St Benedict's Catholic Academy
Curriculum Information
Year 4
Spring 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 writing- letters and adverts** **Non- chronological reports** **Newspaper articles** **Biography** **Poetry** **First person narratives** **Flashbacks**	**Writing** - To write an encyclopaedia entry about a new found dinosaur - To write a persuasive advert about a new wheelchair - To write a newspaper report using direct speech and prepositions - To write a biography on the author of The Christmasaurus- Tom Fletcher - To compare and contrast Tom Fletcher and Roald Dahl - Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - 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 - To explore the introduction of the text and write own poetry about the garden - To write a first-person recount narrative of The Selfish Giant including a flashback - To write an informal letter about equality - To write a persuasive letter expression a point of view and reasons	• 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.

		- To plan my writing by discussing writing that is similar and learning from this and drafting my work **Grammar & Punctuation Focus:** - 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 Expressing time, place and cause using conjunctions - Fronted adverbials - Use of commas after fronted adverbials - Use inverted commas to punctuate direct speech - Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases - Appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition - To know the term antonym and find examples of these - Use of paragraphs to organise ideas around a theme **Spelling Focus:** - Apply their growing knowledge of root words, prefixes and suffixes (-ation, sub-, and super-)		

		- Homophones and near homophones- ensuring words are used in correct context and meaning is understood - 8 Year 4 common exception words taught with weekly spellings Apply their growing knowledge of root words, prefixes and suffixes (-ation, sub- and super-) - Homophones and near homophones - 8 Year Four common exception words taught with weekly spellings **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 pre-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.		
MATHS	**Multiplication & Division** **Length and perimeter** **Fractions**	• Recall and use multiplication and division facts for multiplication tables up to 12 × 12. • Recognise and use factor pairs and commutativity in mental calculations. • Multiply and divide by 10 and 100 • Multiply two digit and three digit numbers by a one digit number using formal written layout. • Divide a 2 or 3 digit number by a 1 digit number • 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. • Measure in km and m • Know equivalent lengths • Know what perimeter is • Calculate perimeters of rectangles, rectilinear shapes and polygons • Finding missing lengths in rectilinear shapes • Understand the whole • Count in fractions beyond 1 • Partition a mixed number		• Solve number problems • To have instant recall of times tables and corresponding division facts. • Use formal written methods for multiplication and division. • Measure in km and m • Multiply and divide by 10 or 100

	Decimals	• Compare and order mixed numbers • Understand improper fractions • Convert improper to mixed numbers and vice versa • Recognise and show, using diagrams, families of common equivalent fractions. • Add 2 or more fractions including mixed numbers • Subtract 2 fractions • Subtract from whole amounts • Subtract from mixed numbers • Recognise and write decimal equivalents to 1/4, 1/2, 3/4. • Understand tenths and hundredths as fractions and decimals • Divide a 1 or 2 digit number by 10 or 100		
RE	**Jesus: Light of the World and beloved son** **Old Testament: Moses – King David** **Lent: Living as followers of Jesus today** **Holy Week**	• Know the stories of the Baptism, Presentation and Transfiguration of Jesus. • Understand that at these events Christ is revealed as the Light of the World and the Beloved Son of God. • Know that through Baptism, Christians become the Children of God and will identify symbols from the Baptismal liturgy that express this belief • Know and be able to recall in words, actions and writing the stories studied in this unit. • Understand that God chose and called Moses and David for special tasks. • Recognise that God protected his people and that in the Psalms of David we find images of God caring for and protecting his people. • 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 • Know some reasons associated with the Church's practice of prayer, fasting and almsgiving during the season of Lent.		• 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.

		• Know some of Jesus' teaching about forgiveness and will understand that this is a gift God freely gives. Know that the Sacrament of Reconciliation is a celebration of this gift. • Know that Christians are called to follow Christ by the way they live their lives. • Understand that the Beatitudes of Jesus provide a guide for this. • Have a good knowledge of the story of Holy Week and will be able to explain some reasons for the death of Jesus. • Ask questions about why Christ had to die. • Identify some of the reasons why some people wanted him to be killed.		
PE	**Gymnastics** **Invasion Sports**	• Engage in competitive sports and activities. • Lead healthy active lives • Develop competence to excel in a broad range of physical activities. • Be physically active for sustained periods of time		• Improve the generic sporting skills of flexibility, strength, control and balance. • Develop a competitive drive and sense of teamwork.
ICT	**Online Reputation** **Online Bullying** **Creating Media – Audio Editing** **Creating Media – Photo Editing** **Research Information**	• Describe how to find information about others by searching online • Explain ways that some of the information about anyone online could have been created, copied or shared by others • Recognise when someone is upset, hurt or angry online • Describe ways people can be bullied through a range of media • Explain why people need to think carefully about how content their post might affect others, their feelings and how it may affect how others feel about them (reputation) • Examine devices capable of recording digital audio		• Searching online • Being safe online • Examine recording devices • Empathise with the feelings of others • Change and edit digital images • Use a variety of computer software

		• Discuss the ownership of digital audio and the copyright implications of duplicating the work of others • Use Audacity to produce a podcast • Understand how digital images can be changed and edited		
MFL	**Clothing** **Food** **Transport** **Planets**	• Name clothes and adjectives need to describe them. • Know a range of foods to add to a shopping list. • Know vocabulary for modes of transport. • Name planets		• 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 Roman Rule

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

Geography

Knowledge

To revise the names of continents and oceans.
To name and locate countries within Europe.
To name 5 counties in Britain.
To name 5 physical features for a successful settlement.
To know how Roman settlements were linked.
To know where Hadrian's wall is located.

Skills

To use maps and atlases to locate where the Romans travelled from.
To use evidence to identify where the Romans settled.
To draw conclusions on the locations of settlements.
To identify physical features to design an ideal settlement.
To distinguish between types of settlements. E.g. villages, towns and cities.
To confidently use various forms of maps to locate counties within Britain.
To know the impact of the Romans on our local area.

History

Knowledge

To know and use correct terminology to describe events in the past.
To know what BC and AD means.
To know what the words invading and settling mean.
To know who the Romans were and where they came from.
To give two reasons why the romans invaded.
To know when the Romans ruled Britain.
To know about Roman way of life.
To know what the role of a Roman Solider was.
To know what an amphitheatre is and that gladiators fought there.
To know some of the Roman gods and their importance in Roman society

Skills

To place events, artefacts and historical figures linked to the Roman Empire on a timeline.
To explore key concepts related to 'invading' and 'settling'
To suggest cause and consequences of Roman invasion.
To use primary and secondary sources of information to find out about Roman life e.g. Roman army, gladiators, gods, baths, houses, entertainment
To evaluate the usefulness of different sources.
To understand what made the Roman army so powerful.
To use evidence to ask questions and understand the reasons for the fall of the Roman Empire and its impact on Britain.
To identify how the Romans have influenced our lives today.

Art

Knowledge

To know who Clarice Cliffe is.
To know some of her famous pieces.
To know the techniques used by Clarice Cliffe.
To know how the use of colours and materials can enhance a piece of artwork.
To know what a mosaic is.
To know how to join clay using a slip.
To know and use visual language when describing artwork.
To know which primary colours make secondary colours.

Skills

To investigate the significance of mosaic art in Roman times.
To experiment with the technique of mosaic.
To select and arrange materials for a striking effect.
To analyse and describe the use of pattern in artists' work.
To join clay adequately and construct a simple base for extending and modelling other shapes.
To create surface patterns and textures in a malleable material.
To create original outcomes through the use of colour and geometric patterns.
To evaluate techniques in order to refine and develop ideas.

Technology

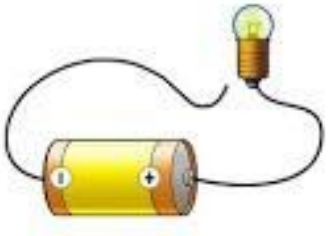
Knowledge

To know how mechanical systems such as levers, create movement.
To know the different types of catapult and how they work.
To know that the quality of a product depends on how well it suits its purpose.
To know what a fulcrum is and how scientific ideas influence designs.

Skills

To analyse, design and create a catapult.
To explain design ideas clearly in annotated drawings.
To modify designs to improve how effective they are.
To measure, mark out, cut shape a range of materials.
To select appropriate tools and techniques for making the product.
To join materials to make a product which creates movement.
To select appropriate tools and techniques for making the product.
To evaluate my product thinking of both the appearance and the way it works.
To suggest alternative ways for making the product if the first attempt fails.

Year 4 Electricity



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

Science	
Knowledge	**Skills**
To know different ways in which electricity is generated. To know and use key electrical vocabulary. To know that there are 2 types of electrical current- main and battery. To identify common appliances that run on electricity and the type of electricity they use. To know how to stay safe when using electricity. To know how a circuit works. To identify and name the components of an electrical circuit including cells, wires, bulbs, switches and buzzers. To know that a switch opens and closes a circuit, turning the electric current off and on. To know what electrical conductors and insulators are, and name at least 2 of each.	To report on findings from enquiries about how electricity is generated using oral and written explanations. To classify appliances based on whether they are mains or battery To design and construct a circuit both with and without a switch. To identify whether or not a lamp will light in a simple series circuit, including circuits with switches. To interpret and solve problems within a series of electrical circuits. To set up simple, practical enquiries, comparative and fair tests. To record findings and use these to draw up simple conclusions and make predictions. To sort a selection of materials into electrical conductors and insulators.

Year 4 Crime and Punishment

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

Geography	History
Knowledge To revise the names of continents and oceans. To name countries within Europe. To know where the Northern and Southern hemisphere; the Tropics of Cancer and Capricorn; Arctic and Antarctic Circle are located. To know the difference between the Northern and the Southern hemisphere. To revise the names of counties in Britain.	**Knowledge** To know the correct terminology to describe events in the past. To know what is meant by 'crime' and 'punishment.' To know why and how the Police Force began. To know what a highway man was and about the life of Dick Turpin. To know how law buildings in Nuneaton have changed over time. To know which punishments were used during the Victorian era. To know what is meant by 'torture' and how it was used in Medieval times. To know about the trial methods of Medieval times. To know Saxon beliefs about crime and punishment. To know Roman beliefs about crime and punishment. To name some of the differences in crime and punishment from 1500-1750.
Skills To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To explore countries that continue to use capital punishment and locate these on a world map. To locate the world's countries with a focus on Europe and North and South America and countries of particular interest to pupils.	**Skills** To place events, artefacts and historical figures linked to crime and punishment on a timeline. To compare how punishment differs from country to country, To compare crime and punishment over time. To use evidence to ask and answer questions about the past. To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. To evaluate the usefulness of different sources. To suggest cause and consequences of some of the main events and changes in history. To research the life of prisoners in Victorian prisons and gaols.
Art	**Technology**
Knowledge To know who Oleg Shupliak is and his famous pieces. To know the techniques used by Oleg Shupiak. To know how the use of colours and materials can enhance a piece of artwork. To know how to mix and use tints and shades. To know and use visual language when describing artwork. To know how to make secondary colours. To know how to record and collect visual information using cameras and video recorders.	**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 and use technical vocabulary relevant to the project.
Skills To research the work of courtroom artists such as Priscilla Coleman. To create a simple observational drawing using chalks and pastels in the style of a courtroom artist. To select and arrange materials for a striking effect. To analyse and describe the use of pattern in artists' work. To evaluate techniques in order to refine and develop ideas. To present recorded visual images using software. To use a graphics package to create images and effects.	**Skills** To use electrical systems in their product. To generate, develop, model and communicate realistic ideas for an alarm system through discussion, annotated sketches, cross-sectional and exploded diagrams. To order the stages of making their alarm. To select from and use tools and equipment to cut, shape, join and finish. 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 Animals including Humans

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

Science	
Knowledge	**Skills**
To name parts of the digestive system. To know the simple functions of the basic parts of the human digestive systems. To know and use key biological vocabulary. To name the different types of teeth. To know the functions of different teeth. To know what causes tooth decay. To name the different parts of a food chain: predator, prey, producer, consumer To know the role of different plants and animals within a food chain.	To identify and label parts of the digestive system. To explain the functions of different parts of the digestive system. To explain similarities and differences between human and animal teeth. To set up simple practical enquiries, comparative and fair tests to help to understand what causes tooth decay. To make systematic and careful observations. To generate questions and use scientific evidence to answer them. To construct and interpret a variety of food chains identifying producers, predators and prey.