



St Mary's

Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 4 Summer 2

Main Themes: Volcanoes

End Points

During this half term in English the children will have completed Fiction and Non-fiction units of work. They will have come to the end of the persuasive letter writing based on 'The Kapok Tree' and written their own letter to persuade people to stop deforestation. They will have explored the text "Lost Happy Endings" and will have used this to produce their own narrative piece with a focus on characters and setting descriptions. In Shared Reading they will have read 'The Firework Maker's Daughter' by Philip Pullman. They will have answered a range of questions using VIPERS (focusing on vocabulary, inference, prediction, explain, retrieve, and summarise).

In RE, the children will have studied the topic 'The Church'. In this topic the children will have learned what it means to belong to the Church community. They will have explored the nature of community, and had a visit to St. Mary's Church. The children will know that you belong to a community and that there are different types of community. They will have learned about what it means to belong to the community of the Church and learned about the important celebrations in the Church.

During this half term, in Science the children will learn about 'States of Matter', and as part of this, the children will be comparing and grouping materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when they are heated or cooled and will measure or research the temperature at which this happens in degrees Celsius (°C). Also identifying the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

In Design and Technology, the children will have completed the structures unit called 'Pavilions'. They will have learned about what a frame is and designed their own pavilion by selecting and using a range of tools and materials to build a strong structure.

In French this term, the children continue with the topic Quel temps-fait il? (What's the weather like?). The children will learn how to present a weather report. The focus will be on learning weather phrases and looking at the geography of France as part of this unit.

In our Computing sessions, the children will have used digital animation to create an animated story. They will have



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	<p>animated a character and then added a background to the cartoon. During the children's computing sessions, they will also have had designated time to practice their times tables using TTRS.</p> <p>In Music we will have completed the percussion unit 'Mangrove Twilight' and taken part in an ensemble performance.</p> <p>This term we will have completed our Geography unit called 'Why Do People Live Near Volcanoes?'. As part of this topic, the children will have learned how to use maps, atlases, globes, and digital/computer mapping to describe features. They will have looked at describing key aspects of volcanoes and learned about the positive and negative effects of living near to a volcano. They will have located where the world's volcanoes are on a map and identified the 'Ring of Fire'.</p> <p>In PE, the children will have completed a unit of work on 'Football'. They will have learned about when to turn during a game and about the different types of turns that can be used. They will have learned how to shoot using the correct technique. Finally, the children will have spent some PE lessons completing athletics ready for our summer Sport's Days.</p>	
<p>Religious Education</p> <p>Belonging to the Church</p>	<p>In this topic the children will learn what it means to belong to the Church community. They will explore the nature of community, the importance of identity and commitment, and relate this to the Sacrament of Baptism and the Creed. The children will;</p> <ul style="list-style-type: none"> • know that you belong to a community • know that there are different types of community • know what it means to belong to the community of the Church • know that we join the Church when we are baptised • know that the Creed states what Christians believe • know about the important celebrations in the Church 	
<p>English</p>	<p>Talk 4 Writing genres:</p> <p>Narrative story ending – Lost Happy Endings Recount – Jub's diary entry</p> <p>Narrative – Fantasy/fairy tale Text - The Lost Happy Endings by Carol Ann Duffy</p>	<p>(Shared) Reading texts:</p> <p>Text: The Firework Maker's Daughter by Philip Pullman</p> <p>Genre: Adventure</p>



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English - Reading Comprehension Skills/Word Reading	<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.	
English-Spoken Language Skills	<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.• 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 suffix –ous (No change to the root word)• Adding the suffix –ous (No definitive root word)• Adding the suffix –ous (Words ending in 'y' become 'i' and words ending in our become 'or')• Adverbials of frequency and possibility• Adverbials of manner	



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<p>English - Writing Composition Skills</p>	<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. 		
<p>English - Writing VGP Skills</p>	<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. • Using commas after fronted adverbials 		
<p>Mathematics Skills</p> <p>Small steps</p>	<p>Geometry: Shape</p> <p>Step 1 Understand angles as turns</p> <p>Step 2 Identify angles</p> <p>Step 3 Compare and order angles</p> <p>Step 4 Triangles</p> <p>Step 5 Quadrilaterals</p> <p>Step 6 Polygons</p> <p>Step 7 Lines of symmetry</p>	<p>Statistics</p> <p>Step 1 Interpret charts</p> <p>Step 2 Comparison, sum and difference</p> <p>Step 3 Interpret line graphs</p> <p>Step 4 Draw line graphs</p>	<p>Geometry: Position & Direction</p> <p>Step 1 Describe position using coordinates</p> <p>Step 2 Plot coordinates</p> <p>Step 3 Draw 2-D shapes on a grid</p> <p>Step 4 Translate on a grid</p> <p>Step 5 Describe translation on a grid</p>



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	Step 8 Complete a symmetric figure		
Science Knowledge States of Matter	<ul style="list-style-type: none">• To compare and group materials together, according to whether they are solids, liquids or gases.• To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).• To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		
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 Animation & Hardware Investigators	<ul style="list-style-type: none">• To know a variety of software and internet services• To know types of data and information used in a certain project • To know what a network of computers are		
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		



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	<ul style="list-style-type: none">• Understand how computer networks can provide multiple services• Understand the opportunities computer networks offer for communication
PE Knowledge	Football <ul style="list-style-type: none">• When to turn during a game.• The different types of turns that can be used in a game including a Drag Back and Cruyff turn.• When to shoot and where to shoot from.• When to use a drag back during a game. The Drag Back; is a method of turning where we place our non-kicking foot at the side of the ball. Place our kicking foot on top of the ball, with our body slightly over the ball. We then roll the ball backwards with the sole of our the foot, then push the ball away and start dribbling using the kicking foot.• How to shoot using the correct technique. We place the inside of our non-kicking foot next to the ball. Lean over the ball and strike it with the laces our kicking foot.
PE Skills	Football <ul style="list-style-type: none">• Refine dribbling• Turning• Refine passing and receiving• Develop passing and dribbling creating space• Introduce shooting
Music Knowledge and Skills Unit: Percussion (Mangrove Twilight)	Focus: Calypso, call-and-response, clave rhythm, syncopation, C major scale with solfa, melody, chords, developing tuned percussion techniques (hand-to-hand sticking), history of steel pans from Trinidad and Tobago, improvising and composing using call-and-response. <ul style="list-style-type: none">• Learn a range of tuned percussion techniques: right/left sticking, playing two-note chords.• Clap and play a clave rhythm.• Learn to play two parts from Mangrove twilight.• Improvise in a call-and-response format.• Take part in an ensemble performance of Mangrove twilight



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French Knowledge KS2 only	<ul style="list-style-type: none"> Recognise a map of France and identify some of the main towns and cities in France. Use sound spelling links to rhyme weather phrases with names of places in France e.g. Il fait beau à Bordeaux Exchange information about what the weather is like in different places. Listen and show understanding of a French weather report. Plan and write a weather report. Perform the weather report from memory. 	
French Skills KS2 only	<ul style="list-style-type: none"> Talk about the weather using memorised language. Recognise and apply the sounds of letter strings in familiar words and phrases and pronounce correctly. Write phrases accurately. Use connectives to extend sentences (et/mais - and/but). 	
	National Curriculum End of key Stage 2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
Geography Knowledge <u>Why do people live near volcanoes?</u>	<u>Locational Knowledge:</u> <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 <u>Place Knowledge:</u> <ul style="list-style-type: none"> understand geographical 	<ul style="list-style-type: none"> To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know the main types of land use. To know some types of settlement. To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes To know the different types of mountains and volcanoes and how they are



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	<p>similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <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, mountains, volcanoes and earthquakes, and the water cycle 	<p>formed.</p> <ul style="list-style-type: none"> To know that an earthquake is the intense shaking of the ground. To know the different types of settlement. To know that a natural resource is something that people can use which comes from the natural environment To recognise world maps as a flattened globe To know how to use various simple sampling techniques. 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.
<p>Geography Skills</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 	<ul style="list-style-type: none"> Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions. Locating the world's most significant mountain ranges on a map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. Describing how and why humans have responded in different ways to



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	<p>digital/computer mapping to locate countries and describe features studied</p> <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 sketch maps, plans and graphs, and digital technologies.	<p>their local environments.</p> <ul style="list-style-type: none">• Understanding some of the causes of climate change.• 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.• Beginning to use maps at more than one scale.• Finding countries and features of countries in an atlas using contents and index.• Asking and answering one-step and two-step geographical questions.• Observing, recording, and naming geographical features in their local environments.• Using simple sampling techniques appropriately.• Taking digital photos and labelling or captioning them.• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.• Finding answers to geographical questions through data collection.
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<p>D & T Knowledge</p> <p>Structures Pavillions</p>	<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, cutting, shaping, joining and finishing], accurately. • 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. 	<p><u>Technical</u></p> <ul style="list-style-type: none"> • To understand what a frame structure is. • To know that a 'free-standing' structure is one which can stand on its own. <p><u>Additional</u></p> <ul style="list-style-type: none"> • To know that a pavilion is a decorative building or structure for leisure activities. • To know that cladding can be applied to structures for different effects. • To know that aesthetics are how a product looks. • To know that a product's function means its purpose. • To understand that the target audience means the person or group of people a product is designed for. • To know that architects consider light, shadow and patterns when designing.
<p>D & T Skills</p>		<ul style="list-style-type: none"> • Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. • Building frame structures designed to support weight. • Creating a range of different shaped frame structures. • Making a variety of free standing frame structures of different shapes and sizes. • Selecting appropriate materials to build a strong structure and cladding.



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	<ul style="list-style-type: none"> • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	<ul style="list-style-type: none"> • Reinforcing corners to strengthen a structure. • Creating a design in accordance with a plan. • Learning to create different textural effects with materials. • Evaluating structures made by the class. • Describing what characteristics of a design and construction made it the most effective. • Considering effective and ineffective designs.
<p>RHE/PHSE/SMSC (Relationships and Health Education)</p>	<p>Module 3 Created to Live in Community Living in the Wider World</p> <ul style="list-style-type: none"> • That God wants His Church to love and care for others. To devise practical ways of loving and caring for others. • New content Working Together Tbc • New content Money Matters TBC 	
<p>Mental Health and Wellbeing Safeguarding Curriculum Links</p>	<p>Safe Guarding links: Keeping safe assemblies Safety in school and outside school assemblies Transition</p>	



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