



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 4 Spring 1

Main Themes: Were the Vikings raiders, traders, or settlers? / Teeth

End Points	<p>By the end of this half term, the children will have a greater understanding and appreciation of Invaders and Settlers, namely the Viking era. Through various sources of information, they will know when and why the Vikings settled in Britain, what significant events happened during their time and the impact of this. The children will use evidence to ask questions and find answers to questions about this period of time. In Science as a part of the unit of work on "Animals, including humans," the children will know the organs of the digestive system in humans and be able to describe their functions. They will be able to identify the different types of human tooth and explain their function. During maths the children will develop their understanding of multiplication and division. They will also develop their understanding of perimeter by measuring and calculating around polygons. In English, they will be able to write a warning tale narrative and an information text highlighting the dangers of rivers. In French the focus is Bon Anniversaire! (Happy Birthday!). The children will be able to count, read and spell numbers to 31, and know the French words for the days and months. They will be able to say when their birthday is. In RE, the children will know that Jesus was a teacher who came to show us how to live. During computing, the children will practise their times tables using TTRS as well as using Purple Mash for "Online Safety and Effective Search." In design and technology, the children will make Viking bread and evaluate it based on its taste and appearance. In music they will have explored fanfares, and the music of Spain, and composed their own music using these musical characteristics and vocabulary. In PE. The children will continue their weekly swimming lessons to learn how to swim 25 metres unaided. They will also have dance lessons where they will create multiple standing and floor shapes and work with a partner.</p>
Religious Education Jesus The Teacher	<p>In this topic the children will learn that Jesus was a teacher who came to show us how to live. They will explore Jesus' early life and learn about his presentation in the Temple. The children will know that Jesus used parables in his teaching and reflect on the meaning of the Parable of the Sower and Unforgiving Servant. The children will</p> <ul style="list-style-type: none">• know that Jesus was born a Jew• know the story of the presentation of Jesus in the Temple



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	<ul style="list-style-type: none"> • know that Jesus attended synagogue as a child and as an adult and read the Torah • know that Jesus travelled around teaching people about God and His kingdom • understand why Jesus used parables to teach people • know and understand some of the parables Jesus told • appreciate the relevance of the parables for us today • recognise that Lent is an opportunity for us to change our behaviour and live as Jesus told us 	
English	Talk 4 Writing genres: Poetry – The River poem Narrative – The Warning Tale Model text – The Canal Information text – The dangers of...	(Shared) Reading texts: Text: The Nothing to See Here Hotel by Stephen Butler Genre: Fantasy
English - Reading Comprehension Skills/Word Reading	<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. • 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 the organisational devices available within a non-fiction text to retrieve, record and discuss information. • proof-read for spelling and punctuation errors 	
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. 	



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	<ul style="list-style-type: none">• 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 homophones and near homophones• To spell words with “ation”• To spell words with the prefixes “sub and super”, meaning under and above• To spell words with plural possession
English - Writing Composition Skills	<ul style="list-style-type: none">• 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 plot 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.• using conjunctions, adverbs and prepositions to express time and cause• using fronted adverbials



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	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 		
Mathematics Skills Small steps	Multiplication & Division B Step 1 Factor pairs Step 2 Use factor pairs Step 3 Multiply by 10 Step 4 Multiply by 100 Step 5 Divide by 10 Step 6 Divide by 100 Step 7 Related facts – multiplication and division Step 8 Informal written methods for multiplication Step 9 Multiply a 2-digit number by a 1-digit number Step 10 Multiply a 3-digit number by a 1-digit number Step 11 Divide a 2-digit number by a 1-digit number (1) Step 12 Divide a 2-digit number by a 1-digit number (2) Step 13 Divide a 3-digit number by a 1-digit number Step 14 Correspondence problems Step 15 Efficient multiplication	Measures: Length & Perimeter Step 1 Measure in kilometres and metres Step 2 Equivalent lengths (kilometres and metres) Step 3 Perimeter on a grid Step 4 Perimeter of a rectangle Step 5 Perimeter of rectilinear shapes Step 6 Find missing lengths in rectilinear shapes Step 7 Calculate perimeter of rectilinear shapes Step 8 Perimeter of regular polygons Step 9 Perimeter of polygons	Number: Fractions – Part 1 Step 1 Understand the whole Step 2 Count beyond 1 Step 3 Partition a mixed number Step 4 Number lines with mixed numbers



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Science Knowledge Animals including Humans	<ul style="list-style-type: none">• To describe the simple functions of the basic parts of the digestive system in humans.• To identify the different types of teeth in humans and their simple functions.• To construct and interpret a variety of food chains, identifying producers, predators and prey.
Working Scientifically Skills	<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• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Computing Knowledge Purple Mash Unit Online Safety & Effective Search	<ul style="list-style-type: none">• To know how to keep safe online and what to do if a problem occurs.• To understand that not all search results are accurate and truthful• To understand what a computer network is and how it works
Computing Skills	<ul style="list-style-type: none">• Use technology responsibly.• Recognise acceptable / unacceptable behaviour and content.• Appreciate how search results are selected.• Understand how computer networks can provide multiple services.• Understand the opportunities computer networks offer for communication.
PE Knowledge	Real Dance <ul style="list-style-type: none">• To keep your bottom and stomach tight to find still positions in your standing and floor shapes.• When jumping, to land through balls of your feet and bend your knees to absorb impact.• When jumping, to control the height of your jump, to ensure the landing is not clunky.• To keep the movement flowing.



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	<ul style="list-style-type: none"> • To use your arms to help with balancing but also to create the most interesting shapes. • To position your body so it covers as much space as possible. • To have secure but soft contact between partners - when holding hands in partnering, keep thumbs in and hands soft without squeezing your partner. • To talk with your partner to ensure both of you know what is going to happen before you start practising. • When executing partner jumps, to lift and jump at the same time, so the lifting is not really lifting, but supporting your partner's jump to allow them to go higher. • To not rush your moves and pay attention to what your partner is doing. • To communicate with your partner to create a mix of actions including solo and partner shapes and moves, lifts, jumps and turns.
PE Skills	<p>Real Dance</p> <p>Shapes</p> <ul style="list-style-type: none"> • Create multiple standing and floor shapes - balanced on 1 foot. - with arms at different planes. - with torso rotated and bent. - with 2 points of contact with the floor. - facing up and sideways. Travel between shapes including rotation - on the floor and in the air. - in different directions. <p>Circles</p> <ul style="list-style-type: none"> • Create sequences of movement led by combined arm, shoulder, leg, and foot circles and/ or semi-circles leading into - turning. - jumping with good height, speed, and various body shapes in the air. <p>Partnering</p> <ul style="list-style-type: none"> • Create standing and floor shapes - at different levels. - without contact. - with 1 hand contact. Jump with backward rotation when moving between shapes. • Create sequences of movement led by large horizontal and vertical single arm and leg circles and semicircles - with turns led by arms, foot, and knee. - in unison. - at different speeds/directions. • Create and support jumps palm to palm/palm to lower back - with 360° rotation in the air. - with 1 foot take-off and landing. - holding star shape in the air. - finishing by leaning against my partner. - in canon. <p>Artistry</p>



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	<ul style="list-style-type: none">• Create multiple ways of moving linked to the silk - where silk moves lead me into stepping, jumping, floor moves and floor shapes.• Create combination of shapes, circle, and silk moves - matching the energy of the music. - in time to the beat and the rhythm. - matching 1 instrument playing off the main beat.• Create a sequence of a minimum of 5 moves - with limbs in different planes and directions. Perform both in my and my partner's place. <p>Swimming</p> <ul style="list-style-type: none">• To swim competently, confidently, and proficiently over a distance of at least 25 metres• To use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]• To perform safe self-rescue in different water-based situations
<p>Music Knowledge and Skills</p> <p>Units:</p> <p>1. Fanfare for the common man.</p> <p>2. Spain</p>	<ul style="list-style-type: none">• Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.• Compose a fanfare using a small set of notes, and short, repeated rhythms.• Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.• Play repeating rhythmic patterns.• Count musically.• Invent a melody.• Fit two patterns together.• Structure musical ideas into their own compositions.
<p>French Knowledge</p> <p>KS2 only</p>	<ul style="list-style-type: none">• Count to 31• Recognise and understand numbers up to 31.• Join in with a song to help remember the numbers.• Practice sound-spelling links through repetition and phonics songs.• Know the sounds of these graphemes (l/j/an/em/in).• Learn the 12 months of the year.



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	<ul style="list-style-type: none"> • Know that a lower-case letter is used for months in French. 	
French Skills KS2 only	<ul style="list-style-type: none"> • Repeat modelled words. • Recognise the sounds of some letter strings and pronounce when modelled. • Read and show understanding of familiar single words. • Use strategies for memorisation of vocabulary. • Join in with words of a song. 	
	National Curriculum End of key Stage 1/2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
Were the Vikings raiders, traders, or settlers?		
Key Concepts: Chronological Awareness, Change and Continuity, Cause and Consequence, Historical Significance, Sources of Evidence, Historical Interpretations, Historical Enquiry, Power (monarchy, government, and empire), Invasion, Settlement and Migration, Civilisation (social and cultural), Trade, Beliefs, Achievements of Follies and Mankind.		
History Knowledge	<i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> <ul style="list-style-type: none"> • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why 	<ul style="list-style-type: none"> • To know that history is divided into periods of history e.g. ancient times, Middle Ages and modern. • To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods. • To know that change can be brought about by advancements in trade • To know that advancements in science and technology can be the cause of change • To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.



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	<p>contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none">• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short- and long-term timescales.• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world• gain and deploy a historically grounded understanding of abstract terms such as 'empire,'	<ul style="list-style-type: none">• To know that archaeological evidence can be used to find out about the past.• To know that we can make inferences and deductions using images from the past.• To know that assumptions made by historians can change in the light of new evidence.• To understand the development of groups, kingdom, and monarchy in Britain.• To know who became the first ruler of the whole of England.• To know that there were different reasons for invading Britain.• To understand that there are varied reasons for coming to Britain.• To know that there are different reasons for migration.• To know that settlement created tensions and problems.• To understand the impact of settlers on the existing population• To understand how invaders and settlers influence the culture of the existing population.• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.• To know that communities traded with each other and over the English Channel in the Prehistoric Period.• To understand that trade began as the exchange of goods.• To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times.• To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain.
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	<p>'civilisation,' 'parliament' and 'peasantry'</p> <ul style="list-style-type: none">• understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	<ul style="list-style-type: none">• To understand that trade develops in different times and ways in different civilisations.• To understand that the traders were the rich members of society.• To know about paganism and the introduction of Christianity in Britain• To compare the beliefs in different cultures, times, and groups• To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.
History Skills		<ul style="list-style-type: none">• Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.• Understanding that history is divided into periods of history e.g. ancient times, Middle Ages and modern.• Using dates to work out the interval between periods of time and the duration of historical events or periods.• Using BC/AD/Century.• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.• Placing the time studied on a timeline.• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.• Noticing connections over a period.• Making a simple individual timeline.• Identifying what the situation was like before the change occurred.• Comparing different periods of history and identifying changes and continuity• Identifying the links between different societies.• Identifying the consequences of events and the actions of people.



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| | <ul style="list-style-type: none">• Identifying reasons for historical events, situations, and changes.• Identifying who is important in historical sources and accounts.• Using a range of sources to find out about a period.• Using evidence to build up a picture of a past event• Identifying sources which are influenced by the personal beliefs of the author. Identifying and giving reasons for different ways in which the past is represented.• Identifying the differences between different sources and giving reasons for the ways in which the past is represented.• Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.• Evaluating the usefulness of different sources• Understanding how historical enquiry questions are structured.• Creating historically valid questions across a range of time periods, cultures and groups of people.• Creating questions for different types of historical enquiry.• Asking questions about the bias of historical evidence.• Using a range of sources to construct knowledge of the past.• Defining the terms 'source' and 'evidence'.• Extracting the appropriate information from a historical source.• Selecting and recording relevant information from a range of sources to answer a question• Identifying primary and secondary sources• Identifying the bias of a source.• Comparing and contrasting different historical sources.• Understanding that there are different ways to interpret evidence.• Interpreting evidence in different ways. |
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		<ul style="list-style-type: none"> • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period, cultures or groups. • Asking the question “How do we know?” • Understanding that there may be multiple conclusions to a historical enquiry question. • Reaching conclusions that are substantiated by historical evidence. • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings. • Identifying weaknesses in historical accounts and arguments • Creating a structured response or narrative to answer a historical enquiry. Describing past events orally or in writing, recognising similarities and differences with today
Art Knowledge Painting and Mixed Media – Light and Dark	<ul style="list-style-type: none"> • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To create sketch books to record their observations and use them to review and revisit ideas. 	<ul style="list-style-type: none"> • To know that adding black to a colour creates a shade. • To know that adding white to a colour creates a tint. • To know that using lighter and darker tints and shades of a colour can create a 3D effect. • To know how to use texture more purposefully to achieve a specific effect or to replicate a natural surface. • To know that using lighter and darker tints and shades of a colour can create a 3D effect. • To know that tone can be used to create contrast in an artwork.
Art Skills		<ul style="list-style-type: none"> • Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.



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	<ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To know about great artists, architects and designers in history. 	<ul style="list-style-type: none"> Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. Exploring the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. Developing greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. Using subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. Building a more complex vocabulary when discussing their own and others' art. Evaluating their work more regularly and independently during the planning and making process.
RHE/PHSE/SMSC (Relationships and Health Education)	<p>Module 2 Created to Love Others</p> <p>Religious Understanding</p> <ul style="list-style-type: none"> That God loves, embraces, guides and forgives us; He reconciles us with Him and one another. <p>The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. That relationships take time and effort to sustain. We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p> <p>Personal Relationships</p> <ul style="list-style-type: none"> Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong. That there are different types of relationships including those between acquaintances, friends, family and 	



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	<p>relatives. That good friendship is when both persons enjoy each other's company and want what is truly best for the other. The difference between a group of friends and a 'clique'.</p> <ul style="list-style-type: none">• Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying. Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond. <p>Life Online</p> <ul style="list-style-type: none">• To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. <p>That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.</p> <ul style="list-style-type: none">• How to use technology safely <p>That bad language and bad behaviour are inappropriate. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages.</p>
Mental Health and Wellbeing Safeguarding Curriculum Links	Cyber Bullying Internet safety



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