

Blwyddyn 4- Long Term Curriculum Map

Languages, Literacy and Communication: *Oracy*

I can...
- Contribute to my group and help everyone take part - Help my group to reach an agreement
I can...
- Listen carefully to and understand presentations - After listening, respond to the speaker giving my opinions about what has been said
I can...
- Explain using supporting resources - Organise my talk so that different people can understand me - Adapt the way I speak for different audiences - Explore different situations in role-play

Reading

I can...
- Use a range of strategies to make meaning of words and sentences - Read texts, including those with few visual clues, independently and with concentration - Use understanding of sentence structure and punctuation to make meaning - Skim to gain the gist of a text or the main ideas of a chapter - Scan for specific information using a variety of features in texts - Identify how texts differ in purpose, structure and layout - Find information and ideas from web pages, using different search methods, considering which are the most efficient methods
I can...
- Accurately identify the main points and supporting information in texts - Deduce connections between information - Explore information and ideas beyond my personal experience.
I can...
- Recognise speech marks, discuss their function and how they affect the reading of a text. - Read on sight the appropriate h/f words. - Read ahead to determine meaning. - Use the term 'synonym' and - Suggest synonyms for h/f words - Understand the difference between verbs in the 1st. and 3rd. person - Discuss the function of verbs - Recognise adverbs in sentences and discuss their function. - Understand the term 'suffix'. - Locate words containing suffixes. - Generate new words using their knowledge of suffixes. - Locate new words and make collections of new words linked to personal interest or particular topics.
I can...
- Select and use information and ideas from texts - Understand how something can be represented in different ways

Writing

I can...
- Adapt what I write to the purpose and reader, choosing words appropriately - Explain main idea(s) with supporting details, including observations and explanations where relevant - Gather ideas to plan writing - Explore and use appropriately the different forms of writing on-screen to interact with others - Improve my writing, checking for clarity and organisation
I can...
- Use specific structures in writing - Write an introduction, develop a series of ideas and a conclusion - Organise writing into logical sequences or sections by beginning to use paragraphs - Use visual information which are clear and relevant to the written text
I can...
- Vary the order of words, phrases and clauses in sentences - Use adjectival and adverbial phrases to add interest and precision - Use connectives to show links within sentences - Use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission - Use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words - Produce handwriting which is clear and legible and may be cursive
I can...
- Use language appropriate to writing, including standard forms of English - Use subject-specific vocabulary independently

Translanguaging

I am aware that languages evolve continually. I can give simple examples of change within my personal experience and explain the reasons for it simply, e.g. <i>new technology terms</i> .
When receiving short extracts of information, in both my L1 and L2, I can sustain my attention, and notice unfamiliar language.
I can identify key words and phrases to help me remember important information received in both my L1 and L2
I can express the information I receive in another language, communicating clearly.

Health & Wellbeing

Improving my physical health and well-being for life; Understanding how experiences and relationships affect the mental health and emotional well-being of myself and others; Understanding that my decision-making changes the quality of the life of myself and others; Growing positive relationships with others to help my health and well-being.

Physical health:

Uniform, stability, acceleration, record and monitor, feedback, challenge, sensible, patience, accuracy, perseverance, hair-washing, eye-sight, nutrition

Thought/Emotion:

Optimistic, inquisitive, courageous, sensitive, embarrassed, fragile

Being Inclusive:

Stereotyping, (non)- discrimination

Cynfrif:

Identity, group/ team leader, follower, member, marriage, civil partnership

Relationships:

Digitally safe, safe media, trustworthy

International Languages

- I can recognise high frequency words and phrases and understand the general meaning in what I hear, read and see. - I can listen and read empathetically, recognising the differing opinions of others. - I can listen and read to build a bank of words and sentences and use these to improve my own communication. - I can listen and read to gain an understanding of how grammar and punctuation affect meaning.
- I can communicate using familiar phrases and sentences - I can start to reflect on my language use in order to improve the quality of my communication - I can start to interact with others, sharing information, feelings and opinions. - I can construct my own sentences using the vocabulary and patterns I have learnt.
- I can join in with familiar songs, rhymes, stories and poems. - I can respond creatively in my language of choice to literature in the international language - I can use familiar words and phrases and experiment with newly-learned vocabulary to create work in the international language. - I can express my opinions in my language of choice supporting my views with examples from the literature I have heard, read or viewed in the international language. - I can show empathy when responding to literature and understand that others may have different views from my own.

BSL As An International Language

- I can start to spot the difference between signs that are similar in handshape, orientation, location, movement and or other body movements (e.g. facial expressions). - I can start to spot some BSL lip patterns and mouth shapes. - I can understand a range of signs in different contexts. - I can start to spot finger-spelt words, particularly for familiar names. - I can start to form signs correctly. - I can describe objects and events, building and extending my vocabulary. - I am beginning to use the non-manual features of individual signs consistently. - I am beginning to use signs to indicate time. - I am beginning to use finger-spelt signs, for example for familiar names. - I can share ideas and feelings, and express what I like and dislike. - I am beginning to ask and answer questions. - I am beginning to represent different characters in my narratives. - I can respond to BSL literature and can express simple opinions on it.

Welsh: *Oracy*

Cwestiwn ac Ateb: I can understand the following questions and <i>respond orally appropriately</i> : Present tense Beth wyt ti'n hysrhau? Dw i'n mwynhau.... Beth wyt ti'n dwlw? Beth wyt ti'n casau.... Dw i'n casau.... Ble wyt ti ddim yn eisiau mynd? Dw i dim yn eisiau mynd i.... Beth wyt ti'n gallu gwneud? Dw i'n gallu gwneud.... Beth wyt ti'n hoffi gwneud? Dw i'n hoffi gwneud.... Beth wyt ti'n eisiau gwneud? Dw i eisiau gwneud.... Past tense Sut oedd y tywydd ar y penwythnos? Third person Beth mae e'n/hi'n mwynhau? Mae e'n/hi'n mwynhau.... Beth mae e'n/hi'n gasau? Mae e'n/hi'n casau.... Beth sy'n bod arno fe? Beth sy'n bod arni hi? Ble mae e/hi eisiau mynd? Mae e/hi eisiau mynd i.... Oes brawd/chwaer gyda fe/hi? Oes mae....gyda fe/hi Nac oes, does dim....gyda fe/hi Oes anifail anwes gyda fe/hi? Ydy e'n/hi'n....? Nac ydy, dydy e/hi dim yn....

Welsh: *Reading*

I can...
- begin to read to myself independently. - understand and respond to simple texts in familiar contexts with an increasing range of words, phrases and passages. - read different texts using a range of strategies to make meaning. - infer meaning from text and images

Welsh: *Writing*

I can
- independently write short basic sentences, using suitable and familiar vocabulary. - I can usually spell simple words correctly. - I can show some awareness of basic punctuation.

Expressive Arts

Exploring artistic skills and knowledge and to become more curious and creative.

Reflecting, both as artist and audience.

Creating with both skills and knowledge: Using my senses, inspiration and imagination.

Art: scale

Music: tonality, metre

Dance: compositional structures, performance/ refinement including physical elements (posture, mobility, stamina)

Drama: voice (which encompass accent, diction), stage lighting, script writing

Film and digital media: form (animation, live action, audio, written), video/film (animation, documentary, narrative, music video), virtual reality

Maths & Numeracy

Developing Numerical Reasoning

- I can transfer mathematical skills to a variety of contexts and everyday situations - I can identify the appropriate steps and information needed to complete the task or reach a solution - I can select appropriate mathematics and techniques to use - I can select and use suitable instruments and units of measurement - I can choose an appropriate mental or written strategy and know when it is appropriate to use a calculator - I can estimate and visualise size when measuring and use the correct units
- I can explain results and procedures clearly using mathematical language - I can refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready - I can use appropriate notation, symbols and units of measurement - I can select and construct appropriate charts, diagrams and graphs with suitable scales
- I can select from an increasing range of checking strategies to decide if answers are reasonable - I can interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible - I can draw conclusions from data and recognise that some conclusions may be misleading or uncertain

Using Number Skills

I can...
- read and write numbers to 10 000 - understand the value of each digit related to its position and demonstrate this - Represent, compare and estimate with numbers up to 1 000 - Round numbers to the nearest 10 and 100 - use mental strategies to recall multiplication tables for 2, 3, 4, 5, 6 and 10 and use to solve division problems - Derive related facts from my times tables - multiply and divide numbers by 10 and 100. - halve 3-digit numbers in the context of number, money and measures - find fractional quantities using known table facts - recognise fractions that are several parts of a whole - begin to recognise decimal and percentage equivalents
I can...
- find differences within 1000 - add a 2-digit number to, and subtract a 2-digit number from, a 3-digit number using an appropriate mental or written method - use mental strategies to multiply and divide 2-digit numbers by a single-digit number.
PATTERN/ALGEBRA
- Explore, create and describe patterns of numbers and shapes. - Further explore commutativity - Explore associativity - Further explore distributivity - Consolidate use of more than and less than symbols - Understand basic function machines using terms input, rule and output - Use simple inverse operations - Read number sentences/equations where missing values are substituted with a symbol or word - Identify multiples, the terms multiples and factors
I can...
- check answers using inverse operations - estimate by rounding to the nearest 10 or 100 and verify my answer
I can...
- use money to pay for items up to £10 and calculate the change - order and compare items up to £100 - add and subtract totals less than £10 using correct notation

Science and Technology

Being curious and searching for answers to predict and understand how things happen; Design thinking and engineering to make creative ways to meet society's needs and wants; Understanding how living things depend on each other for survival; Understanding matter and how it behaves in our lives and universe; Understanding how forces and energy help us make sense of our universe; Coding and knowing how it creates our digital world.

Investigations:

Data, cause, scientific idea, justify, hypothesis, fair test, planned investigation, gather, organise, analyse

Design thinking:

(with textiles, food, mechanisms, structures or electrical systems):

Authentic, research, functional, investigating design, design criteria

Biology:

Quadrat, producer, consumer, food-chain, photosynthesis

Chemistry:

Brittle, malleable, dissolve, soluble, solution, separate

Physics:

Friction, drag, thrust, velocity, force, energy, electricity, battery, wire, switch, bulb, buzzer, motor, serie/parallel, circuit

Coding:

Components: actuators, motherboard, CPU **Computing for a purpose:** physical world **Coding/programming:** effect, change, value, animation **Networking:** wireless, router, network cable

Humanities

Religion, Values and Ethics:

Understanding the human condition; asking deepening questions; being compassionate to all; caring for the natural world; showing awe and wonder for nature; being part of a diverse community; understanding my own and others' identities; understanding the roles of all leaders and followers; making healthy relationships; making moral decisions; understanding everyone's journey through life

Geography, History, Social Studies, Careers:

Exploring and investigating the world, its past, present and future; Understanding how complex events and human experiences are, and interpreting and showing this in different ways; Understanding that the natural world is diverse and changeable, and is affected by processes and human actions; Understanding that human societies are complex and diverse, and shaped by human actions and beliefs; Becoming an informed, self-aware citizen who gets involved with challenges and opportunities that face humanity, being able to take thoughtful, ethical action.

Geography/ History/ Social Studies:

Governance, security, identity, gender, diversity

Religion, values and ethics:

Authority, values and social action

Outdoor learning:

Flora- nutrient, botany, poisonous

Fauna- insects: head, thorax, abdomen, antennae, stingers, body segments; *mammals:* fur/hair; *reptiles:* scales; *fish:* fins, marine-life

Places- river, waterfall, bird sanctuary

Using Measuring Skills

I can...
- Measure and calculate the perimeter of squares and rectangles - Estimate and measure on a ruler to the nearest mm and record using a mix of units, e.g. 1cm 3mm - Estimate weight and use weighing scales with divisions to weigh objects to the nearest 5g, 10g, 25g or 100g - Estimate and measure capacities to the nearest 50ml or 100ml - Convert metric units of length to smaller units, e.g. cm to mm, m to cm, km to m
I can...
- Tell the time to the nearest minute on - analogue clocks - Read hours and minutes on a 24-hour digital clock - time and order events in seconds - Use calendars to plan events - Calculate durations using 5 minute intervals
I can...
- take temperature readings using thermometers and interpret readings above and below 0°C - Begin to make simple estimations
I can...
- Recognise volume in practical contexts - Understand and use the terms vertices, edges and faces when referring to common 3D shapes - Use eight compass points to describe direction. - Begin to explore nets of 3D shapes - Use a protractor to check if an angle is more or less than a right angle

Using Data Skills

I can...
- record and represent data using: - lists, tally charts, tables and diagrams - bar charts and bar line graphs labelled in 2s, 5s and 10s - pictograms where one symbol represents more than one unit using a key - Venn and Carroll diagrams - Extract and interpret information from charts, timetables, diagrams and graphs. - explain my findings and I am beginning to evaluate how well my method worked - Begin to explore probability, outcomes and chance using appropriate vocabulary

Digital Competence: *Citizenship*

I can...
- Protect myself from identity theft - Identify benefits and risks of installing software
I can...
- Identify impacts of tech on the environment - Balance screen time appropriately
I can...
- Understand the term 'plagiarism' - Understand copyrights and watermarks
I can...
- Explain how online and offline communicating is similar/ different - Write clear and appropriate messages - Identify types of bullying

Interacting & Collaborating

I can...
Exchange online communication with other learners, making use of a growing range of available features
I can...
Manage an online file, adding and responding to comments
I can...
- Understand that there are different types of storage - Manage files and folders locally or online

Produging

I can...
- Develop own success criteria to be used to plan a digital task - Find relevant information using different keywords and search techniques - Select an appropriate website from search results and begin to consider if the content is reliable.
I can...
- Create and modify multimedia components using a range of software - Modify and present a range of text, image, sound, animation and video for selected purposes.
I can...
- Give an opinion about my own and others' work and suggest improvements independently and collaboratively - Give reasons for choices made

Data & Computational Thinking

I can...
- Demonstrate how part of a solution might need repetition - Represent a simple solution in a flowchart that contains a looping element
I can...
Begin to create data sets and extract information from them with tables, charts, spreadsheets and databases.