St Anne's Catholic Academy
Curriculum Information
Year 4
Spring 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	Balanced argument Diary recount Explanation text Narrative with a familiar setting Kenning poem Persuasive argument Formal letter	**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** • Accurate spelling of homophones and near homophones • Words containing the suffix -ation • Words containing the prefixes sub- and super- • Using apostrophes for the plural possessive • 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** • Use of varied sentence openers to support the purpose and audience – fronted adverbials. • Use of pronouns to avoid	• 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 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.	• 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.

		repetition and aid cohesion. • To organise ideas using effective paragraphs. • Commas used to indicate clauses and fronted adverbials. • Accurate and consistent use of past, present and future tense • Use a range of sentence types demarcated accurately using !? including for use with rhetorical questions • To extend sentences using conjunctions, (including causal and subordinating) and prepositional phrases. • Accurate speech punctuation in narrative – commas and inverted commas. • Use of embedded/relative clauses. • Standard English forms for verbs. • Apostrophes to mark singular and plural possession as well as in contractions. **Reading** • To celebrate and be inspired by an author as they introduce us to their story. • Increasing their familiarity with a wide range of books– fiction with a moral, classic stories • Using skimming and scanning techniques to retrieve information from both fiction and non-fiction. • To explain a character's actions and the impact that has on the	• Respond to challenging experiences of life such as poverty, suffering and death.	

		rest of the story. • Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say • Read fluently and confidently when reading out loud. • Using evidence from the text to support ideas when explaining an author's use of language. • Extend vocabulary using ideas from what they have read. • Using a dictionary accurately to find the meaning of unknown vocabulary. • Predicting what might happen from details stated and implied • Identifying how language, structure, and presentation contribute to meaning . **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. • Compose and rehearse sentences orally (including dialogue); • Increase the legibility, consistency and quality of their handwriting		
MATHS	**Multiplication & Division** **Length and Perimeter** **Fractions** **Decimals**	**Multiplication and Division** • Recall and use multiplication and division facts for multiplication tables up to 12 × 12. • Use place value, known and derived facts to multiply and divide mentally,		• Solve number problems • Recall multiplication and division facts. • To have instant recall of 2,3,4,5,6,7,9,25 and 100 times tables and

		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. **Fractions and Decimals** • Recognise and show, using diagrams, families of common equivalent fractions. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. • Add and subtract fractions with the same denominator. • Recognise and write decimal equivalents of any number of tenths or hundredths. • Recognise and write decimal equivalents to 1/4, 1/2, 3/4. • Find the effect of dividing a one- or two-digit number by 10 and 100,		corresponding division facts.

		identifying the value of the digits in the answer as ones, tenths and hundredths. • Round decimals with one decimal place to the nearest whole number. • Compare numbers with the same number of decimal places up to two decimal places. • Solve simple measure and money problems involving fractions and decimals to two decimal places. **Length and perimeter** Convert between different units of measure Measure and calculate the perimeter of a rectilinear figure in cm and m Estimate, compare and calculate different measures		

RE	**Jesus: Light of the World and beloved son** **Old Testament: Moses – King David** **Lent: Living as followers of Jesus today** **Holy Week**	• Know the stories of the Baptism, Presentation and Transfiguration of Jesus. • Understand that at these events Christ is revealed as the Light of the World and the Beloved Son of God. • Know that through Baptism, Christians become the Children of God and will identify symbols from the Baptismal liturgy that express this belief • Know and be able to recall in words, actions and writing the stories studied in this unit. • Understand that God chose and called Moses and David for special tasks. • Recognise that God protected his people and that in the Psalms of David we find images of God caring for and protecting his people. • Understand that through the anointing with the Oil of Chrism in the Sacraments, Christians celebrate and respond to God's call in their lives today • Know some reasons associated with the Church's practice of prayer,		• Search for meaning and purpose by asking questions. • Develop a growing understanding and acceptance of individual identity. • Develop creativity and expression of innermost thoughts and feelings through art, music, literature and crafts; • To find bible references • To know all the responses during Mass.

		fasting and almsgiving during the season of Lent. • Know some of Jesus' teaching about forgiveness and will understand that this is a gift God freely gives. Know that the Sacrament of Reconciliation is a celebration of this gift. • Know that Christians are called to follow Christ by the way they live their lives. • Understand that the Beatitudes of Jesus provide a guide for this. • Have a good knowledge of the story of Holy Week and will be able to explain some reasons for the death of Jesus. • Ask questions about why Christ had to die. • Identify some of the reasons why some people wanted him to be killed.		
Science	**Electricity**	• Identify electrical and nonelectrical appliances. • Explain, with support, how a circuit works. • Name at least two electrical conductors and insulators. • Create a simple series circuit both with and without a switch. • Accurately record their findings in a table • Sort appliances based on whether they use mains or batteries. • Explain how a switch turns the electric current on and off. • Report their findings and conclusions orally • Explain the role of protons, neutrons and electrons in generating an electric current. • Know how electrons move in a complete and an incomplete circuit. • Explain why some materials conduct electrical currents and others don't	• I know the importance of looking after our global habitats and how nature works in collaboration • I know how to use electricity safely • I can appreciate and celebrate the achievements of others • I can work collaboratively	• Ask relevant questions. • Plan and set up fair test investigations • Make observations • Gather, record, classify and present information • Record findings using scientific language, • Make predictions then use results to draw conclusions.

	States of Matter	• I know the properties of a gas, solid and a liquid. • I know that heating causes melting and cooling causes freezing. • I know the freezing point and melting point of water. • I know what condensation and evaporation are. • I know the different stages in the water cycle. • I know that changes of state are reversible • I can sort materials into solids, liquids and gases. • I can make observations during an experiment and represent these using scientific diagrams. • I can compare the freezing and melting points of different materials. • I can predict what will happen in an experiment. • I can investigate different techniques for separating materials • I can describe evaporation and condensation using practical examples. • .		
Humanities and the Arts	**The British Monarchy** **World Kitchen**	• To plot locations on a map. • To use a map to locate London, Edinburgh, Cardiff and Belfast. • To use an atlas to map the journey from Stamford Bridge and Hastings. • To use Google Earth to locate the countries of the British Empire. • To use Google Earth, globes, atlases to locate the countries that are part of the Commonwealth. • To use historical artefacts to gather evidence about a historical event. • To use secondary sources of evidence to gather evidence about a historical event. • To compare past and present. • To empathise with a historical figure and use historical facts to explain their actions.	• To consider whether choices made in the past influences us in the present day. • To consider how the power of the Church had a major effect on people's lives. • To consider whether decisions made in the past can be judged as 'good' or 'bad'. • To consider how to work well together in groups.	• 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 put key events in chronological order. • To compare the beliefs of different groups in history. • To make links between historical events. • To suggest cause and consequence for some of the main events and changes in history. • To draw using the correct scale and proportion. • To discuss own work and the work of other artists. • To simplify drawings and observed images into shapes ready for collage. • To manipulate materials to create textures that have been observed. • To simplify a more complex drawing into lines and shapes for printing purposes. • To design a coronation outfit with a clear purpose. • To communicate their ideas through discussions and annotated sketches. • To measure and cut fabrics accurately. • To assemble fabrics using different joining techniques. • To select appropriate tools, explain their choices and use them safely. • To evaluate against their design criteria. • To locate the continents on a world map. • To locate using atlases, maps and google earth key European capital cities. • To locate using atlases, maps and google earth some key states in	• To debate and discuss the past showing consideration for others opinions. • To discuss how life has changed and what the culture was like in different times. • To explain some of the religious practices of individuals. • To recognise their own creativity when experimenting with a range of ingredients. • To reflect upon their own views regarding Fair Trade and its impact on others. • To recognise the impact of the inequality of food distribution to others. • To identify how different groups of society eat. • To recognise the similarities and differences between food and cultures of other countries over time.	

		North America and countries in South America. • To be able to ask and answer questions about the human characteristics of a location. • To compare the human and physical features of different locations. • To describe geographical similarities and differences between countries. • To research using a range of sources. • To use secondary sources of information and historical artefacts to gather evidence about food habitats in Britain over the last 100 years. • To describe the changes that have happened over time in British history. • To describe the social and ethnic changes that have occurred in Britain over time. • To suggest and explain cause and consequence for changes in diet in Britain over the last 100 years. • To place the key events of Britain's history in chronological order. • To express my ideas and opinions on a piece of artwork using appropriate vocabulary. • To use more specific colour language. • To mix and use tints and shades. • To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. • To use a graphics package to create images and effects with lines, shapes, textures and colours. • To plan a food product based on their findings.		

		• To communicate their ideas through discussions and annotated sketches. • To select appropriate tools, explain their choices and use them safely. • To use appropriate cutting techniques using a knife. • To use appropriate mixing techniques to combine ingredients. • To talk about their ideas, saying what they like and dislike about them. • To evaluate against their design criteria		
Music	**Grime/Rap: Stop Bullying** **Soul/Gospel: Lean on me**	• To listen and appraise • To learn to sing the vocal warm ups. • To compose, discuss and create a song together. • To perform and share. • To sing and rap their own compositions. • To know how to listen and copy back using instruments, one note: C • To know how to take it in turns to improvise using one or two notes: C and sometimes D • To listen and appraise. • To use warm up games for improvisation and composition • To learn to sing the song, vocal warm up and singing. • To play instruments with the song using your voices and instruments. • To improvise with the song: using your voices and instruments. • To compose with the song: using your instruments. • To perform and share	• 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
PE	**Athletics** **Football**	**Athletics:** • To know how to use a variety of athletics equipment: Standing long jump mat, balance bar, speed bounce, hurdles, baton. • To know how to use a stop watch to time an activity. • To know how to use measuring equipment	• Physical education lessons have teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and	• Improve the generic sporting skills of flexibility, strength, control and balance.

	Swimming	within athletic events. • Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities • Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. Football: • To use a range of defensive strategies • To know the parts of the feet used for dribbling • To be able to dribble the ball in different directions • To be able to pass over a distance • To evaluate skills and make suggestions for improvement • To know what is meant by stamina and endurance • To play fairly in a competitive game • To practice running, sprinting and dynamic balance • To work collaboratively • To use a range of attacking strategies 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 individual and collaborating within a group • Be increasingly confident with a variety of stroke technique and use with control and fluency.		

			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.	• Develop a competitive drive and sense of teamwork.

		• To know how to score a game of badminton doubles. • Explore and use different shots with both the forehand and backhand • Demonstrate different badminton skills • Practise some trick shots in isolation		
ICT	**Programming A Repetition in shapes** **Data logging**	Repetition in shapes: To know that accuracy in programming is important. To know how to create a program in text based language. To know the term repeat To know how to modify a count controlled loop to produce a given outcome. To know the term decompose Data logging: To know how data is gathered over time To know how to use a digital device to collect data automatically To know that 'Data logger' collects data points from sensors over time To know how a computer can help us analyse data	• 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.	Repetition in shapes: To be able to program content by typing commands To create, test and evaluate and algorithm Data logging: To gather data for a given purpose using a data logger To interpret data using the results of data collection and draw conclusions

Year 4 – The British Monarchy

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

Geography	History
Knowledge To know the location of the areas covered by Little Doomsday and Great Domesday. To know the location of the most populated cities in Britain. To know the capital cities of Britain and their location on a map. To know the location of Stamford Bridge and the Battle of Hastings on a map. To know the location of the countries of the British Empire. To know which countries made up the British Empire and which were, or are still, part of the Commonwealth.	**Knowledge** To know the key dates, people and the events from the Battle of Hastings. To know that the Bayeux Tapestry depicts the events of the Battle of Hastings. To know that the Domesday book is a survey of the population in Britain. To know what the Magna Carta is and why King John had to create it. To know who fought in the War of the Roses and what they were fighting for. To know key dates and events of the Battle of Bosworth. To name the wives of Henry VIII. To name the two groups fighting in the Civil War (the Round Heads and Cavaliers) and why they were fighting. To name five members of the current Royal Family and their roles.
Skills To plot locations on a map. To use a map to locate London, Edinburgh, Cardiff and Belfast. To use an atlas to map the journey from Stamford Bridge and Hastings. To use Google Earth to locate the countries of the British Empire. To use Google Earth, globes, atlases to locate the countries that are part of the Commonwealth.	**Skills** To use historical artefacts to gather evidence about a historical event. To use secondary sources of evidence to gather evidence about a historical event. To compare past and present. To empathise with a historical figure and use historical facts to explain their actions. To put key events in chronological order. To compare the beliefs of different groups in history. To make links between historical events. To suggest cause and consequence for some of the main events and changes in history.
Art	**Technology**
Knowledge To know who Andy Warhol is and the art movement he was part of. To know some of his famous pieces. To know the techniques used by Andy Warhol. To know how the use of colours and materials can enhance a piece of artwork. To know the tools needed for printing. To know how ICT can be used as a tool to create artwork.	**Knowledge** To know some designs and common features of coronation outfits. To use technical vocabulary to name and describe tools and materials. To know the materials used to make a coronation outfit. To know what a crown, sceptre and orb are and how they are used during a coronation. To know how to join fabrics using different techniques.
Skills To draw using the correct scale and proportion. To discuss own work and the work of other artists. To simplify drawings and observed images into shapes ready for collage. To manipulate materials to create textures that have been observed. To simplify a more complex drawing into lines and shapes for printing purposes.	**Skills** To design a coronation outfit with a clear purpose. To communicate their ideas through discussions and annotated sketches. To measure and cut fabrics accurately. To assemble fabrics using different joining techniques. To select appropriate tools, explain their choices and use them safely. To evaluate against their design criteria.

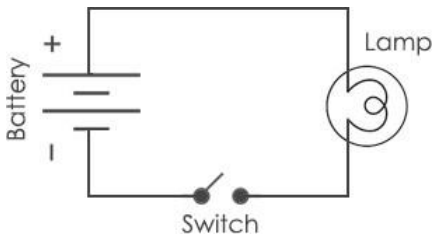
Year 4 - World Kitchen

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

Geography	History
Knowledge To know some key European capital cities. To know the names and location of the continents. To know some key states and cities in the United States of America. To know some of the countries in South America. To know the difference between human and physical characteristics. To know some geographical similarities and differences between countries.	**Knowledge** To know key foods and social habitats throughout British history. To know changes that have happened over time in British history. To know the social ethnic changes that have occurred in Britain over time. To know the chronology of Britain's history. To know what rationing is. To know the food restrictions during rationing in Britain.
Skills To locate the continents on a world map. To locate using atlases, maps and google earth key European capital cities. To locate using atlases, maps and google earth some key states in North America and countries in South America. To be able to ask and answer questions about the human characteristics of a location. To compare the human and physical features of different locations. To describe geographical similarities and differences between countries.	**Skills** To research using a range of sources. To use secondary sources of information and historical artefacts to gather evidence about food habitats in Britain over the last 100 years. To describe the changes that have happened over time in British history. To describe the social and ethnic changes that have occurred in Britain over time. To suggest and explain cause and consequence for changes in diet in Britain over the last 100 years. To place the key events of Britain's history in chronological order.
Art	**Technology**
Knowledge To know who Giuseppe Arcimboldo is. To know some of his famous pieces. To know the techniques used by Giuseppe Arcimboldo. To know how the use of colours and materials can enhance a piece of artwork. To know how ICT can be used as a tool to create artwork. To know what 'collage' is and how it's created. To know what is meant by overlapping and overlaying.	**Knowledge** To know key cuisines from around the world. To taste and evaluate foods from a range of cultures. To know food hygiene and safety rules for food preparation and cooking. To know how to follow a recipe accurately. To know how to measure, cut and combine ingredients. To use the correct technical vocabulary.
Skills To express my ideas and opinions on a piece of artwork using appropriate vocabulary. To use more specific colour language. To mix and use tints and shades. To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. To use a graphics package to create images and effects with lines, shapes, textures and colours.	**Skills** To plan a food product based on their findings. To communicate their ideas through discussions and annotated sketches. To select appropriate tools, explain their choices and use them safely. To use appropriate cutting techniques using a knife. To use appropriate mixing techniques to combine ingredients. To talk about their ideas, saying what they like and dislike about them. To evaluate against their design criteria.

Year 4 Knowledge Organiser

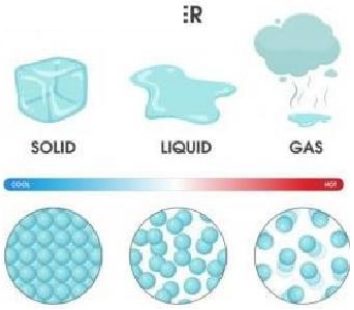
Electricity

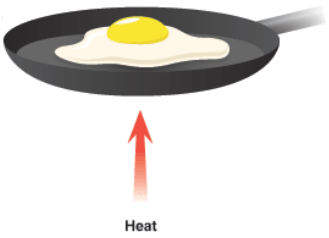


Science	
Knowledge	**Skills**
To know who Benjamin Franklin is and his role in the discovery of electricity. To name some other scientists significant in the discovery of electricity. To name some different ways electricity is created. To know different devices which use electrical energy and the types of electricity they use. To identify and name the different parts of an electrical circuit. To know the scientific symbols used to draw an electrical circuit. To know what conductors and insulators are. To name some examples of conductors and insulators. To know how opening and closing a switch impacts the output of a circuit and why. To know why a switch may be needed in a circuit. To use scientific vocabulary accurately.	To compare the different ways of producing electricity. To sort devices by their power sources. To interpret an electrical circuit diagram. To design and draw an electrical circuit using scientific symbols. To make predictions about a circuit design. To record evidence collected from a scientific investigation. To test and evaluate a circuit design. To test different materials to see if they are conductors or insulators. To make a scientific conclusion based on the outcome of an investigation.

Year 4 Knowledge Organiser

States of Matter





Science	
Knowledge	**Skills**
I know the properties of a gas, solid and a liquid.	I can sort materials into solids, liquids and gases.
I know that heating causes melting and cooling causes freezing.	I can make observations during an experiment and represent these using scientific diagrams.
I know the freezing point and melting point of water.	I can compare the freezing and melting points of different materials.
I know what condensation and evaporation are.	I can predict what will happen in an experiment.
I know the different stages in the water cycle.	I can investigate different techniques for separating materials
I know that changes of state are reversible	I can describe evaporation and condensation using practical examples.