



St Mary's

Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 4 Autumn 2

Main Themes: Rivers and Electricity

End Points

At the end of this half term the children will have learned What a prophet is and will have looked closely at John the Baptist, Elijah and Isaiah as examples and how they are portrayed in the Bible. **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.

Religious Education

The children will:



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<p>Prophecy and Promise</p>	<ul style="list-style-type: none"> • Know what a prophet is, drawing on Elijah and John the Baptist as examples • Know that it is not always easy to trust in God • Understand the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant. • Compare the description of John the Baptist in Mark and Matthew's accounts. • Describe the beliefs about John the Baptist that the gospel writers show. • Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent. • Know that the feast of Christ the King marks the end of the Church's year and describe what is. • Makes links with the ancestry of Jesus and the Jesse tree. 	
<p>English</p>	<p>Talk 4 Writing genres: Non-fiction – Explanations 'The Teacher Pleaser' – based on the book "Until I Met Dudley" by Roger MCGough Fiction – Narrative - Beowulf</p>	<p>Little Wandle Fluency (twice per week) Complete Comprehension (once per week) texts: The Moomins and the Great Flood, For Forest, The Borrowers, Max and the Millions, My Secret War Diary</p>
<p>English - Reading Comprehension Skills/Word Reading</p>	<p>Through all units children will be taught to:</p> <ul style="list-style-type: none"> • Develop positive attitudes to reading and an understanding of what they have read, by: • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books • Read books that are structured in different ways • Increase their familiarity with a wide range of books and retell them orally • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns to listen to what others say <p>Word Reading (Little Wandle Fluency)</p> <ul style="list-style-type: none"> • To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet • To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	



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	<p>Skills Focus:</p> <ul style="list-style-type: none">• To identify the themes and conventions throughout The Moomins and the Great Flood text.• To draw inferences from characters and setting in The Forest text.• To understand the text The Borrowers by retrieving information.• To predict what might happen from details stated and implied from Max and the Millions text.• To draw inferences from characters and events in My Secret War Diary. <p><i>All units provide children with the chance to explore vocabulary and word meaning, the chance to read aloud and practise their reading skills through mixed practice questions.</i></p>
English- Spoken Language Skills	
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"• To spell some of the Y3 and Y4 statutory spelling words correctly – interest, experiment, potatoes, favourite,



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	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 To use 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 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 expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. 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 always maintain an accurate tense throughout a piece of writing 		
Mathematics Skills Small steps	Number: Addition & Subtraction – Part 2 Step 6 Subtract two 4-digit numbers – one exchange Step 7 Subtract two 4-digit numbers – more than one exchange Step 8 Efficient subtraction Step 9 Estimate answers	Measures: Area Step 1 What is area? Step 2 Count squares Step 3 Make shapes Step 4 Compare areas	Number: Multiplication & Division A Step 1 Multiples of 3 Step 2 Multiply and divide by 6 Step 3 6 times-table and division facts Step 4 Multiply and divide by 9 Step 5 9 times-table and division facts Step 6 The 3, 6 and 9 times-tables



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	Step 10 Checking strategies		Step 7 Multiply and divide by 7 Step 8 7 times-table and division facts Step 9 11 times-table and division facts Step 10 12 times-table and division facts Step 11 Multiply by 1 and 0 Step 12 Divide a number by 1 and itself Step 13 Multiply three numbers
Science Knowledge Electricity - circuits	<ul style="list-style-type: none"> To identify common appliances that run on electricity To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors 		
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 Spreadsheets	<ul style="list-style-type: none"> To know how spreadsheets can be used in everyday life. 		



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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.• 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 top



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	<ul style="list-style-type: none">• Develop 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 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>Unit: My Fantasy Football Team</p>	<p>Focus: Beat, rhythm, rondo, rhythm notation.</p> <ul style="list-style-type: none">• Sing a stepping melody accurately and with clear articulation and diction.• Move to music, marking the pulse with action durations: 'walk' (crotchets), 'jogging' (quavers), 'stride' (minims), 'skipty' (dotted quaver/semiquaver) and 'shh' (crotchet rest).• Identify, play from, and combine rhythm patterns to make a sequence using crotchets, quavers, dotted quaver/semiquaver, minims, and crotchet rest.• Perform a whole-class 'rondo' made up of playing and singing.
<p>French Knowledge KS2 only</p>	<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.
<p>French Skills KS2 only</p>	<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.



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	<ul style="list-style-type: none"> Write words and short phrases from memory with comprehensible spelling. 	
	<p>National Curriculum End of key Stage 1/2 Pupils should be able to:</p>	<p>Progression Statements Taken from Schemes of Work e.g. Kapow</p>
<p>Geography Knowledge</p> <p><u>Why are rainforests important to us?</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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <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 countries and major cities in Europe and North and South America. To know the names of some of the world's most significant rivers. To know that climate zones are areas of the world with similar climates. To know the world's biomes. To know vegetation belts are areas of the world which are home to similar plant species. To know the name of some counties in the UK (local to your school). To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know that the water cycle is the processes and stores which move



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mountains, volcanoes and earthquakes, and the water cycle

- 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

Geographical Skills and Fieldwork:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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 technology

water around our Earth and to be able to name these.

- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know the world's different climate zones.
- To know that climates can influence the foods able to grow.
- To know the main types of land use.
- To know that a natural resource is something that people can use which comes from the natural environment.
- To know the threats to the rainforest both on a local and global scale.
- To recognise world maps as a flattened globe.
- 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 an enquiry-based question has an open-ended answer found by research.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- 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 that qualitative data involves opinions, thoughts and feelings and is often subjective.



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		<ul style="list-style-type: none">• 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">• Locating some countries in Europe and North and South America using maps.• Locating key physical features in countries studied including significant environmental regions.• Locating some key human features in countries studied.• Locating some of the world's most significant rivers and identifying any patterns.• Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.• 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.• Finding the position of the Equator and describing how this impacts our environmental regions.• Finding lines of latitude and longitude on a globe and explaining why these are important.• Identifying the position of the Tropics of Cancer and Capricorn and their significance.• Describing and beginning to explain similarities between two regions studied.• Describing and beginning to explain differences between two regions studied.• Describing how and why humans have responded in different ways to



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their local environments.

- Discussing climates and their impact on trade, land use and settlement.
- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- Mapping and labelling the six biomes on a world map.
- Understanding some of the causes of climate change.
- 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.
- Describing how humans can impact the environment both positively and negatively, using examples.
- 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.
- Finding countries and features of countries in an atlas using contents and index.
- Making and using a simple route on a map.
- Beginning to choose the best approach to answer an enquiry question.
- Mapping land use in a small local area using maps and plans.
- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.
- Asking and answering one-step and two-step geographical questions.



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		<ul style="list-style-type: none">• Observing, recording, and naming geographical features in their local environments.• Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.• Collecting quantitative data in charts and graphs.• Using a questionnaire/interviews to collect quantitative fieldwork data.• 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.	<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.



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	<ul style="list-style-type: none">• 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.	<p><u>Additional</u></p> <ul style="list-style-type: none">• To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens.• 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">• 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.



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**RHE/PHSE/SMSC
(Relationships and
Health Education)**

**Module 1 Created and loved by God
Me, My Body, My Health**

- Learn correct naming of genitalia. Learn what changes will happen to boys during puberty. Learn what changes will happen to girls during puberty.

Emotional Well-Being

- That emotions change as they grow up (including hormonal effects – Version 2 only)

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.

- 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.

Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media.

Life Cycles

- Understand what 'death' means

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.

Big Changes, Little Changes –New content TBC

- **Remembrance**
- **Anti Bullying**



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<p>Mental Health and Wellbeing Safeguarding Curriculum Links</p>	<p>SafeGuarding links; Anti- Bullying- Assemblies Changing bodies- puberty</p>
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