St Benedict's Catholic Academy
Curriculum Information
Year 4
Autumn 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	Poetry- acrostic and rhyming Explanation texts Description writing Newspaper articles Persuasive writing Narrative third person	**Writing Opportunities:** - Use imagery to describe a creature: adjectives, the senses, onomatopoeia, alliteration, similes and metaphors - Use new vocabulary from our class text to enhance our word choices in both writing and speaking - Edit and improve my work using success criteria - Write a description of an imaginary creature - Continue the story of The Minpins sharing what they think will happen next - Write an explanation about the life of a Minpin - Include the grammar focus of the week in their writing - Use new vocabulary from our class text to enhance our word choices in both writing and speaking - Edit and improve my work using success criteria - Include the grammar focus of the week in their writing - Know the features of a newspaper report - Write a newspaper report on Jason's walk home from 'Last Slice of Rainbow' story - Write a persuasive piece based on 'Lost – One Pair of Legs' - Wrote acrostic rhyming poetry using 'A Leaf In The Sky' - Retell 'The Voice in the Shell' in order using adverbs to structure my work Writing a humorous poem about sweets and their flavours - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Writing a story, creating settings, characters and plot - Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• 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. • 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. • Reading comprehension skills

		- Assessing the effectiveness of their own and others' writing and suggest improvements - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proof read for spelling and punctuation - Read aloud their own writing to a group or whole class - Writing a balanced argument about the nature of a character **Reading Focus:** - Develop a range of VIPERS skills - Read the book aloud as a class - Infer characters thoughts and feelings - Make predictions from images and details stated and implied - Explore the meaning of words in context - Discuss how the authors use of language impacts on the reader - To retrieve and record information from non-fiction texts - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Identifying themes and conventions in a wide range of books - Discuss words and phrases that capture the reader's interest and imagination - Identify and summarise main ideas drawn from more than one paragraph - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Identifying main ideas drawn from more than one paragraph and summarising these - Justifying answers with evidence from several points in the text using correct technical language e.g. metaphor and simile - Apply knowledge of root words, prefixes and suffixes - Read aloud and understand meaning of new words they meet **Grammar & Punctuation Focus:** - Use apostrophes correctly to indicate possession - Punctuate dialogue using inverted commas - Understand how speech bubbles do not need inverted commas - Use the terms 'synonyms' and 'antonyms' - Write 2As sentences (where there are two adjectives before the first and second nouns in the sentence) - Write 'If' sentences where a clause starting with 'if' is followed by a comma and a 'then' clause - Use determiners 'a' and 'an' accurately - Know the three determiners: a, an and the - Recognise some types of determiners: demonstratives, possessives and quantifiers - Use paragraphs to structure writing		

		- Use titles and subheadings in non-fiction writing Recognise prepositions in a sentence - Use prepositions to add detail to my sentences - Express time, place and cause using adverbs - Use present perfect tense instead of simple past - Write 2As sentences (where there are two adjectives before the first and second nouns in the sentence) - Write 'If' sentences where a clause starting with 'if' is followed by a comma and a 'then' clause - Use determiners 'a' and 'an' accurately - Use rhyming words - Use paragraphs to structure writing - Use titles and subheadings in non-fiction writing Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] - Fronted adverbials [for example, Later that day, I heard the bad news.] - Use inverted commas to punctuate direct speech - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) - Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun **Spelling Focus:** - Words with /aw/ spelt with 'augh' and 'au' - Add the prefix in- meaning 'not' or 'into' - Add the prefix im- (before a root word starting with 'm' or 'p') - Learn spellings from personal and statutory word list (achieve, believe, busy, group, various and strange) - Spell words where a 'c' sounds the same as an 's' - Learning the difference between a root word and a prefix Spellings for homophones and near homophones - Add the prefix il- meaning 'not' or 'no' - Add the prefix ir- meaning 'not' or 'no' - Learn spellings from personal and statutory word list (achieve, believe, busy, group, various and strange) - Spell words with /shun/ endings spelt with 'sion' - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed, both to read aloud and to understand the meaning of new words that they meet		
MATHS	**Place Value**	• Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). • Partition numbers to 10,000	• Continue to develop an awareness of oneself in terms of thoughts, feelings,	• Understand the place value of numbers up to 10,000

	Addition and Subtraction **Area** **Multiplication & division**	• Order and compare numbers up to 10,000. • Identify, represent and estimate numbers using different representations. • Find 1, 10, 100 or 1000 more or less than a number. • Estimate numbers on a number line • Round any number to the nearest 10, 100 or 1000. • Use Roman numerals • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Estimate and use inverse operations to check answers to a calculation. • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. • To know what area is • To count squares to find area • To compare areas • Learn multiplication and division facts for3,6,9,7,11,12 times tables • *Use place value, known and derived facts to multiply and divide mentally, including: -* - multiplying by 0 and 1; - dividing by 1; - multiplying together three numbers.	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.	• Solve number problems • Use formal methods of calculation for addition and subtraction • Have instant recall of times tables and corresponding division facts.
RE	**Creation & Story of Abraham to Joseph** **Jesus teaches us how to pray** **Advent**	• Know the stories of creation, Abraham and Isaac, Jacob and Joseph from the Old Testament. • Understand from the story of creation that human beings are made in God's image and likeness and that this needs to be valued and respected in other people. • Identify how God called and protected both Abraham and Isaac. • 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. Explain why it is important to call and to pray to God the Father. Be familiar with some of the traditional prayers of the Church including the prayer of the Rosary and know that Jesus was descended from the House of David. • Recall some stories about some of Jesus' ancestors and recognise how important their relationship with God was to them. • Place some of the characters into an historical sequence and identify some important symbols for these different people as featured on the Jesse Tree. • Know about the announcements made by angels in the stories associated with the birth of John the Baptist and the birth of Jesus.	• 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.	• 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; • Find bible references • Know all the responses during Mass.

	Christmas	• Understand that angels are heralds of important messages and consider ways in which Christians today are heralds of the message of Christ. • Be able to explain some of the Church's customs for celebrating the birth of Christ.		
PE	**Dance** **Invasion Sports**	• Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. • Develop flexibility, strength, technique, control and balance. • Perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Lead healthy active lives and develop competence to excel in a broad range of physical activities. • Be physically active for sustained periods of time.	• Physical education lessons have teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and 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.	• Improve the generic sporting skills of flexibility, strength, control and balance. • Develop a competitive drive and sense of team work.
ICT	**Online Safety**	• define cyberbullying • identify comments or messages that may be hurtful to others and understand why • edit their own messages and comments to make sure they are kind • understand that search results are ranked and identify factors that affect the ranking of search results • choose an appropriate number of words for a search term • use strategies which improve results when searching online • explain how to use other people's work respectfully	• 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.	• Develop their knowledge of how to stay safe online and become a good digital citizen

	Word Processing	• explain why it may be dangerous to share private information • consider the differences and similarities between online and real-life communication • look for citations online • write a citation • understand why some websites ask for registration information • explain how being a good digital citizen is linked to being a good citizen in real life; • advise others on the key ways to stay safe online • select, edit and manipulate text in different ways • insert an image into a document • format an image • use formatting tools to improve the layout • use the spellcheck tool • insert a simple table • change the size of the page • use some of the main keyboard shortcuts • suggest ways to improve a layout • apply specific effects to an image • add a spelling to the spelling dictionary • add or delete rows or columns in a table • suggest ways to change a table • type at an appropriate speed • choose a relevant website to link a document to • create a hyperlink • change a homophone that is in the incorrect form; • format the borders of the cells within a table • apply their knowledge of tools and techniques to improve the layout of a document • change the background colour of the page • format a hyperlink and find an appropriate place to insert it	• 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.	• Format images and organise content into an effective layout.
MFL	**French**	• listen attentively to spoken language and show understanding by joining in and responding; • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; • speak in sentences, using familiar vocabulary, phrases and basic language structures; • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; • present ideas and information orally to a range of audiences; • read carefully and show understanding of words, phrases and simple writing;	• Pupils get a sense of fascination about linking their own language to another language and exploring the new words and phrases. • Pupils get excited about learning a new language. • Pupils recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. • Pupils learning to take the risk of making mistakes and appreciating that	• all about themselves, where they live, their age. • describe someone else using il/elle –(He/She) • describe our town. • numbers up to 100. • the names of clothes and adjectives needed to describe them. • know a range of foods to add to a shopping list. • the vocabulary for modes of transport.

		• appreciate stories, songs, poems and rhymes in the language; • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; • write phrases from memory, and adapt these to create new sentences, to express ideas clearly; • describe people, places, things and actions orally and in writing; • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	other pupils are attempting to speak another language. • In learning a MFL from another culture pupils begin to appreciate the similarities and differences between France and Britain.	• know the names of planets. • know how to describe planets using adjectives • know the vocabulary to discuss names of sports and leisure activities. • the names of French Towns

Year 4 Reign Over Us!

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

Geography

Knowledge

To know about different styles of farming around the world.
To know that farming is influenced by climate and the local environment.
To understand how the growth of food is dependent on the environment and that this can be impacted by climate change.
To know about the water cycle and how important it is to food production.
To identify the position and significance of latitude, longitude and distance to the Equator of the countries studied.
To know where the countries studied are on a map and understand their proximity to each other.

Skills

To explain different types of farming around the world.
To articulate the impact of climate on farming.
To explain different ways that food is grown and identify. more sustainable methods of food production.
To correctly use the language of latitude, longitude, distance and Equator.
To confidently use various forms of maps and atlases.

History

Knowledge

To explain what the Magna Carta is.
To name five Kings in order from the houses of Lancaster and York.
To name King Henry VIII's wives.
To know why the Church of England was formed.
To know what Mary I nickname was and why.
To state how many years Elizabeth I reigned for.
To explain why the Great Fire of London spread so rapidly.
To name five members of our current royal family.

Skills

To explain the influence of the Magna Carta is today.
To read a family tree.
To suggest cause and consequences of some of the main events and changes in history.
To place key events and artefacts on a timeline.
To generate questions to find out about events in the past.
To research and select suitable sources of evidence to justify claims about the past.

Art

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.

Skills

To draw using the correct scale and proportion.
To discuss own work and 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 select and arrange materials for a striking effect.
To use a graphics package to create images and effects with lines, shapes, colours and textures.

Technology

Knowledge

To know the materials used to make a Regency house.
To know how Regency houses were designed and constructed.
To know the correct technical vocabulary for the tools, materials and processes being used.
To know how to make strong, stiff shell structures.
To know and use technical vocabulary relevant to the project.

Skills

To design and construct their own model Regency house.
To select appropriate tools and use them safely to measure, mark out, cut and shape a range of materials.
To order the main stages of making.
To explain their choice of materials according to functional properties and aesthetic qualities.
To join and combine materials and components accurately.
To use finishing techniques suitable for the product they are creating.
To evaluate their work during and at the end against the design criteria by carrying out appropriate tests.

Year 4 Journey through Europe

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

Geography

Knowledge

To recall the 7 continents of the earth considering the longitudes and latitudes.
To name at least 10 different countries within Europe.
To name the capital cities of at least 5 different European countries.
To know the climate and landscape of different countries within Europe.
To name 5 significant rivers in Europe and know key facts about them
To name 3 mountain ranges in Europe and know key facts about them
To know the wide variety of languages spoken in Europe
To know that the Euro is the European currency and recognise Euro coins and banknotes
To identify the flags of 5 European countries
To know about the Greenwich Meridian and time zones
To know what is meant by 'Fairtrade'

Skills

To identify continents of the world using maps
To identify countries of Europe using atlases, globes and digital mapping
To use 4 and 6 figure grid references to locate major cities in Europe
To locate mountain ranges and rivers using atlases and digital mapping
To match key landmarks to a country and make suggestions as to how they affect the country they are in (e.g. tourism, economy)
To research physical and human characteristics of different European countries
To describe similarities and differences between countries
To create a map showing a road trip through Europe.
To research key facts about significant rivers and mountain ranges in Europe.
To research different modes of transport for travelling around Europe

History

Knowledge

To know how European currency has changed over time.
To know how transport in Europe has changed over time
To know what the Holocaust was and its significance in history
To know how our knowledge of the past is constructed from a range of sources
To know that different versions of the past may exist and begin to suggest reasons for this

Skills

To place events on a timeline
To generate questions to find about events in the past
To carry out research by selecting suitable sources
To identify and give reasons for the Holocaust and the results of it
To present information clearly and in a range of forms

Art

Knowledge

To know who Giueseppe Arcimboldo is.
To know some of his famous pieces.
To know the techniques used by Giueseppe 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 created.
To know what is meant by overlapping and overlaying.
To name some significant European artists and their famous pieces of art.

Skills

To express my ideas and opinions on a piece of artwork using appropriate vocabulary.
To mix colours and know which primary colours make secondary colours.
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 explore the work of a range of great European artists
To use different artistic techniques to recreate some famous European art.
To use a graphics package to create images and effects with lines, shapes, textures and colours.

Technology

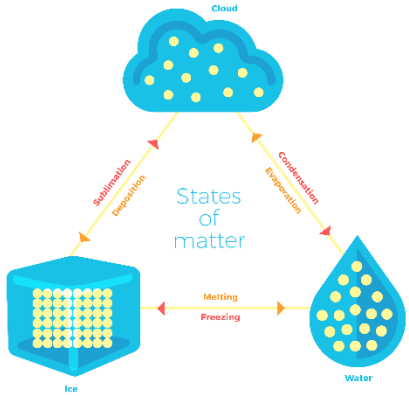
Knowledge

To name architectural landmarks in Europe.
To name some significant European architects and designers.
To know how key events and individuals in design have helped shape the world.
To identify the traditional cuisine of 5 European countries.
To know how to be hygienic and safe when preparing food.

Skills

To design a new landmark against design criteria.
To communicate ideas through discussion and annotated sketches.
To measure, mark out, cut and shape a range of materials using appropriate tools.
To join and combine materials accurately.
To evaluate their design against design criteria.
To prepare ingredients hygienically and using the appropriate utensils.
To use a range of techniques to create a range of European dishes including peeling, chopping, slicing, spreading, baking

Year 4 States of Matter



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

Science	
Knowledge	**Skills**
To describe the properties of a Solid, Liquid and Gas. To name two processes that could change the state of a material. To explain the process of evaporation. To explain the process of condensation To name two ways of speeding up evaporation. To recall what temperature is freezing point. To recall what temperature is boiling point. To name at least four processes in the water cycle. To explain what a fair test is. To explain how to make an investigation reliable.	To make decisions, ask relevant questions and use different types of scientific enquiries to answer them. To set up simple, practical enquiries comparative and fair tests. To make systematic and careful observations using notes and simple tables. To accurately read measures, using standards units (thermometers and data loggers). To use results to draw simple conclusions, to make predictions for new values, suggest improvements and raise further questions.

Year 4 Sound

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

Science	
Knowledge	**Skills**
To know different sound sources. To know how sounds are made, associating some of them with something vibrating. To know what volume is. To know that sounds get fainter as the distance from the sound source increases. To know what pitch is. To know how sound travels. To know different ways to absorb sound. To know what a fair test is. To know how to make an investigation reliable.	To investigate how sound changes. To find patterns between the pitch of a sound and features of the object that produced it. To find patterns between the volume of a sound and the strength of the vibrations that produced. To investigate if sound travels better through solids or Gases. To make decisions, ask relevant questions and use different types of scientific enquiries to answer them. To set up simple, practical enquiries comparative and fair tests. To make systematic and careful observations using notes and simple tables. To take accurate measurements using scientific equipment. To use results to draw simple conclusions, to make predictions for new values, suggest improvements and raise further questions.