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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
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| 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.
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| 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.
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| English (writing)Cracking WritingUnit 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.
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| 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 2indicate 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.
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| ScienceStates 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.
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| Physical Education (P.E)tennisdanceswimming | 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
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| computingQ.R. codesprogramming(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.
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| History | n/a |
| GeographyWater | * 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.
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| Art and DesignBodies | * 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.
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| 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
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| MusicCharangaBlackbird (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**
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| M.F.LOn 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.Erespecting 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. |