|  |  |
| --- | --- |
| **Year: 4** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | * Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form) * Look at place value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns * Convert multiples of 100 g into kilograms; convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities; draw bar charts, record and interpret information * Round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use * Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder |
| English (Spoken) | Pupils should be taught to:   * listen and respond appropriately to adults and their peers * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * 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 * participate in discussions, presentations, performances, role play, improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication. |
| English (Reading) | Pupils should be taught to:   * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * using dictionaries to check the meaning of words that they have read * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identifying themes and conventions in a wide range of books * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader’s interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry] * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction   participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |
| English (Writing)  Cracking Writing  Unit 2  Unit 6 | Pupils should be taught to:   * discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discuss and record ideas * compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organise paragraphs around a theme * in narratives, create settings, characters and plot * in non-narrative material, using simple organisational devices [for example, headings and sub-headings] * assess the effectiveness of their own and others’ writing and suggesting improvements * propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proof-read for spelling and punctuation errors * read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. * spell words that are often misspelt (English Appendix 1) * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far |
| English (Vocabulary, Grammar, Punctuation) | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:   * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials * learning the grammar for years 3 and 4 in English Appendix 2   indicate grammatical and other features by:   * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech * use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. |
| Science  Electricity | • 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 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. |
| Religious Education (R.E)  Trust in God | * understand the importance of trusting in God. Be aware that it is not always easy for us to trust. * know about God’s promise to Zechariah. Reflect on how Zechariah had to trust in God. * Know that Mary trusted in God. Reflect in what we can learn from Mary. * know how Joseph put his trust in God. Be aware that sometimes we need help to trust in God. * know that God fulfilled His promise to Mary when Jesus was born. Reflect on the importance of the birth of Jesus for us. * know why God sent Jesus to earth. Reflect in who Jesus is for us. |
| Physical Education (P.E)  invasion games | Pupils should be taught to:   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * compare their performances with previous ones and demonstrate improvement to achieve their personal best   DANCE   * perform dances using a range of movement patterns   ...most children will be able to:  • show knowledge and understanding of the reasons for warming up and cooling down;  • move in multiple directions at speed and with some success in a game situation;  • change direction quickly (dodge) and feint a move, using a low body position, and apply this with some success in a game situation;  • dribble with the ball using different techniques, demonstrating control and speed;  • look up when dribbling while keeping good control of the ball; • pass the ball with control and accuracy over a range of distances;  move to receive a ball that is passed to them with good control; • mark an opposition player with success in a game and position oneself to allow them to see both the ball and their opponent at the same time;  • at times, anticipate where and when the ball will be passed and get into a position to be able to intercept it;  • show an understanding of the job and some of the skills needed to be a goalkeeper and use different techniques to prevent a goal from being scored at different heights;  • regularly contribute to the success of their team in attack and defence;  • show an understanding of teamwork and demonstrate being part of a team;  • follow rules in more complex invasion games  SWIMMING   * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] * perform safe self-rescue in different water-based situations |
| computing  animation | * Analyse, evaluate and present data and information * Use a variety of software to design and create content that accomplish given goals * Use a variety of software to design and create content that accomplish given goals * Use a variety of software to design and create content that accomplish given goals * Use a variety of software, on a range of digital devices, to design and create content that accomplish given goals * Select, use and combine a variety of software including analysing, evaluating and presenting data and information |
| History  Crime and Punishment | * To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils’ chronological knowledge beyond 1066, such as changes in an aspect of social history * Be able to address historically valid questions about change, cause, similarity and difference and significance * Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study * Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this * Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study * Note connections, contrasts and trends over time and develop the appropriate use of historical terms |
| Geography | n/a |
| Art and Design  Autumn | * To create sketch books to record observations and use them to review and revisit ideas * To improve mastery of art and design techniques * To learn about great artists, architects and designers in history   ...most children will be able to:  • Draw observational details based on the leaf in front of them.  • Paint an image that resembles details on a vegetable skin.  • Combine different types of materials to create a collage.  • Draw patterns based on their own observations. |
| Design and Technology | **Design**   * use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design   **Make**   * select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities   **Evaluate**   * investigate and analyse a range of existing products * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand how key events and individuals in design and technology have helped shape the world   **Technical knowledge**   * apply their understanding of how to strengthen, stiffen and reinforce more complex structures * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] * apply their understanding of computing to program, monitor and control their products.   **Cooking and nutrition**   * understand and apply the principles of a healthy and varied diet * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed |
| Music  Charanaga  Glockenspiel Stage 2 | * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressio**n - Perform section of lesson and performing in general. Musical Activities section of each lesson embeds this** * i**mprovise and compose** music for a range of purposes using the inter-related dimensions of music - **Musical Activities in each unit** * listen with attention to detail and recall sounds with increasing aural memory**- Musical Activities section of lessons** **- Warm-up Games, playing, improvising and composing and performing** * use and understand staff and other musical notations - **Warm-up Games,  Playing instruments** * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician**s Listen and Appraise** * develop an understanding of the history of mu**sic. Listen and Appraise** |
| M.F.L  All around town | * To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases * To listen attentively to spoken language and show understanding by joining in and responding * To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * To present ideas and information orally to a range of audiences * To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary |
| P.H.S.E  Think Positive | * To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. * To consider what positively and negatively affects their physical, mental and emotional health. * To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. * To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. * To learn how their body will, and their emotions may, change as they approach and move through puberty. * To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. |