St Benedict'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	**Fiction with an element of fantasy** **Classic novels** **Shakespeare** **Stories from other cultures** **Persuasive writing** **Chronological reports** **'Off by Heart' poems**	**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 further prefixes and suffixes and understand how to add them • Spell words that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals • 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** • The grammatical difference between plural and possessive –s. • Standard English forms for verb inflections instead of local spoken forms • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Fronted adverbials • Use paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use of inverted commas and other punctuation to indicate direct speech eg, a comma after	• 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. • Respond to challenging experiences of life such as beauty, 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.

		the reporting clause; end punctuation within inverted commas • Apostrophes to mark singular and plural possession • Use of commas after fronted adverbials. **Reading** • listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; • read books that are structured in different ways and reading for a range of purposes; • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; • use dictionaries to check the meaning of words that they have read; • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally; • identify main ideas drawn from more than one paragraph and summarising these; • identify themes and conventions in a wide range of books; • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action; • discuss words and phrases that capture the reader's interest and imagination; • 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. • recognise some different forms of poetry • check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; • predict what might happen from details stated and implied; • identify how language, structure, and presentation contribute to meaning. • Retrieve and record information from non-fiction.		

		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	**Place Value**

	Fractions and Decimals **Measurement**	- 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 Including 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, 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. **Measurement** • Convert between different units of measure • Measure and calculate the perimeter of a rectilinear figure in cm and m		

	Exploring 2D & 3D shape

	Pentecost **Sharing in the life of Christ: The Church as a community**	• 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 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.		thoughts and feelings through art, music, literature and crafts; • To find bible references • To know all the responses during Mass.
Science	**Living Things and their Habitats**	• 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.		• Ask relevant questions. • Plan and set up fair test investigations • Make observations • Gather, record, classify and present information • Record findings using scientific language,

	Scientists and Inventors	• 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 • investigate and describe the dangers of deforestation in Madagascar • name some endangered animals in Madagascar describe Gerald Durrell and his conservation work in Madagascar • pick out key facts with support about Alexander Graham Bell's life and work • work with a group to help present their research into Alexander Graham Bell to an audience • identify the achievements of Maria Telkes • explain why solar power is a good source of energy • discuss the achievements of Garrett Morgan • create a simple series circuit • sort facts about the scientists who discovered oxygen • use prompts and key words to explain the effect of oxygen on burning • describe absolute zero as the coldest possible temperature • sort statements to describe Lord Kelvin's life and work • identify temperatures on a thermometer • identify appliances that run on electricity • use given ingredients to invent their own toothpaste • compare the effectiveness of different toothpastes.		• Make predictions then use results to draw conclusions.
Humanities and the Arts	**Britain From Above**	• Understanding what use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries.		• Identify locations around the world. Research and explore others' culture and way of life. • Develop and use a sense of chronology to order events

		• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Identify locations around the world. • Research and explore others' culture and way of life. • Develop and use a sense of chronology to order events • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest cause and consequences of some of the main events and changes in history. • Give a broad overview of life in Britain. • Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children. • Place events, artefacts and dates on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use atlases and OS maps. • Draw own maps. • Locate physical and human features on a map, including important landmarks. • Recognise features on an OS map using correct symbols. • Write a set of directions using points of the compass and grid references. • Visit London, or a large town/city in your locality to see important landmarks. • Know what 'Bird's-eye view' means and how it is used. • To use evidence to ask questions and understand the contributions that people in the past have made to the local area. • Find out how the Industrial Revolution changes the time. • Research and respond using relevant historical information, landscape of Britain. • Understand the important role of volunteers. • Find out more about the role of The National Trust		in time. Ask relevant questions, • Research and respond using relevant historical information.
PE	**Athletics Cricket/Rounders/Tennis**	• Engage in competitive sports and activities. • Lead healthy active lives		• Improve the generic sporting skills of flexibility,

		• Develop competence to excel in a broad range of physical activities. • Be physically active for sustained periods of time		strength, control and balance. • Develop a competitive drive and sense of team work.
ICT	**Photo Stories**	• Use advanced cropping techniques. • Create consistent presentation effects to • achieve a particular style in a Desk Top Publisher. • Use a consistent design in Video Editing Software. • Create the look and feel of a movie using • still images, including beginning and end sequence • Add and manipulate images and text in a • Desk Top Publisher. • Add and sequence images, text and audio • in Video Editing Software. • Layer images and text. • Add effects to improve images in a Desk • Top Publisher. • Refine audio and captions in Video Editing to • compliment an image sequence.		• Create and debug algorithms • Know how to stay safe hen researching information online
MFL	**Sports and Leisure** **French Towns**	• Speak in sentences • Express likes and Dislikes		• Listen to attentively and engage in conversations using the vocabulary they have acquired. • To engage in role play situations and be able to discuss and describe planets.

Year 4 Knowledge Organiser

Britain from Above

Geography

Knowledge

To know what a 'birds-eye view' is and how it is used.
To name 10 different landmarks in England.
To understand what 'key landmarks' are and name some in our local area.
To name the different counties that surround Warwickshire.
To understand how to use 4 figure grid references.
To know how a compass works.
To know the some of the symbols used on an Ordnance Survey map.
To identify different settlements (hamlet, village, town and city).
To name a range of landscapes.
To name 3 different mountain ranges in England and recall facts about them.
To name 5 significant rivers in Europe and recall key facts about them.
To name the climate found in England.
To know that the UK is in the Northern Hemisphere.
To know what the National Trust is.

Skills

To ask geographical questions.
To use fieldwork to observe, record and present human and physical features in the local area using a range of methods including sketching plans and digital technology.
To create a birds-eye image of Riversley Park.
To use maps, aerial photos and Google Earth to locate famous landmarks in England and key landmarks in Nuneaton.
To use maps to identify different counties surrounding Warwickshire.
To locate different attractions in our local area on an OS map using 4 figure grid references.
To use compass points and grid references to write a set of directions.
To identify local roads, rivers and railway lines using OS maps.
To suggest reasons as to why people may have begun to settle in the local area.
To use digital mapping to locate different landscapes found in Britain.
To understand that different landscapes offer a range of leisure activities.
To research the different mountain ranges and rivers in England.
To describe the climate found in England.
To research the role of the National Trust and understand the importance of 'volunteers' in running it.

History

Knowledge

To know what the 'Industrial Revolution' was and when it took place.
To know what the 'Great Exhibition' was and when and where it took place.
To know how the Industrial Revolution changed the landscape of England.
To know the contributions that people in the past have made to the local area.
To know that different versions of the past may exist and begin to suggest reasons for this.
To understand the role of the Lancashire Cotton Industry.
To know what life would have been like locally during the industrial revolution.

Skills

To generate questions to find about events in the past.
To carry out research by selecting suitable sources.
To describe changes that have taken place locally.
To identify reasons for the industrial revolution and the result of it.
To present information clearly and in a range of forms.
To research and explore the life of factory workers during the Industrial Revolution.
To research and present information about a well-known landmark in Britain.
To explain changes that occurred during a period of history.

Art

Knowledge

To know that Anna Dillon is a landscape artist.
To know how Anna Dillon uses bold colour in her artwork to reflect the form, contours and light of the land.
To know how to mix shades and tints
To know and use more specific colour language.

Skills

To evaluate and analyse artwork using the language of art.
To record ideas from first hand observations, experience and imagination in sketch books.
To experiment with marks and lines with a range of implements.
To create texture and pattern in drawing and painting with a range of implements.
To experiment with different effects and texture when painting including blocking in colour, washes, using thickened paint to create textural effects and adding depth and distance.
To use a variety of techniques when using textiles to create different textural effects e.g. printing, dyeing, weaving and stitching
To develop skills in cutting, stitching and joining.
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Technology

Knowledge

To know how textiles developed during the Industrial Revolution and how this has shaped the use of textiles today.
To know how to securely join fabric in simple ways.
To know how to use simple patterns and templates for marking out and understand the need for seam allowances.
To know a range of stitches.
To know and use relevant technical vocabulary.

Skills

To investigate and evaluate a range of textile products.
To design, make and evaluate a pencil case for a Y4 child.
To generate realistic ideas, produce annotated sketches, prototypes, final product sketches and pattern pieces.
To select fabrics and fastenings according to their functional characteristics.
To plan the main stages of making.
To select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing.
To be able to perform a range of stitches to join and finish.
To use a variety of finishing techniques to create a famous landmark design on my pencil case.
To evaluate my final product against design criteria.

Y3 and Y4 Knowledge Organiser

Summer Olympics

This half term I will be learning the following knowledge and skills

Geography	History
Knowledge To know where France is. To know some countries within Europe. To know some major cities in France including Paris. To know that France is in the Northern hemisphere. To know geographical similarities and differences between the UK and France. To know the climate found in France. To name major rivers and mountains in France. To know major tourist attractions in France.	**Knowledge** To describe some of the traditions that take place during the Olympics including the opening and closing ceremony. To know how some of the traditions that take place during the Olympics have changed over time. To know where and why the Olympics began. To name 5 of the events that took place in the Ancient Olympics. To know which countries have hosted the Olympics the most often. To know the history of The Olympic Torch. To name a significant Olympic Athlete.
Skills To use atlases, maps, globes and digital mapping to locate countries around the world. To use atlases, maps, globes and digital mapping to locate cities within France. To divide a world map into the Northern and Southern Hemisphere and locate France. To describe and understand Geographical similarities and differences between the UK and France. To describe the climate in France. To use geographical vocabulary to describe rivers and mountains in France. To inform tourists about attractions in France during the Olympics.	**Skills** To place and sequence events on a timeline. To participate in an Olympic event. To link events in history and describe causes and effects. To ask historically valid questions about the Olympic Torch. To identify Olympic traditions from a range of sources. To select and research information about a significant Olympic Athlete.
Art	**Technology**
Knowledge To know who LeRoy Neiman was and some of his famous pieces. To know some key facts about LeRoy Neiman. To know what texture means. To know vocabulary to use when critiquing art. To know how to improve sketches. To know what affects different painting tools have.	**Knowledge** To know when designing a plan needs to be made. To know and use the correct technical vocabulary for the tools, materials and processes being used. To know which materials are suitable to construct an Olympic Stadium.
Skills To research the life of LeRoy Neiman. To create artwork depicting a range of Olympic events covering a range of colours and textures. To critique different pieces of art by LeRoy Neiman. To review and revisit sketches.	**Skills** To plan, design and evaluate an Olympic Stadium To order the stages of making an Olympic Stadium. To use annotated sketches to communicate design ideas. To evaluate an Olympic Stadium against a design criteria. To select tools and techniques for making their product and use them safely and appropriately.

Year 4 Knowledge Organiser
Living Things and their Habitats

Science	
Knowledge	**Skills**
To know the 7 life processes shared by all living organisms. (MRS GREN) To know what a vertebrate and an invertebrate is. To know that living things can be grouped in a variety of ways. To know what 'variation' means. To know what a reptile, a mammal and an amphibian is. To name 3 characteristics of different living things. To know what a 'habitat' is. To name 5 dangers to wildlife in the local environment. To name 5 ways to have a positive effect on the environment. To know what 'endangered' means. To name 3 endangered species.	To sort living things into groups. To identify vertebrates and invertebrates by knowing their similarities and differences To generate criteria to sort living things. To sort living things into a Venn diagram. To sort living things into a Carroll diagram. To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. To generate questions to use in a classification key and use scientific evidence to answer them. To create a classification key. To make systematic and careful observations. To gather, record, classify and present data and observations in a variety of ways, for example in a table, on a map. To recognise positive and negative changes in the local environment. To research information on endangered animals and report these findings in a variety of ways, including oral and written explanations, displays or presentations.

Year 4 Knowledge Organiser

Scientists and Inventors

Knowledge

To know what 'deforestation' is.

To know what a 'conservationist' is.

To know who Gerald Durrell is and how he helped to save Madagascar's living things.

To know who Alexander Graham Bell is and what he invented.

To know who Maria Telkes is and what some of her achievements were.

To know how the sun's energy can be used to heat things up.

To know why solar power is a good source of energy.

To what who Garrett Morgan is and what some of his achievements were.

To identify the parts of a circuit.

To know the 2 scientists who discovered oxygen.

To know how oxygen was discovered and describe the properties of oxygen gas.

To know about Lord Kelvin's life and work.

To know how to read a thermometer and show temperatures.

Skills

To set up simple practical enquiries and report on findings from enquiries in the context of soil erosion and nutrient loss.

To describe and explain my findings.

To research Graham Alexander Bell's life and report these findings in a variety of ways.

To make systematic and careful observations and, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers in the context of building a solar oven.

To build a solar oven and explain how the temperature changes inside it.

To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit in the context of creating a traffic light.

To build a traffic light using series circuits.

To compare and group materials together according to whether they are solids, liquids or gases by exploring the discovery of oxygen.

To identify changes relating to simple scientific ideas and processes by exploring the discovery of oxygen and the theory of phlogiston.

To 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 (°C) by exploring Kelvin's discovery of absolute zero.