



St Mary's

Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 4 Summer 1

Main Themes: Ancient Egyptians

End Points

By the end of this term.

This half term in Science, the children will be learning about 'All Living Things', as part of this, the children will be able to recognise that living things can be grouped in a variety of ways and explore and use classification keys to name a variety of living things in their local and wider environment.

By the end of this half term the children will complete units for Non-fiction.

Our work in French is called Quel temps fait-il? (What's the weather like). They will be learning to say what the weather is like. The focus will be on learning weather phrases and showing understanding of two French stories.

During History the children will be studying the Ancient Egyptians and discovering what their beliefs were. This will be done by understanding that there are different beliefs in different cultures, times and groups and comparing these.

In computing lessons, the children use a program called LOGO. They will Design and debug programs that accomplish specific goals, design and create programs that use a sequence and control physical systems. They will also Use logical reasoning to detect and correct errors in programs. During the children's computing sessions, they will also have designated time to practice their times tables using TTRS ready for the end of Y4 statutory times table test. For art, the children will be using the flora and fauna of tropical rainforests as a starting point, children will develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.

In music the children have improvised and composed pentatonic melodies. They have created layered ostinatos inspired by a film score. The children will have the opportunity to play, combine rhythm patterns and eventually perform to the whole class. In RHE the children will learn about how we are Created to Live in Our Community. It explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In RE the children will learn about the mission entrusted by Jesus to his followers to tell everyone the good news. The children will focus on Peter who was chosen by Jesus to be leader of the Disciples, the first Pope. They will also learn about Stephen, the first Christian martyr and St. Paul. The children will learn about Pentecost and reflect on the importance of the Holy Spirit in their lives.



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<p>Religious Education The Early Christians</p>	<p>In this topic, the children will learn about the early Christian Church. They will cover the following areas of learning:</p> <ul style="list-style-type: none"> • To know that Jesus made Peter the head of the Church and to think about what this means for Christians. • To know that the Church began at Pentecost and think about what the Holy Spirit is able to do. • To know what happened to Stephen and Saul and reflect on how God brings good out of evil. • To know about the challenges of being an apostle and to reflect on how God worked through Paul and Silas. • To know about Paul's missionary journeys and reflect on Paul's faith and courage. • To know some of the teaching of the apostles and reflect upon how this teaching helps us today. 	
<p>English</p>	<p>Talk 4 Writing genres: Narrative playscript – Animal kingdom Persuasive letter writing – Do not destroy the rainforest (The Kapok Tree by D Cherry)</p>	<p>(Shared) Reading texts: Non-fiction – Ancient Egypt. Class Read for pleasure Text: Horrible Histories – Awful Egyptians.</p>
<p>English - Reading Comprehension Skills/Word Reading</p>	<ul style="list-style-type: none"> • Using dictionaries to check the meaning of words that they have read. • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Asking questions to improve their understanding of a text. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	
<p>English-Spoken Language Skills</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. 	



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	<ul style="list-style-type: none">• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
English - Handwriting Skills	<ul style="list-style-type: none">• To increase the legibility, consistency and quality of their handwriting
English - Writing Spelling Skills	<ul style="list-style-type: none">• Adding the prefix inter- (meaning 'between' or 'among')• Adding the prefix anti- (meaning 'against')• Adding the prefix auto- (meaning 'self' or 'own')• Adding the prefix ex- (meaning 'out')• Adding the prefix non- (meaning 'not')• Words ending in -ar/-er
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 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">• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.• Using conjunctions, adverbs and prepositions to express time.• Using fronted adverbials.



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	<ul style="list-style-type: none"> Using commas after fronted adverbials. 		
Mathematics Skills Small steps	Number: Decimals B Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals Step 5 Compare decimals Step 6 Order decimals Step 7 Round to the nearest whole number Step 8 Halves and quarters as decimals	Measures: Money Step 1 Write money using decimals Step 2 Convert between pounds and pence Step 3 Compare amounts of money Step 4 Estimate with money Step 5 Calculate with money Step 6 Solve problems with money	Measures: Time Step 1 Years, months, weeks and days Step 2 Hours, minutes and seconds Step 3 Convert between analogue and digital times Step 4 Convert to the 24-hour clock Step 5 Convert from the 24-hour clock
Science Knowledge Living Things and their Habitats	<ul style="list-style-type: none"> To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To recognise that environments can change and that this can sometimes pose dangers to living things. 		
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 		



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<p>Computing Knowledge Purple Mash Unit: Logo</p>	<ul style="list-style-type: none"> • To know what debugging means • To know programs that use a sequence
<p>Computing Skills</p>	<ul style="list-style-type: none"> • Design and debug programs that accomplish specific goals. • Design and create programs that use a sequence • Control physical systems • Use logical reasoning to detect and correct errors in programs
<p>PE Knowledge</p>	<p>Athletics</p> <ul style="list-style-type: none"> • Why we need to pace ourselves when running for distance • How to use our bodies to throw with greater distance • Why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race. • How we can use our bodies to jump as far as possible, using a combination of jumps.
<p>PE Skills</p>	<p>Athletics</p> <ul style="list-style-type: none"> • Develop running at speed • Exploring our stride pattern • Exploring running at pace • Understand and apply tactics when running for distance • Javelin • Standing Triple Jump
<p>Music Knowledge and Skills</p> <p>Units: 1. Global Pentatonics</p>	<p>Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation. To create music inspired by one of the first ever motion pictures that shows the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.</p> <ul style="list-style-type: none"> • Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas.



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2. The horse in motion	<ul style="list-style-type: none"> • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. • Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context. 	
French Knowledge KS2 only	<ul style="list-style-type: none"> • Learn to say and understand 8 phrases to describe the weather. • Listen to and join in with a song about the weather. • Match weather phrases to pictures. • Listen to, watch the video and show understanding of the story 'Le soleil et le vent' (The Sun and the Wind). • Listen to and show understanding of the story Quel temps fait-il Berthe? (What's the weather like Berthe?). 	
French Skills KS2 only	<ul style="list-style-type: none"> • Repeat modelled phrases. • Recognise a familiar question (Quel temps fait-il? What's the weather like?) and respond. • Understand texts and identify familiar language. • Identify individual sounds in words and pronounce accurately. • Listen and identify specific words and phrases in songs and stories. 	
	National Curriculum End of key Stage 1/2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
What did the Ancient Egyptians believe?		
Key Concepts: Chronological Awareness, Change and Continuity, Historical Significance, Sources of Evidence, Historical Interpretations, Cause and Consequence, Historical Enquiry, Power (monarchy, government and empire), civilisation (social and cultural), Beliefs, Achievements of Follies and Mankind.		
History Knowledge	<i>The achievements of the earliest civilizations – an overview of where and</i>	<ul style="list-style-type: none"> • To know that AD means Anno Domini and can be used to show years from the year 1AD.



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	<p><i>when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p> <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 contrasting arguments and interpretations of the past have been constructed • 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 significant aspects of the history 	<ul style="list-style-type: none"> • To know that change can be brought about by advancements in trade • To know that significant archaeological findings are those which change how we see the past. • To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come. • 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 archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. • To know that assumptions made by historians can change in the light of new evidence. • To understand that societal hierarchies and structures existed including aristocracy and peasantry • 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 understand that there are different beliefs in different cultures, times and groups. • To compare the beliefs in different cultures, times and groups. • To be aware of the achievements of the Ancient Egyptians.
<p>History Skills</p>		<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



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	<p>of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <ul style="list-style-type: none">• gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'• 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	<p>duration of historical events or periods.</p> <ul style="list-style-type: none">• 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 of time.• Making a simple individual timeline.• Identifying the links between different societies.• Identifying the consequences of events and the actions of people.• Identifying reasons for historical events, situations and changes• Understanding how historical enquiry questions are structured.• Creating historically-valid questions across a range of time periods, cultures and groups of people.• Asking questions about the bias of historical evidence.• Extracting the appropriate information from a historical source.• Identifying primary and secondary sources.• Understanding that there are different ways to interpret evidence.• Interpreting evidence in different ways.• Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.• Making links and connections across a period of time, 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.
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		<ul style="list-style-type: none"> • Recognising similarities and differences between past events and today. • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings • Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. • Creating a structured response or narrative to answer a historical enquiry
<p>Art Knowledge</p> <p>Craft and Design – Fabric of Nature</p>	<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. 	<ul style="list-style-type: none"> • To know how to use basic shapes to form more complex shapes and patterns. • To know that symmetry can be used to create repeating patterns. • To know that patterns can be irregular and change in ways you wouldn't expect.
<p>Art Skills</p>	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas. • 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 	<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. • Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. • Learning new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. • Designing and making art for different purposes and beginning to consider how this works in creative industries. • Using subject vocabulary confidently to describe and compare creative works. • Using their own experiences of techniques and making processes to explain how art works may have been made.



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	history.	<ul style="list-style-type: none">• 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)	RHE Module 2 Created to Love Others Keeping Safe: Rights and responsibilities –New content TBC Module 3 Created to Live in Community Religious Understanding <ul style="list-style-type: none">• That God is love: Father, Son and Holy Spirit. That being made in His image means being called to be loved and to love others.• The human family reflects the Holy Trinity in charity and generosity. The Church family comprises of home, school and parish (which is part of the diocese). British Values lessons.	
Mental Health and Wellbeing Safeguarding Curriculum Links	Safe Guarding links; Harmful substances: Drugs, alcohol and tobacco	



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