St Anne's Catholic Academy
Curriculum Information
Year 4
Autumn Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	**Newspaper recount** **Explanation text** **Historical narrative** **Historical poetry** **Formal letters** **Non-chronological report** **Instructions** **Persuasive Letters**	**Plan their writing by:** • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; • Discussing and recording ideas **Spelling** • Use prefixes such as in- im- and il- • Spell homophones and near homophones • Spell words containing the 'sion', 'ssion' 'tian' and 'cian' word endings. Use a variety of techniques to identify the correct spelling. • 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. **Vocabulary, Grammar and Punctuation** • Accurate and consistent use of past, present and future tense • Accurate speech punctuation for direct speech – commas, inverted commas. • Expand noun phrases using the addition of modifying adjectives and prepositional phrases. • Commas used to demarcate fronted adverbials. • Use of pronouns to avoid repetition and support cohesion. • Use of varied sentence openers to support the purpose and audience – time conjunctions, prepositions, fronted adverbials • Apostrophes for contractions and possession • Using a wide range of conjunctions, including: when, if, because, although, however, but, whereas • To use conjunctions, adverbs and preposition to express time and cause. • Punctuate sentences accurately using ! ? . • Use of Standard English forms for verb inflections - these/those not them.	• Continue to develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences. • Work collaboratively as part of a team • Think of others, listen well to others' points of view and try to imagine others' points of view, especially those who live in difficult circumstances. • Gain the confidence to cope with setbacks and learn from their mistakes. • Begin to understand the culture of past civilizations and how life was different. • Develop understanding of how beliefs contribute to personal identity. • Understand the history of the local community and how this influences local culture. • Respond to challenging experiences of life such as suffering and death.	• Compose their own sustained 'entertaining' pieces of writing. • Organise this writing using appropriate features. • Ensure writing contains all elements of VCOP previously taught. • Edit work to check for sense and meaning. Check to see if personal writing targets have been included. • Use appropriate sizing and orientation for letter formation; use diagonal and horizontal strokes to join letters. • Reading comprehension skills

		• Commas used to indicate clauses • Use of imperative verbs for instructions. **Reading** • Increasing their familiarity with a wide range of books- historical fiction, non-fiction, poetry, • Using skimming and scanning techniques to retrieve key information from a text. • Read fluently and confidently when reading out loud. • Infer meaning from information implied in the text using evidence from the text to support ideas • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Extend vocabulary using ideas from what they have read. • Using a dictionary accurately to find the meaning of unknown vocabulary. • 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. • Read poetry aloud—both our own and familiar poems. • Identifying how language, structure, and presentation contribute to meaning • Make comparisons within and across the text. • Ask questions to improve understanding **Handwriting:** • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting		
MATHS	**Addition and Subtraction Multiplication & division Recognising place value Area**	**Number and Place Value** • Count in multiples of 6, 7, 9, 25 and 1000. • Find 1000 more or less than a given number. • Count backwards through zero to include negative numbers. • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). • Order and compare numbers beyond 1000. • Identify, represent and estimate numbers using different representations. • Round any number to the nearest 10, 100 or 1000.	• Continue to develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences. • Reflect on, consider and celebrate the wonders and mysteries of life as it evolves. • Work collaboratively as part of a team • Think of others, listen well to others' points of view and try to imagine	• Solve number problems • Recall addition, subtraction, multiplication and division facts. • Have instant recall of 2,3,4,5,6,7,9,25 and 100 times tables and corresponding division facts.

		• Solve number and practical problems that involve all of the above and with increasingly large positive numbers. • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. **Addition and Subtraction** • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Estimate and use inverse operations to check answers to a calculation. • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. **Multiplication and Division** • division facts for multiplication tables up to 12 x 12. • *Use place value, known and derived facts to multiply and divide mentally, including: -* - multiplying by 0 and 1; - dividing by 1; - multiplying together three numbers. • Recognise and use factor pairs and commutativity in mental calculations. • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects.	others' points of view, especially those who live in difficult circumstances. • Gain the confidence to cope with setbacks and learn from their mistakes. • Begin to understand the culture of past civilizations and how life was different.	

RE	**Creation & Story of Abraham to Joseph**	• Know the stories of creation, Abraham and Isaac, Jacob and Joseph from the Old Testament. • Understand from the story of creation that human beings are made in God's image and likeness and that this needs to be valued and respected in other people. • Identify how God called and protected both Abraham and Isaac.	• Continue to develop an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences.	• Search for meaning and purpose by asking questions. • Develop a growing understanding and

	Jesus teaches us how to pray **Advent** **Christmas**	• Know that Jesus prayed to the Father and they will be able to identify some of the prayers that he learnt growing up in the Jewish faith. Explain why it is important to call and to pray to God the Father. Be familiar with some of the traditional prayers of the Church including the prayer of the Rosary and know that Jesus was descended from the House of David. • Recall some stories about some of Jesus' ancestors and recognise how important their relationship with God was to them. • Place some of the characters into an historical sequence and identify some important symbols for these different people as featured on the Jesse Tree. • Know about the announcements made by angels in the stories associated with the birth of John the Baptist and the birth of Jesus. • Understand that angels are heralds of important messages and consider ways in which Christians today are heralds of the message of Christ. • Be able to explain some of the Church's customs for celebrating the birth of Christ.	• Reflect on, consider and celebrate the wonders and mysteries of life as it evolves. • Work collaboratively as part of a team • Think of others, listen well to others' points of view and try to imagine others' points of view, especially those who live in difficult circumstances. • Gain the confidence to cope with setbacks and learn from their mistakes. • Begin to understand the culture of past civilizations and how life was different. • Develop understanding of how beliefs contribute to personal identity. • Learn tolerance of cultures around the world. • Respond to challenging experiences of life such as beauty, suffering and death.	acceptance of individual identity. • Develop creativity and expression of innermost thoughts and feelings through art, music, literature and crafts; • Find bible references • Know all the responses during Mass.
Music	**Pop: The Music of Abba** **Mixed styles**	• To identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus • To Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. • To find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture • To play instrumental parts accurately and in time, as part of the performance • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To re-join the song if lost. • To listen to the group when singing. • To know the Key of G • To know and play the notes G+A • To know how to play a melody with the notes • G, A, B + C • To compose with the notes G, A + B • To learn the melody for G, A, B, C, D + E • To learn to play, sing and copy back. • To confidently identify and move to the pulse.	• Music appreciation – acknowledgement of talent, practise and skill-development • Understanding historical influences on music • Understanding cultural influences on music • Working collaboratively as a team. • Application of listening skills	• Music appreciation • Listening and reflecting • Positioning • Composition • Collaborative work

		• To talk about the musical dimensions working together in the Unit songs egg if the song gets louder in the chorus (dynamics). • To talk about the music and how it makes them feel. • To Listen carefully and respectfully to other people's thoughts about the music. • To talk using musical words. • To learn to sing in unison and in simple two-parts. To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To re-join the song if lost • To listen to the group when singing.		
PE	**Dance** **Gymnastics** **Swimming**	<u>Dance</u> • To know and use different forms of dance including freeze frames • To know a range of movement patterns: • To know the roles of a director and a choreographer • Practise and perform a variety of different formations in dance • Develop a dance to perform as a group with a set starting position • Perform routines to audiences • Perform using a range of movement patterns and set phrases • Work collaboratively in groups <u>Gymastics</u> • To know how changes in height, speed and direction can be used to compose sequences. • To know the importance of strength and stamina for sustained periods of vigorous activity • To know how different forms of movement in gymnastics: runs, leaps, jumps and locomotion. • To know the importance of communication for teamwork. • To know an extended range body actions and shapes to include in a sequence • To know the different muscle groups needed to support the core of their body • To link ideas to create a sequence: • To become increasingly competent and confident to perform skills more consistently • Able to perform in time with a partner and group • Use compositional ideas in sequences such as changes in height, speed and direction • Develop an increased range of body actions and shapes to include in a sequence • Define muscles groups needed to support the core of their body • Refine taking weight on small and large body parts, for example, hand and shoulder **Swimming:** • Develop basic movements in water such as propelling, walking, pushing and pulling • Develop skills further participating in increasingly challenging situations • Confident taking part in a range of water-based activity as an	• Physical education lessons have teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and appreciation of sports from other countries. • Allowing pupils reflection time to evaluate their experiences allows them to build a positive mind set and promotes progression. • Pupils will also see the sense of awe and wonder when observing elite performances from professional athletes and their peers. • Expressing feelings and emotions in their dance and gymnastic performances. • Self and peer assessment are important to enable students to have an accurate grasp of where they are and how they need to improve. • Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations giving pupils a sense of justice and how to respond appropriately when they feel there is an injustice. • Opportunities to discuss viewpoints are encouraged whilst ensuring students are respectful of others understanding the consequences of overly critical assessment of performances.	• Improve the generic sporting skills of flexibility, strength, control and balance. • Develop a competitive drive and sense of team work.

		individual and collaborating within a group • Be increasingly confident with a variety of stroke technique and use with control and fluency.		

ICT	The internet Audio Production	The internet: To know the World Wide Web contains web pages and websites. To know how content is added and accessed on the World Wide Web. To know that the content on the World Wide Web is created by people. To know the consequences of unreliable content. To know how networks physically connect to other networks. To know how networked devices make up the internet. Audio Production: To know that sound can be recorded To know that audio recordings can be edited To know different parts of creating a Podcast project To know how to enhance a podcast project by combining audio	• Children are encouraged to promote good etiquette when using digital technology with strong regard to e-safety • Children are encouraged to cooperate with each other and listen to each other's ideas and opinions. • They evaluate how things work and how they could change the instructions to make them work more effectively. • Children develop and demonstrate skills (in programming) and attitudes that will allow them to participate fully in, and contribute positively, to life and work in modern Britain. • Children learn the skills of creating a program and detecting where there is a problem and how they are going to resolve it.	The internet: To describe how information is shared across the internet. To discuss why a network needs protecting. To explain the types of media that can be shared on the WWW To explain why some content that I find on the WWW may not be reliable, honest or legal Audio production: To use a computer to record audio To use audio content for a purpose To edit and manipulate audio recordings
Science	**Sound**	• I know that sounds are made by vibrations. • I know that sound vibrations travel in waves to your ear. • I know that sound travels differently through different mediums • I know that sound gets fainter as the distance from the sound source increases. • I know what the terms pitch and volume mean. • I know that vibrations get bigger as sounds get louder. • I know that the pitch of a sound gets higher as the speed of the vibration increases. • I can ask scientific question • I can design a fair test • I can use scientific vocabulary to explain the results of an enquiry • I can make observations during an experiment and accurately record these. • I can use a data logger to record sound variations • I can record my results in a table. • I can label a diagram using scientific vocabulary.	• I know the importance of healthy lifestyle choices such as how to care for our ears • I can appreciate and celebrate the achievements of others • I can work collaboratively • I know the importance of looking after our local and global habitats	• Ask scientific questions • Record and present scientific evidence in different ways • To use scientific vocabulary accurately.

	Living things and their habitats	• I can explain identify how different instruments make different sounds. • Sort living things into a Venn diagram. • Sort living things into a Carroll diagram. • Use questions to sort animals using a key. • Use a key to identify invertebrates by looking at their characteristics. • Use the characteristics of living things to sort them using a classification key. • Show the characteristics of living things in a table. • Create a classification key. • Identify dangers to wildlife in the local and wider environment. • Record observations in a table. • Write a report. • Present findings to the class. • Explain, using evidence, how they have Identified invertebrates. • Explain in more detail how changes to the environment have affected endangered species		
Humanities and the arts	**The Romans** **Britain from the Air**	• To identify the human and physical features of a landscape which would allow for a good settlement. • To plot key Roman locations on a map and use these to explain how the Roman Empire spread. • To distinguish between types of settlements. e.g. villages, towns and cities. • To explain the impact of the Romans in Britain • To explain key strategies of the Roman army invasion and their techniques and strategies. • To use primary and secondary sources of information. • To evaluate the reliability of different sources of evidence. • To analyse and describe the use of pattern in Clarice Cliff's work. • To recreate artwork in her style through sketches, plans, and moulding techniques for clay • To choose the appropriate tools to join clay adequately and construct a simple base for extending and modelling other shapes. • To evaluate techniques in order to refine and develop ideas. • To research and evaluate different catapult designs and the key features. • To create a design criterion based on purpose. • To plan a design using annotated sketches. • To choose appropriate tools to measure, mark, cut and join resources to make a product which creates movement.	• To compare laws and rules within the Roman Empire. • To look at Roman Gods, the roles and responsibilities they held and how they were symbolised. • To look at how the Roman Empire was led and discuss the effects of democracy within empire. • To discuss the use of rules and laws within Roman society and how it may have been different if the rules were different. • To explore the Roman way of life and discuss how traditions affected daily life. • To compare places of worship in different faiths. • To argue a point of view using the agreed rules in an attempt to preserve a landmark. • To work collaboratively. • To explore where they live and the people who shaped their locality.	• Identify locations around the world. Research and explore others' culture and way of life. • Develop and use a sense of chronology to order events in time. Ask relevant questions, • Research and respond using relevant historical information.

		• To test and evaluate the effectiveness of the design. • To use an atlas to plot key cities of the United Kingdom on a map. • To sort features as either physical or human. • To interpret symbols on an OS map. • To use sketches to create a map of the local area, including landmarks. • To explain position using the points on a compass. • To use 4 figure grid references to locate and plot places on a map. • To investigate and interpret different sources of evidence (newspaper articles, interviews, graphs, photographs) to find out about the history of my local area. • To create a timeline representing changes in local history. • To explain reasons for these changes. • To explain the impact of canals on the industrial revolution. • To compare life in Britain before and after the industrial revolution. • To make comparisons between the works of Edwin Butler Bayliss and George Lambert. • To identify features of pre and post-industrial revolution within each painting. • To use a sketchbook to record my ideas. • To review the sketches in my book and make adaptations. • To use guide lines to create a proportionately accurate image. • To generate appropriate ideas and a suitable design criterion for a pneumatic boat lift. • To plan a design, selecting and using appropriate tools with some accuracy to cut and join materials/components. • To test the product in order to identify the success of the mechanism. • To evaluate the product against the design criteria.		

Year 4 – Romans

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know what the term settlement means. To name some physical features for a successful settlement. To name some human features for a successful settlement. To know how Roman settlements were linked. To name 5 counties in Britain. To know that the capital of England is London. To know that the capital of Italy is Rome. To know some key countries in Europe that were part of the Roman Empire. To know the impact of the Romans on our local area.	**Knowledge** To know that Romans ruled Britain from AD43 – AD410. To know what the terms invade, settling and conquer mean. To know what the term 'empire' means. To know some legacies of the Roman invasion of Britain. To know some key social and cultural features of Roman life. To know the structure of the Roman army and its techniques. To give two reasons why the romans invaded. To know about Roman way of life. To know what the role of a Roman Solider was.
Skills To identify the human and physical features of a landscape which would allow for a good settlement. To locate London and Rome on a map of Europe. To plot the geographical spread of the Roman Empire in Europe. To explain how the size and position of the Roman Empire changed over time. To use various forms of maps to locate key Roman sites in Britain. To distinguish between types of settlements. e.g. villages, towns and cities. To explain the impact of the Romans on our local area.	**Skills** To explain why Julius Caesars' attempts at invasion were unsuccessful. To understand what made the Roman army so powerful. To suggest cause and consequences of Roman invasion. To use primary and secondary sources of information. To evaluate the reliability of different sources of evidence. To identify some modern examples of Roman influence remaining in Britain. To explain the effect of Roman defence strategies. To explain why the Roman Empire collapsed.
Art	**Technology**
Knowledge To know who Clarice Cliff is. To know some of her famous pieces. To know the techniques used by Clarice Cliff. To know how the use of colours and materials can enhance a piece of artwork. To know which primary colours can be mixed together to create secondary colours. To know how to join clay using a slip. To know that clay structures have to be left to dry in order to harden.	**Knowledge** To know the purpose of Roman catapults. To know the key events which lead to the introduction of catapults. To know the key features of different catapult designs. To know how mechanical systems such as levers, create movement. To know the materials and joining techniques used to create catapults. To know what a lever is and how the position of a lever effects its capability. To know the meaning of the terms fulcrum, load and effort.
Skills To analyse and describe the use of pattern in artists' work. To use a sketchbook to record ideas. To review and revisit ideas in the sketchbook. To investigate the impact of the different moulding techniques on the appearance of the clay. To choose the appropriate tools to create the desired artistic technique. To join clay adequately and construct a simple base for extending and modelling other shapes. To evaluate techniques in order to refine and develop ideas.	**Skills** To research and evaluate different catapult designs. To create a design criterion based on purpose. To plan a design using annotated sketches. To be able to label the load, fulcrum and effort on a design. To communicate design ideas with others. To choose appropriate tools. To measure, mark out, cut shape a range of materials. To join materials to make a product which creates movement. To test the effectiveness of the design. To evaluate design against the design criterion.

Year 4 - Britain from the Air

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know how the landscape of Britain has changed over time. To know some key landmarks in Britain. To know the capital cities of each country in the United Kingdom. To know that physical features are natural and human features are man-made. To know some key symbols used on an OS map. To know the eight points of a compass.	**Knowledge** To know how the population and industry of the local area has changed over time. To know that the industrial revolution took place from 1760 – 1820. To know the key developments during the industrial revolution. To know why the canal system was created. To know the role of navvies in the creation of the canal systems.
Skills To use an atlas to plot key cities of the United Kingdom on a map. To sort features as either physical or human. To interpret symbols on an OS map. To use sketches to create a map of the local area, including landmarks. To explain position using the points on a compass. To use 4 figure grid references to locate and plot places on a map.	**Skills** To investigate and interpret different sources of evidence (newspaper articles, interviews, graphs, photographs) to find out about the history of my local area. To create a timeline representing changes in local history. To explain reasons for these changes. To explain the impact of canals on the industrial revolution. To compare life in Britain before and after the industrial revolution.
Art	**Technology**
Knowledge To know the works of Edwin Butler Bayliss. To know the works of George Lambert. To know the differences in the landscape in pre and post-industrial Britain. To know the importance of a loose grip for sketching. To know the importance of proportions in creating accurate landscape drawings.	**Knowledge** To know the key features of canal boats. To know the importance of balance when loading a boat. To know what the term buoyancy means. To understand and use pneumatic mechanisms. To know how materials can be joined to allow movement.
Skills To make comparisons between the works of Edwin Butler Bayliss and George Lambert. To identify features of pre and post-industrial revolution within each painting. To use a sketchbook to record my ideas. To review the sketches in my book and make adaptations. To use guide lines to create a proportionately accurate image.	**Skills** To generate appropriate ideas and a suitable design criterion. To create a cross-section exploded diagram to plan a design. To select and use appropriate tools with some accuracy to cut and join materials/components. To test the product in order to identify the success of the mechanism. To evaluate the product against the design criteria.

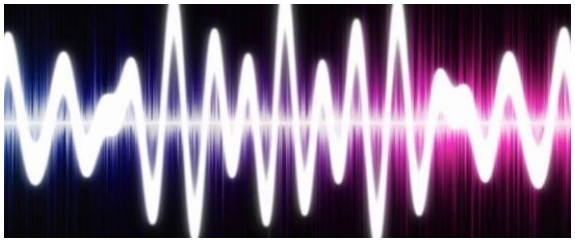
Year 4 Knowledge Organiser

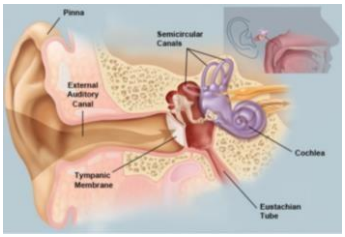
Living things and their habitats

Science	
Knowledge	**Skills**
I know that living things can be grouped into plants and animals	I can group animals based on their characteristics.
I know animals can be grouped into mammals, birds, invertebrates, reptiles, amphibians and fish	I can interpret a classification key
I know some key characteristics from all of the animal groups	I can create a classification key
I know the purpose of a classification key.	I can identify creatures in the local environment
I know what the scientific terms vertebrate and invertebrate mean.	I can make scientific observations and record these using
I know the seven life processes.	I can identify changes in the local environment.
I know some wild animals and plants native to Britain.	I can explain the potential impact on local wildlife from these changes.
I know the habitats of some of these animals.	I can make suggestions about how to protect local wildlife.
	I can make comparisons between different living things.

Year 4 Knowledge Organiser

Sound





Science	
Knowledge	**Skills**
I know that sounds are made by vibrations. I know that sound vibrations travel in waves to your ear. I know that sound travels differently through different mediums I know that sound gets fainter as the distance from the sound source increases. I know what the terms pitch and volume mean. I know that vibrations get bigger as sounds get louder. I know that the pitch of a sound gets higher as the speed of the vibration increases.	I can ask scientific questions I can design a fair test I can use scientific vocabulary to explain the results of an enquiry I can make observations during an experiment and accurately record these. I can use a data logger to record sound variations I can record my results in a table. I can label a diagram using scientific vocabulary. I can explain identify how different instruments make different sounds.