



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum Year 4 Summer 2 Main Themes: Volcanoes and Classification of Plants and Animals	
End Points	<p>During this half term in English the children will have completed Fiction and Non-fiction units of work. They will have come to the end of the persuasive letter writing based on 'The Kapok Tree' and written their own letter to persuade people to stop deforestation. They will have explored the text "Lost Happy Endings" and will have used this to produce their own narrative piece with a focus on characters and setting descriptions. In Reading they will have read books from their reading fluency group and completed comprehension for both fiction and non-fiction with the focus of word meaning, retrieval, sequencing, inference and prediction. In RE, the children will have studied the topic 'Dialogue and Encounter'. In this topic the children will have learned about Saul's conversion to Christianity and how he delivered the "Good News", as well as the suffering and difficulty he faced in being a follower of Jesus. The children will have learned about the Catholic Church now being spread around the world and would have linked this to the Faith of Islam. That it is acceptable for different people to have different faiths. A special focus having been the five pillars of Islam and the month of Ramadan. This half term in Science, the children will be learning about 'All Living Things', as part of this, the children will be able to recognise that living things can be grouped in a variety of ways and explore and use classification keys to name a variety of living things in their local and wider environment. In Design and Technology, the children will have completed the structures unit called 'Pavilions'. They will have learned about what a frame is and designed their own pavilion by selecting and using a range of tools and materials to build a strong structure.</p> <p>In French this term, the children continue with the topic Quel temps-fait il? (What's the weather like?). The children will learn how to present a weather report. The focus will be on learning weather phrases and looking at the geography of France as part of this unit.</p> <p>In our Computing sessions, the children will have used digital animation to create an animated story. They will have animated a character and then added a background to the cartoon. During the</p>



St Mary's

Catholic Primary School and Nursery

	<p>children's computing sessions, they will also have had designated time to practice their times tables using TTRS.</p> <p>In Music we will be learning how to play the recorder, with the view to perform a concert for our parents.</p> <p>This term we will have completed our Geography unit called 'Why Do People Live Near Volcanoes?'. As part of this topic, the children will have learned how to use maps, atlases, globes, and digital/computer mapping to describe features. They will have looked at describing key aspects of volcanoes and learned about the positive and negative effects of living near to a volcano. They will have located where the world's volcanoes are on a map and identified the 'Ring of Fire'.</p> <p>In PE, the children will have completed a unit of work on 'Football'. They will have learned about when to turn during a game and about the different types of turns that can be used. They will have learned how to shoot using the correct technique. Finally, the children will have spent some PE lessons completing athletics ready for our summer Sport's Days.</p>	
Religious Education Dialogue and Encounter	<p>In this topic the children will learn about Saul's conversion to Christianity and the hardship and suffering he faced delivering the "Good News"</p> <p>The children will learn about;</p> <ul style="list-style-type: none"> • The conversion of Saul • Paul's mission • Paul's letters • The Catholic Church • The Five Pillars of Islam • The Holy Month of Ramadan 	
English	Talk 4 Writing genres: Narrative story ending – Lost Happy Endings	(Shared) Reading texts:



St Mary's

Catholic Primary School and Nursery

	<p>Recount – Jub's diary entry</p> <p>Narrative – Fantasy/fairy tale Text - The Lost Happy Endings by Carol Ann Duffy</p>	<p>Text: The Firework Maker's Daughter by Philip Pullman</p> <p>Genre: Adventure</p>
<p>English - Reading Comprehension Skills/Word Reading</p>	<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. 	
<p>English-Spoken Language Skills</p>	<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 	
<p>English - Handwriting Skills</p>	<ul style="list-style-type: none"> • To increase the legibility, consistency and quality of their handwriting 	



St Mary's

Catholic Primary School and Nursery

English - Writing Spelling Skills	<ul style="list-style-type: none"> • Adding the suffix –ous (No change to the root word) • Adding the suffix –ous (No definitive root word) • Adding the suffix –ous (Words ending in ‘y’ become ‘i’ and words ending in our become ‘or’) • Adverbials of frequency and possibility • Adverbials of manner 			
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. 			
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	Measures: Time Step 1 Years, months, weeks and days	Geometry: Shape Step 1 Understand angles as turns	Statistics Step 1 Interpret charts	Geometry: Position & Direction



St Mary's

Catholic Primary School and Nursery

Small steps	<p>Step 2 Hours, minutes and seconds</p> <p>Step 3 Convert between analogue and digital times</p> <p>Step 4 Convert to the 24-hour clock</p> <p>Step 5 Convert from the 24-hour clock</p>	<p>Step 2 Identify angles</p> <p>Step 3 Compare and order angles</p> <p>Step 4 Triangles</p> <p>Step 5 Quadrilaterals</p> <p>Step 6 Polygons</p> <p>Step 7 Lines of symmetry</p> <p>Step 8 Complete a symmetric figure</p>	<p>Step 2 Comparison, sum and difference</p> <p>Step 3 Interpret line graphs</p> <p>Step 4 Draw line graphs</p>	<p>Step 1 Describe position using coordinates</p> <p>Step 2 Plot coordinates</p> <p>Step 3 Draw 2-D shapes on a grid</p> <p>Step 4 Translate on a grid</p> <p>Step 5 Describe translation on a grid</p>
Science Knowledge Classification of Plants and Animals	<ul style="list-style-type: none"> To understand that living things can be identified and grouped their local and wider environment. To know that environment change can pose dangers to living things. Linked to current issues (Rainforests, bush fires -Australia) To understand, interpret and be able to construct a variety of food chains. 			
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 			



St Mary's

Catholic Primary School and Nursery

Computing Knowledge Purple Mash Unit Artificial Intellegence	<ul style="list-style-type: none">• To understand the basic concept of artificial intelligence.• To identify real-life examples of artificial intelligence.• To recognise the impact of artificial intelligence in daily life.• To understand the potential applications and impact of AI in the future. •• To encourage critical thinking and creativity when thinking about the future of AI.• To understand how artificial intelligence is being used to create music and art.
Computing Skills	<ul style="list-style-type: none">• To use artificial intelligence to create music and art• To explore how artificial intelligence can assist and benefit us in various aspects of daily life
PE Knowledge	Football <ul style="list-style-type: none">• When to turn during a game.• The different types of turns that can be used in a game including a Drag Back and Cruyff turn.• When to shoot and where to shoot from.• When to use a drag back during a game. The Drag Back; is a method of turning where we place our non-kicking foot at the side of the ball. Place our kicking foot on top of the ball, with our body slightly over the ball. We then roll the ball backwards with the sole of our the foot, then push the ball away and start dribbling using the kicking foot.• How to shoot using the correct technique. We place the inside of our non-kicking foot next to the ball. Lean over the ball and strike it with the laces our kicking foot.
PE Skills	Football <ul style="list-style-type: none">• Refine dribbling• Turning• Refine passing and receiving• Develop passing and dribbling creating space• Introduce shooting



St Mary's

Catholic Primary School and Nursery

Music Knowledge and Skills	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"> • Recognise a map of France and identify some of the main towns and cities in France. • Use sound spelling links to rhyme weather phrases with names of places in France e.g. Il fait beau à Bordeaux • Exchange information about what the weather is like in different places. • Listen and show understanding of a French weather report. • Plan and write a weather report. • Perform the weather report from memory. 	
French Skills KS2 only	<ul style="list-style-type: none"> • Talk about the weather using memorised language. • Recognise and apply the sounds of letter strings in familiar words and phrases and pronounce correctly. • Write phrases accurately. • Use connectives to extend sentences (et/mais - and/but). 	
	National Curriculum End of key Stage 2 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
Geography Knowledge	<u>Locational Knowledge:</u>	<ul style="list-style-type: none"> • To know the names of some countries and major cities in Europe and North and South America.



St Mary's

Catholic Primary School and Nursery

<u>Why do people live near volcanoes?</u>	<ul style="list-style-type: none">locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none">understand geographical similarities and	<ul style="list-style-type: none">To know the names of some of the world's most significant mountain ranges.To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.To know the main types of land use.To know some types of settlement.To know the negative effects of living near a volcano.To know the positive effects of living near a volcano.To know the negative effects an earthquake can have on a community.To know ways in which communities respond to earthquakesTo know the different types of mountains and volcanoes and how they are formed.To know that an earthquake is the intense shaking of the ground.To know the different types of settlement.To know that a natural resource is something that people can use which comes from the natural environmentTo recognise world maps as a flattened globeTo know how to use various simple sampling techniques.To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
---	---	--



St Mary's

Catholic Primary School and Nursery

<p>Geography Skills</p>	<p>differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><u>Human and Physical:</u></p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, 	<ul style="list-style-type: none"> Locating some countries in Europe and North and South America using maps. Locating key physical features in countries studied including significant environmental regions. Locating the world's most significant mountain ranges on a map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. Describing how and why humans have responded in different ways to their local environments. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Beginning to use maps at more than one scale. Finding countries and features of countries in an atlas using contents and index. Asking and answering one-step and two-step geographical questions.
--------------------------------	---	---



St Mary's

Catholic Primary School and Nursery

	<p>mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none">• describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none">• Observing, recording, and naming geographical features in their local environments.• Using simple sampling techniques appropriately.• Taking digital photos and labelling or captioning them.• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.• Finding answers to geographical questions through data collection.
--	--	--



St Mary's

Catholic Primary School and Nursery

	<p><u>Geographical Skills and Fieldwork:</u></p> <ul style="list-style-type: none">• 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	
--	--	--



St Mary's
Catholic Primary School and Nursery

	digital technologies.	
D & T Knowledge Structures Pavillions	<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 	<u>Technical</u> <ul style="list-style-type: none"> To understand what a frame structure is. To know that a 'free-standing' structure is one which can stand on its own. <u>Additional</u> <ul style="list-style-type: none"> To know that a pavilion is a decorative building or structure for leisure activities. To know that cladding can be applied to structures for different effects. To know that aesthetics are how a product looks. To know that a product's function means its purpose. To understand that the target audience means the person or group of people a product is designed for. To know that architects consider light, shadow and patterns when designing.
D & T Skills		<ul style="list-style-type: none"> Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. Building frame structures designed to support weight. Creating a range of different shaped frame structures. Making a variety of free standing frame structures of different shapes and sizes. Selecting appropriate materials to build a strong structure and cladding.



St Mary's

Catholic Primary School and Nursery

	<p>and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <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,	<ul style="list-style-type: none">• Reinforcing corners to strengthen a structure.• Creating a design in accordance with a plan.• Learning to create different textural effects with materials.• Evaluating structures made by the class.• Describing what characteristics of a design and construction made it the most effective.• Considering effective and ineffective designs.
--	---	--



St Mary's

Catholic Primary School and Nursery

	<p>textiles and ingredients, according to their characteristics.</p> <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.• Apply their understanding of how to strengthen, stiffen and reinforce more	
--	---	--



St Mary's
Catholic Primary School and Nursery

	complex structures.	
RHE/PHSE/SMS C (Relationships and Health Education)	Module 3 Created to Live in Community Living in the Wider World <ul style="list-style-type: none">• That God wants His Church to love and care for others. To devise practical ways of loving and caring for others.• New content Working Together Tbc• New content Money Matters TBC	
Mental Health and Wellbeing Safeguarding Curriculum Links	Safe Guarding links: Keeping safe assemblies Safety in school and outside school assemblies Transition	



St Mary's
Catholic Primary School and Nursery