



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year 4 Autumn 2
Main Themes: Rivers

End Points

At the end of this half term the children will have learned Jesus' teaching and the importance of trusting in him. They will have explored the importance of trusting in God as well as the difficulties it brings through the stories of Zechariah, Mary and Joseph. **Beware the Ogre** - This half term the children will have read a variety of poems and written free verse poetry based on "The Ogre". **Beowulf** - Our Fiction theme is story writing based on the myth Beowulf by Rob Lloyd Jones. The children will have written a character and setting description using powerful vocabulary, similes, fronted adverbials and prepositional phrases. For maths the children will have learned further addition and subtraction skills and started to solve one step and multi-step word problems. Measure – Area The children will have converted between different units of measure e.g., kilometre to metre. They will have measured and calculated the perimeter of a rectilinear figure in centimetres and metres. Multiplication and Division - The children will have recalled multiplication and division facts up to 12 x 12. They will have used place value, known facts to multiply and divide mentally, including three-digit numbers. During Science the children will have recognised that vibrations from sounds travel through a medium to the ear, have found patterns between the pitch of a sound and features of the object that produced it. During Computing they will have learned about how to manipulate spreadsheets, use graphs and set a budget using a formula.

During PE the children will have developed their gymnastics and swimming skills. During Music the children will have sung a stepping melody accurately and with clear articulation and diction. During French the children will have joined in with a counting song, read, written and said the names of some pocket money toys and be able to express likes and dislikes. During Geography the children will have identified water stores and processes in the water cycle, described the three courses of a river, and named the physical features of a river. In RHE the topic is 'Created to Love Others.' The children will have explored the individual's relationship with others, built on the understanding that we have been created out of love and for love. For our wellbeing the children will have learned to 'Appreciate.' The children will have explored what happens to our brains when we receive gratitude.



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<p>Religious Education</p> <p>Trust in God</p>	<p>In this topic the children will learn Jesus' teaching on the importance of trusting in him. They will explore the importance of trusting in God as well as the difficulties it brings through the stories of Zechariah, Mary and Joseph.</p> <p>The children will:</p> <ul style="list-style-type: none"> • Know Jesus' teaching on the importance of trusting in him • Know that it is not always easy to trust in God • Reflect on times we have found it difficult to trust • Know the story of Zechariah • Know the promise God made to Mary at the annunciation • Be familiar with the Magnificat, Mary's song of praise and trust in God • Know how Joseph put his trust in God when the angel appeared to him • Reflect on how Mary and Joseph placed all their trust in God • Reflect on the importance of keeping promises • Make own Advent promises • Know that God fulfilled his promise to Mary when Jesus, the Son of God was born • Experience a celebration of the Nativity. 	
<p>English</p>	<p>Talk 4 Writing genres:</p> <p>Non-fiction – Explanations – based on the book "Until I Met Dudley" by Roger McGough</p> <p>Fiction – Fantasy, based on the book "The Nothing to See Here Hotel" by Steven Butler.</p>	<p>(Shared) Reading texts:</p> <p>The Nothing to See Here Hotel by Steven Butler</p>
<p>English - Reading Comprehension Skills/Word Reading</p>	<ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. • To read for a range of purposes. 	



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	<ul style="list-style-type: none">• To identify main ideas drawn from more than one paragraph and summarise these.• Discuss vocabulary used to capture readers' interest and imagination.• To justify predictions from details stated and implied.• To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.• To use dictionaries to check the meaning of words that they have read.
English-Spoken Language Skills	<ul style="list-style-type: none">• To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers• To generate relevant questions to ask a specific speaker/audience in response to what has been said.• To regularly offer answers that are supported with justifiable reasoning.• To use intonation when reading aloud to emphasise punctuation.• To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way
English - Handwriting Skills	<ul style="list-style-type: none">• To increase the legibility, consistency and quality of their handwriting• To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.
English - Writing Spelling Skills	<ul style="list-style-type: none">• To spell words with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).• To spell words with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).• To spell words with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).• To spell words 'cian' (if the root word ends in 'c' or 'cs' e.g. musician, electrician, magician, politician, mathematician).• To spell words with "ough"



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	<ul style="list-style-type: none">• To spell some of the Y3 and Y4 statutory spelling words correctly – interest, experiment, potatoes, favourite, imagine, material, promise, opposite, minute, increase.
English - Writing Composition Skills	<ul style="list-style-type: none">• To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.• To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.• To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).• To write a range of narratives that are well- structured and well-paced.• To create detailed settings, characters and plots in narratives to engage the reader and to add atmosphere.• To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.
English - Writing VGP Skills	<ul style="list-style-type: none">• To always maintain an accurate tense throughout a piece of writing.• To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.• To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.• To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.• To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.• To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.



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<p>Mathematics Skills</p> <p>Small steps</p>	<p>Number: Addition & Subtraction – Part 2</p> <p>Step 6 Subtract two 4-digit numbers – one exchange</p> <p>Step 7 Subtract two 4-digit numbers – more than one exchange</p> <p>Step 8 Efficient subtraction</p> <p>Step 9 Estimate answers</p> <p>Step 10 Checking strategies</p>	<p>Measures: Area</p> <p>Step 1 What is area?</p> <p>Step 2 Count squares</p> <p>Step 3 Make shapes</p> <p>Step 4 Compare areas</p>	<p>Number: Multiplication & Division A</p> <p>Step 1 Multiples of 3</p> <p>Step 2 Multiply and divide by 6</p> <p>Step 3 6 times-table and division facts</p> <p>Step 4 Multiply and divide by 9</p> <p>Step 5 9 times-table and division facts</p> <p>Step 6 The 3, 6 and 9 times-tables</p> <p>Step 7 Multiply and divide by 7</p> <p>Step 8 7 times-table and division facts</p> <p>Step 9 11 times-table and division facts</p> <p>Step 10 12 times-table and division facts</p> <p>Step 11 Multiply by 1 and 0</p> <p>Step 12 Divide a number by 1 and itself</p> <p>Step 13 Multiply three numbers</p>
<p>Science Knowledge</p> <p>Sound</p>	<ul style="list-style-type: none"> • To identify how sounds are made, associating some of them with something vibrating. • To recognise that vibrations from sounds travel through a medium to the ear. • To find patterns between the pitch of a sound and features of the object that produced it. • To find patterns between the volume of a sound and the strength of the vibrations that produced it. • To recognise that sounds get fainter as the distance from the sound source increases. 		
<p>Working Scientifically Skills</p>	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 		



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	<ul style="list-style-type: none"> • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Computing Knowledge Purple Mash Unit Spreadsheets	<ul style="list-style-type: none"> • To know how spreadsheets can be used in everyday life.
Computing Skills	<ul style="list-style-type: none"> • Choose from a variety of software and internet services to accomplish given goals. • Design and create content to accomplish a given goal. • Collect and combine information and data.
PE Knowledge	<p>Real Gym Unit 1 Flight sequences (with ropes)</p> <ul style="list-style-type: none"> • Decide beforehand which jump or leap to perform. • Squeeze body muscles during flight to make clear shape. • Land through balls of feet with soft knees to absorb impact. • Hold apparatus away from body to allow for fluent movement. <p>Travel Group sequences (Low/large apparatus)</p> <ul style="list-style-type: none"> • Maintain good body tension and extension. • Concentrate on the coordination of body parts. • Change speeds to develop fluency. • Keep at least one body part in contact with apparatus.
PE Skills	<p>Real Gym Unit 1 Flight sequences (with ropes)</p> <ul style="list-style-type: none"> • Develop and apply different types of jumps and leaps and begin to link these to create a sequence- jete, cat leap, hop, straight jump, scissor, stag, W jump, cabroile forwards, cabroile sideways, arch jump.



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	<ul style="list-style-type: none">Develop and apply different types of jumps and leaps and begin to link these to create a sequence, incorporating hand apparatus- straight jump (large bounce), hop, cat leap (roll apparatus), jete (through rope), through hoop (tuck jump). <p>Travel Group sequences (Low/large apparatus)</p> <ul style="list-style-type: none">Develop and apply different balances and begin to link these to create a group sequence- tuck jump, star jump, gallop, cat leap, low bunny hop, crab walk, roll, bear walk.Develop and apply different balances and begin to link these to create a sequence, incorporating low apparatus- under, over, on topDevelop and apply different balances and begin to link these to create a sequence, incorporating large apparatus- under, climb, along, on and off. <p>Swimming</p> <ul style="list-style-type: none">To swim competently, confidently and proficiently over a distance of at least 25 metresTo use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]To perform safe self-rescue in different water-based situations
Music Knowledge	<p>Know how to:</p> <p>Sing a stepping melody accurately and with clear articulation and diction.</p> <p>Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skippy' (dotted quaver/semiquaver) and 'shh' (crotchet rest).</p> <p>Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, dotted quaver/semiquaver, minims, and crotchet rest.</p> <p>Perform a whole-class 'rondo' made up of playing and singing.</p>
Music Skills	<p>Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</p>



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	<p>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p> <p>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.</p> <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	
French Knowledge KS2 only	<ul style="list-style-type: none"> • To learn and join in with a counting song. • To read, write and say the names of some pocket money toys. • To revise the use of un/une and des with indefinite nouns. • Learn what toys are popular in France. • To know and express opinions about pocket money toys. • Produce and perform a role-play in a toy shop. 	
French Skills KS2 only	<ul style="list-style-type: none"> • Understand short texts and dialogues, made up of familiar language. • Read aloud familiar sentences. • Use a bi-lingual dictionary or glossary to look up new words. • Listen and respond to songs. • Use short phrases to express personal likes and dislikes. • Take part in brief prepared tasks of at least two or three exchanges. • Write words and short phrases from memory with comprehensible spelling. 	
	<p>National Curriculum End of key Stage 1/2</p> <p>Pupils should be able to:</p>	<p>Progression Statements Taken from Schemes of Work e.g. Kapow</p>



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<p>Geography Knowledge</p> <p><u>What are rivers and how are they used?</u></p>	<p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none">• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities• name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p><u>Human and Physical:</u></p> <ul style="list-style-type: none">• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers,	<ul style="list-style-type: none">• To know where North and South America are on a world map.• To know the names of some of the world's most significant mountain ranges.• To know the names of some of the world's most significant rivers.• To know the name of some counties in the UK (local to your school).• To know the name of some cities in the UK (local to your school)• To know the name of the county that they live in and their closest city.• To begin to name the twelve geographical regions of the UK.• To know the main types of land use.• To know some types of settlement.• To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.• To know the courses and key features of a river.• To know the different types of mountains and volcanoes and how they are formed.• To know water is used by humans in a variety of ways.• To know an urban place is somewhere near a town or city.• To know a rural place is somewhere near the countryside.• To know that a natural resource is something that people can use which comes from the natural environment.• To know the UK grows food locally and imports food from other countries.• To understand that a scale shows how much smaller a map is compared to real life.• To recognise world maps as a flattened globe.
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	<p>mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical Skills and Fieldwork:</u></p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including 	<ul style="list-style-type: none"> To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols. To know that grid references help us locate a particular square on a map. To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). To know an enquiry-based question has an open-ended answer found by research. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know a Likert scale is used to record people's feelings and attitudes. To know what a bar chart, pictogram and table are and when to use which one best to represent data.
Geography Skills	<ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including 	<ul style="list-style-type: none"> Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating key physical features in countries studied including significant environmental regions.



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	<p>sketch maps, plans and graphs, and digital technologies.</p>	<ul style="list-style-type: none">• Locating the world's most significant mountain ranges on a map and identifying any patterns.• Locating some of the world's most significant rivers and identifying any patterns.• Locating some cities in the UK (local to your school).• Beginning to locate the twelve geographical regions of the UK.• Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.• Describing how and why humans have responded in different ways to their local environments.• Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.• Describing where volcanoes, earthquakes and mountains are located globally.• Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.• Describing how humans use water in a variety of ways.• Describing and understanding types of settlement and land use.• Explaining why a settlement and community has grown in a particular location.• Explaining why different locations have different human features.• Beginning to use maps at more than one scale.• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
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| | <ul style="list-style-type: none">• Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.• Finding countries and features of countries in an atlas using contents and index.• Zooming in and out of a digital map.• Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.• Accurately using 4-figure grid references to locate features on a map in regions studied.• Beginning to locate features using the 8 points of a compass.• Using a simple key on their own map to show an example of both physical and human features.• Following a route on a map with some accuracy.• Saying which directions are N, S, E, W on an OS map.• Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.• Beginning to choose the best approach to answer an enquiry question.• Mapping land use in a small local area using maps and plans.• Asking and answering one-step and two-step geographical questions.• Observing, recording, and naming geographical features in their local environments.• Taking digital photos and labelling or captioning them.• Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.• Beginning to use a simplified Likert Scale to record their judgements of environmental quality. |
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		<ul style="list-style-type: none"> • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection
D & T Knowledge Electrical Systems - torches	<ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, 	<u>Technical</u> <ul style="list-style-type: none"> • To understand that electrical conductors are materials which electricity can pass through. • To understand that electrical insulators are materials which electricity cannot pass through. • To know that a battery contains stored electricity that can be used to power products. • To know that an electrical circuit must be complete for electricity to flow. • To know that a switch can be used to complete and break an electrical circuit. <u>Additional</u> <ul style="list-style-type: none"> • To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens.



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	cutting, shaping, joining and finishing], accurately.	<ul style="list-style-type: none"> To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.
D & T Skills	<ul style="list-style-type: none"> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	<ul style="list-style-type: none"> Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. Making a torch with a working electrical circuit and switch. Using appropriate equipment to cut and attach materials. Assembling a torch according to the design and success criteria. Evaluating electrical products. Testing and evaluating the success of a final product.
RHE/PHSE/SMSC (Relationships and Health Education)	Module 1 Created and loved by God Me, My Body, My Health <ul style="list-style-type: none"> Learn correct naming of genitalia. Learn what changes will happen to boys during puberty. Learn what changes will happen to girls during puberty. 	



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	<p>Emotional Well-Being</p> <ul style="list-style-type: none">• That emotions change as they grow up (including hormonal effects – Version 2 only) <p>About the range and intensity of their feelings and that ‘feelings’ are not good guides for action. That feelings are neither good or bad, but information about what we are experiencing helps us consider how to act. What ‘emotional well-being’ means and that positive actions and talking to trusted people enhance emotional well-being.</p> <ul style="list-style-type: none">• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. That God made us and loves us as we are.• Some behaviour is wrong, unacceptable, unhealthy and/or risky. <p>Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media.</p> <p>Life Cycles</p> <ul style="list-style-type: none">• Understand what ‘death’ means <p>Learn about some feelings often connected with grief. Know what the Christian faith says about death and eternal life. Explore some ways to support themselves and others when they are grieving.</p> <p>Big Changes, Little Changes –New content TBC</p> <ul style="list-style-type: none">• Remembrance• Anti Bullying
Mental Health and Wellbeing Safeguarding Curriculum Links	<p>Safe Guarding links; Anti- Bullying- Assemblies Changing bodies- puberty</p>



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