



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, through the drawing unit of Exploring Tone, Texture and Proportion. During computing, the children will have created their own digital music and be able to spot AI generated images and text. In PE the children will have performed trickier shapes, balanced, travelled, and used rotation skills. They will have continued their swimming lessons, increasing their confidence and skills in the water as they work towards swimming 25m unaided. 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 Portal Narrative and a Persuasive Report. They will base their writing on the vehicle text Leon and the Place Between by Angela McAllister. 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 name at least 10 animals and say which pets they have/do not have at home. 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



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	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.
Religious Education Creation and Covenant	To understand the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. To Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'. 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. 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. To show some understanding of. how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God. To make links between prayers that show trust in God and the virtues of faith, hope, and love
English - Reading Comprehension Skills/Word Reading	<u>Through all units, children will be taught through the following areas:</u> <u>Comprehension</u> Building on Previous Year and throughout Year 4 focus on: •Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •Increase their familiarity with a wide range of stories and retelling (including myths and legends*) some of these orally with an appropriate use of story-book language •Read a wide range of books that are structured in different ways and read for a range of purposes •Confidently participate in discussion about both books that are read to them and those they read independently •Identify themes and conventions in an increasing range of books •Confidently retrieve and record information from non-fiction



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- Identify how language, structure and presentation contribute to meaning
- Recognise a range of poetic forms [for example, free verse, narrative poetry]
- Prepare poems play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action**
- Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action
- Predict what might happen from details stated and implied
- Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying most inferences with evidence
- Ask some questions to improve their understanding of the text
- Identify main ideas drawn from more than two paragraphs and summarise these
- Discuss many words and phrases that capture the reader's interest and imagination
- Begin to use more complex dictionaries to check the meaning of many unknown words that they have read

* Myths and legends appear in several, not all 3-week units **Three-week units contain either poems or play scripts

Reading Skills

Building on Previous Year and throughout Year4 focus on:

- Read texts, including those with few visual clues, increased independence and concentration
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, text organisation and prior knowledge of context
- With increased independence develop views about what is read
- Develop positive attitudes to reading and understanding of what is read
- Read aloud using punctuation to aid expression and intonation
- Self-correction, including re-reading and reading ahead
- Skim to gain an overview of a text, e.g. topic, purpose
- Skim to gain the gist of a text or the main idea in a chapter



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	•Read short information texts independently with concentration •Identify how texts differ in purpose, structure and layout •Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount •Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts •Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabulary, bold print, captions, bullet points •Identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points •Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information •Look for specific information in texts using contents, indexes, glossaries, dictionaries •Re-reading sentences for clarity <u>Word Reading</u> Building on Previous Year and throughout Year 4 focus on: •Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word •Recognise and read most Year 3&4 Word List words with automaticity *Practitioners must incorporate these in all reading instruction lessons <u>Reading Terminology for Pupils Across the Year</u> Building on Previous Year and throughout Year 4 focus on: root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present	
Reading Texts	<u>Fiction Texts:</u> Beowulf Stories from Around the World <u>Non-Fiction Texts:</u>	



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	The Travel Book How to Spaghettify Your Dog <u>Poetry Texts:</u> Werewolf Club Rules Cherry Moon	
English - Vehicle Texts and Writing Outcomes	Vehicle Text: Leon and the Place Between Fiction: Portal Narrative Purpose: To narrate Non-Fiction: Persuasive Magic Show Report Purpose: To persuade	
English - Handwriting Skills	• 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	• 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	



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	Reinforce Year 3: Words with the /k/ sound spelt ch Reinforce Year 3: Words with the /ai/ sound spelt ei, eigh or ey Statutory word list: accident(ally), actual(ly), occasion(ally), therefore, believe, question, calendar, circle, build, suppose, various	
Grammar: Word	Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was). Pupil Terminology: determiner, pronoun, possessive pronoun, adverbial	
Grammar: Sentence	Build on previous units & focus on: - Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions - Fronted adverbials.	
Grammar: Text	Build on previous units & focus on: - 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: - 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	Number: Addition & Subtraction 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 Step 6 Subtract two 4-digit numbers – one exchange Step 7 Subtract two 4-digit numbers – more than one exchange



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	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 Step 16 Round to the nearest 1,000 Step 17 Round to the nearest 10, 100 or 1,000	
Science Knowledge States of matter and Changes of State	• 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	• 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	Composing Beats: • Music is built of different elements which create the feel and mood. These include the pulse, rhythm, tempo, pitch, melody, texture and dynamics • Rhythm is the pattern of long and short sounds and silences in music.	



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Purple Mash Unit – Composing Beats & Intro to AI	• In digital music, rhythm is made up of sample sounds. • A sample is a short recording of a sound that can be used in music, such as a drumbeat. • The tempo of a piece of music is how slow or fast it is. • On Busy Beats, the tempo is changed by altering the BPM (Beats per minute). • The melody is the tune of the music made up of notes. It is the part which can be sung or hummed. • In digital music, a melody is made up of synths. These are electronic music instrument sounds. • The pitch of a sound is how high or low it is. • In Busy Beats, the higher the number on the synth, the higher the pitch of the note • A piece of music on Busy Beats is created with a range of samples and synths. • A piece of music can be created and arranged on Busy Beats by building up and switching between multiple patches. Introduction to AI: • Artificial Intelligence is a type of technology that can make predictions, take actions, and create content, by learning from data. • In order to communicate effectively with AI, it is important to write clear and precise prompts. • There are specific behaviours that a user of AI should practise and use to become a good AI digital citizen. • AI will continue to evolve.
Computing Skills	Composing Beats: • Recognise, demonstrate and explain the different elements of music. • Clap the pulse in a piece of music. • Explain what sounds and instruments they can hear in a piece of music. • Explain what they like and dislike about a piece of music. • Identify simple rhythms in everyday life and in music. • Clap back a simple rhythm



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- Create their own simple rhythms on Busy Beats by using samples.
- Adjust the tempo of a rhythm by changing the BPM.
- Identify simple melodies in a piece of music.
- Hum or sing back a simple melody.
- Create their own simple melodies on Busy Beats using synths.
- Adjust the pitch of a note using the synth board on Busy Beats.
- Experiment with different samples and synths to create a certain feel or mood.
- Create and record their own piece of music on Busy Beats.
- Create and switch between multiple patches to build up a piece of electronic music.

Introduction to AI:

- Explain what AI is and provide some practical example uses of it.
- Explain that AI learns from data and therefore more accurate data will lead to better quality outputs.
- Explain what generative AI is.
- Describe the different actions AI can perform with examples for: Finder, Personaliser, Assistant, Organiser and Maker.
- Highlight key parts of an effective prompt.
- Write an effective prompt.
- Refine the prompt for clarity.
- Test prompts using AI technology such as Goggle AI.
- Identify common characteristics of a good citizen and compare these to the digital world.
- Follow the four rules that make good digital citizens when using AI.
- Identify which digital citizen rules are being broken in AI based scenarios.
- Explain the ways AI may help in the future with regards to education, transport, travel and the environment.
- Explain the importance of human oversight when designing AI tools.
- Design an AI tool of the future.



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Computing Online Safety	Self Image and Identify • I can explain how my online identity can be different to my offline identity. • I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. • I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. Online Relationships • I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms). • I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. • I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.
PE Knowledge Real Gym Unit 1 Swimming	Real Gym Unit 1 Balance • To know that focusing my eyes on a fixed point helps me to balance • To know that when supporting on the back, my stomach needs to be engaged and back flat to be able to hold the balance for at least 3 seconds • To know that keeping my head still will help me to balance with control • To know that keeping my tummy tight and back straight will help to keep the supporting body part still • To know that to create points I need to use small bases of support (knees, hands, elbows, feet) • To know that to create patches – I need to use large bases of support (bottom, stomach, side, legs) • To know that I must squeeze body muscles tightly to maintain balance.



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	Rotation • To know that to complete a side roll I must use a straddle shape, start and finish in wolf split, tuck shoulder under to roll across back. • To know that to create a straddle roll I must 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. And, to exit, cross legs, and stand up onto one leg. • To know that to complete a tuck roll, I must use a tuck shape, keeping knees close to chest. • To know that to complete a Rock 'n' Roll, I must use a tuck shape keeping a rounded back and chin to chest. • To know that to complete A Push Turn/Pivot, I must stand on one leg and push off with the other to initiate rotation. • To know that to complete a Knee Turn , I must 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. • To know that to complete a Spin on Stomach, I must lie and use hands to start rotation and lift legs and arms. Swimming • Know how efficient body position helps them travel through water. • Know how breathing technique affects swimming stamina. • Know the basic technique for front crawl, backstroke and breaststroke. • Know the dangers associated with water environments
PE Skills Real Gym Unit 1 - Social	Real Gym - Unit 1 Social Balance Perform balances on one foot on floor, with leg held at approximately horizontal, with accuracy and control. Perform balances on different body parts, using weight on hands or one leg, with accuracy and control Perform trickier balances (supported by one another) through partner work



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Swimming	Perform balances on points and patches on floor with accuracy and control Rotation Perform more rolls on floor (combining shapes with a change of level) with accuracy and control Perform rolls on floor (using tuck shape) with accuracy and control Perform rotation on different body parts on floor (on one or two points with speed) with accuracy and control. Perform trickier rotations (combining shapes and/or on points with increased speed) combined with hand apparatus Swimming • 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
Music Knowledge and Skills Singing in parts: Loops and layers	Unit - Singing in Parts: Loops and layers • Using engaging, catchy songs, pupils will develop their vocal technique, confidence and control. • Pupils will explore composing and performing loops, building independence through rounds and practising the key skills needed to stay in time and hold their own part. • Pupils will be taught to listen carefully and work together to create rich, layered performances.
French Knowledge KS2 only	• Name ten animals. • Join in with a song. • Say 'I have' and 'I don't have'. • Use the conjunction 'and'. • Say what our pets are called.
French Skills KS2 only	• Recognise, recall, remember and spell up to 10 ten animals. • Create short phrases using the verb 'I have'. • Recognise the phonemes – ou, on, ch, oi, i, in, ique, ille, e, é, è, ç, eau, eux, qu, gne, en, an • Use sounds to help identify written words.



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	• 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.
How have children's lives changed?	
Key Concepts: Civilisation (social and cultural)	
History Knowledge	• To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. • To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. • To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). • To know that advancements in science and technology can be the cause of change. • To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. • To know that we can make inferences and deductions using images from the past. • To know that assumptions made by historians can change in the light of new evidence. • 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
Key skills	• Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. • Using dates to work out the interval between periods of time and the duration of historical events or periods. • Sequencing eight to ten artefacts, historical pictures or events. • Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.



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| | <ul style="list-style-type: none">• 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.• Identifying reasons for change and reasons for continuities.• Comparing different periods of history and identifying changes and continuity.• Describing the changes and continuity between different periods of history.• Identifying the consequences of events and the actions of people.• Identifying reasons for historical events, situations and changes.• Identifying similarities and differences between periods of history.• Explaining similarities and differences between daily lives of people in the past and today.• Recalling some important people and events.• Identifying who is important in historical sources and accounts.• Using a range of sources to find out about a period.• Using evidence to build up a picture of a past event.• Observing the small details when using artefacts and pictures.• Identifying sources which are influenced by the personal beliefs of the author.• Identifying and giving reasons for different ways in which the past is represented.• Identifying the differences between different sources and giving reasons for the ways in which the past is represented.• Evaluating the usefulness of different sources.• Understanding how historical enquiry questions are structured.• Creating historically-valid questions across a range of time periods, cultures and groups of people.• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.• Creating questions for different types of historical enquiry.• Asking questions about the bias of historical evidence.• Using a range of sources to construct knowledge of the past.• Defining the terms 'source' and 'evidence'. |
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	• Extracting the appropriate information from a historical source. • Selecting and recording relevant information from a range of sources to answer a question. • Identifying primary and secondary sources. • Comparing and contrasting different historical sources. • Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. • Making links and connections across a period of time, cultures or groups. • Asking the question "How do we know?" • Recognising similarities and differences between past events and today. • Communicating knowledge and understanding through discussion, debates, drama, art and writing. • Constructing answers using evidence to substantiate findings. • Creating a structured response or narrative to answer a historical enquiry. • Describing past events orally or in writing, recognising similarities and differences with today.	
Art Knowledge Drawing – Power Prints	• To draw using tone to create a 3D effect. • To explore how combining lines and mark making can show texture and tone in drawings. • • To understand proportion by observing how it is used in artwork.	Form: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. Shape: How to use basic shapes to form more complex shapes and patterns. Line: Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object. Texture: Complex marks can represent the textures and qualities of different surfaces. Tone: Using lighter and darker tones of a colour can create a 3D effect and show the form of an object. Tone: Tone can create contrast between light and dark, adding shadows and highlights to an artwork.



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	• To understand what is an effective composition in art. • To apply an understanding of texture, tone and proportion in a drawing.	Space: Objects can appear in the foreground or background and size can be used to show distance. <u>Knowledge of artists:</u> Artists use drawing to plan ideas for work in different media.
Art Skills		<u>Making skills:</u> Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass. Represent geometric 3D shapes more accurately and begin to include organic forms. Use a more diverse range of marks to convey a subject's form. Combine lines and marks to create light and dark areas of a drawing. The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light. Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones.



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		Sketch to plan the placement of their composition elements for visual effect. Draw more accurately in relative size/proportion. Recognise whether something is in the foreground or background of a composition and how size can show distance. <u>Evaluating and analysing:</u> Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Artworks can fit more than one genre. Artists evaluate what they make, and talking about art is one way to do this.
RHE/PHSE/SMSC (Relationships and Health Education)	RHE Module 1 Created and Loved by God Religious Understanding • We are created individually by God who is Love, designed in His own image and likeness	



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	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. • In Baptism God makes us His adopted children and 'receivers' of His love 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. Me, My Body, My Health • 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.
Mental Health and Wellbeing Safeguarding Curriculum Links	• Self-worth, uniqueness, respecting differences • Identifying a wider range of emotions and appropriate responses • Swimming – water safety • NSPCC – virtual assembly (Speak Out, Stay Safe – forms of abuse and recognising abuse)



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