St Anne's Catholic Academy
Curriculum Information
Year 4
Summer 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	**Persuasive argument** **Balanced argument** **Newspaper report** **Haiku poetry** **Explanation text** **Narrative from different perspectives**	**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** • Using the prefixes inter- auto- anti- ex- and non- • Spell words that are often misspelt -er and -ar word endings • Spelling words with the suffix -ous • Adverbial spellings for frequency and possibility • Adverbial spellings for manner • 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 Standard English forms for verb inflections - were/was, did/done, I or me, have not of, these/those not them. • Extending range of sentences with more than one clause by use of conjunctions • Use of embedded/relative clauses. • Correct use of past and present tense. • Use of causal and time conjunctions to organise ideas. • Accurate and consistent use of past, present and future tense • Varying use of determiners to clarify	• 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. • Develop understanding of how beliefs contribute to personal identity. • Learn tolerance of cultures around the world. • Respond to challenging experiences of life such as relationships, 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.

		nouns. • Using non-fiction organisational tools—headings, subheadings and diagrams—to organise their ideas. **Reading** • Increasing their familiarity with a wide range of books– classic stories, fantasy novels • Predicting what might happen from details stated and implied • Identifying how language, structure, and presentation contribute to meaning • 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 • Using skimming and scanning techniques to retrieve key information from a text. • 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. **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	**Decimals** **Money** **Time** **Shape** **Statistics** **Position and Direction**	**Money:** Solve simple measure and money problems involving decimals to two decimal places. **Time:** Read, write and convert time between analogue and digital 12- and 24-hour clocks Estimate, compare and calculate different measures Convert between different units of measure **Decimals** Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. 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, 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. **Properties of shapes** • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • Identify acute and obtuse angles and compare and order angles up to two right angles by size. • Identify lines of symmetry in 2-D shapes presented in different orientations. • Complete a simple symmetric figure		

		with respect to a specific line of symmetry. **Geometry – Position and Direction** • Describe positions on a 2-D grid as coordinates in the first quadrant. • Describe movements between positions as translations of a given unit to the left/right and up/down. • Plot specified points and draw sides to complete a given polygon. **Statistics** • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs		

RE	**Easter** **Pentecost**	• Know that the four Gospels contain accounts of the Resurrection of Christ. • Understand the transforming effect this had upon the disciples. • Know that the Ascension reminds Christians of the promise of Christ to remain always with them. Recall parts of the Resurrection story from some of the Gospels. • Understand the importance of the Resurrection for Christians today and of their belief in the presence of Christ in the Church and in their lives. • Know the story of Pentecost from the Acts of the Apostles. • Understand that the gift of the Holy Spirit transformed the lives of the		• 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.

	Sharing in the life of Christ: The Church as a community	Apostles and enabled them to proclaim the Good News. • Identify the presence of the Holy Spirit in some of the Sacraments of the Church. • Know parts of the story of Pentecost and understand that Christians believe that the Holy Spirit works in their lives today. • Know about the presence and activity of the Holy Spirit in the lives of the Apostles and saints of the Church. • Understand why the gift of the Holy Spirit is given in the Sacraments that Christians receive. • Know that the Catholic Church is spread throughout the world. • Understand that the Eucharist celebrates the unity of God's People throughout the world. • Explain some beliefs of the Universal Church and religious customs from different parts of the world. • Know that Catholic Christians who live throughout the world celebrate the Eucharist. • Know about some beliefs of all Christians. • Know and understanding of some images of the Church. • Express in their own words some of the beliefs of the Church and explain why the Eucharist is so important to the life of the Church.		
Science	**Scientists and Inventors**	• I know who Gerald Durrell is and how he supported conservation in Madagascar • I know what deforestation is and how it can cause desertification • I know who Alexander Graham Bell is and what he invented • I know who Garrett Morgan is, what he invented and what difficulties he faced • I know what three things fire needs to burn • I know what Absolute Zero is. • I know how to uses a thermometer accurately.	• I know the importance of healthy lifestyle choices such as how to care for my teeth • I can appreciate and celebrate the achievements of others • I know barriers faced by scientists and inventors through discrimination • 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.

		• I know some of the inventions of Thomas Edison. • I know how and why toothpaste was invented • I can make observations during an experiment • I can research significant scientists and inventors • I can use scientific vocabulary to present my findings • I can use secondary sources of evidence to learn about significant scientists and inventors. • I can draw and label scientific diagrams. • I can plan an investigation which uses a thermometer. • I can record the results of an experiment in a table. • I can explain how different inventions changed people's lives. • I can explain how and why we need to look after our teeth.		
	Animals including humans	• I know what the digestive system is. • I know the names of the parts of the digestive system. • I know the functions of the basic parts of the digestive system. • I know the names of the different types of teeth. • I know the function of the different types of teeth. • I know the difference between scientific and non-scientific evidence. • I know what is meant by the scientific vocabulary: prediction, comparative test, fair test, variable, observer, record and conclusion. • I know what a food chain is and what it shows. • I know what a producer and a consumer are. • I know what a predator and prey are. • I can reconstruct the digestive system. • I can describe the function of the basic parts of the digestive system. • I can use scientific evidence to answer questions.		

		• I can use scientific vocabulary to answer questions. • I can identify similarities and differences related to scientific evidence. • I can ask scientific questions. • I can set up a scientific enquiry to investigate answers to scientific questions. • I can make and record systematic observations. • I can interpret food chains. • I can construct food chains. • I can identify the producer, consumer, predator and prey in a food chain		
• **Humanities and the Arts**	**Crime and Punishment**	• To use Google Maps to plot journeys to Australia. • To use a map to locate key states within the United States of America. • To make comparisons between different cultures and their response to crime and punishment. • To use secondary sources of information to gather evidence about crime and punishments in different cultures. • Explore countries that continue to use capital punishment and express their opinion on this. • To be able to plot Dick Turpin's journey from London to York. • To place key events linked to the history of British crime and punishment on a timeline. • To gather evidence using a range of sources including historical artefacts. • To make comparisons between crime and punishment in the Victorian times and today. • To explore case studies of crimes committed in the past. • Use evidence to ask questions and find answers to questions about the past. • Describe different accounts of a historical event, explaining some of the reasons why they may differ.		• 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.

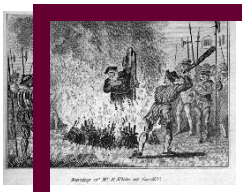
		• To use ovals to create a realistic moving figure in the style of Keith Haring • To use sketching techniques to develop line, body shape and posture. • To overlap shapes to show the impression of movement using printing or collage techniques. • To use various tools and effects to create images and artwork in the style of Keith Haring. • To use electrical systems in their product. • To order the stages of making their alarm. • To select from and use construction materials and electrical components according to their functional properties and aesthetic qualities. • To evaluate their product against their own design criteria.		
Music	**Pop: The Beatles** **Reflect, rewind and replay**	• To know the key of C • To know and play the notes E, F + G • To know how to take it in turns to improvise using one note: F • To know how to use your instruments, listen and play your own answer using two notes: F and G • To know how to compose using the notes C, D, F, G + A • To know and play the songs Yellow Submarine by The Beatles, Hey Jude by The Beatles, Can't Buy Me Love by The Beatles, Yesterday by The Beatles and Let It Be by The Beatles • To know and be able to talk about a composition • To know what Classical Music is. • To know how to listen and appraise Classical music • To know the different periods of classical music.	• 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	**Swimming** **Tennis** **Rounders**	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	• Physical education lessons have teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and appreciation of sports from other countries.	• Improve the generic sporting skills of flexibility, strength, control and balance. • Develop a competitive drive and sense of team work.

		stroke technique and use with control and fluency.		

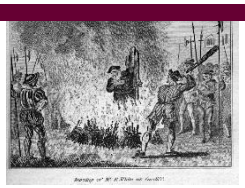
		Rounders: • To know more advance rules for a game of rounders. • To know a range of tactics that can be used in rounders. • To know the different positions in rounders and the roles of those positions • To develop the range of rounders skills that can apply in a competitive context • Choose and use a range of simple tactics in isolation and a game context • Identify different positions in rounders and the roles of those positions **Tennis:** • To know how to perform a backhand shot. • To know how to return a serve. • To know the different court positions used in game play. • Explore different shots (forehand, backhand) • Work to return the serve • Demonstrate different court positions in gameplay	• 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. • 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.	
ICT	**Photo editing** **Repetition in games**	Photo editing To know that the composition of digital photos can be changed To know that colours can be changed in digital images To know the term 'cloning' To know cloning can be used in photo editing To know that images can be combined Repetition in games: To know the use of count-controlled loops	• 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	Photo editing: To be able to digitally manipulate images in a variety of ways. To use photo editing software To explain how and why an image may be altered To be able to explain that changes made to an image Repetition in games To create a code which results in a loop or multiple loops To create, test and evaluate a code To combine multiple codes to create multiple outcomes

		in different programming environments To know what infinite loops are To know what count-controlled loops are		To create a design for a purpose which includes repetition

			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.	



Year 4 - Crime and Punishment



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

Geography	History
Knowledge To name some key countries in the world and know where they are located on a world map – United Kingdom, Australia and the Unites States of America. To name some key states and cities in the United States of America. To know that London and York are cities in England. To know that Dick Turpin's journey started in London and ended in York. To know which countries continue to use capital punishment.	**Knowledge** To know when the UK police force was established. To know who the current Home Secretary is and their role in government. To know when capital and corporal punishment were abolished in Britain. To know who Dick Turpin is and what he was famous for. To know some key events in the life of Dick Turpin. To know the key events of the Salem Witch Trials.
Skills To use Google Maps to plot journeys to Australia. To use a map to locate key states within the United States of America. To make comparisons between different cultures and their response to crime and punishment. To use secondary sources of information to gather evidence about crime and punishments in different cultures. Explore countries that continue to use capital punishment and express their opinion on this. To be able to plot Dick Turpin's journey from London to York.	**Skills** To place key events linked to the history of British crime and punishment on a timeline. To gather evidence using a range of sources including historical artefacts. To make comparisons between crime and punishment in the Victorian times and today. To explore case studies of crimes committed in the past. Use evidence to ask questions and find answers to questions about the past. Describe different accounts of a historical event, explaining some of the reasons why they may differ.
Art	**Technology**
Knowledge To know who Keith Haring and some of his artwork. To know what the term 'graffiti' means. To know the techniques used by Keith Haring.To know how the use of colours and materials, movement lines and outlines can enhance a piece of artwork. To know what colours schemes can catch the viewer's eye. To know how to draw the human body using different sized ovals.	**Knowledge** To know how to construct simple electrical circuits using bulbs, switches and buzzers. To know how a range of existing battery powered products work. To know how an alarm system works. To know and use technical vocabulary relevant to the project.
Skills To use ovals to create a realistic moving figure. To use sketching techniques to develop line, body shape and posture. To overlap shapes to show the impression of movement using printing or collage techniques. To use various tools and effects to create images and artwork in the style of Keith Haring.	**Skills** To use electrical systems in their product. To order the stages of making their alarm. To select from and use construction materials and electrical components according to their functional properties and aesthetic qualities. To evaluate their product against their own design criteria.

Year 4 Knowledge Organiser

Scientists and inventors

Science	
Knowledge	**Skills**
I know who Gerald Durrell is and how he supported conservation in Madagascar	I can make observations during an experiment
I know what deforestation is and how it can cause desertification	I can research significant scientists and inventors
I know who Alexander Graham Bell is and what he invented	I can use scientific vocabulary to present my findings
I know who Garrett Morgan is, what he invented and what difficulties he faced	I can use secondary sources of evidence to learn about significant scientists and inventors.
I know what three things fire needs to burn	I can draw and label scientific diagrams.
I know what Absolute Zero is.	I can plan an investigation which uses a thermometer.
I know how to uses a thermometer accurately.	I can record the results of an experiment in a table.
I know some of the inventions of Thomas Edison.	I can explain how different inventions changed people's lives.
I know how and why toothpaste was invented.	I can explain how and why we need to look after our teeth.

Year 4 Knowledge Organiser

Animals including humans

Science	
Knowledge	**Skills**
I know what the digestive system is.	I can reconstruct the digestive system.
I know the names of the parts of the digestive system.	I can describe the function of the basic parts of the digestive system.
I know the functions of the basic parts of the digestive system.	I can use scientific evidence to answer questions.
I know the names of the different types of teeth.	I can use scientific vocabulary to answer questions.
I know the function of the different types of teeth.	I can identify similarities and differences related to scientific evidence.
I know the difference between scientific and non-scientific evidence.	I can ask scientific questions.
I know what is meant by the scientific vocabulary: prediction, comparative test, fair test, variable, observer, record and conclusion.	I can set up a scientific enquiry to investigate answers to scientific questions.
I know what a food chain is and what it shows.	I can make and record systematic observations.
I know what a producer and a consumer are.	I can interpret food chains.
I know what a predator and prey are.	I can construct food chains.
	I can identify the producer, consumer, predator and prey in a food chain.