



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum
Year 4 Autumn 2
Main Themes: Rainforests and Electricity

End Points

At the end of this half term the children will have learned What a prophet is and will have looked closely at John the Baptist, Elijah and Isaiah as examples and how they are portrayed in the Bible. By the end of the unit of English, the children will have read and be familiar with the vehicle text 'Leaf' by Sandra Dieckman. They will have a clear understanding of the purpose of both outsider narratives and an information report and be able to write one for a set purpose. In maths, the children will be able to subtract 4-digit numbers using the formal written method. They will have an understanding of roman numerals and how they shape the number system. The children will have an understanding of how to find the area of a shape and how they can use this in their every day lives. They will have a secure understanding of what a multiple is and can confidently recall the multiples of 3, 6, 9, 7 11 and their division facts. They will have used place value, known facts to multiply and divide mentally, including three-digit numbers. 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. Through their computing unit, the children will have built upon their online safety knowledge. They will have a clear understanding of the dangers online, how to identify them and what to do should they come across anything that they perceive as an online safety issue.

During PE the children will have developed their gymnastics and swimming skills. During Music the children will have sung a stepping melody accurately and with clear articulation and diction. During French the children will have joined in with a counting song, read, written and said the names of some pocket money toys and be able to express likes and dislikes. In Geography the children will have looked at and understand what life is like in the rainforest and can identify geographical features linked to that. In RHE the topic is 'Created to Love Others.' The children will have explored the individual's relationship with others, built on the understanding that we have been created out of love and for love for our wellbeing the children will have learned to 'Appreciate.' The children will have explored what happens to our brains when we receive gratitude whilst continuing to build a deeper understanding of their faith.

Religious Education

The children will:

- Know what a prophet is, drawing on Elijah and John the Baptist as examples



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Prophecy and Promise	<ul style="list-style-type: none"> • Know that it is not always easy to trust in God • Understand the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant. • Compare the description of John the Baptist in Mark and Matthew's accounts. • Describe the beliefs about John the Baptist that the gospel writers show. • Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent. • Know that the feast of Christ the King marks the end of the Church's year and describe what is. • Makes links with the ancestry of Jesus and the Jesse tree. 	
English	<p>Ready Steady Write objectives: Vehicle Text: 'Leaf'</p> <p>1. Narrative: Outsider Narrative Purpose: To narrate</p> <p>2. Recount: Information Report Purpose: To inform</p> <p>Key words: determiner, pronoun, possessive pronoun, adverbial</p>	<p>Class Read for pleasure Text:</p> <p>Little Wandle Fluency (twice per week) Complete Comprehension (once per week) texts: The History Behind Christmas Traditions, The Moomins and the Great Flood, For Forest, The Borrowers, Max and the Millions, My Secret War Diary</p> <p>Progress check text: A Christmas Tree</p>
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/textbooks • Read books that are structured in different ways • Increase their familiarity with a wide range of books and retell them orally 	



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	<ul style="list-style-type: none"> 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 English appendix 1 , 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 understand the text The History Behind Christmas Traditions by retrieving information. To identify the themes and conventions throughout The Moomins and the Great Flood text. To draw inferences from characters and setting in The Forest text. To understand the text The Borrowers by retrieving information. To predict what might happen from details stated and implied from Max and the Millions text. To draw inferences from characters and events in My Secret War Diary. <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>
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"> Embed Year 3: Words with endings that sound like /zh/ + /ə/ + /n/ Introduce: Adding the suffix -ation to verbs to form nouns e.g. information, adoration Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt tion where the root word ends in t or te e.g. invention Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -sion where the root word ends in in d or se e.g. expansion Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -ssion where the root word ends in ss or mit e.g. discussion Introduce: Endings that sound like /zh/ + /ə/ + /n/ spelt -cian where the root word ends in c or sc e.g. musician



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	<ul style="list-style-type: none"> • Introduce: Silent letters b Embed Year 3: Possessive apostrophe -s (with plural words) • Introduce: Additional new homophones/ near homophones 		
Grammar: Word	Build on previous year & focus on: <ul style="list-style-type: none"> • Grammatical difference between plural and possessive -s • Develop understanding of standard English forms for verb inflections (we were instead of we was) 		
Grammar: Sentence	Build on previous year & focus on: <ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] (Recap from Y3) • Fronted adverbials 		
Grammar: Text	Build on previous year & focus on: <ul style="list-style-type: none"> • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 		
Grammar: Punctuation	Build on previous year & focus on: <ul style="list-style-type: none"> • Apostrophes for possession (plural nouns) • Use commas after fronted adverbials 		
Mathematics Skills Small steps	Number: Addition & Subtraction – Part 2 Step 6 Subtract two 4-digit numbers – one exchange Step 7 Subtract two 4-digit numbers – more than one exchange Step 8 Efficient subtraction Step 9 Estimate answers Step 10 Checking strategies	Measures: Area Step 1 What is area? Step 2 Count squares Step 3 Make shapes Step 4 Compare areas	Number: Multiplication & Division A Step 1 Multiples of 3 Step 2 Multiply and divide by 6 Step 3 6 times-table and division facts Step 4 Multiply and divide by 9 Step 5 9 times-table and division facts Step 6 The 3, 6 and 9 times-tables Step 7 Multiply and divide by 7 Step 8 7 times-table and division facts Step 9 11 times-table and division facts Step 10 12 times-table and division facts



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			<p>Step 11 Multiply by 1 and 0</p> <p>Step 12 Divide a number by 1 and itself</p> <p>Step 13 Multiply three numbers</p>
Science Knowledge Electricity - circuits	<ul style="list-style-type: none"> To identify common appliances that run on electricity To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To identify whether or not a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery To recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors 		
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 Online Safety	<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. 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. 		



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	<ul style="list-style-type: none">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	<p>Real Gym Unit 1</p> <p>Flight sequences (with ropes)</p> <ul style="list-style-type: none">Decide beforehand which jump or leap to perform.Squeeze body muscles during flight to make clear shape.Land through balls of feet with soft knees to absorb impact.Hold apparatus away from body to allow for fluent movement. <p>Travel Group sequences (Low/large apparatus)</p> <ul style="list-style-type: none">Maintain good body tension and extension.Concentrate on the coordination of body parts.Change speeds to develop fluency.Keep at least one body part in contact with apparatus.
PE Skills	<p>Real Gym Unit 1</p> <p>Flight sequences (with ropes)</p> <ul style="list-style-type: none">Develop and apply different types of jumps and leaps and begin to link these to create a sequence- jete, cat leap, hop, straight jump, scissor, stag, W jump, cabroile forwards, cabroile sideways, arch jump.Develop and apply different types of jumps and leaps and begin to link these to create a sequence, incorporating hand apparatus- straight jump (large bounce), hop, cat leap (roll apparatus), jete (through rope), through hoop (tuck jump).



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	<p>Travel Group sequences (Low/large apparatus)</p> <ul style="list-style-type: none"> • Develop and apply different balances and begin to link these to create a group sequence- tuck jump, star jump, gallop, cat leap, low bunny hop, crab walk, roll, bear walk. • Develop and apply different balances and begin to link these to create a sequence, incorporating low apparatus- under, over, on top • Develop and apply different balances and begin to link these to create a sequence, incorporating large apparatus- under, climb, along, on and off. <p>Swimming</p> <ul style="list-style-type: none"> • 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
<p>Music Knowledge and Skills</p> <p>Unit: Body and Tuned Percussion (Rainforests)</p>	<p>Skills:</p> <ul style="list-style-type: none"> • To identify structure and texture in music • To use body percussion • To create musical rhythms to make body percussion • To create simple tunes • To build and improve a composition <p>Knowledge:</p> <ul style="list-style-type: none"> • To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. • To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture' • To know that a 'loop' in music is a repeated melody or rhythm. • To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.



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French Knowledge KS2 only	<ul style="list-style-type: none"> • To learn and join in with a counting song. • To read, write and say the names of some pocket money toys. • To revise the use of un/une and des with indefinite nouns. • Learn what toys are popular in France. • To know and express opinions about pocket money toys. • Produce and perform a role-play in a toy shop. 	
French Skills KS2 only	<ul style="list-style-type: none"> • Understand short texts and dialogues, made up of familiar language. • Read aloud familiar sentences. • Use a bi-lingual dictionary or glossary to look up new words. • Listen and respond to songs. • Use short phrases to express personal likes and dislikes. • Take part in brief prepared tasks of at least two or three exchanges. • Write words and short phrases from memory with comprehensible spelling. 	
Geography	National Curriculum End of key Stage 1/2 Pupils should be able to:	
<u>Why are rainforests important to us?</u>	<u>Locational Knowledge:</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 • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <u>Human and Physical:</u>	



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- 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 sketch maps, plans and graphs, and digital technology

		Geography Knowledge
Geography Skills	<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 some key human features in countries studied.• Locating some of the world's most significant rivers and identifying any patterns.• Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.• Identifying how topographical features studied have changed over time using examples.	<ul style="list-style-type: none">• To know where North and South America are on a world map.• To know the names of some countries and major cities in Europe and North and South America.• To know the names of some of the world's most significant rivers.• To know that climate zones are areas of the world with similar climates.• 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 name of some counties in the UK (local to your school).



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	<ul style="list-style-type: none"> • Describing how a locality has changed over time, giving examples of both physical and human features. • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing climates and their impact on trade, land use and settlement. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Mapping and labelling the six biomes on a world map. • Understanding some of the causes of climate change. • Describing and explaining how physical features such as rivers, mountains, volcanoes and 	<ul style="list-style-type: none"> • 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 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 that the water cycle is the processes and stores which move water around our Earth and to be able to name these. • To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know the world's different climate zones. • To know that climates can influence the foods able to grow. • To know the main types of land use. • To know that a natural resource is something that people can use which comes from the natural environment. • To know the threats to the rainforest both on a local and global scale.
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earthquakes have had an impact upon the surrounding landscape and communities.

- Describing how humans use water in a variety of ways.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Describing how humans can impact the environment both positively and negatively, using examples.
- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.
- Finding countries and features of countries in an atlas using contents and index.
- Making and using a simple route on a map.
- Beginning to choose the best approach to answer an enquiry question.
- Mapping land use in a small local area using maps and plans.
- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.
- Asking and answering one-step and two-step geographical questions.

- To recognise world maps as a flattened globe.
- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
- To know that an OS map shows human and physical features as symbols.
- To know an enquiry-based question has an open-ended answer found by research.
- To know what a questionnaire and an interview are.
- To know that quantitative data involves numerical facts and figures and is often objective.
- 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.
- To know that qualitative data involves opinions, thoughts and feelings and is often subjective.
- To know what a bar chart, pictogram and table are and when to use which one best to represent data.



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	<ul style="list-style-type: none">• Observing, recording, and naming geographical features in their local environments.• Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.• Collecting quantitative data in charts and graphs.• Using a questionnaire/interview to collect quantitative fieldwork data.• Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.• Suggesting different ways that a locality could be changed and improved.• Finding answers to geographical questions through data collection.	
D & T Knowledge Electrical Systems - torches	<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 individuals or groups.• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams,	<ul style="list-style-type: none">• <u>Technical</u> To understand that electrical conductors are materials which electricity can pass through.• To understand that electrical insulators are materials which electricity cannot pass through.• To know that a battery contains stored electricity that can be used to power products.



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	<p>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, textiles and ingredients, according to their characteristics.• 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.• Understand how key events and individuals in design and technology have helped shape the world.• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	<ul style="list-style-type: none">• To know that an electrical circuit must be complete for electricity to flow.• To know that a switch can be used to complete and break an electrical circuit. <p><u>Additional</u></p> <ul style="list-style-type: none">• To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens.• To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.
D & T Skills		<ul style="list-style-type: none">• Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.• Making a torch with a working electrical circuit and switch.• Using appropriate equipment to cut and attach materials.• Assembling a torch according to the design and success criteria.• Evaluating electrical products.• Testing and evaluating the success of a final product



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RHE/PHSE/SMSC (Relationships and Health Education)	Module 1 Created and loved by God Me, My Body, My Health <ul style="list-style-type: none">• Learn correct naming of genitalia. Learn what changes will happen to boys during puberty. Learn what changes will happen to girls during puberty.	
Mental Health and Wellbeing Safeguarding Curriculum Links	Emotional Well-Being <ul style="list-style-type: none">• That emotions change as they grow up (including hormonal effects – Version 2 only) About the range and intensity of their feelings and that ‘feelings’ are not good guides for action. That feelings are neither good or bad, but information about what we are experiencing helps us consider how to act. What ‘emotional well-being’ means and that positive actions and talking to trusted people enhance emotional well-being. <ul style="list-style-type: none">• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. That God made us and loves us as we are.• Some behaviour is wrong, unacceptable, unhealthy, and/or risky. Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media.	



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	<p>Life Cycles</p> <ul style="list-style-type: none">• Understand what 'death' means <p>Learn about some feelings often connected with grief. Know what the Christian faith says about death and eternal life. Explore some ways to support themselves and others when they are grieving.</p> <p>Big Changes, Little Changes –New content TBC</p> <ul style="list-style-type: none">• Remembrance• Anti Bullying <p>Safeguarding links; Anti- Bullying- Assemblies Changing bodies- puberty Online safety (computing unit)</p>	



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