

**Our Lady & St Joseph 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	<p style="text-align: center;">Fables            Stories in familiar settings            Instructions and Explanations            Information Texts            Image poems            Poetic form</p>	<p><b><u>Plan their writing by:</u></b>            -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</p> <p style="text-align: center;"><b><u>Spelling</u></b></p> <p>-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.</p> <p style="text-align: center;"><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <p>-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 the reporting clause; end punctuation within inverted commas            -Apostrophes to mark singular and plural possession            -Use of commas after fronted adverbials.</p>	<p><b><u>Children will:</u></b>            - 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.</p>	<p>Compose their own sustained ‘entertaining’ pieces of writing.</p> <p>Organise this writing using appropriate features.</p> <p>Ensure writing contains all elements of VCOP previously taught.</p> <p>Edit work to check for sense and meaning. Check to see if personal writing targets have been included.</p> <p>Use appropriate sizing and orientation for letter formation; use diagonal and horizontal strokes to join letters.</p>

### 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

Addition and  
Subtraction,

Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1000.

Solve number problems

Multiplication & division,  
Recognising place value,  
Exploring 2D & 3D shape  
Data handling

- Find 1000 more or less than a given number.
- Count backwards through zero to include negative numbers.
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- Order and compare numbers beyond 1000.
- Identify, represent and estimate numbers using different representations.
- Round any number to the nearest 10, 100 or 1000.
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

#### **Addition and Subtraction**

- 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.

#### **Multiplication and Division**

- division facts for multiplication tables up to 12 x 12.
- 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.
- 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.

Recall addition, subtraction, multiplication and division facts.

To have instant recall of 2,3,4,5,6,7,9,25 and 100 times tables and corresponding division facts.

- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .
- 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
- Find the area of rectilinear shapes by counting squares
- Estimate, compare and calculate different measures
- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

### Properties of shapes

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Complete a simple symmetric figure with respect to a specific line of symmetry.

### Geometry – Position and Direction

- Describe positions on a 2-D grid as coordinates in the first quadrant.
- Describe movements between positions as translations of a given unit to the left/right and up/down.
- Plot specified points and draw sides to complete a given polygon.

### Statistics

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

RE	<p>Creation &amp; Story of Abraham to Joseph. Jesus teaches us how to pray. Advent. Christmas.</p>	<p>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.</p> <p>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. know some of the traditional prayers of the Church including the prayer of the Rosary.</p> <p>know that Jesus was descended from the House of David. know some stories about some of Jesus' ancestors and recognise how important their relationship with God was to them.</p> <p>Place some of the characters into an historical sequence and identify some important symbols for these different people as featured on the Jesse Tree.</p> <p>Know about the announcements made by angels in the stories associated with the birth of John the Baptist and the birth of Jesus. Understand that angels are heralds of important messages and consider ways in which Christians today are heralds of the message of Christ. Know and be able to explain some of the Church's customs for celebrating the birth of Christ.</p>	<p>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.</p>
Science	<p>Animals Including Humans</p>	<p><b>All children should be able to:</b>  Generate questions and use scientific evidence that is given to answer questions.  Identify similarities related to scientific ideas.  Set up a simple enquiry with support.  Make observations, record findings and use results to draw simple conclusions.  Name parts of the digestive system.  Add functions to the parts of the digestive system.  Identify the function of teeth in humans.  Construct a simple food chain.</p> <p><b>most children will be able to:</b>  Generate relevant scientific questions.  Identify differences related to scientific ideas.  Make predictions and suggest equipment.</p>	<p>Ask relevant questions.  Plan and set up fair test investigations  Make observations  Gather, record, classify and present information  Record findings using scientific language,  Make predictions then use results to draw conclusions.</p>

## Sound

Make careful observations, record findings using labelled diagrams and use results to make predictions for new values.

Identify parts of the digestive system.

Match the parts of the digestive system with their functions.

Match the types and functions of teeth.

Construct and interpret a food chain.

**Some children will be able to:**

Distinguish between scientific and non-scientific evidence and select the best type of enquiry to answer a question.

Identify similarities and differences related to scientific ideas.

Give clear instructions to perform an enquiry.

Make systematic observations, record using scientific vocabulary and raise further questions based on their results.

Construct the digestive system.

Explain the functions of the digestive system.

Identify the types and functions of teeth.

Construct and interpret a variety of food

**all children should be able to:**

- Describe sounds around them.
- Identify high and low sounds.
- Identify loud and quiet sounds.
- Observe how different sounds are made.
- Describe how sounds change over distance.
- Participate in an investigation to find the best material for absorbing sound.
- Answer questions based on their learning using prompts.
- Create a musical instrument that will play different sounds.
- Predict what will happen in an investigation.
- Make observations.

**most children will be able to:**

- Explain how sound sources vibrate to make sounds.
- Explain how vibrations change when the loudness of a sound changes.
- Explain how sounds travel to reach our ears.
- Describe the pitch of a sound.
- Describe patterns between the pitch of a sound and the features of the object that made the sound.
- Explain how sound travels through a string telephone.
- Identify the best material for absorbing sound.
- Create a musical instrument that can play high, low, loud and quiet sounds.
- Make observations and conclusions.
- Be able to answer questions based on their learning.

## Humanities

## The Arts

### Passport around Europe

### Roman Rule: Children will be learning about the Roman Empire.

- **...some children will be able to:**
- Explain how we hear and interpret sounds.
- Explain that sounds travel differently through different materials.
- Identify and explain patterns between the pitch of a sound and the features of the object that made the sound.
- Explain how sounds change over distance.
- Explain why sounds travel better through solids than gases.
- Explain why some materials absorb sound.
- Explain how their musical instrument plays different sounds.
- Set up reliable and accurate investigations.
- Make and explain predictions.
- Make and record accurate observations.
- Use scientific language to explain their findings.
- Be able to ask and answer questions based on their learning using scientific language.

Use maps and atlases to locate continents, oceans and countries around the world.  
Extend their knowledge and understanding beyond the local area and the United Kingdom to include that of Europe.  
Analyse the work of famous European artists and create their own artwork in this style.  
Know traditional cuisines which belong to different countries around the world.  
Understand the safe use of tools and equipment by undertaking a range of practical tasks, such as making products and cooking.  
Use constructive feedback to improve what they design

Use primary and secondary sources of information to learn about whom the Romans were and where they came from as well as identify features of Roman entertainment, Roman gladiators, the Roman Army and the main Emperors of Rome.  
Explore key concepts related to 'invading' and 'settling'.  
Understand what made the Roman Army so powerful and formidable.  
Use their scientific knowledge of forces and their design technology skills to make their own Roman catapult.  
Understand the factors that led to the fall of the Roman Empire.  
Identify how the Romans have influenced our lives today.  
Investigate the significance of Mosaic Art in Roman times and to experiment with this technique.

Identify locations around the world. Research and explore others' culture and way of life.  
Develop and use a sense of chronology to order events in time. Ask relevant questions, Research and respond using relevant historical information.

PE

Dance  
Invasion Sports

Explore the impact of Roman beliefs in relation to Roman Gods.

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 team work.

ICT

Online Safety

...all children should be able to:

- define cyberbullying;
- know how to respond to a hurtful message or comment online;
- access a trusted search engine;
- understand that different search terms give different results;
- know what plagiarism is;
- identify which information to keep private online;
- explain what digital citizenship is;
- tell someone else at least one way to stay safe online.

.most children will be able to:

- identify comments or messages that may be hurtful to others;
- edit their own messages and comments to make sure they are kind;
- understand that search results are ranked;
- choose an appropriate number of words for a search term;
- explain how to use other people's work respectfully;
- explain why it may be dangerous to share private information;
- explain how to be a good digital citizen;
- tell someone else more than one way to stay safe online

some children will be able to:

- understand why other people may be hurt by messages or comments;
- consider the differences and similarities between online and real-life communication;
- identify factors that affect the ranking of search results;
- use strategies which improve results when searching online;
- 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;

Develop their knowledge of how to stay safe online and become a good digital citizen.

## Word Processing

- advise others on the key ways to stay safe online.

all children should be able to:

- 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.

most children will be able to:

- 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.

.some children will be able to:

- 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.

To format images and organise content into an effective layout.