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St Mary's Catholic Primary School Curriculum Year 4 Spring 2 Main Themes: Where does our food come from? Digestions and Food Chains Cultural Capital/Enrichment: Residential (PGL)	
End Points	By the end of this half term, the children will have learned about the food that is eaten by both humans and animals, how different types of teeth are used in the consumption of food, how food is digested and how to look after our teeth in Science. In English, they will have completed two writing outcomes based on the vehicle text The Lost Happy Endings by Carol Ann Duffy. Their first piece will be a twisted narrative, and their second piece of writing will be a persuasive letter. They will build on the grammatical skills of expanded noun phrases and cohesive devices, as well as embedding their use of speech punctuation and possessive apostrophes. They will also write a non-fiction text based on the Lindisfarne raids throughout the Viking era. Our work in French is called – "birthdays" – Bon Anniversaire! By the end of this term, the children will learn how to pronounce numbers and months, how to ask and answer questions about birthdays and how to use this in French writing. In computing lessons, the children will learn about writing for different audiences focusing on email and other methods of communication. During the children's computing sessions, they will also have designated time to practice their times tables using TTRS ready for the end of Y4 statutory times table test. For art, the children will use their study of Romero Britto's work with a focus on colour shape and line. In music, the children will learn how to combine different versions of a musical motif and perform as a group using musical notation. In RHE the children will develop a greater awareness of bullying, including cyber-bullying. They will learn that bullying is wrong and how to respond to it. They will learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.
Religious Education **Desert to Garden**	The children will: • Retell, the parable of the prodigal son, and make simple connections with Christian beliefs about God's mercy and forgiveness. • They will make simple connections with the Judgement of Nations parable and the Christian belief that helping others is part of loving God. • As we move into Lent Pupils will sequence the events of Holy Week including the story of St Peter.

	• They will use specialist vocabulary to name and describe the corporal works of mercy, making links with the Judgements of the Nations parable and being a Christian, choosing to live out the 'Works of Mercy.	
English	**Literacy Counts Outcomes:** **Vehicle Text:** Lost Happy Endings **Fiction** – Twisted Narrative **Purpose:** To Narrate **Non-fiction** – Persuasive Letter **Purpose:** To Persuade	**Complete Comprehension:** **My Secret War – Flossie Albright** **The Amazing Story of Adolphus Tips – Michael Morpurgo** **The Secret World of Polly Flint – Helen Cresswell** **Heatwave Raises Lost Atlantis Village from Its Watery Grave – Daily Mail** **Threats to African Elephants – World Wide Fund for Nature**
English - Reading Comprehension Skills/Word Reading	**<u>Through all units children will be taught to:</u>** • 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 discussions Skills Focus: • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • retrieve and record information from non-fiction	
English – Spelling Skills	• Introduce: Adding the prefix sub- inter-, super-, anti-, auto • Introduce: The /u/ sound spelt ou • Introduce: Additional new homophones/ near homophones • Introduce: Silent letters d	

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English - Handwriting Skills	• To increase the legibility, consistency and quality of their handwriting	
English- Grammar - Word	Build on previous units & focus on: • Grammatical difference between plural and possessive -s • Develop understanding of standard English forms for verb inflections (we were instead of we was)	
English Grammar – Sentence	Build on previous units & focus on: • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Fronted adverbials •	
English - Grammar – Text	Build on previous units & focus on: • use adverbials and conjunctions for cohesion	
English - Grammar – Punctuation	Build on previous units & focus on: • Inverted commas and other punctuation to indicate direct speech • Apostrophes for possession (plural nouns) • Use commas after fronted adverbial	
Mathematics Skills **Small steps**	**Number: Fractions – Part 1** Step 1 Count beyond 1 Step 2 Partition a mixed number Step 3 Number lines with mixed numbers Step 4 Compare and order mixed numbers Step 5 Convert mixed numbers to improper fractions	**Number: Fractions – Part 2** Step 1 Add and subtract two or more fractions Step 2 Add fractions and mixed numbers Step 3 Subtract from mixed numbers Step 4 Subtract from whole amounts Step 5 Problem solving – add and subtract fractions (1)

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	Step 6 Convert improper fractions to mixed numbers Step 7 Equivalent fractions Step 8 Equivalent fraction families Step 9 Simplify fractions	Step 6 Problem solving – add and subtract fractions (2) Step 7 Fractions of an amount Step 8 Problem solving - fraction of an amount
Science Knowledge Digestions and Food chains in Animals including Humans	• Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey	
Working Scientifically Skills	• Making systematic and careful observations [and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers] • Recording findings using simple scientific language, [drawings,] labelled diagrams, keys, [bar charts, and tables]. • Reporting on findings from enquiries, including oral and written explanations, [displays] or presentations of results and conclusions. • Identifying differences, similarities [or changes] related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings.	
Computing Knowledge **Purple Mash Unit** Animation	To decide what makes a good, animated film or cartoon and discuss favourite animations. To learn how animations are created by hand. To find out how animations can be created in a similar way using technology. To know what 'stop motion' animation is.	
Computing Skills	To learn about onion skinning in animation. To add backgrounds and sounds to animations.	

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PE Knowledge	**Cricket** • How to bowl underarm, varying the speed at which we bowl depending on who is batting. • Why we need to return the ball to the bowler or wicketkeeper quickly and accurately to prevent the batters from scoring runs. • How to outwit the fielding team when batting by varying the speed and direction we strike the ball. • How and when to use different ways of retrieving and returning the ball to prevent the batters from scoring runs.
PE Skills	**Cricket** • Develop an understanding of batting and fielding • Introduce bowling underarm • Develop stopping and returning the ball • Develop retrieving and returning the ball • Striking the ball at different angels and speeds **Swimming** • 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.
Music Knowledge and Skills **Unit:**	
French Knowledge KS2 only	• To learn the days of the week. • To say the date and copy in French. • To say and write when their birthday is. • To ask others when their birthday is, conduct a class survey.

	• To read, follow and understand a story (L'année de Berthe – Berthe's year). • To learn some information about festivals and cultural celebrations in France (Easter, Christmas, Bastille Day).	
French Skills KS2 only	• Recognise a familiar question and respond with a rehearsed response. • Ask and answer a simple and familiar question with a response. • Adapt intonation to ask questions. • Read and show understanding of phrases and sentences containing familiar words. • Replace familiar vocabulary in short phrases written from memory to create new short phrases.	
	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>Where does our food come from?</u>	<u>Locational Knowledge:</u> • 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 <u>Place Knowledge:</u> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	• To know where North and South America are on a world map. • To know that climate zones are areas of the world with similar climates. • To know the world's different climate zones. • To know that biomes are areas of the world with similar climates, vegetation and animals. • To know the world's biomes. • To know vegetation belts are areas of the world which are home to similar plant species. • To know the main types of land use. • To know that countries near the Equator have less seasonal change than those near the poles.

	<u>Human and Physical:</u> • 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 <u>Geographical Skills and Fieldwork:</u> • 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 technologies.	• To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. • To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. • To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. • To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. • To know that climates can influence the foods able to grow. • To know that a natural resource is something that people can use which comes from the natural environment. • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • To know the UK grows food locally and imports food from other countries.

		• To know that grid references help us locate a particular square on a map. • 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 qualitative data involves opinions, thoughts and feelings and is often subjective.
Geography Skills		• Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Finding the position of the Equator and describing how this impacts our environmental regions. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Identifying the position and significance of both the Arctic and Antarctic Circle. • 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 understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • 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. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index.

		• Beginning to choose the best approach to answer an enquiry question. • 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. • Making digital audio recordings for a specific purpose. • Designing a questionnaire/interviews to collect qualitative fieldwork data. • Using a questionnaire/interviews 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. • Finding answers to geographical questions through data collection.
D & T Knowledge	• 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.	<u>Technical</u> • To understand that all moving things have kinetic energy. • To understand that kinetic energy is the energy that something (object/person) has by being in motion.

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Mechanical systems – making a slingshot car	• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • 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 mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	• To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will affect how it moves due to air resistance. <u>Additional</u> • To understand that products change and evolve over time. • To know that aesthetics means how an object or product looks in design and technology. • To know that a template is a stencil you can use to help you draw the same shape accurately. • To know that a birds-eye view means a view from a high angle (as if a bird in flight). • To know that graphics are images which are designed to explain or advertise something. • To know that it is important to assess and evaluate design ideas and models against a list of design criteria.
D & T Skills		• Designing a shape that reduces air resistance. • Drawing a net to create a structure from. • Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design. • Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design.

		• Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.
RHE/PHSE/SMSC (Relationships and Health Education)	**Module 2: Created to Love Others** **Keeping Safe** • To judge well what kind of physical contact is acceptable or unacceptable and how to respond. About different kinds of abuse, including 'abuse of private parts'. That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest. • Understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body. Know that our bodies are created by God, so we should take care of them and be careful about what we consume. • In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge.	
Mental Health and Wellbeing Safeguarding Curriculum Links	Keeping safe- good and bad secrets. Water Safety (keeping safe in the water)	