

Our Lady & St Joseph 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	<p>Fiction with an element of fantasy Stories with humour Stories from other cultures Persuasive writing Chronological reports 'Off by Heart' poems</p>	<p><u>Plan their writing by:</u> -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;"><u>Spelling</u></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;"><u>Vocabulary, Grammar and Punctuation</u></p>	<p><u>Children will:</u> - 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.</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</p>

		<ul style="list-style-type: none"> -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><u>Plan their writing by:</u></p> <ul style="list-style-type: none"> -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 style="text-align: center;"><u>Spelling</u></p> <ul style="list-style-type: none"> -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, 	<ul style="list-style-type: none"> - 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>have been included.</p> <p>Use appropriate sizing and orientation for letter formation; use diagonal and horizontal strokes to join letters.</p>
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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 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 audio materials
- read books that are structured in different ways
- draw inferences such as inferring content from context
- use dictionaries to check the meaning of words
- increase their familiarity with a wide range of texts
- identify main ideas drawn from monologues and dialogues

		<p>-identify themes and conventions in a wide range of books; -prepare poems and play scripts to read aloud and to perform, showing understanding of the reader's interest and imagination; -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 to others. -recognise some different forms of poetry check that the text makes sense to them, discussing their understanding and explaining what is stated and implied; -predict what might happen from details -identify how language, structure, and presentation contribute to meaning. -Retrieve and record information from non-fiction.</p> <p style="text-align: center;">Handwriting:</p> <p>-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</p>		
<p>Maths</p>	<p>Addition and Subtraction, Multiplication & division, Recognising place value, Exploring 2D & 3D shape Data handling</p>	<p style="text-align: center;"><u>Number and Place Value</u></p> <p>-Count in multiples of 6, 7, 9, 25 and 1000. -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.</p>		<p>Solve number problems Recall addition, subtraction, multiplication and division facts.</p> <p>To have instant recall of 2,3,4,5,6,7,9,25 and 100 times tables and corresponding division facts.</p>

- 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.

		<p>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.</p> <ul style="list-style-type: none"> - 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 $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. - 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. <p style="text-align: center;"><u>Measurement</u></p> <ul style="list-style-type: none"> - 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. <p style="text-align: center;"><u>Properties of shapes</u></p> <ul style="list-style-type: none"> - 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. 		
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		<p>-Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><u>Geometry – Position and Direction</u></p> <p>-Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>-Describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p>-Plot specified points and draw sides to complete a given polygon.</p> <p><u>Statistics</u></p> <p>-Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>-Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>		
RE	<p>Easter</p> <p>Pentecost</p> <p>Sharing in the life of Christ: The Church as a community</p>	<p>The children will know that the four Gospels contain accounts of the Resurrection of Christ. They will be able to understand the transforming effect this had upon the disciples. The children will know that the Ascension reminds Christians of the promise of Christ to remain always with them.</p> <p>The children will know the story of Pentecost from the Acts of the Apostles. They will understand that the gift of the Holy Spirit transformed the lives of the Apostles and enabled them to proclaim the Good News. They will be able to identify the presence of the Holy Spirit in some of the Sacraments of the Church.</p> <p>The children will know that the Catholic Church is spread throughout the world. They will understand that the Eucharist celebrates the unity of God's people throughout the world. They will be able to</p>		<p>Search for meaning and purpose by asking questions.</p> <p>Develop a growing understanding and acceptance of individual identity.</p> <p>Develop creativity and expression of innermost thoughts and feelings through art, music, literature and crafts;</p> <p>To find bible references</p>

		explain some beliefs of the Universal Church and religious customs from different parts of the world.		To know all the responses during Mass.
Science	Living Things and their Habitats	<p>All children should be able to: Sort living things into groups. Generate questions about animals. See similarities and differences between vertebrates. Identify vertebrate groups. Identify the characteristics of living things. Suggest how to have a positive effect on the local environment. Record observations on a map. Name some endangered species</p> <p>Most children will be able to: Generate criteria to use to sort living things. 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. 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.</p> <p>Some children will be able to: Explain, using evidence, how they have Identified invertebrates. Explain in more detail how changes to the environment have affected endangered species</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.

ICT	Photo stories	<p>Assessment Statements By the end of this unit...</p> <p>Some children will be able to:</p> <ul style="list-style-type: none"> • 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 <p>All children should be able to:</p> <ul style="list-style-type: none"> • Add and manipulate images and text in a Desk Top Publisher. • Add and sequence images, text and audio in Video Editing Software. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • 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 		Produce creative ways of presenting digital images
Humanities		<p><u>Britain from above.</u></p> <ul style="list-style-type: none"> • Understanding what use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • 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 in

		<ul style="list-style-type: none"> • 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. <p><u>Geography:</u></p> <ul style="list-style-type: none"> • 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. • a 'Bird's-eye view means and how it is used. <p><u>History:</u></p> <ul style="list-style-type: none"> • 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 		<p>time. Ask relevant questions, Research and respond using relevant historical information,</p>
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		<p>landscape of Britain.</p> <p><u>Citizenship:</u></p> <ul style="list-style-type: none"> Understand the important role of volunteers. When asking questions to find out more about the role of The National Trust. 		
PE	Athletics Cricket/Rounders/Tennis	<p>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</p>		<p>Improve the generic sporting skills of flexibility, strength, control and balance. Develop a competitive drive and sense of team work.</p>
Art.		<p>Lego – the children will explore, locate and identify the Earth's Continents and Oceans through LEGO. Using team work and building skills they will create famous Landmarks, animals and buildings which they will then assemble to go on a LEGO map. Ross Wilson local artist to do pop art with children. Look at sculptors and their work.</p>		