All Souls' Catholic PRIMARY SCHOOL

Curriculum Overview 2017-18

Year Group: **4**

Term: Spring

Religious Education	English	Maths
Christmas: In this unit of work the children will study the role of angels in the story of Christmas. They will learn about Christians being messengers of Christ's Good News in the world today and how the Church celebrates the Feast of Christmas. **Jesus, Light of the World and Beloved Son:** In this unit the children study some important stories about the life of Jesus and the revelation of his presence in the world. The will also learn about some of the symbols of Baptism and their association with belonging to the Family of God **Lent:** In this unit the children will explore some of the customs and practices associated with the celebration of the Season of Lent. Through the life and teaching of Christ they will learn about prayer, fasting and almsgiving and the forgiveness that God offers to those who believe in him **Holy Week:** This unit provides the children with an opportunity to develop their knowledge and understanding of the story of Christ's passion and death. They will be given opportunities to reflect upon the circumstances and reasons for his death **Easter:** In this unit the children will be introduced to accounts of the Resurrection appearances of Christ in the four Gospel. They will learn about the different reactions of people to the news that Christ was alive. In this unit the children will study the story of the Ascension and will learn about Christian belief in the presence of Christ in the world today.	**The Lion, The Witch and The Wardrobe buy C.S.Lewis (Classic Fiction)** *Writing to Entertain (Fictional Narrative and Description)* **Reading:** Reading books that are structured in different ways (portal); participate in discussion about both books that are read to them, taking turns and listening to what others say; using dictionaries to check the meaning of words that they have read and discussing their understanding and meaning of words in context/ words that capture reader's interest (Narnia class dictionary); Inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; making predictions; **Writing:** Plan a story by discussing structure, vocabulary and content (portal) of similar writing to then use a five part story structure to plot their own; draft it by organising paragraphs around a theme whilst building and using a rich and varied vocabulary bank; assess the effectiveness of their own and others and suggest improvements; proofreading for spelling and punctuation errors through the use of focused editing stations; create a final piece of their own story in the style of C.S.Lewis' LLW. **SPaG:** Extending the range of sentences with more than one clause by using a wider range of conjunctions; using conjunctions, adverbs and prepositions to express time and cause; using fronted adverbials; using commas after fronted adverbials; using and punctuating direct speech **The Works by Paul Cookson (Poetry)** *Writing to Entertain, Inform and Persuade (Reading, writing and rehearsing a variety of different poetry* **Reading:** identifying, listening to and discussing a wide range of poetry; reading for a range of purposes (entertain, persuade and inform) ; further dictionary/vocabulary work; identifying themes and conventions; preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action;. **Writing:** creating different forms of poetry; learning from the structure vocabulary and grammar of other poems; read own writing aloud and assessing the effectiveness before making proposed changes. **SPaG:** . indicating possession by using the possessive apostrophe with plural nouns; using the present perfect form of verbs in contrast to the past tense; choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	4.18 recognise and show, using diagrams, families of common equivalent fractions 4.19 count up and down in hundredths; recognize that hundredths arise when dividing an object by one hundred and dividing tenths by ten 4.20 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 4.21 add and subtract fractions with the same denominator 4.22 recognise and write decimal equivalents of any number of tenths or hundredths 4.23 recognise and write decimal equivalents to 1/4, 1/2, ¾ 4.24 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 4.28 convert between different units of measure [for example, kilometre to metre, hour to minute] 4.38 describe positions on a 2-D grid as coordinates in the first quadrant 4.39 describe movements between positions as translations of a given unit to the left / right and up / down 4.29 measure and calculate the perimeter of a rectilinear figure in centimetres and metres 4.30 find the area of rectilinear shapes by counting squares 4.31 estimate, compare and calculate different measures, including money in pounds and pence 4.41 interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs 4.42 solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 4.27 solve simple measure and money problems involving fractions and decimals to two decimal places

Science	Geography	History	Computing
States of Matter: Compare and group materials together, according to whether they are solids, liquids or gases; 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); identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature **Working Scientifically:** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; identifying differences, similarities or changes related to simple scientific ideas and processes	**Comparing Continents:** To know the countries that make up the European Union; use an atlas by using the index to find places; name the 7 continents of the world and locate them on a map; name the world oceans and locate these; use grid references on a map; use an atlas by using the index to find places	**The Stone Age, Bronze Age and Iron Age:** should note connections, contrasts and trends over time and develop the appropriate use of historical terms; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources	**Coding:** Breaking programs into step by step instructions. Be able to use logic to explain why it does or doesn't work. Understand how changing variables affect the outcomes. Be able to create sequences and make selections. **Internet Safety** Pupils explore what it means to be responsible to and respectful of their offline and online communities. How can you protect yourself from online identity theft? Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils learn strategies to increase the accuracy of their keyword searches. Pupils learn that copying the work of others and presenting it as one's own is called plagiarism

PE	Music	Art & Design	Design Technology	Languages
Dodgeball: To throw and catch with control; To play different variations of dodgeball to show attacking and defending tactics. **Swimming:** **Gymnastics:** Develop their range of jumps, movement and spins; Create paired routines – follow the leader and mirror mirror. **Magnificent 7:** To develop a range of skills - e.g. Jumping, running, throwing, catching, balance; To record scores each week to show improvement; To take part in competition at end of the term **Cricket:** To learn simple batting shots – front drive; To develop their throwing and catching skills.	**Easter Play Songs** – learn all songs, singing correct notes and rhythms. Singing securely in rounds – keeping in tune. Sing as a group in 2 part harmony. Perform verses of songs a solo's or small groups	**Textiles (Batik):** Learn about the history of Batik; creating simple designs on paper similar to those have explored (initial), practise using wax to create images and paintbrush strokes for the dye; create final piece using cloth.	**Pizza :** Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques *Visit Pizza Express for pizza making experience*	**Conversation:** Ask for and give name; greetings; asking and saying how you are; **Key Vocabulary:** Learn the names of fruit ; sentences about what fruit you like/dislike **Revision from the Autumn Term**