

St Wulstan's Catholic Primary School
Year 4 Curriculum
Autumn 2018

Subject	Content
RE	<p>Unit A – Creation and the story of Abraham to Joseph</p> <ul style="list-style-type: none"> • Children will know the stories of creation, Abraham and Isaac, Jacob and Joseph from the Old Testament. • They will understand the story of creation that the human beings are made in God's image and likeness and that this needs to be valued and respected. • They will be able to identify how God called and protected both Abraham and Isaac. <p>Unit B – Jesus Teacher us how to Pray</p> <ul style="list-style-type: none"> • Children will 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. • They will be able to explain why it is important to call and pray to God the Father. • They will know some of the traditional prayers of the Church including the prayer of the Rosary. <p>Unit C – Advent</p> <ul style="list-style-type: none"> • Children will know that Jesus was descended from the House of David. • They will know some of the stories about some of Jesus's ancestors and will be able to recognise how important their relationship with God was to them. • Children will be able to place some of the characters into historical sequence and will identify some of the important symbols for these different people as featured on the Jesse Tree. <p>Unit D – Christmas</p> <ul style="list-style-type: none"> • 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. • They will understand that angels are heralds of message of Christ. • They will know and be able to explain some of the Church's customs for celebrating the birth of Christ.
English	<p>Reading</p> <ul style="list-style-type: none"> • Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Identifying how language, structure, and presentation contribute to meaning. • Retrieve and record information from non-fiction. <p>Writing</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"> • Short Narratives • Recounts • Instructions • Poetry <p>Composition</p> <ul style="list-style-type: none"> • Draft and write by creating settings, characters and plot in narratives. • Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings]. • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. • Proof-read for spelling and punctuation errors. <p>Handwriting</p> <ul style="list-style-type: none"> • 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 [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].

	<p>Vocabulary, Punctuation and Grammar</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely. • Indicate grammatical and other features by using and punctuating direct speech. • Indicate grammatical and other features by using commas after fronted adverbials. • 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 • 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]. • Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns.
Maths	<p>Number and Place Value</p> <ul style="list-style-type: none"> • Order and compare numbers beyond 1000. • Find 1000 more or less than a given number. • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). <p>Addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Recall multiplication and division facts for multiplication tables up to 12×12. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1. • Use place value, known and derived facts to multiply and divide mentally, including: Dividing by 1. <p>Measurement</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
Science	<ul style="list-style-type: none"> • Using straightforward scientific evidence to answer questions or to support their findings. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Computing	<ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • 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.

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>Art and Design</p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. • Create sketch books to record their observations and use them to review and revisit ideas. • Know about great artists, architects and designers in history. <p>Design and Technology</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks.

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Geography

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Describe and understand key aspects of human geography, including types of settlement and land use.

History

- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Music

- Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.

PE

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.
- Perform dances using a range of movement patterns.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.