. The children will work towards the purpose of using the instruments in a class performance of African-inspired music, creating a rich experience to evaluate the instruments they have all made.</p> <p>Make African drum</p> | <p><u>Seasonal foods</u> Why are certain foods in season at different times of the year? Why is it good to eat seasonal food? How can we include seasonal food in a healthy, varied diet? We will get the children thinking about these questions and more.</p> <p>Persuasive letter about healthy snack</p> | <p><u>Alarms</u> In this topic children will get a chance to experiment with circuits and switches before taking on the challenge of designing, making and evaluating their own alarm systems for a particular purpose. Will they be guarding diamonds, apprehending burglars or improving fire security?! The choice is theirs...</p> <p>Explanation text on how to make an alarm</p> |
| Computing | <p><u>iSafe</u> Developing the concept of being ‘safe’ online. Using the teaching and learning resources from the “Think U know” website it helps children understand the importance of staying safe online.</p> <p><u>iProgram</u> The children are introduced to visual programming language, which uses the context of art to engage the children in expressing themselves creatively. It also introduces the children to programming using a text based language.</p> | <p><u>iData</u> iConnect explores the difference between the internet and the world wide web and involves online surfing, searching and evaluation. At its core it teaches children how to use the web and search engines safely and effectively.</p> <p><u>iConnect</u> The children will explore the difference between the internet and the World Wide Web and will look into online surfing, searching and evaluation.</p> | <p><u>iAnimate</u> iAnimate introduces the children to designing and creating their own computer animations. They will explore creating narratives and combining them with artwork to make their own animated stories</p> |
| Music & Performing Arts | <p>Music: Harrow music services Recorder skills development/Singing/Tamboor Bamboo</p> <ul style="list-style-type: none"> • Singing Development – more complex rounds • Recorder skills – minimum notes BAG CD E | <p>Music: Harrow music services Body Percussion 2 – group composition</p> <ul style="list-style-type: none"> • More complex body percussion patterns. • Small group composition with awareness of form and structure • Including recorders | <p>Music: Harrow music services Ukulele Introduction</p> <ul style="list-style-type: none"> • Pluck open strings – read from stave • Strum open string and chord C • Recorder pieces and songs with Ukulele |

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| | <ul style="list-style-type: none"> Introduction to Tamboo Bamboo instruments | | |
| PE/health and wellbeing. | <p>Autumn 1 <u>Dance</u> Linking to our Egypt topic we will explore dance by looking at ‘Life on the Nile’.</p> <p>Autumn 2 <u>Theme: Athletics</u> The children will explore running, jumping and throwing activities, taking part in simple challenges and competitions.</p> <p><u>Yoga & Meditation</u> Gyaan mudra, re-emphasise straight backs and sukhasana. Chaturanaga dandasana, ashtangasana, bhujangasana.</p> | <p>Spring 1 <u>Gymnastics</u> The children focus on improving the quality of their movement. They plan and perform sequences of different actions and link these actions together.</p> <p>Spring 2 <u>Theme: Invasion Games</u> The children develop their dribbling and kicking skills, learning how to keep control of a ball, pass and receive accurately and create and use space.</p> <p><u>Yoga & Meditation</u> Chin mudra Pranayama: Bramhari (audile humming) Parvatasana, ardhapinch mayurasana – variations. Variations for ashwasanchalansana</p> | <p>Summer Term <u>Striking & Fielding games</u> The children will learn how to catch and throw so that when they are fielding they can work together as a team. They will also learn to strike the ball to score runs.</p> <p>Summer 2 <u>Net/Wall games</u> Children will develop the skills they need for net/wall games and learn how they can make a game difficult for an opponent.</p> <p><u>Yoga and Meditation</u> Padma mudra Kalpabhatti, Sitali and Sitkari Chaturanga danadasana, ashtanganamaskar, ardhamatysendra asana, vrukshana . maintain meditations/still for minimum 3 minutes</p> |
| PRE | <p>Autumn 1 <u>Theme: Self</u> Pupils will explore the meaning of self and begin to understand the difference between spirit self and material self (soul and body). They will learn the meaning of key terms and language related to self from a Hindu perspective including Atman, paramatma. Values link:tolerance</p> <p>Autumn 2 <u>Theme: What happens when you die?</u> In this unit there are two aspects: Pupils will explore the meaning of suffering and compassion. They will relate discussions about the</p> | <p>Spring 1 <u>Theme: Nature of divine</u> Pupils will learn about the theology of God ‘as a personality’. Through asking the question: <i>What is Krishna like?</i> They will explore how different religious traditions view God (for example: Almighty, Loving, to be revered, to be feared as well as loved). Pupils will learn about the Hindu understanding of Krishna as the ultimate personality of God and particularly understand God in three places (everywhere, as personality and within). This knowledge is essential for more complex discussions in later units and year groups.</p> <p>Spring 2</p> | <p>Summer 1 & 2 <u>Theme: Ramayana</u> Pupils will explore the story of the Ramayana. They will read, retell and act stories to develop a good understanding of the narrative structure and begin to identify key themes and messages of the tale. They will focus particularly on:</p> <ul style="list-style-type: none"> Metaphors Character study of Lord Rama, Laxshman, Hanuman, Sita Devi, Ravana Fear The Avanti Values Light over darkness Duty/Dharma |

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| | <p>Buddha's life story and message by developing knowledge and understanding of Karma, Moksha, Samsara and Nirvana.</p> <p>Values link: mutual respect</p> <p>Pupils will also explore the meaning of death from the Vaishnava and one Abrahamic religious tradition, comparing for example the notion of heaven and hell in Christianity and the multiple plants and spiritual plains in Hinduism. They will be taught how to construct arguments to debate philosophically and critically so that pupils can explore the question: What happens when you die? In a safe, caring and empathic class context.</p> | <p>Theme: Chaitanya Mahaprabhu</p> <p>Pupils will learn about the life of Sri Chaitanya Mahaprabhu. Through acting and retelling stories, pupils will be able to explain the historical and religious significance of His life. They will also begin to understand that Chaitanya is a manifestation of Krishna in the mood of Radha Rani (this means that Krishna wanted to understand what it felt like to be his ultimate devotee, Radha Rani and so appeared on earth in the mood of Her). Pupils will also need to understand stories related to Lord Jagannatha and the Ratha Yatra festival in which the principle of longing to see the Divine is present. This is a key theological principle of the Gaudiya Vaishnava faith and must be emphasized here and understood well to support later units.</p> | <p>They will ask and explore questions including:</p> <ul style="list-style-type: none"> • Why did Lord Rama's father reject him? Was this the right thing to do? • Why was Ravana so evil? Why do people get angry in life? What can we learn about our behaviour from understanding Ravana? • What is the difference between a superhero and the Divine Krishna? <p>Values link: rule of law</p> |
| Sanskrit | | | |

Key notes:

- Key skills, values and attitudes must be apparent throughout the curriculum. This must be reflected in the weekly planning.
- There will be 6 key themes which encompass the key text and sum up the curriculum with an engaging big question or phrase eg: 'Are we all equal?'
- Enrichment links are class specific, World Festival days are whole school and will be provided.
- British Values: Democracy, Rule of Law, Individual Liberty, Mutual respects and tolerance for those with different faiths.
- Educational Visits must be planned and confirmed in advance for the year ahead.
- PSHE will be planned together following the staff INSET as well as Music and PA.
- Artis planning information must be more specific and lined to English/Topic, please provide this information.
- History and Geography must taught at least 3 units of each, however this can be at your discretion following discussions with SLT. There must be more enquiry based and developing key skills rather than the emphasis on fact finding.
- Computing/Sanskrit and PRE planning will be provided and agreed by the Computing Lead.
- Science, please see National Curriculum for guidance, there should be links with Mathematics such as collecting, analysing and presenting data.

➤ P.E, Health and Wellbeing will be provided and agreed by the PE Lead and Yoga Teacher.