



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 4 Autumn 1

Main Themes: How children's lives have changed

States of matter and Changes of State

End Points

In RE the children will have learned the story of Abraham and will be able to make links between God's covenant with Abraham and the faith of the people of the Old and New Testaments: Judaism and Christianity. In History, the children will have studied and have a clear idea of how children's lives have changed and they will be able to make inferences and deductions from primary and secondary sources. This will also be able to identify the ways that Tudor and Victorian children's lives differ from their own. Through their Science unit, 'States of Matter', the children will be able to compare and group materials together, according to whether they are solids, liquids or gases. They will know that some materials change state when they are heated or cooled and will be able to measure or research the temperature at which this happens in degrees Celsius (°C). They will also be able to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. In Art, the children will have created several pencil tones when shading, explored the effect of holding a pencil in different ways, and used charcoal. During computing, the children will have understood the process of coding, know and understand key coding vocabulary and used a computer program to produce a repeating pattern. In French the children will know how to count to 30 in French and be able to show understanding of the value of French currency; the Euro. In PE the children will have performed trickier shapes, balanced, travelled, and used rotation skills. They will have explored partner balances and linked these to create a sequence. By the end of the half-term, through their English lessons, the children will know the purpose and audience for both a narrative setting description and a non-fiction Newspaper report. They will successfully be able to write both a report and setting description, using a range of grammatical devices and have begun to effectively edit and improve their work. In Maths, by the end of this unit, the children will have recognised the place value of each digit in a four-digit numbers and have a clear understanding of them. The children will be able to round 4 digit numbers to the nearest 10, 100, 1000 and add and subtract them using formal written methods. In Music, the children will be able to perform a hand jive and rock n roll performance whilst also being able to understand the origins of rock n roll music. In French the children will be able to recall and communicate personal information (greetings, name, age, feelings), recall classroom instructions from Year 3 (sit down,



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	<p>stand up, silence, listen, look) and learn more complex classroom instructions. They will also learn to count to 30 in French. During RHE the children will have explored the individual. During PSHE the children will have understood when it is necessary to seek help from others and who they can ask for that help. They learn how to explain how others are feeling and describe how they can support them and understand how actions impact on others and how they can address problems caused. The children will be able to recognise what is fair and unfair, kind and unkind and right and wrong and describe how they are important to others and how they can care for others. For our wellbeing ,the children will learn that their brain is an organ and that it has many functions. They learn that the brain controls most of what we do and that it is an amazing thing.</p>	
Religious Education Creation and Covenant	<p>To understand the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called.</p> <p>To Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'.</p> <p>To understand the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now.</p> <p>To know that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.</p> <p>To show some understanding of. how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God.</p> <p>To make links between prayers that show trust in God and the virtues of faith, hope, and love</p>	
English	<p>Ready Steady Write objectives:</p> <p>Vehicle Text: 'The Whale'</p> <ol style="list-style-type: none"> Narrative: Setting Narrative Purpose: To narrate Recount: Newspaper report Purpose: To recount 	<p>Class Read for pleasure Text: The Whale</p> <p>Little Wandle Fluency (twice per week)</p> <p>Complete Comprehension Texts (once per week):</p> <p>Roman Britain, The Time Travelling Cat and the Roman Eagle, Volcanoes in</p>



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	Key words: determiner, pronoun, possessive pronoun, adverbial	Action, Tsunamis on the Move, Russian Doll, The Little Daughter of Snow
English - Reading Comprehension Skills/Word Reading	<p><u>Through all units children will be taught to:</u></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><u>Word Reading (Little Wandle Fluency)</u></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 <u>English appendix 1</u> , 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 <p><u>Skills Focus</u></p> <ul style="list-style-type: none">• To identify the main ideas drawn from more than one paragraph in the text Roman Britain and to summarise these• To understand the text The Time Travelling Cat by retrieving information.• To retrieve and record information from the non-fiction text Volcanoes in Action• To understand and explain the meaning of words in context in Tsunamis on the Move• To discuss words and phrases that capture the reader's interest and understand them in the context of the poem Russian Doll.• To draw inferences from the characters in The Little Daughter of the Snow and justify with evidence. <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>	



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English - Handwriting Skills	<ul style="list-style-type: none"> To use a neat, joined handwriting style with increasing accuracy and speed. To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
English - Writing Spelling Skills	<ul style="list-style-type: none"> Reinforce Year 3: Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable consonant not doubled e.g. garden becomes – gardening / gardener Reinforce Year 3: Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes – beginner / beginning Reinforce Year 3: Suffix -ly starts with a consonant letter added straight onto most root words Reinforce Year 3: Exception 1: Suffix -ly root word ending in -y with a consonant letter before it. The y is changed to an i (only if root word has one than one syllable) Reinforce Year 3: Exception 2: Suffix -ly -le root word ending with -le (-le is changed to -ly) Reinforce Year 3: Exception 3: Suffix -ly root word ends with -ic, -ally is added rather than just -ly Reinforce Year 3: Exception 4: Suffix -ly other examples truly, duly, wholly Reinforce Year 3: Words with the /s/ sound spelt sc Reinforce Year 3: Words with the /sh/ sound spelt ch Reinforce Year 3: Words with the /k/ sound spelt ch Reinforce Year 3: Words with the /ai/ sound spelt ei, eigh or ey <p>Statutory word list: accident(ally), actual(ly), occasion(ally), therefore, believe, question, calendar, circle, build, suppose, various</p>
Writing Outcome and Purpose	<p>Vehicle Text: The Whale</p> <p>Narrative: Setting Narrative</p> <p>Purpose: To narrate</p> <p>Recount: Newspaper Report</p> <p>Purpose: To recount</p>
Grammar: Word	<p>Build on previous units & focus on:</p> <ul style="list-style-type: none"> Develop understanding of standard English forms for verb inflections (we were instead of we was).



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	Pupil Terminology: determiner, pronoun, possessive pronoun, adverbial	
Grammar: Sentence	Build on previous units & focus on: <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials. 	
Grammar: Text	Build on previous units & focus on: <ul style="list-style-type: none"> Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3) 	
Grammar: Punctuation	Build on previous units & focus on: <ul style="list-style-type: none"> Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials 	
Mathematics Skills Small steps	Number: Place Value Step 1 Represent numbers to 1,000 Step 2 Partition numbers to 1,000 Step 3 Number line to 1,000 Step 4 Thousands Step 5 Represent numbers to 10,000 Step 6 Partition numbers to 10,000 Step 7 Flexible partitioning of numbers to 10,000 Step 8 Find 1, 10, 100, 1,000 more or less Step 9 Number line to 10,000 Step 10 Estimate on a number line to 10,000 Step 11 Compare numbers to 10,000 Step 12 Order numbers to 10,000 Step 13 Roman numerals Step 14 Round to the nearest 10 Step 15 Round to the nearest 100	Number: Addition & Subtraction – Part 1 Step 1 Add and subtract 1s, 10s, 100s and 1,000s Step 2 Add up to two 4-digit numbers – no exchange Step 3 Add two 4-digit numbers – one exchange Step 4 Add two 4-digit numbers – more than one exchange Step 5 Subtract two 4-digit numbers – no exchange



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	<p>Step 16 Round to the nearest 1,000</p> <p>Step 17 Round to the nearest 10, 100 or 1,000</p>	
Science Knowledge States of matter and Changes of State	<ul style="list-style-type: none"> To compare and group materials together, according to whether they are solids, liquids or gases. To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	
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 - Coding	<ul style="list-style-type: none"> To understand the process of coding. To know and understand key coding vocabulary. Use a computer program to produce a repeating pattern 	
Computing Skills	<ul style="list-style-type: none"> To use selection in coding with the 'if/else' command. To understand and use variables in 2code. To use flowcharts for design of algorithms including selection. To use the 'repeat until' with variables to determine the repeat. To use computational thinking terms decomposition and abstraction. Use a computer program to produce a repeating pattern 	



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PE Knowledge	Real Gym Unit 1 Balance <ul style="list-style-type: none">• To keep head up and still.• To keep tummy tight and back straight.• To focus eyes on a fixed point to help balance.• Points – To use small bases of support (knees, hands, elbows, feet).• Patches – To use large bases of support (bottom, stomach, side, legs).• To keep whole body tight and extended.• To ensure all partners involved and contributing to the balance.• When supporting on the back, ensure stomach is engaged and back flat. Rotation <ul style="list-style-type: none">• Side Roll – To use straddle shape, start and finish in wolf split, tuck shoulder under to roll across back.• Scrabble Roll – To step forwards, rotate on the vertical axis, go down on one knee, roll onto one hip and then the other (across bottom) using hands for support. To exit, cross legs, and stand up onto one leg.• Chaîné Turn/One Impulse – To step forward on to tiptoes with feet together, simultaneously swinging arms up to enable rotation in one motion.• Push Turn/Pivot - To stand on one leg and push off with the other to initiate rotation.• Knee Turn – To start on one knee, swing arms up from the side, put both knees down together to spin (either 180° or 360°), then finish on the other knee.• Spin on Stomach – Lying, use hands to start rotation and lift legs and arms.• To use spotting to aid balance.• To tighten muscles to enable controlled movements.• To hold apparatus away from body to allow free movement.
PE Skills	Real Gym - Unit 1 Balance <ul style="list-style-type: none">• Perform trickier shape, balance, travel, flight, rotation skills.



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	<ul style="list-style-type: none"> • Explore partner balances and begin to link these to create a sequence- supported plank, supported partner balance, linked 1 leg, supported front support, supported bunk beds, supported 2 feet mini- front support, counter balance 2 feet, supported H balance. • Develop sequences using a variety of partner balances, transitions and low apparatus. • Consolidate and perform sequences using a variety of partner balances and transitions, incorporating low apparatus. <p>Rotation</p> <ul style="list-style-type: none"> • Explore rotations (rolls and spins) and begin to link these to create a sequence- egg roll, rock and roll bottom, Chaine/ one impulse, pivot, side roll to wolf spin, scrabble roll, ribbon snakes, circle role above head, hold hoop between hands and feet, bounce ball knee turn. • Develop sequences using a variety of rotations, levels, directions and speeds, incorporating hand apparatus. • Consolidate and perform sequences using a variety of rotations, levels, directions and speeds, incorporating hand apparatus. <p>Swimming</p> <ul style="list-style-type: none"> • To begin to swim competently, confidently and proficiently over a distance of at least 25 metres • To begin to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • To begin to perform safe self-rescue in different water-based situations
<p>Music Knowledge and Skills</p> <p>Unit: Rock n Roll</p>	<p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. • To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. • To know that playing in time means all performers playing together at the same speed. • To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. <p>Key skills:</p> <ul style="list-style-type: none"> • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.



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	<ul style="list-style-type: none"> Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Explaining their preferences for a piece of music using musical vocabulary. 	
French Knowledge KS2 only	<ul style="list-style-type: none"> To be able to recall and communicate personal information (greetings, name, age, feelings). Recall classroom instructions from Year 3 (sit down, stand up, silence, listen, look). Learn more complex classroom instructions (put your things away, work in pairs, write, draw). Practise sound-spelling links (oi, in, ch, l) To know numbers up to 30- to begin to write some from memory. Learn and recognise the currency used in France. Learn the values of Euro notes and coins. 	
French Skills KS2 only	<ul style="list-style-type: none"> Take part in brief prepared tasks of at least two or three exchanges. Understand instructions, everyday classroom language and praise words. Use sounds to help identify written words. Recognise and respond to sound patterns and words. Respond to topic related questions with a simple answer. Use generally accurate pronunciation when reading aloud or using familiar words or phrases. 	
	National Curriculum End of key Stage 2	Progression Statements Taken from Schemes of Work e.g. Kapow



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| | <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Pupils should be able to:</p> <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, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world• 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 | |
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	historically-valid questions and create their own structured accounts, including written narratives and analyses	
How have children's lives changed?		
Key Concepts: Civilisation (social and cultural)		
History Knowledge		<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 '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 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.



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History Skills		Key Skills: <ul style="list-style-type: none">• 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.• 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.• Make a simple individual timeline.• Comparing different periods of history and identifying changes and continuity• Identifying the consequences of events and the actions of people.• Identifying reasons for historical events, situations and changes.• Explaining similarities and differences between daily lives of people in the past and today.• Recalling some important people and events.• Using a range of sources to find out about a period.• Evaluating the usefulness of different sources.• Creating historically-valid questions across a range of time periods, cultures and groups of people.• Defining the terms 'source' and 'evidence'.• Identifying primary and secondary sources.• Identifying the bias of a source.• Recognising similarities and differences between past events and today.
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		<ul style="list-style-type: none"> Constructing answers using evidence to substantiate findings.
Art Knowledge Drawing – Power Prints	<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, 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"> To know how to use basic shapes to form more complex shapes and patterns. To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. To know that tone can be used to create contrast in an artwork.
Art Skills		<ul style="list-style-type: none"> Generating ideas from a range of stimuli, using research and evaluation of techniques to develop ideas and planning more purposefully for an outcome. Using sketchbooks purposefully to improve understanding, developing ideas and planning for an outcome. Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Using growing knowledge of different drawing materials, combining media for effect. Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. Using subject vocabulary confidently to describe and compare creative works.



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		<ul style="list-style-type: none"> • Using their own experiences of techniques and making processes to explain how art works may have been made. • Build 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 1 Created and Loved by God</p> <p>Religious Understanding</p> <ul style="list-style-type: none"> • We are created individually by God who is Love, designed in His own image and likeness <p>God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation). Every human life is precious from the beginning of life (conception) to natural death. Personal and communal prayer and worship are necessary ways of growing in our relationship with God.</p> <ul style="list-style-type: none"> • In Baptism God makes us His adopted children and 'receivers' of His love <p>By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). It is important to make a nightly examination of conscience. Receiving the Sacraments helps them to develop healthy relationships with others.</p> <p>Me, My Body, My Health</p> <ul style="list-style-type: none"> • Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community. Self-confidence arises from being loved by God (not status, etc) • About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do. Learn what the term 'puberty' means. • Learn when they can expect puberty to take place. Understand that puberty is part of God's plan for our bodies. 	



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Mental Health and Wellbeing Safeguarding Curriculum Links	World Mental Health Day Black History <ul style="list-style-type: none">• Explaining to children what “Black history” means and what Black History Month is.• Reading up on diversity.• Watching history together.• Inviting children to listen to inspiring Black musical artists.• Teaching them about Black icons.
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