



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? And Human impact on the Environment

End Points

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. 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, Pupils will understand why some people gave Jesus the title 'Christ' (the anointed one) by making links with the Scriptures. They will make links between Jesus' speech to John the Baptist's followers and the signs that he is the Messiah. Pupils will show an understanding of the belief that Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society. They will Reflect on those that society excludes today and consider how they could show love for these people as Jesus did. During computing, the children will practise their times tables using TTRS as well as using Purple Mash for "Online Safety and Effective Search." In Art, our focus will be painting and mixed media. They will explore and learn about tints and shades and Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. In music, the children will learn to explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. They will learn to clap on and off the beat and play a rhythm in time with their class. 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.



St Mary's

Catholic Primary School and Nursery

Religious Education Galilee to Jerusalem	<ul style="list-style-type: none"> • Pupils will understand why some people gave Jesus the title 'Christ' (the anointed one) by making links with the Scriptures. • They will make links between Jesus' speech to John the Baptist's followers and the signs that he is the Messiah. • Pupils will show an understanding of the belief that Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society. • They will Reflect on those that society excludes today and consider how they could show love for these people as Jesus did. 	
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. 	



St Mary's

Catholic Primary School and Nursery

	<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• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• Predict what might happen from details stated and implied.• Identify main ideas drawn from more than one paragraph and summarising these.• Identifying how language, structure, and presentation contribute to meaning.
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.



St Mary's

Catholic Primary School and Nursery

	<ul style="list-style-type: none"> • Evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements. • To use conjunctions, adverbs and prepositions to express time and cause. • To use fronted adverbials. • To indicate grammatical and other features by: <ul style="list-style-type: none"> - using commas after fronted adverbials. - indicating possession by using the possessive apostrophe with plural nouns. - using and punctuating direct speech. 		
<p>English - Writing VGP Skills</p>	<ul style="list-style-type: none"> • To always maintain an accurate tense throughout a piece of writing. • To use conjunctions, adverbs and prepositions to express time and cause • To extend a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although... • To use the present perfect form of verbs in contrast to the past tense. • To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 		
<p>Mathematics Skills</p> <p>Small steps</p>	<p>Multiplication & Division B</p> <p>Step 1 Factor pairs</p> <p>Step 2 Multiply and divide by 10</p> <p>Step 3 Multiply and divide by 100</p> <p>Step 4 Related facts – multiplication</p> <p>Step 5 Related facts - division</p> <p>Step 6 Multiply and add</p> <p>Step 7 Informal written methods</p>	<p>Measures: Length & Perimeter</p> <p>Step 1 Measure in kilometres and metres</p> <p>Step 2 Perimeter on a grid</p> <p>Step 3 Perimeter of a rectangle</p> <p>Step 4 Perimeter of rectilinear shapes</p> <p>Step 5 Find missing lengths in rectilinear shapes</p> <p>Step 6 Perimeter of polygons</p>	<p>Number: Fractions – Part 1</p> <p>Step 1 Count beyond 1</p> <p>Step 2 Partition a mixed number</p> <p>Step 3 Number lines with mixed numbers</p> <p>Step 4 Compare and order mixed numbers</p> <p>Step 5 Convert mixed numbers to improper fractions</p>



St Mary's

Catholic Primary School and Nursery

	<p>Step 8 Multiply a 2-digit number by a 1-digit number</p> <p>Step 9 Multiply a 3-digit number by a 1-digit number</p> <p>Step 10 Solve multiplication problems</p> <p>Step 11 Basic division</p> <p>Step 12 Division and remainders</p> <p>Step 13 Divide 2-digit numbers</p> <p>Step 14 Divide 3-digit numbers</p> <p>Step 15 Correspondence problems</p> <p>Step 16 Efficient multiplication</p>		<p>Step 6 Convert improper fractions to mixed numbers</p> <p>Step 7 Equivalent fractions</p> <p>Step 8 Equivalent fraction families</p> <p>Step 9 Simplify fractions</p>
<p>Science Knowledge Living things and their habitats – human impact on the environment.</p>	<ul style="list-style-type: none"> Recognise that environments can change and that this can sometimes pose dangers to living things. 		
<p>Working Scientifically Skills</p>	<ul style="list-style-type: none"> Setting up simple practical enquiries, comparative [and fair] tests. Recording findings using simple scientific language, drawings, labelled diagrams, [keys, bar charts,] and tables. Using results to draw simple conclusions, [make predictions for new values, suggest improvements and raise further questions]. Can use results from their observing over time enquiry to find out which materials decompose. identifying differences, similarities [or changes] related to simple scientific ideas and processes. 		
<p>Computing Knowledge Purple Mash Unit</p>	<ul style="list-style-type: none"> To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. 		



St Mary's

Catholic Primary School and Nursery

Online Safety & Effective Search	<ul style="list-style-type: none">• To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.• To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.• To identify the positive and negative influences of technology on health and the environment.• To understand the importance of balancing game and screen time with other parts of their lives.
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.• 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.



St Mary's

Catholic Primary School and Nursery

PE Skills

Real Dance

Shapes

- 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.

Circles

- 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.

Partnering

- 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.

Artistry

- 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.

Swimming

- 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



St Mary's

Catholic Primary School and Nursery

Music Knowledge and Skills Units: Samba and carnival sounds and instruments	<ul style="list-style-type: none">● Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.● Clap on the off-beat (the end of each beat) and be able to play a syncopated rhythm.● Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).● Play their break in time with the rest of their group and play in the correct place in the piece.● Play in time and with confidence; accurately playing their break.	
French Knowledge KS2 only	<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.● 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	Progression Statements Taken from Schemes of Work e.g. Kapow



St Mary's

Catholic Primary School and Nursery

End of key Stage 1/2 Pupils should be able to:	
How did the achievements of the Ancient Maya impact their society and beyond?	
Key Vocabulary: achievement, afterlife, ancient civilisation, creation, currency, decline, gods/goddesses, ritual	
History Knowledge	<p><i>How did the achievements of the Ancient Maya impact their society and beyond?</i></p> <ul style="list-style-type: none">• To evaluate the challenges of early settlement by exploring how the Ancient Maya settled in the rainforest.• To infer how the Ancient Maya valued and used cacao by exploring historical artefacts.• To describe the role of the Ancient Maya gods and goddesses by studying images and scenarios.• To develop recording skills through exploration of Ancient Maya inventions.• To make deductions about an Ancient Maya city by exploring archaeological evidence.
	<p>To know:</p> <ul style="list-style-type: none">• History is divided into periods of history, e.g. ancient times, Middle Ages and modern.• Prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.• History is divided into periods of history, e.g. ancient times, Middle Ages and modern.• A chronologically secure knowledge of local, British and world history across the periods studied.• Change can be brought about by advancements in materials.• Change can be brought about by advancements in trade.• The actions of people can be the cause of change (e.g. Lord Shaftesbury).• Advancements in science and technology can be the cause of change.• Significant archaeological findings are those which change how we see the past.• 'Historically significant' events are those which changed many people's lives and had an impact for many years to come.• Archaeological evidence can be used to find out about the past.• We can make inferences and deductions using images from the past.• Archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.



St Mary's

Catholic Primary School and Nursery

	<ul style="list-style-type: none">• To analyse historians' viewpoints on the decline of the Ancient Maya cities.	<ul style="list-style-type: none">• Assumptions made by historians can change in the light of new evidence.• Some important people and events.• Settlements changed over time.• Society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.• Education existed in some cultures, times and groups.• Trade began as the exchange of goods.• There are different beliefs in different cultures, times and groups.• The achievements of ancient civilisations contributed to the development of technology, culture and science.
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.• Using BC/AD/Century.• Sequencing eight to ten artefacts, historical pictures or events.• 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 what the situation was like before the change occurred.• Comparing different periods of history and identifying changes and continuity.• Describing the changes and continuity between different periods of history.• Identifying the links between different societies.• Identifying the consequences of events and the actions of people.



St Mary's

Catholic Primary School and Nursery

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| | | <ul style="list-style-type: none">• Identifying reasons for historical events, situations and changes• Identifying similarities and differences between periods of history.• Explaining similarities and differences between people's daily lives in the past and today.• Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.• Using a range of sources to find out about a period.• Using evidence to build up a picture of a past event.• Observing the small details when using artefacts and pictures.• Identifying and giving reasons for different ways in which the past is represented.• Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.• Creating historically valid questions across a range of time periods, cultures and groups of people.• Asking questions about the main features of everyday life in periods studied (e.g. how did people live?)• Using a range of sources to construct knowledge of the past.• Extracting the appropriate information from a historical source.• Selecting and recording relevant information from a range of sources to answer a question• Comparing and contrasting different historical 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. |
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St Mary's

Catholic Primary School and Nursery

		<ul style="list-style-type: none"> • 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. • 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. • Identifying weaknesses in historical accounts and arguments. • 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. • Describing past events orally or in writing, recognising similarities and differences with today. • To compare the beliefs of different cultures, times and groups.
<p>Art Knowledge Painting and Mixed Media – Light and Dark</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. • 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.
<p>Art Skills</p>		<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.



St Mary's

Catholic Primary School and Nursery

	<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.
<p>RHE/PHSE/SMSC (Relationships and Health Education)</p>	<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 	



St Mary's

Catholic Primary School and Nursery

	<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>
<p>Mental Health and Wellbeing Safeguarding Curriculum Links</p>	<p>Cyber Bullying Internet safety</p>