

**St Wulstan's Catholic Primary School**  
**Year 4 Curriculum**  
**Spring 2019**

Subject	Content
RE	<p><b>Unit D – Christmas</b></p> <ul style="list-style-type: none"> <li>• Children will know about the announcements made by the angels in the stories associated with the birth of John the Baptist and the birth of Jesus.</li> <li>• They will understand that angels are heralds of message of Christ.</li> <li>• They will know and be able to explain some of the Church's customs for celebrating the birth of Christ.</li> </ul> <p><b>Unit E- Jesus :Light of the World and Beloved Son</b></p> <ul style="list-style-type: none"> <li>• Know the stories of the Baptism, Presentation and Transfiguration of Jesus.</li> <li>• Understand that, at these events, Christ is revealed as the Light of the World and the Beloved Son of God.</li> <li>• Know that, through Baptism, Christians become the Children of God and identify symbols from the Baptismal liturgy that express this belief</li> </ul> <p><b>Unit F: Old Testament: Moses- King David</b></p> <ul style="list-style-type: none"> <li>• Know and be able to recall in words, actions and writing the stories studied in this unit</li> <li>• Understand that God chose and called Moses and David for special tasks</li> <li>• Recognise that God protected his people and that in the Psalms of David, we find images of God protecting and caring for his people</li> <li>• 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.</li> </ul> <p><b>Unit G: Lent: Living as Followers of Jesus Today</b></p> <ul style="list-style-type: none"> <li>• Know some reasons associated with the Church's practice of fasting, prayer and almsgiving during the Season of Lent.</li> <li>• Know some of Jesus' teachings about forgiveness and understand that this is a gift God freely gives.</li> <li>• Know that the Sacrament of Reconciliation is a celebration of this gift</li> <li>• Know that Christians are called to follow Christ by the way they live their lives.</li> <li>• Understand that the Beatitudes of Jesus provide a guide for this.</li> </ul> <p><b>Unit H: Holy Week</b></p> <ul style="list-style-type: none"> <li>• Have a good knowledge of the story of Holy Week</li> <li>• Be able to explain some reasons for the death of Jesus.</li> </ul>
English	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Identifying how language, structure, and presentation contribute to meaning.</li> <li>• Retrieve and record information from non-fiction.</li> </ul> <p><b>Writing</b></p> <p>All writing genres can be applied at any time during the year regardless of the main teaching focus for each term.</p> <ul style="list-style-type: none"> <li>• Short Narratives (based on The Lion, The Witch and The Wardrobe)</li> <li>• Persuasive letters</li> <li>• Instructions</li> <li>• Narrative poetry</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Draft and write by creating settings, characters and plot in narratives (including poetry)</li> </ul>

	<ul style="list-style-type: none"> <li>• Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings].</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Proof-read for spelling and punctuation errors.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> <p><b>Vocabulary, Punctuation and Grammar</b></p> <ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely.</li> <li>• Indicate grammatical and other features by using and punctuating direct speech.</li> <li>• Indicate grammatical and other features by using commas after fronted adverbials.</li> <li>• Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</li> <li>• Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns.</li> </ul>
<p>Maths</p>	<p><b>Addition, subtraction, multiplication and division</b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> <li>• Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>• Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1.</li> <li>• Use place value, known and derived facts to multiply and divide mentally, including: Dividing by 1.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Convert between different units of measure [for example, kilometre to metre; hour to minute].</li> <li>• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</li> <li>• Find the area of rectilinear shapes by counting squares.</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>• Add and subtract fractions with the same denominator.</li> <li>• 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.</li> <li>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> </ul> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>• Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>• Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>.</li> <li>• 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.</li> <li>• Round decimals with one decimal place to the nearest whole number.</li> <li>• Compare numbers with the same number of decimal places up to two decimal places.</li> <li>• Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>

Creative Curriculum	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.</p>
	<p><b>Blue Abyss</b></p> <p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>• Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• Know about great artists, architects and designers in history.</li> </ul> <p><b>Design and Technology</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Locational knowledge: Identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Describe and understand key aspects of human geography, including the distribution of natural resources including energy, food, minerals and water.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• 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.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Recognise that living things can be grouped in a variety of ways.</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>