



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year 4 Summer 1
Main Themes: Tudors

End Points By the end of this term.	<p>By the end of this half term the children will complete units for Non-fiction. 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. Our work in French is called Quel temps fait-il? (What's the weather like). They will be learning to say what the weather is like. The focus will be on learning weather phrases and showing understanding of two French stories.</p> <p>During History the children will be studying how children's lives have changed and make inferences and deductions from primary and secondary sources. This will also identify the jobs Tudor and Victorian children had and why they needed to work and will also look at diseases past children suffered from. In computing lessons, the children use a program called LOGO. They will Design and debug programs that accomplish specific goals, design and create programs that use a sequence and control physical systems. They will also Use logical reasoning to detect and correct errors in programs. During the children's computing sessions, they will also have designated time to practice their times tables using TTRS ready for the end of Y4 statutory times table test. For art, the children will be using the flora and fauna of tropical rainforests as a starting point, children will develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</p> <p>In music the children have improvised and composed pentatonic melodies. They have created layered ostinatos inspired by a film score. The children will have the opportunity to play, combine rhythm patterns and eventually perform to the whole class. In RHE the children will learn about how we are Created to Live in Our Community. It explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In RE the children will learn about the mission entrusted by Jesus to his followers to tell everyone the good news. The children will focus on Peter who was chosen by Jesus to be leader of the Disciples, the first Pope. They will learn why the church is called and apostolic and what the task of the church is. They will also learn in what way Mary is the mother of the church.</p>
Religious Education	In this topic, the children will learn about the early Christian Church. They will cover the following areas of learning:



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The Early Christians	<ul style="list-style-type: none"> • Make links between Jn 20:1-10 and Peter's declaration of faith in Matt 16:13-20 and/or between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15-17). • Find connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of the Pope as Peter's successor. • Explain the term 'apostle' and explain why the Church is 'apostolic'. • Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians. • Explain how the one, holy, Catholic, and apostolic Church is structured. • Describe some ways in which the Church today (locally or globally) continues the work of Jesus. • Describe what is meant by the 'communion of saints' and recognise that 	
English	Talk 4 Writing genres: Narrative playscript – Animal kingdom Persuasive letter writing – Do not destroy the rainforest (The Kapok Tree by D Cherry)	(Shared) Reading texts: Non-fiction – Ancient Egypt. Class Read for pleasure Text: The Nothing to See Here Hotel by Steven Butler
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. 	



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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 prefix inter- (meaning 'between' or 'among')• Adding the prefix anti- (meaning 'against')• Adding the prefix auto- (meaning 'self' or 'own')• Adding the prefix ex- (meaning 'out')• Adding the prefix non- (meaning 'not')• Words ending in -ar/-er
English - Writing Composition Skills	<ul style="list-style-type: none">• To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.• To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.• To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).• To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.



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English - Writing VGP Skills	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using conjunctions, adverbs and prepositions to express time. • Using fronted adverbials. • Using commas after fronted adverbials. 		
Mathematics Skills Small steps	Number: Decimals A Step 1 Tenths as fractions Step 2 Tenths as decimals Step 3 Tenths on a place value chart Step 4 Tenths on a number line (1) Step 5 Tenths on a number line (2) Step 6 Divide a 1-digit number by 10 Step 7 Divide a 2-digit number by 10 Step 8 Hundredths as fractions Step 9 Hundredths as decimals Step 10 Hundredths on a place value chart Step 11 Divide a 1- or 2-digit number by 100 Step 12 Divide by 10 or 100	Number: Decimals B Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals Step 5 Compare decimals Step 6 Order decimals Step 7 Round to the nearest whole number Step 8 Halves and quarters as decimals	Measures: Money Step 1 Write money using decimals Step 2 Convert between pounds and pence Step 3 Compare amounts of money Step 4 Estimate with money Step 5 Calculate with money Step 6 Solve problems with money
Science Knowledge Sound	<ul style="list-style-type: none"> • To identify how sounds are made, associating some of them with something vibrating. • To recognise that vibrations from sounds travel through a medium to the ear. • To find patterns between the pitch of a sound and features of the object that produced it. • To find patterns between the volume of a sound and the strength of the vibrations that produced it. • To recognise that sounds get fainter as the distance from the sound source increases. 		



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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: Logo	<ul style="list-style-type: none">• To know what debugging means• To know programs that use a sequence
Computing Skills	<ul style="list-style-type: none">• Design and debug programs that accomplish specific goals.• Design and create programs that use a sequence• Control physical systems• Use logical reasoning to detect and correct errors in programs
PE Knowledge	Athletics <ul style="list-style-type: none">• Why we need to pace ourselves when running for distance• How to use our bodies to throw with greater distance• Why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race.• How we can use our bodies to jump as far as possible, using a combination of jumps.



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PE Skills	Athletics <ul style="list-style-type: none">• Develop running at speed• Exploring our stride pattern• Exploring running at pace• Understand and apply tactics when running for distance• Javelin• Standing Triple Jump
Music	Whole class music tuition- Recorders <ul style="list-style-type: none">• To know what a recorder is and how to play simple notes on it.• To know basic notation for reading and playing music.• To play in an ensemble with a small group of children.• To know how to play with increasing accuracy in time with others.• To recognise simple rhythm patterns.• To recall sounds from listening
French Knowledge KS2 only	<ul style="list-style-type: none">• Learn to say and understand 8 phrases to describe the weather.• Listen to and join in with a song about the weather.• Match weather phrases to pictures.• Listen to, watch the video and show understanding of the story 'Le soleil et le vent' (The Sun and the Wind).• Listen to and show understanding of the story Quel temps fait-il Berthe? (What's the weather like Berthe?).
French Skills KS2 only	<ul style="list-style-type: none">• Repeat modelled phrases.• Recognise a familiar question (Quel temps fait-il? What's the weather like?) and respond.• Understand texts and identify familiar language.• Identify individual sounds in words and pronounce accurately.• Listen and identify specific words and phrases in songs and stories.



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	National Curriculum End of key Stage 1/2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
How have children's lives changed?		
Key Concepts: Chronological Awareness, Change and Continuity, Historical Significance, Sources of Evidence, Historical Interpretations, Cause and Consequence, Historical Enquiry, Power (monarchy, government and empire), civilisation (social and cultural), Beliefs, Achievements of Follies and Mankind.		
History Knowledge	<ul style="list-style-type: none"> understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, 	<ul style="list-style-type: none"> To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in science and technology can be the cause of change. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. To know that we can make inferences and deductions using images from the past. To know that assumptions made by historians can change in the light of new evidence.



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	<p>national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<ul style="list-style-type: none">• To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.• To know that education existed in some cultures, times and groups.
History Skills	<ul style="list-style-type: none">• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind• gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame	<ul style="list-style-type: none">• Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.• Using dates to work out the interval between periods of time and the duration of historical events or periods.• Sequencing eight to ten artefacts, historical pictures or events.• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.• Placing the time studied on a timeline.• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.• Noticing connections over a period of time.• Making a simple individual timeline.• Identifying reasons for change and reasons for continuities.• 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 consequences of events and the actions of people.• Identifying reasons for historical events, situations and changes.• Identifying similarities and differences between periods of history.



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historically-valid questions and create their own structured accounts, including written narratives and analyses

- Explaining similarities and differences between daily lives of people in the past and today.
- Recalling some important people and events.
- Identifying who is important in historical sources and accounts.
- 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 sources which are influenced by the personal beliefs of the author.
- Identifying and giving reasons for different ways in which the past is represented.
- Identifying the differences between different sources and giving reasons for the ways in which the past is represented.
- Evaluating the usefulness of different sources.
- Understanding how historical enquiry questions are structured.
- Creating historically-valid questions across a range of time periods, cultures and groups of people.
- Asking questions about the main features of everyday life in periods studied, e.g. how did people live.
- Creating questions for different types of historical enquiry.
- Asking questions about the bias of historical evidence.
- Using a range of sources to construct knowledge of the past.
- Defining the terms 'source' and 'evidence'.
- Extracting the appropriate information from a historical source.
- Selecting and recording relevant information from a range of sources to answer a question.
- Identifying primary and secondary sources.



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		<ul style="list-style-type: none"> • Identifying the bias of a source. • Comparing and contrasting different historical sources. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question “How do we know?” • Recognising similarities and differences between past events and today. • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings. • Creating a structured response or narrative to answer a historical enquiry. • Describing past events orally or in writing, recognising similarities and differences with today.
Art Knowledge	<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. • To improve their mastery of art and design techniques, 	<ul style="list-style-type: none"> • To know how to use basic shapes to form more complex shapes and patterns. • To know that symmetry can be used to create repeating patterns. • To know that patterns can be irregular and change in ways you wouldn't expect.
Craft and Design – Fabric of Nature		
Art Skills		<ul style="list-style-type: none"> • Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. • Learning new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome.



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	<p>including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> To know about great artists, architects and designers in history. 	<ul style="list-style-type: none"> Designing and making art for different purposes and beginning to consider how this works in creative industries. Using subject vocabulary confidently to describe and compare creative works. Using their own experiences of techniques and making processes to explain how art works may have been made. Building a more complex vocabulary when discussing their own and others' art. Evaluating their work more regularly and independently during the planning and making process.
RHE/PHSE/SMSC (Relationships and Health Education)	<p>RHE Module 2 Created to Love Others Keeping Safe: Rights and responsibilities –New content TBC</p> <p>Module 3 Created to Live in Community Religious Understanding</p> <ul style="list-style-type: none"> That God is love: Father, Son and Holy Spirit. That being made in His image means being called to be loved and to love others. The human family reflects the Holy Trinity in charity and generosity. The Church family comprises of home, school and parish (which is part of the diocese). <p>British Values lessons.</p>	



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Mental Health and Wellbeing Safeguarding Curriculum Links	Safe Guarding links; Harmful substances: Drugs, alcohol and tobacco
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