|  |  |
| --- | --- |
| **Year: 4** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | * Place 4-digit numbers on landmarked lines; 0–10 000 and 1000–2000; round 4-digit numbers to the nearest 10, 100 and 1000; mentally add and subtract to/from 4-digit and 3-digit numbers using place-value; count on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50; add and subtract multiples of 10 and 100 to/from 4-digit numbers * Use expanded written subtraction and compact written subtraction to subtract pairs of 3-digit numbers (one ʻexchangeʼ); use expanded column subtraction and compact column subtraction to subtract pairs of 3-digit and 2-digit numbers from 3-digit numbers (one ʻcarryʼ); learn the 7× table and ʻtrickyʼ facts; use the vertical algorithm to multiply 3-digit numbers by 1-digit numbers; solve simple money problems with decimals to two decimal places * Use mental multiplication and division strategies; find non-unit fractions of 2-digit and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters) * Recognise and compare acute, right and obtuse angles; draw lines of a given length; identify perpendicular and parallel lines; recognise and draw line symmetry in shapes; sort 2D shapes according to their properties; draw shapes with given properties and explain reasoning; draw the other half of symmetrical shapes * Understand how to divide 2-digit and 3-digit numbers by 1-digit numbers using place value and mental strategies; divide numbers by 1-digit numbers to give answers between 10 and 25, with remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers; use Frog to find complements to multiples of 1000; use Frog to find change from £10, £20 and £50 |
| 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 3  Unit 7 | 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. * use further prefixes and suffixes and understand how to add them (English Appendix 1) * spell further homophones * spell words that are often misspelt (English Appendix 1) * place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] * 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  Animals including humans | • 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 |
| Religious Education (R.E)  Jesus, the teacher | * know that Mary and Joseph took Jesus to the Temple. Reflect on what this means for us. * know that Jesus was born a Jew. Reflect on how Mary and Joseph found Jesus in the Temple. * know about the baptism of Jesus. Reflect on what Jesus’ baptism means for us. * know that Jesus called people to follow him. Be aware that we are also called to follow Jesus. * know that Jesus travelled around teaching people. Think about the Good News that Jesus teaches. * know some of the parables Jesus used to teach people. Reflect in the meaning of the parables for us. |
| Physical Education (P.E)  tag rugby | 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   DANCE   * perform dances using a range of movement patterns   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   ...most children will be able to:   * use the correct grip while holding the ball to be able to pass it effectively; * • pass the ball with accuracy, using the correct technique while stationary; * move their hands to catch a ball arriving at different heights and angles; * pass the ball with accuracy using the correct technique while on the move; * sometimes get into the correct position to receive a pass from a teammate; |
| computing  programming / coding with City | * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems * solve problems by decomposing them into smaller parts. * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. * Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. |
| History | n/a |
| Geography  All around the world | * To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere * To identify the position and significance of latitude and longitude * To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations. * To identify the position and significance of the Arctic and the Antarctic Circle * To identify the position and significance of the Tropics of Cancer and Capricorn * To identify the position and significance of the Prime/ Greenwich Meridian * To identify the position and significance of time zones (including day and night) |
| Art and Design  insects | * To improve mastery of art and design techniques, including drawing * To create sketch books to record observations and use them to review and revisit ideas * To learn about great artists, architects and designers in history   ...most children will be able to:  • Draw details carefully.  • Design a mosaic.  • Make a puppet.  • Make a 3D model.  • Finish a 3D model. |
| 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  Charanga  Stop! | * 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  Where in the world | * Speak in sentences, using familiar vocabulary, phrases and basic language structures * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. * Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English. * 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  One world | * To consider the lives of people living in other places and people with different values and customs. To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. * To recognise and challenge stereotype. To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child * To consider the lives of people living in other places, and people with different values and customs. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. * To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. * To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities |