



**St Mary's**  
Catholic Primary School and Nursery

| <b>St Mary's Catholic Primary School Curriculum</b><br><b>Year 4 Spring 2</b><br><b>Main Themes: Where does our food come from? Digestions and Food Chains</b><br><b>Cultural Capital/Enrichment: Residential (PGL)</b> |  |
|---|--|
| <b>End Points</b>   | <p>By the end of this half term, the children will have learned about the food that is eaten by both humans and animals, how different types of teeth are used in the consumption of food, how food is digested and how to look after our teeth in Science. By the end of this half term the children will complete units for Fiction and Non-fiction. The children will work towards writing their own story opening based on the text "The Nothing to See here Hotel". They will also write a non-fiction text based on the Lindisfarne raids throughout the Viking era. Our work in French is called – "birthdays" – Bon Anniversaire! By the end of this term, the children will learn how to pronounce numbers and months, how to ask and answer questions about birthdays and how to use this in French writing. In computing lessons, the children will learn about writing for different audiences focusing on email and other methods of communication. 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 use their study of Romero Britto's work with a focus on colour shape and line. In music, the children will learn how to combine different versions of a musical motif and perform as a group using musical notation. In RHE the children will develop a greater awareness of bullying, including cyber-bullying. They will learn that bullying is wrong and how to respond to it. They will learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p> |
| <b>Religious Education</b><br><b>Desert to Garden</b>   | <p>The children will:</p> <ul style="list-style-type: none"><li>• Retell, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness.</li><li>• They will make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God.</li><li>• As we move into Lent Pupils will sequence the events of Holy Week including the story of St Peter.</li><li>• They will use specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable and being a Christian, choosing to live out the 'Works of Mercy.</li></ul>   |



St Mary's

Catholic Primary School and Nursery

|   |   |                                       |
|---|---|---------------------------------------|
| <p><b>English</b></p>   | <p><b>Talk 4 Writing genres:</b><br/> <b>Fiction</b> – Narrative - “The Nothing to See Here Hotel”.<br/> <b>Non-fiction</b> – Newspaper Report – The Lindisfarne Viking Raids</p>   | <p><b>(Shared) Reading texts:</b></p> |
| <p><b>English - Reading Comprehension Skills/Word Reading</b></p> | <ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read.</li> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>• asking questions to improve their understanding of a text.</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• predicting what might happen from details stated and implied.</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> |                                       |
| <p><b>English- Spoken Language Skills</b></p>                     | <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers.</li> <li>• ask relevant questions to extend their understanding and knowledge.</li> <li>• use relevant strategies to build their vocabulary.</li> <li>• articulate and justify answers, arguments and opinions.</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>   |                                       |
| <p><b>English - Handwriting Skills</b></p>                        | <ul style="list-style-type: none"> <li>• To increase the legibility, consistency and quality of their handwriting</li> </ul>  |                                       |
| <p><b>English - Writing Spelling Skills</b></p>                   | <ul style="list-style-type: none"> <li>• Spell words with /s/ sound spelt with ‘sc’</li> <li>• Spell words with a ‘soft c’ spelt ‘ce’</li> <li>• Spell words with a ‘soft c’ spelt ‘ci’</li> <li>• Spell word family words – related in form and meaning</li> </ul>   |                                       |



St Mary's

Catholic Primary School and Nursery

|  |  |   |
|--|--|---|
|  |  |   |
| <p><b>English - Writing Composition Skills</b></p>         | <ul style="list-style-type: none"> <li>• To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>• To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion</li> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• 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.</li> </ul> |   |
| <p><b>English - Writing VGP Skills</b></p>                 | <ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Using conjunctions, adverbs and prepositions to express time.</li> <li>• Using fronted adverbials.</li> <li>• Using commas after fronted adverbials</li> <li>• Use the present perfect tense form of verbs in contrast to the past tense.</li> <li>• Using and punctuating direct speech.</li> </ul>   |   |
| <p><b>Mathematics Skills</b></p> <p><b>Small steps</b></p> | <p><b>Number: Fractions – Part 2</b></p> <p>Step 1 Add and subtract two or more fractions</p> <p>Step 2 Add fractions and mixed numbers</p> <p>Step 3 Subtract from mixed numbers</p> <p>Step 4 Subtract from whole amounts</p> <p>Step 5 Problem solving – add and subtract fractions (1)</p>   | <p><b>Number: Decimals A</b></p> <p>Step 1 Tenths as fractions</p> <p>Step 2 Tenths as decimals</p> <p>Step 3 Tenths on a place value chart</p> <p>Step 4 Tenths on a number line (1)</p> <p>Step 5 Tenths on a number line (2)</p> |



## St Mary's

Catholic Primary School and Nursery

|   |   |  |
|---|---|--|
|   | <p>Step 6 Problem solving – add and subtract fractions (2)</p> <p>Step 7 Fractions of an amount</p> <p>Step 8 Problem solving - fraction of an amount</p>   | <p>Step 6 Divide a 1-digit number by 10</p> <p>Step 7 Divide a 2-digit number by 10</p> <p>Step 8 Hundredths as fractions</p> <p>Step 9 Hundredths as decimals</p> <p>Step 10 Hundredths on a place value chart</p> <p>Step 11 Divide a 1- or 2-digit number by 100</p> <p>Step 12 Divide by 10 or 100</p> |
| <p><b>Science Knowledge</b><br/>Digestions and Food chains in Animals including Humans</p>        | <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their simple functions.</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>   |  |
| <p><b>Working Scientifically Skills</b></p>   | <ul style="list-style-type: none"> <li>• Making systematic and careful observations [and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers]</li> <li>• Recording findings using simple scientific language, [drawings,] labelled diagrams, keys, [bar charts, and tables].</li> <li>• Reporting on findings from enquiries, including oral and written explanations, [displays] or presentations of results and conclusions.</li> <li>• Identifying differences, similarities [or changes] related to simple scientific ideas and processes.</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> |  |
| <p><b>Computing Knowledge</b><br/><b>Purple Mash Unit</b><br/>Writing for Different Audiences</p> | <ul style="list-style-type: none"> <li>• To know a variety of software to be able to communicate given goals</li> <li>• To know how to collect and combine data</li> </ul>  |  |



## St Mary's

Catholic Primary School and Nursery

|   |  |
|---|--|
| <b>Computing Skills</b>                               | <ul style="list-style-type: none"><li>• Choose from a variety of software and internet services to accomplish given goals.</li><li>• Design and create content to accomplish a given goal.</li><li>• Collect and combine information and data.</li></ul>   |
| <b>PE Knowledge</b>                                   | <b>Cricket</b> <ul style="list-style-type: none"><li>• How to bowl underarm, varying the speed at which we bowl depending on who is batting.</li><li>• Why we need to return the ball to the bowler or wicketkeeper quickly and accurately to prevent the batters from scoring runs.</li><li>• How to outwit the fielding team when batting by varying the speed and direction we strike the ball.</li><li>• How and when to use different ways of retrieving and returning the ball to prevent the batters from scoring runs.</li></ul>   |
| <b>PE Skills</b>                                      | <b>Cricket</b> <ul style="list-style-type: none"><li>• Develop an understanding of batting and fielding</li><li>• Introduce bowling underarm</li><li>• Develop stopping and returning the ball</li><li>• Develop retrieving and returning the ball</li><li>• Striking the ball at different angles and speeds</li></ul> <b>Swimming</b> <ul style="list-style-type: none"><li>• To swim competently, confidently and proficiently over a distance of at least 25 metres</li><li>• To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li><li>• To perform safe self-rescue in different water-based situations.</li></ul> |
| <b>Music Knowledge and Skills</b><br><br><b>Unit:</b> | Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"><li>• Learn a new song, singing in time and in tune while following the lyrics.</li><li>• Identify motifs aurally and play a repeated pattern on a tuned instrument.</li><li>• Create and performing a motif, notating it with reasonable accuracy.</li><li>• Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</li></ul>  |



## St Mary's

Catholic Primary School and Nursery

|   |   |  |
|---|---|--|
| <b>Adapting and transposing motifs (Romans)</b>                         | <ul style="list-style-type: none"> <li>Combine different versions of a musical motif and perform as a group using musical notation.</li> </ul>  |  |
| <b>French Knowledge KS2 only</b>  | <ul style="list-style-type: none"> <li>To learn the days of the week.</li> <li>To say the date and copy in French.</li> <li>To say and write when their birthday is.</li> <li>To ask others when their birthday is, conduct a class survey.</li> <li>To read, follow and understand a story (L'année de Berthe – Berthe's year).</li> <li>To learn some information about festivals and cultural celebrations in France (Easter, Christmas, Bastille Day).</li> </ul> |  |
| <b>French Skills KS2 only</b>   | <ul style="list-style-type: none"> <li>Recognise a familiar question and respond with a rehearsed response.</li> <li>Ask and answer a simple and familiar question with a response.</li> <li>Adapt intonation to ask questions.</li> <li>Read and show understanding of phrases and sentences containing familiar words.</li> <li>Replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>                            |  |
|   | <b>National Curriculum End of key Stage 2</b><br>Pupils should be able to:  | <b>Progression Statements Taken from Schemes of Work e.g. Kapow</b>  |
| <b>Geography Knowledge</b><br><br><u>Where does our food come from?</u> | <u>Locational Knowledge:</u> <ul style="list-style-type: none"> <li>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</li> </ul>  | <ul style="list-style-type: none"> <li>To know where North and South America are on a world map.</li> <li>To know that climate zones are areas of the world with similar climates.</li> <li>To know the world's different climate zones.</li> <li>To know that biomes are areas of the world with similar climates, vegetation and animals.</li> </ul> |



## St Mary's

Catholic Primary School and Nursery

### Place Knowledge:

- understand geographical 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

### Human and Physical:

- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, 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

- 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 main types of land use.
- 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 longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.
- 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 the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know that climates can influence the foods able to grow.



## St Mary's

Catholic Primary School and Nursery

|                         |   |  |
|-------------------------|---|--|
|                         | <p>sketch maps, plans and graphs, and digital technologies.</p> | <ul style="list-style-type: none"><li>• To know that a natural resource is something that people can use which comes from the natural environment.</li><li>• To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.</li><li>• To know the UK grows food locally and imports food from other countries.</li><li>• To know that grid references help us locate a particular square on a map.</li><li>• To know an enquiry-based question has an open-ended answer found by research.</li><li>• To know what a questionnaire and an interview are.</li><li>• To know that quantitative data involves numerical facts and figures and is often objective.</li><li>• To know that qualitative data involves opinions, thoughts and feelings and is often subjective.</li></ul> |
| <b>Geography Skills</b> |   | <ul style="list-style-type: none"><li>• Locating some major cities of the countries studied.</li><li>• Locating key physical features in countries studied including significant environmental regions.</li><li>• Locating some key human features in countries studied.</li><li>• Finding the position of the Equator and describing how this impacts our environmental regions.</li><li>• Identifying the position of the Tropics of Cancer and Capricorn and their significance.</li></ul>  |





## St Mary's

Catholic Primary School and Nursery

- |  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Identifying the position and significance of both the Arctic and Antarctic Circle.</li><li>• Describing and beginning to explain similarities between two regions studied.</li><li>• Describing and beginning to explain differences between two regions studied.</li><li>• Describing how and why humans have responded in different ways to their local environments.</li><li>• Discussing climates and their impact on trade, land use and settlement.</li><li>• Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</li><li>• Mapping and labelling the six biomes on a world map.</li><li>• Understanding some of the causes of climate change.</li><li>• Describing and understanding types of settlement and land use.</li><li>• Explaining why a settlement and community has grown in a particular location.</li><li>• Explaining why different locations have different human features.</li><li>• Explaining why people might prefer to live in an urban or rural place.</li><li>• Describing how humans can impact the environment both positively and negatively, using examples.</li><li>• Beginning to use maps at more than one scale.</li></ul> |
|--|--|--|



St Mary's

Catholic Primary School and Nursery

- |  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.</li><li>• Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.</li><li>• Using the scale bar on a map to estimate distances.</li><li>• Finding countries and features of countries in an atlas using contents and index.</li><li>• Beginning to choose the best approach to answer an enquiry question.</li><li>• Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.</li><li>• Asking and answering one-step and two-step geographical questions.</li><li>• Making digital audio recordings for a specific purpose.</li><li>• Designing a questionnaire/interviews to collect qualitative fieldwork data.</li><li>• Using a questionnaire/interviews to collect quantitative fieldwork data.</li><li>• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.</li><li>• Finding answers to geographical questions through data collection.</li></ul> |
|--|--|--|



|  |   |  |
|--|---|--|
|  |   |  |
| <p><b>D &amp; T Knowledge</b></p> <p>Mechanical systems<br/>– making a slingshot car</p> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> | <p><u>Technical</u></p> <ul style="list-style-type: none"> <li>• To understand that all moving things have kinetic energy.</li> <li>• To understand that kinetic energy is the energy that something (object/person) has by being in motion.</li> <li>• To know that air resistance is the level of drag on an object as it is forced through the air.</li> <li>• To understand that the shape of a moving object will affect how it moves due to air resistance.</li> </ul> <p><u>Additional</u></p> <ul style="list-style-type: none"> <li>• To understand that products change and evolve over time.</li> <li>• To know that aesthetics means how an object or product looks in design and technology.</li> <li>• To know that a template is a stencil you can use to help you draw the same shape accurately.</li> <li>• To know that a birds-eye view means a view from a high angle (as if a bird in flight).</li> <li>• To know that graphics are images which are designed to explain or advertise something.</li> <li>• To know that it is important to assess and evaluate design ideas and models against a list of design criteria.</li> </ul> |



## St Mary's

Catholic Primary School and Nursery

|  |  |  |
|--|--|--|
| <b>D &amp; T Skills</b>  | <ul style="list-style-type: none"><li>• Understand how key events and individuals in design and technology have helped shape the world.</li><li>• Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li></ul>  | <ul style="list-style-type: none"><li>• Designing a shape that reduces air resistance.</li><li>• Drawing a net to create a structure from.</li><li>• Choosing shapes that increase or decrease speed as a result of air resistance.</li><li>• Personalising a design.</li><li>• Measuring, marking, cutting and assembling with increasing accuracy.</li><li>• Making a model based on a chosen design.</li><li>• Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.</li></ul> |
| <b>RHE/PHSE/SMSC<br/>(Relationships and Health Education)</b>            | <b>Module 2: Created to Love Others<br/>Keeping Safe</b> <ul style="list-style-type: none"><li>• To judge well what kind of physical contact is acceptable or unacceptable and how to respond. About different kinds of abuse, including 'abuse of private parts'. That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest.</li><li>• Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body. Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</li><li>• In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge.</li></ul> |  |
| <b>Mental Health and Wellbeing<br/>Safeguarding<br/>Curriculum Links</b> | Keeping safe- good and bad secrets.  |  |



**St Mary's**  
Catholic Primary School and Nursery