

Cottesmore St Mary Catholic Primary School – Curriculum Overview for the Year

Year 4	Autumn 1 st half term		Autumn 2 nd half term		Spring 1 st half term		Spring 2 nd half term		Summer 1 st half term		Summer 2 nd half term	
Whole school spiritual theme	Core Values		Parables of Jesus		Old Testament		Psalms		Miracles of Jesus		Miracles of Jesus	
	Liturgical calendar: Harvest		Liturgical calendar: Advent / Christmas		Liturgical calendar: Epiphany		Liturgical calendar: Lent		Liturgical calendar: Easter		Liturgical calendar: Pentecost	
Overall year group theme	Rotten Romans				Pole to Pole				Walk Like an Egyptian			
RE	People	Called	Judaism	Gift	Community	Giving and Receiving	Self- discipline		New life	Building Bridges	Islam	God’s People
English reading and writing	Poetry (2weeks) -Creating images - Use similes and alliteration Write a story in a historical setting (4 weeks) - Into the forest -Story mapping		Explanation text (4 weeks) -Write in the present tense Playscript (3 weeks) - Anthony and Cleopatra - Diary writing		Write a story with a dilemma (5 weeks) - The Jump -Narrative writing - Dialogue		Newspaper report (4 weeks) -Writing in role Poetry (2 weeks) -Form of poems		Poetry (2 weeks) Story writing set in an imaginary world (4 weeks)		Persuasion texts (3 weeks)	
English grammar	<u>Sentence Work</u> -Noun phrase expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). -Fronted adverbials (for example, later that day, I heard the bad news.). <u>Text</u> -Use of paragraphs to organise ideas around a theme -Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <u>Punctuation</u> -Use of inverted commas and other punctuation to indicate direct speech, for -example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, 'Sit down!'). -Apostrophes to mark singular and plural possession (for example, the girl's name, the girls' names). -Use of commas after fronted adverbials. <u>Handwriting – pupils should be taught to:</u> -Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. -Increase legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders of letters do not touch.											

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	<u>Spoken Language</u> -Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. -Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. -Speak audibly and fluently with an increasing command of Standard English. <u>Spelling</u> Children follow Read Write Inc – a fast paced, rigorous and structured spelling programme where we teach different spelling patterns including prefixes and suffixes. Learn Year 3 and 4 National Curriculum spellings, which will be given to parents on ‘Meet the teacher’. <u>Terminology pupils need to know</u> Adverbs, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks), noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix. tense (past and present), apostrophe, comma, determiner, pronoun, possessive pronoun, adverbial.					
Maths (using the White Rose mastery approach to teaching maths)	<u>Number</u> Place Value Addition and Subtraction	<u>Number</u> Multiplication and Division <u>Measurement</u> Length and Perimeter	<u>Number</u> Multiplication and Division Fractions <u>Measurement</u> Area	<u>Number</u> Fractions Decimals	<u>Number</u> Decimals <u>Measurement,</u> Money Time <u>Statistics</u>	<u>Geometry</u> Properties of shape Position and Direction
Science <u>Working scientifically</u> Can convert between different units of metric measure eg. m/km Y4 Can decide how accurate to make my measurements Chooses equipment with an appropriate data range Can construct and	<u>Sound</u> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that	<u>Animals Including Humans</u> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	<u>States of Matter</u> Compare and group materials together, according to whether they are solids, liquids or gases. 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) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation.		<u>Living Things and their habitats</u> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that	<u>Electricity</u> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a

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record results in a table Can present findings in graphs and charts Can choose an appropriate scale for the y axis Can answer questions of findings presented in graph form Identifies simple tests to carry out to identify differences and similarities Can identify the variable to keep the same (control) Can identify which variables cannot be controlled	produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.			environments can change and that this can sometimes pose dangers to living things.	simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.
History	<u>The Roman Empire and its impact on Britain</u> Learn about the impact of the Roman invasion on life in Britain and about Roman culture and beliefs. Can describe the Roman Empire by AD42 and the power of its army Can describe British resistance to Roman Invasion (Boudicca) Can explain how significant historical people eg Emperor Claudius, Aulus Plautius, Hadrian contributed to achievements of Roman Empire <u>Chronological understanding</u> Can place different periods of time on a timeline and remember key historical facts and some dates from the Roman period			<u>Walk like an Egyptian</u> Know that Ancient Egypt was an early civilisation Can talk about the achievements of the Ancient Egyptians and how they changed the world. Can describe the key features of Ancient Egyptian society and can compare with society today. <u>Chronological understanding</u> Can compare two periods of history, identifying similarities and differences between them <u>Historical Interpretation and Enquiry</u> Ask their own complex questions relating to history	

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	Is beginning to use abstract terms (e.g empire, peasantry) when describing key features of the Roman period <u>Historical Interpretation and Enquiry Skills</u> Can use a range of resources to answer complex questions about the past.			
Geography	<u>Geographical Skills and Fieldwork</u> Can compare maps of Roman settlements with current maps and make suggestions for change. Can locate the countries of Europe using maps, atlases and digital computer mapping. (Context: Italy – Romans)		<u>Locational and Place Knowledge</u> Can locate and explain the significance of the northern and southern hemispheres and the Arctic and Antarctic circles. Can plot a route on a map or globe from one place to another. Identify countries or significant landmarks that are passed e.g (Brighton to The South Pole) <u>Human and Physical Geography</u> Can explain how people try to sustain the environment Understands how human and physical processes give a continent studied its unique characteristics. Can explain how extreme climates affect the lives of people living there and the human and physical geography. <u>Geographical Skills and Fieldwork</u> Draws sketch maps and plans using standardised symbols and a key. Compare and contrast countries and geographical features studied. Can compare land use and geographical features on different types of maps.	<u>Location and Place Knowledge</u> Identify longest rivers in the world and compare with the UK Can describe and explain how the climate of a country (e.g Egypt) or continent is linked to the distribution of natural resources (e.g Nile Delta) and tourism. <u>Human and Physical Geography</u> Can describe and explain how the climate of a country or continent links to natural resources. <u>Geographical Skills and Fieldwork</u> Draw maps using standardized symbols and a key. Collects and analyses data from first and second hand sources to identify and analyse patterns. Respond to and ask relevant questions about patterns in the landscape, and make appropriate observations on the location of features relative to others.
Art and Design	<u>Painting:</u> Colour mixing, 'warm' colours. Watercolour- 'wet-on-wet' <u>Drawing from</u>	<u>3D work:</u> Clay- pinch pot, textures and clear glazing	<u>Collage :</u> Tearing, overlapping, different surfaces and textures. <u>Drawing:</u> from observation, using	<u>Drawing</u> Portraits self portraits <u>Mixed media</u> Oil pastels, acrylic paint and collage.

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	observation		water wash. <u>Knowledge and understanding:</u> Frances Hatch, Chris Drury,		<u>Knowledge and understanding:</u> Ancient Egyptian art and craft.	
DT	<u>Electrical systems:</u> Simple circuits and switches (including programming and control) Designing and Making Key Rings			<u>Mechanical systems:</u> Linkages and levers Making Pop Up Books		<u>Food:</u> Healthy and varied diet Making hummus
PE	<u>Outdoor: Rugby</u> -Can throw and catch a ball with control and accuracy -Is beginning to show the ability to adapt tactics i.e. attack and defence -Can keep possession of the ball -Works effectively as part of a team -Varies tactics and adapt skills depending on what is happening in a game <u>Indoor: Dance</u> Work as a group to choreograph a Roman dance. -Links actions and shapes together fluently to create short sequences	<u>Outdoor: Football</u> -Can dribble a ball and change direction, keeping control of the ball -Is beginning to show the ability to adapt tactics i.e. attack and defence -Can keep possession of the ball -Works effectively as part of a team -Varies tactics and adapt skills depending on what is happening in a game <u>Indoor: Dance</u> -Work as a group to choreograph a Roman dance. -Use dance to show mood or feeling and convey an idea. -Works with a partner to plan, perform and improve a sequence involving at least 7 elements, including some variation in shape, speed and	<u>Outdoor: Hockey</u> -Follows rules in more challenging team games e.g. hockey -Is beginning to show the ability to adapt tactics i.e. attack and defence -Can keep possession of the ball -Works effectively as part of a team -Varies tactics and adapt skills depending on what is happening in a game <u>Indoor: Gymnastics</u> -Can perform a wider range of positions with control and accuracy e.g. front and back support, arch and dish, v-sit -Can perform a forward	<u>Outdoor: Basketball</u> -Can dribble a ball and change direction, keeping control of the ball -Can throw and catch a ball with control and accuracy -Can keep possession of the ball -Is beginning to show the ability to adapt tactics i.e. attack and defence -Works effectively as part of a team -Varies tactics and adapt skills depending on what is happening in a game Develop basketball skills within a team <u>St Francis Swimming</u> -Be able to enter the pool safely and swim 25m on front and back	<u>Outdoor: Striking and fielding</u> Follows rules in more challenging team games e.g. rounders --Can throw and catch a ball with control and accuracy -Works effectively as part of a team -Varies tactics and adapt skills depending on what is happening in a game <u>St Francis + St Andrews Swimming</u> -Be able to enter the pool safely and swim 25m on front and back	<u>Outdoor: Athletics</u> -Can run at a speed appropriate to the distance being run (i.e. showing ability to pace themselves) -Demonstrates a range of throwing actions using a variety of objects -Can perform a two feet jump with a run-up, aiming for distance <u>Indoor: Gymnastics</u> -Can perform a wider range of positions with control and accuracy e.g. front and back support, arch and dish, v-sit -Can perform a forward roll safely, starting and finishing on their feet

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	-Uses dance to show a mood or feeling	direction -Creates dances and movements that convey a definite idea.	roll safely, starting and finishing on their feet			
Music	Learn to play up to 6 notes on the recorder and use them in various pieces. Being able to notate and read using a musical stave. Learning songs about the Romans and using their recorders and other classroom instruments to accompany these songs.	Compose a piece of Music about the Romans using classroom instruments.	Listening to pieces of music that are inspired by these regions of the world. Learning topic related songs. Learning partner songs to develop their singing skills further. Understanding how partners songs can be sung together as their tunes fit together. Re-write the words of two partner songs.	In small groups compose some music to accompany a story about a frozen planet using all class room percussion instruments and recorders.	Learning songs about the Egyptians. Developing their singing furthering into part singing.	Learn about scales and play them on Xylophones and recorders. Composing simple recorder/Xylophone tunes with an Egyptian title.
Computing	We are musicians - creativity producing digital music	We are software developers - programming – developing a simple educational game	We are meteorologists – productivity – presenting the weather	We are co-authors – communication/collaboration – producing a wiki	We are HTML editors – computer networks – editing and writing HTML	We are toy makers - computational thinking – prototyping an interactive toy
EPR (Education and Personal Relationships)	New beginnings Global education – <i>media stereotypes</i>	Getting on and falling out Say no to Bullying Gender	Going for goals Keeping safe – alcohol and drugs education <i>Alcohol</i>	Good to be me (Mental Health and wellbeing lessons) Difference and diversity – <i>Disability equality</i>	Protective behaviours <i>Feeling good, feeling safe(1)</i> <i>Feeling good, feeling safe(2)</i>	RSE - <i>Pregnancy and growth of baby in womb</i> Changes
Primary Languages (French)	Animals and parts of the body	Adjectives and food	Opinions about food and Months of the year	Numbers to 31 and French stories and traditions	Members of the family and clothing	Giving opinions about clothing and presenting in French
Enrichment	Rainbow theatre visit	Fishbourne Roman Palace trip	Antarctica Day	Snowzone trip – Indoor Ski Centre	Topic celebration: music, food and books.	Cuckmere Haven Trip