



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 created a short animated film of their choice. In Design Technology the children will be learning to adapt a recipe through the unit 'Cooking and Nutrition'. They will be learning a basic biscuit recipe and adapting it for a new audience. 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 be able to say what their pets are called, moving from 1st person singular to 3rd person singular. 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
Prophecy and
Promise

The children will:

- Know what a prophet is, drawing on Elijah and John the Baptist as examples
- Know that it is not always easy to trust in God



St Mary's

Catholic Primary School and Nursery

	• 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	Ready Steady Write objectives: Vehicle Text: 'Leaf' 1. Fiction: Outsider Narrative Purpose: To narrate 2. Non-Fiction: Information Report Purpose: To inform
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 • Identify how language, structure and presentation contribute to meaning



St Mary's

Catholic Primary School and Nursery

- 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
- Read short information texts independently with concentration



St Mary's

Catholic Primary School and Nursery

- 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 vocabular, 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

Word Reading

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

Reading Terminology for Pupils Across the Year

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

Fiction Texts:

When Life Gives You Mangoes
Jummy at the River School

Non-Fiction Texts:



St Mary's
Catholic Primary School and Nursery

	Atlas of Ocean Adventures Quiz Yourself Clever <u>Poetry Texts:</u> Poems from a Green and Blue Planet Gargling with Jelly
English - Handwriting Skills	- 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	- 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 - 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: - 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: - 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)



St Mary's
Catholic Primary School and Nursery

	Fronted adverbials		
Grammar: Text	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.		
Grammar: Punctuation	Build on previous year & focus on: - Apostrophes for possession (plural nouns) - Use commas after fronted adverbials		
Mathematics Skills Small steps	Addition and Subtraction 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 Step 11 Multiply by 1 and 0 Step 12 Divide a number by 1 and itself Step 13 Multiply three numbers
Science Knowledge	To identify common appliances that run on electricity		



St Mary's
Catholic Primary School and Nursery

Electricity - circuits	• 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	• 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 Animation	Animation • Some animations are created by hand and others with the help of technology. • Animation software has specific functions that support the animation of still images such as static backgrounds, onion skinning and copying frames. • Choices of sound effects, their timing and frames per second settings can enhance an animation • Storyboarding is a process that supports planning an animation.
Computing Skills	Animation • Describe how hand drawn animation is created. • Make a simple flick animation book. • Contrast the process of animating by hand to the use of animation technology. • Use 2Animate to make simple animations using the specific animation functionality. • Choose appropriate sound effects and speeds for animations.



St Mary's
Catholic Primary School and Nursery

	• Use storyboarding to plan an animation.
Computing Online Safety	Online Reputation • I can describe how to find out information about others by searching online. • I can explain ways that some of the information about anyone online could have been created, copied or shared by others. Online Bullying • I can recognise when someone is upset, hurt or angry online. • I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).
PE Knowledge Real Gym Unit 2 – Personal Swimming	Real Gym Unit 2 – Personal Flight • To know that I need to decide beforehand which jump or leap to perform an accurate preparation phase • To know that I must squeeze body muscles during flight to make clear shape. • To know that I must land through balls of feet with soft knees to absorb impact. • To know that I must swing arms back and bend knees to prepare. • To know that I must swing arms up and push from legs in take-off • To know that I must keep good body tension and clear shape during flight phase. • To know that I must decide before jumping which technique/footwork pattern to use • To know that I must hold apparatus away from body to allow for fluent movement. Travel • To know that I must maintain good body tension and extension. • To know that I must concentrate on the coordination of body parts. • To know that I must keep back straight, head up and core muscles squeezed to move with good posture



St Mary's
Catholic Primary School and Nursery

	• To know that I must step onto balls of feet to land quietly • To know that I can absorb impact with a knee bend. • To know that I must concentrate on coordination of body parts. • To know that I must keep eyes on part of the body in contact with apparatus to maintain active balance. 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 2 – Personal Swimming	Real Gym Unit 2 Flight • I can perform an accurate preparation phase. • I can create a clear shape during flight. • I can land quietly and in balance. • I can perform accurate footwork patterns and take-off. • I can perform an accurate movement pattern and preparation phase. • I can keep apparatus in motion throughout leap/jump. Travel • I can move with good posture. • I can move smoothly and fluently. • I can perform accurate movement patterns. • I can move with light and quiet steps. • I can perform repeatable movements. • I can maintain contact with apparatus.



St Mary's
Catholic Primary School and Nursery

	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 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	• To recognise, recall, remember and spell up to ten animals. • Know which determiner (un/une) is used for each pet. • Use the conjunctions 'and' and 'but'. • Use the negative form to say which pets we don't have. • Say what are pets are called moving from 1st person singular to 3rd person singular.
French Skills KS2 only	• 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. • Take part in brief prepared tasks of at least two or three exchanges. • Write words and short phrases from memory with comprehensible spelling. • Recognise the phonemes – ou, on, ch, oi, i, in, ique, ille, e, é, è, ç, eau, eux, qu, gne, en, an



St Mary's
Catholic Primary School and Nursery

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> - 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> - 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 technology	
		Geography Knowledge



St Mary's

Catholic Primary School and Nursery

Geography Skills

- 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.
- 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.
- 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).
- 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.



St Mary's

Catholic Primary School and Nursery

	• 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.	• 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. • 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.
--	---	--



St Mary's

Catholic Primary School and Nursery

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• Understanding some of the causes of climate change.• Describing and explaining how physical features such as rivers, mountains, volcanoes and 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. | |
|--|---|--|



St Mary's

Catholic Primary School and Nursery

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• 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.• 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. | |
|--|--|--|



St Mary's

Catholic Primary School and Nursery

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• 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. | |
|--|---|--|



St Mary's

Catholic Primary School and Nursery

D & T Knowledge Cooking and Nutrition - Adapting a recipe	• To evaluate existing biscuit products. • To prepare and cook a dish. • To select ingredients and follow a budget. • To take inspiration from existing products. • To make and test a prototype biscuit. • To evaluate a final product.	<u>To know:</u> • The amount of an ingredient in a recipe is known as the 'quantity'. • Safety and hygiene are important when cooking. • The following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping. • The importance of budgeting while planning ingredients for a recipe. • Products often have a target audience.
D & T Skills		<u>Skills</u> <u>Design</u> • Designing a biscuit within a given budget. • Conducting market research.



St Mary's
Catholic Primary School and Nursery

		<u>Make</u> • Following a baking recipe. • Understanding safety and hygiene rules. • Adapting a recipe. <u>Evaluate</u> • Evaluating an adapted recipe. • Evaluating and comparing a range of products. • Suggesting modifications.
RHE/PHSE/SMSC (Relationships and Health Education)		Module 1 Created and loved by God Me, My Body, My Health • Learn correct naming of genitalia. Learn what changes will happen to boys during puberty. Learn what changes will happen to girls during puberty. Emotional Well-Being • 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. • 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.



St Mary's

Catholic Primary School and Nursery

		Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media. Life Cycles • Understand what 'death' means 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. Big Changes, Little Changes • Remembrance • Anti Bullying
Mental Health and Wellbeing Safeguarding Curriculum Links		• What makes a good friend; recognising unkind behaviour • Strategies for managing disagreements safely



St Mary's
Catholic Primary School and Nursery

--	--



St Mary's
Catholic Primary School and Nursery