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| **Year: 4** | **St. Joseph’s Curriculum Planning** |
| **Subject** | **National Curriculum Objectives** |
| Mathematics | * Read, write and compare 4-digit numbers and place on a line; find 1000 more or less than any given number; read, write and compare 5-digit numbers; recognise what each digit represents in a 5-digit number; read, use and compare negative numbers in the context of temperature * Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths); read and write decimals (to 1 and 2 places), understanding that these represent parts (tenths and hundredths) of numbers; mark 1- and 2- place decimals on a line; count in tenths (0.1s) and hundredths (0.01s); multiply numbers with up to 2 decimal places by 10 and 100, and divide numbers by 10 and 100; say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number * Learn 11 and 12× tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers by 1-digit numbers; use rounding to estimate answers; use a written method to multiply 3-digit numbers, including amounts of money by 1-digit numbers; multiply 2-digit and 3-digit numbers by 1-digit numbers; understand how division ʻundoesʼ multiplication and vice versa; divide above the tables facts using multiples of 10 * Recognise and read Roman numerals to 100; begin to know the history of our number system including 0; calculate area and perimeter of rectilinear shapes using multiplication and addition, or counting; recognise, name and classify 2D shapes identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles; revise 3D shapes, consider 2D-shaped sides on 3D shapes, and sort shapes * Understand, read and write 2-place decimals; compare 2-place decimals in the context of lengths; add and subtract 0·1 and 0·01 and say a number one-tenth (0·1) or one-hundredth (0·01) more or less than a given number; revise equivalent fractions; write fractions with different denominators with a total of 1; recognise decimal and fraction equivalents |
| 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 8 | 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 * assess the effectiveness of their own and others’ writing and suggesting improvements * in non-narrative material, using simple organisational devices [for example, headings and sub-headings] * 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 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  States of Matter | * 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 with temperature. |
| Religious Education (R.E)  The Early Christians | * know that Jesus made Peter head of the Church. Think about what this means for all Christians. * know that the Church began at Pentecost. Think about what the Holy Spirit is able to do. * know what happened to Stephen and Saul. Reflect on how God brings good out of evil. * know about the challenges of being an apostle. Reflect on how God worked through Paul and Silas. * know about Paul’s missionary journeys. Reflect on Paul’s faith and courage. * know some of the teaching of the apostles. Reflect on how this teaching helps us today. |
| Physical Education (P.E)  tennis  dance  swimming | Pupils should be taught to:   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, tennis, and apply basic principles suitable for attacking and defending * compare their performances with previous ones and demonstrate improvement to achieve their personal best.   ...most children should be able to:  • hold a tennis racket and show control when hitting a ball;  • hit a ball forwards towards a target;  • throw a ball underarm over a short distance;  • show consistency when hitting a ball that has been thrown to them;  • combine their skills to play a modified version of a competitive game against a partner;  • understand the tactic that they have practised and try to apply it in a competitive game;  • cooperate with others to play a team game, taking on different roles with support.   * perform dances using a range of movement patterns * 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  Q.R. codes  programming  (with MGL) | * 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 * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| History | n/a |
| Geography  Water | * Describe and understand key aspects of the water cycle in the context of learning about the changing states of matter. * Describe and understand key aspects of the water cycle in the context of explaining the water cycle. * Describe and understand key aspects of the water cycle in the context of learning about clouds and rain * Describe and understand key aspects of the water cycle in the context of learning about the water treating process. * Describe and understand key aspects of the water cycle in the context of learning about flooding. * Describe and understand key aspects of the water cycle in the context of learning about water pollution. |
| Art and Design  Bodies | * To improve mastery of art and design techniques, including drawing * To learn about great artists, architects and designers in history * To create sketch books to record observations and use them to review and revisit ideas * To improve their mastery of art and design techniques   ...most children will be able to:   * Make clothes out of paper. * Draw a body in charcoal. * Make 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  Blackbird (Pop) | * 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  On the move | • name some types of transport  • use Je… and Tu… correctly in a simple sentence  • respond to simple instructions for direction and movement  • follow simple directions to find a place on a map |
| P.H.S.E  respecting rights | * know what human rights are   • understand that all people share the same rights  • know about The Universal Declaration of Human Rights and the Declaration of the Rights of the Child  • know why we have rules and how they help us  • understand that no one should take away our human rights  • explain what respect means and understand how they can respect the rights of others  • describe what a stereotype is and understand how stereotypes can be harmful. |