Year 4 Curriculum Map

(All Subjects)

We journey together: loving learning; daring to discover; caring for all; with Jesus as our guide.

Religious Education (R.E.)	Autumn	Spring	Summer
Year 4	**Creation and Covenant** Hear By the end of this unit of study, pupils will hear the following key texts: • The story of Abraham, focusing on the following key texts: • The call of Abram (Gen 12:1-5) • The Abrahamic covenant (Gen 15:1-6) • Abraham and Sarah (Gen 18:1-15) • Abraham and Isaac (Gen 22:1-18) • (Optional) The story of Joseph, focusing on the following key texts:153 • Gen: 37:2-35, 41:1-42, 44:1-17, 33-34, 45:1-5, 16-20 By the end of this unit of study, pupils will know some facts about: • The historical, cultural, and religious context out of which Abraham was called. • The importance of understanding historical context to appreciate the literal sense of biblical stories. Believe By the end of this unit of study, students will know that the Church teaches that: • God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity • Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life. • Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity. • Abraham is a model of how to pray. Celebrate	**Galilee to Jerusalem** Hear By the end of this unit of study, pupils will hear the following key texts: • Peter's mother-in-law and casting out devils (Matt 8:14-17) • Cure of the woman with a haemorrhage. The official's daughter raised to life (Matt 9:18-26) or Cure of two blind men and cure of a demoniac (Matt 9:27-34) • The Baptist's question (Matt 11:1-15) • Jesus walks on the water and, with him, Peter (Matt 14:22-33) • Peter's profession of faith (Matt 16:13-26) By the end of this unit of study, pupils will know some facts about: • The importance of understanding historical context and cultural values at the time of the gospels. Believe By the end of this unit of study, students will know that the Church teaches that: • Jesus is the Messiah/Christ but in a way that subverted the expectations of those of his own day: Jesus comes as a suffering servant, not a triumphant king. • Jesus is fully God and fully human. We call this belief the incarnation. • Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society. • Jesus showed compassionate healing in mind and body through his ministry and continues to do so through His Body, the Church, especially in the sacraments, such as the	**To The Ends of the Earth** Hear By the end of this unit of study, pupils will hear the following key texts: • The empty tomb (Jn 20:1-10) • The appearance on the shore of Tiberius (Jn 21:1-19) • The Apostles' Creed Believe By the end of this unit of study, pupils will know that the Church teaches that: • The Pope is the successor to Peter. • The Church is the People of God. • The Church is apostolic. • The work of the Church is to continue the ministry of Jesus and build the Kingdom of God. • Mary is the Mother of the Church and Queen of Heaven. Celebrate By the end of this unit of study, pupils will know: • That the Apostles' Creed summarises Christian beliefs. • That May is the special month of Mary. • Some Marian prayers or hymns, e.g., Hail Mary, the Angelus, the Rosary, the Magnificat, Ave Maria. Live By the end of this unit of study, pupils will know: • Some artistic depictions of the Blessed Virgin Mary as Mother of the Church or as Queen of Heaven from different times and places. • Some ways in which the Church today (locally or globally) continues the work of Jesus. **Dialogue and Encounter**

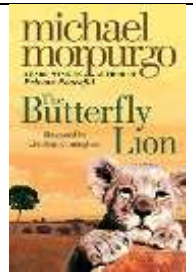
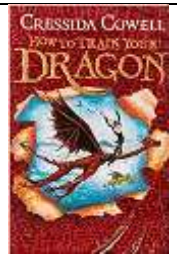
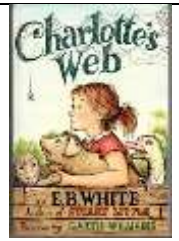
	By the end of this unit of study, pupils will know: • Age-appropriate extracts from prayers of faith in God from the Catholic tradition. (For example, Ps 40:1, the St Therese prayer, 'May today there be peace within', St John Henry Newman's 'Mission of my Life', Bl Charles de Foucauld's 'Prayer of Abandonment'.) Live By the end of this unit of study, pupils will know: • The virtues of faith, hope, and love. • The life and work of a person who was an example of faith made active in love, e.g., the intervention of Cardinal Manning in the London dockworker's strike **Prophecy and Promise** Hear By the end of this unit of study, pupils will hear the following key texts: • The miracle of the flour and the oil (1 Kings 17:7-14) • Elijah's encounter with God: the journey 1 Kings 19:4-8, The meeting: 1 Kings 19:9-15 • The preaching of John the Baptist (Matt 3:1-12 and Mk 1:1-8) • Isaiah 40:3 (contained within the gospel accounts) • The ancestry of Jesus (Matt 1:1-17) By the end of this unit of study, pupils will know some facts about: • The importance of understanding historical context to appreciate the literal sense of biblical stories. • What is meant by 'prophecy'. Believe By the end of this unit of study, pupils will know that the Church teaches that: • For Christians, the prophets awaken an expectation of the coming of the Messiah in people's hearts. • John the Baptist is sent to prepare the way for Jesus. • In the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas. • Advent is a time of preparation for Jesus' incarnation at Christmas and for the second coming as King of the Universe. Celebrate By the end of this unit of study, pupils will know: • The Feast of Christ the King. • The Jesse tree. • 'He will come again in glory' from the Nicene Creed. Live By the end of this unit of study, pupils will know: • How Christians prepare for the coming of Christ during Advent. • How Christians use the Jesse tree during Advent, identifying its	Sacrament of Reconciliation and the Anointing of the Sick. Celebrate By the end of this unit of study, pupils will know: • Why Catholics pray the Creed at Mass. • How Catholics experience God's forgiveness in the Sacrament of Reconciliation and through it are reconciled with their community and how the Anointing of the Sick brings God's strength to help those who are sick. Live By the end of this unit of study, pupils will know: • How the work of a person or organisation who has been inspired by Jesus, work with those marginalised by societal attitudes to illness (e.g., St Francis Leprosy Guild, St Damien of Molokai, Ruth Pfau, Catholics for AIDS prevention and Support (CAPS), Sr Julie Driscoll and the House of Ruth) **Desert to Garden** Hear By the end of this unit of study, pupils will hear the following key texts: • The lost son (the prodigal) and the dutiful son (Lk 15:11-32) • The Judgement of the Nations (sheep and goats) (Matt 25:31-46) • The events of Holy Week from the gospel of Matthew Entry into Jerusalem (Matt 21:1-11), Judas' betrayal (Matt 26:14), the Passover and Peter's denial foretold (Matt 26:17-35) Jesus prays (Matt 26:36-46) the betrayal and arrest of Jesus (Matt 26:47-56), Peter's denials (Matt 26:69-75), Pilate questions Jesus (Matt 27:11-14),the Crucifixion (Matt 27:32-44), the death of Jesus (Matt 27:45-56) and the Burial of Jesus (Matt 27:57-61)* *Pupils should have an overview of the events of Holy Week. Please see teachers notes for additional information. Believe By the end of this unit of study, pupils will know that the Church teaches that: • God loves everyone. He can and wants to forgive people's sins. • When people love God, they want to help others as the virtues of faith, hope, and love have their foundations in God who is love. • Lent is a time for Christians to make a new start by loving God with their whole heart and expressing this love through good works. Celebrate By the end of this unit of study, pupils will know:	Dialogue By the end of this unit of study, pupils will hear the following key texts: • The road to Damascus (Acts 9:3-9, 17-19) • The first letter to the Corinthians (1 Cor 13:1-7,13) Teachers should choose additional texts about the mission of St Paul, for example,: • Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) • Galatians 1:11-24 • 2 Cor 11:22-23 • Galatians 3:27-28 By the end of this unit of study, pupils will know: • There are different traditions in the Liturgy of the Church* • Some simple facts about a different liturgical tradition in the Church, for example, some prayers or artistic traditions, reflecting a community in their local area where possible. By the end of this unit of study, pupils will know some ways in which Christians work together for the common good. Encounter • Know some facts about the five pillars of Islam. • Understand some ways Muslims in Britain today live out their beliefs.

	meaning and representation in art around the world, connecting to God's plan for salvation. • How some artists have depicted Jesus Christ as King.	• The works of mercy show Christians how to treat other people. • That Lent is a time to live out the works of mercy (for example, by praying for someone who is sad, practising patience, fasting, or giving time or money to those in need). • Holy Week begins on Palm Sunday and marks the annual celebration of Jesus' passion, death, and resurrection. Live By the end of this unit of study, pupils will know: • The corporal and spiritual acts of mercy. • How the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty (e.g., St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD).	

Maths	**Autumn**	**Spring**	**Summer**
Year 4	**Number: place value** Count in multiples of 6, 7, 9. 25 and 1000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	**Number: multiplication and division** Recognise and use factor pairs and commutatively in mental calculations. Multiply two digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. **Measurement: perimeter and length** Convert between different units of measure e.g. kilometre to metre. Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m. **Fractions** Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	**Number: decimals** Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. **Measurement: money** Solve simple measure and money problems involving fractions and decimals to two decimal places. Estimate, compare and calculate different measures, including money in pounds and pence. **Time** Convert between different units of measure, e.g. hour to minute. Read, write & convert time between and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

	Number: addition and subtraction Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why. **Measurement: area** Find the area of rectilinear shapes by counting squares. **Number: multiplication and division** Recall and use multiplication and division facts for multiplication tables up to 12 x 12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. ***Time at the end of the term for consolidation, gap filling, seasonal activities, assessments, etc.***	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator. **Decimals** Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to ¼, 1/2, ¾ Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	**Geometry: angles** Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. **Geometry: shape and symmetry** Identify lines of symmetry in 2D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry. **Statistics** Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. **Geometry: position and direction** Describe positions on a 2D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/ right and up/ down. Plot specified points and draw sides to complete a given polygon. ***Time at the end of the term for consolidation, gap filling, seasonal activities, assessments, etc.***

English: Guided Reading	**Autumn**	**Spring**	**Summer**
Year 4	**The Butterfly Lion by Michael Morpurgo**	**How to Train Your Dragon by Cressida Cowell**	**Charlotte's Web by E. B. White**

To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.

To apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English Appendix 1*) to read aloud fluently.

To understand the meaning of new words through contextual cues.

To read all Y3/Y4 exception words (as listed in Appendix 1*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.

To develop a positive attitude to reading and understanding of what they read by:

- when reading out loud, selects a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience;
- discusses and compares texts from a wider variety of genres and writers referring to authorial style, themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings);

Recognises and discusses some different forms of poetry (e.g. free verse, narrative poetry).

To understand what they read, in books they can read independently, by:

- discusses vocabulary used by the author to create effect;
- identifies main ideas drawn from more than one paragraph and summarises these;
- draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text;
- justifies predictions with evidence from the text.

To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.

To use dictionaries to check the meaning of words that they have read.

English: Writing Year 4	In Year 4, the children continue to write to entertain and inform their readers and consolidate their knowledge of writing to persuade. They will encounter new genres, such as newspaper reports and travel leaflets, and revise their understanding of familiar genres (such as an explanation or non-chronological report) and apply more sophisticated language choices. Learning from Year 3 will be revised and consolidated regularly within writing lessons, to ensure that children are confident with using a range of vocabulary and punctuation to support their intended effect on the reader. Children in Year 4 are also taught about a greater variety of ways to begin sentences, such as with a fronted adverbial to link back to a previous sentence or paragraph and/or to move the writing on for the reader. A greater range and/or usage of punctuation is taught in Year 4, such as the use of a comma to separate groups of words or phrases within a sentence and the use of an apostrophe to signify plural possession. Dialogue punctuation is reviewed to include the use of paragraphing and commas before a reporting clause. Children in Year 4 are also taught about a wider range of figurative language techniques, such as personification and metaphor.		
	Autumn	Spring	Summer
	Narrative A short scene including dialogue and a graphic novel scene to detail action, character and dialogue Persuasive speech A persuasive speech about a chosen topic of importance Poetry A free verse poem, using classic poetry as inspiration for the subject matter Explanation An explanation of an invention, based on the children's imagination and creativity Narrative A narrative focusing on description of setting and character experience	Newspaper Reports A newspaper report based on an event that occurs within school life Travel Leaflets A travel leaflet based on an imaginary place or country Narrative A narrative focusing on character development and description Poetry A haiku, or range of haikus, about the seasons	Persuasive Letters A persuasive letter based on environmental or community action on a local or global scale Non-Chronological Report An informative report about a particular hobby or favourite game/ pastime Poetry A poem focusing on unusual word combinations to experiment with expressive language Narrative A narrative focusing on the development of plot, setting and character Poetry A range of poems, focusing on the use of personification and metaphor as figurative devices

English: Phonics and Spelling	**Autumn**	**Spring**	**Summer**
Year 4	**PlanIt Spelling Programme** Words with /aw/ spelt with augh and au Adding the prefix in- (meaning 'not' or 'into') Adding the prefix im- (before a root word starting with 'm' or 'p')	**PlanIt Spelling Programme** Homophones & Near Homophones Nouns ending in the suffix -ation Nouns ending in the suffix -ation	**PlanIt Spelling Programme** Adding the prefix inter- (meaning 'between' or 'among') Adding the prefix anti- (meaning 'against') Adding the prefix auto- (meaning 'self' or 'own') Adding the prefix ex- (meaning 'out')

	Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word staring with 'r') Homophones & near homophones Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') Words with a / shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') Words with 'ough' to make a long /o/, /oo/ or /or/ sound Statutory Spellings Challenge Words	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') Plural Possessive Apostrophes with plural words Words with the /s/ sound spelt with 'sc' Words with a 'soft c' spelt with 'ce' Words with a 'soft c' spelt with 'ci' Word families based on common words, showing how words are related in form and meaning Statutory Spellings Challenge Words	Adding the prefix non- (meaning 'not') Words ending in -ar/ -er Adding the suffix -ous (No change to root word) Adding the suffix -ous (No definitive root word) Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge') Adverbials of frequency and possibility Adverbials of manner
	Year 3 & 4 statutory word list. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf		

Science	Autumn	Spring	Summer
Year 4	**Autumn 1** **Animals including humans: Digestion and food - 7 lessons** Exploring the digestive system by using models to understand the function of key organs and how food is processed in the body. Pupils investigate different types of human teeth and factors affecting dental health and compare human and animal dentition. **Autumn 2** **Energy: Electricity and circuits - 7 lessons**	**Spring 1** **Materials: States of matter - 7 lessons** Investigating solids, liquids and gases by exploring the properties of different states of matter and how materials change state. Pupils use everyday examples to understand melting, freezing, evaporation and condensation and apply their knowledge to the water cycle. **Spring 2** **Energy: Sound and vibrations - 7 lessons**	**Summer 1** **Living things: Classification and changing habitats - 7 lessons** Classifying living things by exploring different ways organisms can be grouped and evaluating the effectiveness of classification keys. Pupils investigate how habitats change over time and consider the positive and negative impact humans can have on the environment. **Summer 2** **Making connections: How does the flow of liquids compare? - 6 lessons**

	Discovering how electricity is used in everyday life by identifying electrical appliances and learning how to work safely with electricity. Pupils build and test simple circuits, investigate conductors and insulators and explore how changes to a circuit affect bulb brightness.	Discovering how sound is made and travels by exploring the relationship between vibrations and hearing. Pupils investigate how sound moves through different materials, learn how animals such as dolphins and whales communicate, explore ways to protect hearing and experiment with pitch and volume by creating their own musical instruments.	Comparing the properties of liquids by investigating how different substances flow and exploring ways to measure and represent their results. Pupils plan and carry out their own enquiries, draw conclusions from data and consider how the flow of liquids influences the design and use of medicines.

PE	Autumn	Spring	Summer
Year 4	Core content: **Gymnastics: Levels and Directions** • Pupils will explore creating sequences on the floor using a range of movements that flow and incorporate a change in level. • Pupils will then apply unison and canon to their performances to challenge their creativity. • Pupils will develop an understanding of how the apparatus can be used to aid their creativity and challenge their thinking around a change of level. • To develop pupils' ability to work together in groups to create sequences with a set criterion of elements that must be included. **Netball** • Pupils will apply their developing knowledge of passing and receiving into mini game situations. • Pupils will create simple tactics for creating space and keeping possession. • Develop pupil's understanding of the footwork rule and how they can be more effective with their feet to increase the speed and fluidity of their movements. • Pupils will understand why we need to defend as a team when we are not in possession. • Pupils will learn why we need to mark and explore basic defensive tactics to prevent the attackers from scoring. **Golf** • Pupils will learn that when we strike a ball with a Launcher (wedge), the ball will travel in the air over a longer distance than a Roller (Putter). • Pupils will be challenged to increase the power they apply to their shots and begin to understand why we need to be able to hit the ball with increased power. **Football** • To explore the purpose of turning in a game of football and understand why turns can help us to keep possession. • To develop passing and dribbling to create space, building up into mini games where pupils explore the transition between attack and defence. • Pupils will understand not just how they shoot but where they shoot from on the pitch, in order to increase their chances of scoring.	Core content: **Dance: Space** • To explore movement through improvisation, introducing unison and matching. • Pupils will create performances with two contrasting characters with drama and emotion. • Pupils will create a performance, which will included stage presence, timing, rhythm and sustaining character. **Hockey** • To refine dribbling in order to keep control and possession of the ball. Pupils will apply prior learning of how to dribble the ball keeping possession to beat an opponent. • Pupils will learn how they can apply their passing, (short and long) and moving skills to keep possession. • To develop passing and dribbling to create space to create an attack that results in a shooting opportunity. **Game sense: Net/Wall** • Pupils will be introduced to how we can think one shot ahead to create space for winning shots. • Pupils will use both their hands to send the ball underarm using a forehand technique against the wall with increased accuracy. • Pupils will apply their accurate hitting skills and start to create space to win points against an opponent. **Health and Fitness: Yoga** • Pupils continue to explore to the concepts of flexibility and its importance in staying healthy. • Pupils explore poses and stretches. • Pupils put together a series of yoga poses to music.	Core content: **Athletics** • Pupils will learn to self-analyse their own performance to help to improve their own personal best. • Pupils will develop an understanding of why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race. • To continue to explore pacing and running for distance. • To practise events for Sports Day **OAA: Orienteering** • To introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate. • To orientate a map, locate points on the map, then travel to them and record what they find. • Pupils must follow the route they have been given to reach as many points as possible in an allocated time. • To apply their learning in a competition. **Tennis** • Pupils will recap the forehand and their understanding of when, where and why we use this in a game. • Pupils will understand when and where to play the backhand shot. • To develop pupil's ability to use a racket by considering tactical play (creating space) to win a point. Rounders • To develop the concept of batting and fielding to ensure that pupils have a clear understanding of each role. • Pupils will learn about the roles of the bowler and the back stop and what their purpose is within the game. • To develop batting skills and think about where we should hit the ball and why. • Pupils will develop their fielding skills and understand where fielders can position themselves to prevent the batter from scoring.

Personal Social Health and Economics (PSHE) *including Relationships and Sex Education (RSE)*	**Autumn**	**Spring**	**Summer**
Year 4	**Belonging to a community** British Values; what makes a community; shared responsibilities. • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them **Module 2 Unit 1 – Jesus, My Friend** • That Jesus loves, embraces, guides, forgives and reconciles us with him and one another • The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness • That relationships take time and effort to sustain • We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness **Money and Work**	**Families and friendships** Positive friendships, including online. • about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online **Module 1 Unit 1 – Get Up! The Sacraments** • We are created individually by God who is Love, designed in His own image and likeness • 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	**Physical health and Mental wellbeing** Maintaining a balanced lifestyle; oral hygiene and dental care. • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, • drinks and substances on dental health **Module 3 Unit 1 – A Community of Love; What Is the Church?** • God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' • The human family is to reflect the Holy Trinity in mutual charity and generosity • That the human family is to reflect the Holy Trinity in mutual charity and generosity • The Church family comprises of home, school and parish (which is part of the diocese) **Growing and changing**

	Making decisions about money; using and keeping money safe. • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics **Module 2 Unit 2 – Friends, Family and Others; When Things Feel Bad** • Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong • That there are different types of relationships including those between acquaintances, friends, relatives and family • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other • The difference between a group of friends and a 'clique' • Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying • Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond **Media literacy and Digital resilience** How data is shared and used. • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things	• 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 receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue) • It is important to make a nightly examination of conscience • That in Baptism God makes us His adopted children and 'receivers' of His love • That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue) **Safe relationships** Responding to hurtful behaviour; managing confidentiality; recognising risks online. • to differentiate between playful teasing, hurtful behaviour and bullying, including • online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone • under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they • are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online **Module 1 Unit 2 – We Don't Have to Be The Same; Respecting Out Bodies**	Personal strengths and achievements; managing and reframing setbacks. • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, • friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again **Module 3 Unit 2 – How Do I Love Others?** • To know that God wants His Church to love and care for others • To devise practical ways of loving and caring for others **Keeping safe** Medicines and household products; drugs common to everyday life. • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice

	• to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this • can affect what information people access **Module 2 Unit 3 – Sharing Online; Chatting Online; Safe in My Body; Drugs, Alcohol and Tobacco; First Aid Heroes** • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe • How to use technology safely • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • How to use technology safely • That bad language and bad behaviour are inappropriate • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • To judge well what kind of physical contact is acceptable or unacceptable and how to respond • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest • Medicines are drugs, but not all drugs are good for us • Alcohol and tobacco are harmful substances • Our bodies are created by God, so we should take care of them and be careful about what we consume	• 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 **Respecting ourselves and others** Respecting differences and similarities; discussing difference sensitively. • to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone **Module 1 Unit 3 – What Am I Feeling? What Am I Looking At? I Am Thankful!** • That emotions change as they grow up (including hormonal effects) • To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action • What emotional well-being means • Positive actions help emotional well-being (beauty, art, etc. lift the spirit) • Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest) • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves	

	• 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	• Some behaviour is wrong, unacceptable, unhealthy and risky • Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media	

Computing	***Autumn***	***Spring***	***Summer***
Year 4	**Project Evolve – Health and Well-Being** **Computing systems and networks – The Internet** • *To describe how networks physically connect to other networks* • *To recognise how networked devices make up the internet* • *To outline how websites can be shared via the World Wide Web (WWW)* • *To describe how content can be added and accessed on the World Wide Web (WWW)* • *To recognise how the content of the WWW is created by people* • *To evaluate the consequences of unreliable content* **Project Evolve – Managing Online Information** **Creating media - Audio production** • To identify that sound can be recorded • To explain that audio recordings can be edited • To recognise the different parts of creating a podcast project	**Project Evolve – Online Bullying** **Programming A – Repetition in shapes** • *To identify that accuracy in programming is important* • *To create a program in a text-based language* • *To explain what 'repeat' means* • *To modify a count-controlled loop to produce a given outcome* • *To decompose a task into small steps* • *To create a program that uses count-controlled loops to produce a given outcome* **Project Evolve – Online Relationships** **Data and information – Data logging** • To explain that data gathered over time can be used to answer questions • To use a digital device to collect data automatically • To explain that a data logger collects 'data points' from sensors over time • To recognise how a computer can help us analyse data	**Project Evolve – Online Reputation** **Creating media – Photo editing** • To explain that the composition of digital images can be changed • To explain how cloning can be used in photo editing • To explain that images can be combined • To combine images for a purpose • To evaluate how changes can improve an image **Project Evolve – Self-Image and Identity** ***Programming B – Repetition in games*** • *To develop the use of count-controlled loops in a different programming environment* • *To explain that in programming there are infinite loops and count-controlled loops* • *To develop a design that includes two or more loops which run at the same time* • *To modify an infinite loop in a given program* • *To design a project that includes repetition* • *To create a project that includes repetition*

	• To apply audio editing skills independently • To combine audio to enhance my podcast project • To evaluate the effective use of audio	• To identify the data needed to answer questions • To use data from sensors to answer questions	

History	**<u>Autumn</u>** <u>How have children's lives changed?</u> 8 lessons Examining how children's lives have changed over time by investigating leisure, health and work in the past. Pupils compare the experiences of Tudor and Victorian children, identify continuities and changes and evaluate the significance of Lord Shaftesbury's contribution to education and child labour reform. What do sources tell us about how children's lives have changed?	**<u>Spring</u>** <u>How did the achievements of the ancient Maya impact their society and beyond?</u> 7 lessons Investigating the ancient Maya by examining historical and archaeological evidence to learn about their achievements and way of life. Pupils use artefacts to make inferences, explore Maya settlements in the rainforest and discover the significance of beliefs and inventions to the Maya. How did the ancient Maya settle in a rainforest?	**<u>Summer</u>** <u>British history 3: What changed in Britain after the Anglo-Saxon invasion?</u> 7 lessons Understanding how Britain changed after the Anglo-Saxon invasion by investigating settlement, beliefs and daily life in Anglo-Saxon England. Pupils explore the spread of Christianity, examine the impact of Viking raids and discover how Anglo-Saxon rule came to an end. Who were the Anglo Saxons and the Scots? What did Anglo Saxon settlements look like?

	Why did the Tudor children work and what was it like? What were children's jobs in Victorian England? How did Lord Shaftesbury help to change the lives of children? How and why has children's leisure time changed? What were the diseases children caught and how were they treated?	What do remains tell us about ancient Maya cities? What did the ancient Maya's believe? How did the Maya reflect world beliefs in their invention? How important was cacao to the ancient Maya? What caused the decline of the ancient Maya cities?	What does Sutton Hoo tell us the Anglo Saxons life? How did Christianity arrive in Britain? Was King Alfred really great? How did the Anglo-Saxon rule end?

Geography	Autumn	Spring	Summer
	Where does our food come from? (6 lessons) **Exploring global trade and food production by mapping the world's biomes and tracing where food imports come from.** Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.	**Why are rainforests important to us? (6 lessons with an optional sustainability lesson: How sustainable is our school?)** **Examining the relationship between climate and biomes by locating the Amazon rainforest and investigating its physical features and vegetation.** Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.	**What are rivers and how are they used?** **Investigating how water is stored and transferred by learning about the water cycle, rivers and their features.** Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.

DT	Autumn 1	Spring 1	Summer 1
	Electrical systems: Torches - 5 lessons Applying scientific understanding of electrical circuits through designing and making a torch using recycled and reclaimed materials. Pupils construct and evaluate their product against design criteria to improve its effectiveness and functionality.	**Digital world: Mindful moments timer - 7 lessons** Researching, designing and prototyping a Micro:bit timer. Pupils analyse existing products and apply programming and branding techniques to create a personalised timer that meets user needs. **Spring 2**	**Structures: Helmets - 6 lessons** Investigating shell structures and how they can be strengthened to protect or contain objects and people. Pupils apply layering techniques to design and make a helmet for a specific user. **Summer 2** **Textiles: Fastenings - 5 lessons**

	<u>Autumn 2</u> **Mechanical systems: Mechanical cars - 6 lessons** Exploring mechanical systems by building and testing prototype cars to identify effective design features. Pupils conduct market research, create design criteria and evaluate products from a customer perspective before designing their own mechanical car kit.	**Cooking and nutrition: Adapting a recipe - 7 lessons** Adapting a simple biscuit recipe for a chosen target audience. Pupils work collaboratively to select suitable ingredients, manage a budget for overheads and ingredients, and create a biscuit that meets specific design criteria.	Designing and creating a book sleeve and exploring a range of fastening techniques. Pupils select the most suitable fastening for their design by considering strength, function and suitability for purpose.

Art	**<u>Autumn 1</u>** **Drawing-** Exploring tone, texture and proportion to create realistic and expressive drawings, inspired by artists Sarah Graham, Nicola McBride and Beatriz Milhazes. Pupils develop skills in shading, mark-making and composition using sweets, wrappers and bold patterns to produce detailed drawings with a strong sense of form and proportion. **<u>Autumn 2</u>** **Painting and mixed media-** Developing their colour-mixing skills, pupils use shades and tints to show form and create three dimensions in their paintings. They also learn about composition and plan their own still life to paint, applying chosen techniques.	**<u>Spring 1</u>** **Sculpture-** Exploring how different materials can be shaped and joined to create sculpture, inspired by artists including Barbara Hepworth and Sokari Douglas-Camp. Pupils also investigate a range of sculptural techniques before designing and creating their own three-dimensional artwork. **<u>Spring 2</u>** **Crafting-** Using the flora and fauna of tropical rainforests as a starting point, pupils develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.	**<u>Summer 1</u>** This half term is dedicated to producing three pieces of work in drawing, colour, and sculpture for a school wide themed exhibition held in June. **<u>Summer 2</u>** **Visio Divina** – as part of our Catholic faith, children will study a painting from scripture. Visio divina is a way of praying by looking at art. It means "divine seeing" in Latin. In visio divina, children look at an image slowly and reflect on what it shows them. The children will have the opportunity to evaluate and analyse the artist's work, recreate the painting in a chosen medium, and finally write their reflection and actions to accompany their work.

MFL	<u>Phonetics 2 & Presenting Myself</u> The four lessons in the 'Phonetics & Pronunciation' series have been designed to introduce each phonic sound / phoneme on its own first and pronounced in an exaggerated form to help the children hear it pronounced clearly so as to be able to repeat and practice it. Once it has been heard, we discuss how to actually make that sound with suggestions on mouth shape and tongue position and link it (where possible) to a similar sound in English. The children will then see the sound in a French word. Finally, by the end of each lesson, the children will see each of the sounds in a	<u>Family</u> In this unit the children will learn how to: Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have). <u>Classroom</u>	<u>My Home</u> In this unit the children will learn how to: Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).

	piece of unknown text, in a relevant appropriate word and pronounced at near native speed.	In this unit, the children will learn how to: Recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. Understand better that articles/determiners have more options in French than they do in English. Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).	

Music	Autumn	Spring	Summer
Year 4	**Charanga –** **Topic 1 Mama Mia** **Topic 2 Glockenspiel Stage 2** **Listen and Appraise** To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about it: Some of the style indicators of the song The lyrics Any musical dimensions featured in the song and where they are used Identify the main sections of the song Name some of the instruments they heard in the song	**Charanga –** **Topic 1 Stop!** **Topic 2 Lean on Me** **Playing** To know and be able to talk about: The instruments used in class – recorder, glockenspiel or xylophone Other instruments they might play or be played by friends - ***I can copy increasingly challenging rhythms using body percussion and untuned instruments*** **Improvisation** Improvisation is making up your own tunes on the spot It is not written down and belongs to you Using one or two notes confidently is better than 5	**Charanga –** **Topic 1 Blackbird** **Topic 2 Reflect, Rewind and Replay –** consolidation of learning and contextualising the history of music.

	- ***I can confidently recognise a range of musical instruments and the different sounds they make*** - ***I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.*** - ***I can use musical language to appraise a piece or style of music*** - ***I can listen to and recall sounds with increasing aural momory*** **Games** Know and be able to talk about: How pulse, rhythm and pitch work together Finding the pulse – the heartbeat of the music Rhythm Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical leadership: creating musical ideas for the group to copy **Singing** To know and be able to talk about: Singing in a group can be called a choir Role of the leader or conductor Songs can make you feel different things Singing as part of a group is fun but you have to listen to each other Texture: a solo singer has a thinner texture than a group Why you warm up your voice - ***I can sing as part of an ensemble with confidence and precision***	If you improvise you cannot make a mistake You can use some known riffs **Composition** To know and be able to talk about: A composition; music that is created by you and kept in some way Different ways of recording compositions - ***I can understand some formal, written notation which includes minims and quavers*** **Performance** To know and be able to talk about: Performing is sharing music with an audience A performance can be to one person You need to know and have planned your performance It can be for a special occasion It is different for each occasion It involved communication feeling, thoughts and ideas about the song/music - ***I can play and perform in solo or ensemble with confidence and precision*** - ***I can play and perform in solo or ensemble contexts with increasing confidence***	