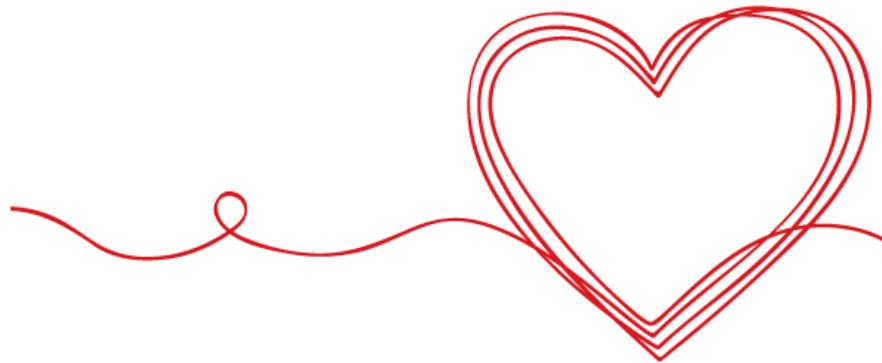


Caritas Curriculum

Key Learning Outcomes

Year 4





Year 4	Autumn			Spring			Summer		
Caritas Theme	Love of self			Love of others			Love		
	Our families & community			Happiness is ...			Common Good		
Caritas	Who is in my community?			Exploring our responsibilities			I listen to you with my ears, eyes, heart and mind		
Topic	Inside Out			Planet in Peril			Groovy Greeks		
Hook with a Book	Bill's New Frock			Climate Change			Greek Myths		
Science	Digestion			Environmental living things changes, animal adaptations. Living things classifying Plants and animals Food chains			Forces		
History	Christian Conversion- Canterbury/Lindisfarne/Iona Anglo Saxons			Linking of prior learning*			Ancient Greece		
Geography	Linking of prior learning*			The environment -			Linking of prior learning*		
Art	Storytelling through drawings (Beowulf) (Drawing)			Sculpture, structure, inventiveness and determination (Sculpture and painting) ARTIST FOCUS: Michelle Reader			The art of display (Stick people-Greek gods) (sculpture)		
Design & Technology	Fabric Catapults			Linking of prior learning*			Linking of prior learning*		
Computing	Repetition In Shapes (programming) The Internet			Photo editing Online Safety			Draw a house in scratch Repetition In Games Databases		
PE	Football / Swimming	Dodgeball /Tag Rugby	Boccia/New Age Kurling	Gymnastics	Netball	Handball	Rapid Fire Cricket/Swimming	Swimming/ Sports Day Races	Tennis/Athletics
MFL	French								
Music	Mamma Mia	Glockenspiel Stage 2	Stop!	Easter Performance		Lean on Me	Blackbird		

Linking of prior learning* - No discrete learning is identified. In the teaching of key learning outcomes for other areas of learning, links will be made back to this subject where possible



Curriculum Narrative

Year 4	Autumn	Spring	Summer
	<p>Year 4 – Inside Out</p> <p>Year 4 question who is my community as they launch this unit enjoying Bill’s New Frock and discovering how stereotypes can shape/affect our beliefs of others. By learning how our bodies digest food and the structure of food chains in science we really look at ourselves inside out! Through history we discover how Anglo Saxons built their community and research primary and secondary sources using our safe computing skills and build a picture of their views and how community life has changed over time. Through art that tells stories, we create our own version of Beowulf a creature who gobbled people up inside out! By learning to sing Mamma Mia in music we really let our emotions lead the go.</p>	<p>Planet in Peril</p> <p>As warriors for our future year 4 take a close look at our planet, which is in peril and consider their responsibilities in ensuring we have a planet for the future. Using the non-fiction book Climate Change they learn in geography about our wonderous biomes, and through science its habitats and animals that live there and what threatens their existence. In art they discover the sculpture Michelle Reader who uses recycled items to create art and then they explore and create sculpture of their own to tell new stories. In computing they create presentations using photographs safely to spread their important message. Through music the children learn to rap to a song that gives a clear message about their responsibilities and for the end of term they re-tell the Easter story and the responsibility that Jesus took to save us.</p>	

Subject	Sub theme	Key Learning Outcomes	When
Caritas	Love of self Our families & community	<ul style="list-style-type: none"> Who is in my community? 	Autumn
Caritas	Love of others	<ul style="list-style-type: none"> Exploring our responsibilities 	Spring
Caritas	Love Common Good	<ul style="list-style-type: none"> I listen to you with my ears, eyes, heart and mind 	Summer
English	Reading	<ul style="list-style-type: none"> Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	



		<ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words• Understand what is read: Explain the meaning of words in context• Understand what is read: Ask questions to improve understanding of a text• Understand what is read: Infer meanings and begin to justify them with evidence from the text• Understand what is read: Predict what might happen from details stated and deduced information• Positive attitude to Reading: Discuss and record words and phrases that writers use to engage and impact on the reader• Positive attitude to Reading: Identify how the writer has used precise word choices for effect to impact on the reader• Positive attitude to Reading: Identify some text type organisational features, for example, narrative, explanation, persuasion• Positive attitude to Reading: Begin to build on others' ideas and opinions about a text in discussion• Understand what is read: Retrieve and record information from non-fiction• Understand what is read: Summarise a text using key points• Positive attitude to Reading: Explain why text types are organised in a certain way• Understand what is read: Use dictionaries to check the meaning of unfamiliar words• Positive attitude to Reading: Know and recognise a range of text types covered in Year 4• Positive attitude to Reading: Begin to understand simple themes across a range of five books• Positive attitude to Reading: Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action• In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information• A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen	
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		<ul style="list-style-type: none">• By the end of Year 4 a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace	
English	Reading GDS	<ul style="list-style-type: none">• Locate and use information from a range of sources, both fiction and non-fiction• Compare fictional accounts in historical novels with the factual account• Appreciate the bias in persuasive writing, including articles and advertisements• Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce• Use inference and deduction to work out the characteristics of different people from a story• Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary)• Skim, scan and organise non-fiction information under different headings• Refer to the text to support predictions and opinions• Recognise complex sentences• Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest	
English	Writing Working towards	<ul style="list-style-type: none">• To write narratives with a clear beginning, middle and end with a clear plot.• To use the full range of punctuation from previous year groups.• To use a neat, joined handwriting style consistently.• To consistently organise their writing into paragraphs around a theme.• To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.• To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).• To maintain accurate tense throughout a piece of writing.• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	
English	At expected	<ul style="list-style-type: none">• To use some apostrophes for singular possession confidently and begin to use apostrophes for plural possession• To use inverted commas at the beginning and end of direct speech.• To use all the necessary punctuation in direct speech mostly accurately.• To spell many of the Year 3 and 4 statutory spelling words correctly.	



		<ul style="list-style-type: none"> • To spell most of the Year 3 and 4 statutory spelling words correctly. • To use prepositional phrase e.g. the strict teacher with curly hair • To use many fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas. • To use joined handwriting style most of the time 	
English	Writing GDS Autumn	<ul style="list-style-type: none"> • To sometimes independently proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion; making word choices changes • To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere some of the time • To sometimes use dialogue to convey a character and enhance the action • To use some of all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas. • To sometimes use apostrophes for singular and plural possession. • To sometimes expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. • To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings). 	Aut
English	Writing GDS Spring	<ul style="list-style-type: none"> • To effectively select (in an appropriate form) the correct features for the relevant text types taught in many pieces • To independently proofread many and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion; making word choices changes • To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere some of the time • To use many examples of dialogue to convey a character and enhance the action • To use many of the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas. • To use many apostrophes for singular and plural possession. • To expand many noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. • To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings). 	Spr



English	Writing GDS Summer	<ul style="list-style-type: none">• To effectively select (in an appropriate form) the correct features for the relevant text types taught in many pieces• To independently proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion; making word choices changes• To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere some of the time• To use dialogue to convey a character and enhance the action• To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.• To mostly use apostrophes for singular and plural possession.• To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.• To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).	Summer
Mathematics		<ul style="list-style-type: none">• Know place value to 1000 (Th, H,T,U)• Column addition and subtraction up to 4 digits• Know all tables up to 12 x 12 (x, x11, x12 in Spring)• Round numbers to nearest 10, 100 or 1000• Multiply and divide mentally, including $\times/\div 1$ and $\times 0$ and \times three numbers• Use standard short multiplication for 2 digits \times 1digit• Estimate and calculate measures including converting units• Solve one and two step problems using the above• Count in multiples of 6, ,25,1000	Autumn
Mathematics		<ul style="list-style-type: none">• Know all tables up to 12 (x, x11, x12 in Spring)• Order and compare numbers beyond 1000• Compare 2-d shapes, including quadrilaterals and triangles• Compare, calculate and estimate money in £ and p• Read, write and convert time between analogue and digital times• Identify acute, obtuse and right angles• Recognise common equivalents• Calculate rectangle perimeters	Spring



		<ul style="list-style-type: none"> Identify and complete symmetry in 2-d shapes Recognise and count forwards and back in tenths and hundredths Recognise and write decimal equivalents of tenths and hundredths, $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$ Round decimals to whole numbers Use factor pairs and commutativity for mental multiplication Use estimation and inverse to check operations 	
Mathematics		<ul style="list-style-type: none"> Find area by counting squares Convert hours to minutes, minutes to seconds, years to months, weeks to days Use first quadrant coordinates to plot shapes Introduce simple translations Compare, add and subtract fractions with common denominators \div a one- or two-digit number by 10 or 100, identifying place value of digits Use bar charts, pictograms and line graphs Count backwards to negative numbers * Use Roman numerals to 100 (C) and how 0 came to be 	Summer
Mathematics	GDS	<ul style="list-style-type: none"> Working at greater depth across most areas of the curriculum, using and applying Mathematical knowledge and Thinking Mathematically 	
Science	Living Things and their Environment	<ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. 	Spr & Sum
Science	Animals Including Humans	<ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey. 	Autumn
Science	Forces	<ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 	Summer



		<ul style="list-style-type: none"> • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	
Science	Working Scientifically	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • 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 • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further question • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 	On going
Science	GDS	<ul style="list-style-type: none"> • Working at a greater depth across the majority of the curriculum, Can use Scientific knowledge in relation to the world around them. • Can work scientifically through questioning and reasoning with fluency. Challenging themselves through higher order thinking. 	
History	Chronology	<ul style="list-style-type: none"> • Use words and phrases: century, decade, BC, AD, after, before, during. • Divides recent history into present, using 21st century and the past using 1 th and 20th centuries. • Names and places dates of significant events from past on a timeline. 	Au Spr & Sum
History	Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> • Shows knowledge and understanding by describing features of past societies and periods. • Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. 	Au & Sum



		<ul style="list-style-type: none"> • Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life and beliefs and attitudes may have occurred during a time period. • Describes how some of the past events/people affect life today. 	
History	Interpretations of Historical Enquiry	<ul style="list-style-type: none"> • Understands the difference between primary and secondary sources of evidence. • Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • gives reasons why there may be different accounts of history. • Asks questions such as 'what was it like for a ... during ...?' • Suggest resources of evidence from a selection provided to use to help answer questions. 	Au & Sum
History	Organisation and Communication	<ul style="list-style-type: none"> • Uses dates and terms correctly. • Present findings about past using speaking, writing, maths (data handling), ICT, dramas and drawing skills. • Discuss most appropriate way to present information, realising that it is for an audience. • Use subject specific words such as monarch, settlement, invader. 	Au Spr & Sum
History	GDS	<ul style="list-style-type: none"> • look for links and effects in time studied • offer a reasonable explanation for some events • begin to evaluate the usefulness of different sources 	Au & Sum
Geography	Locational Knowledge	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	Spr & Sum
Geography	Place Knowledge	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. 	Spr & Sum
Geography	Human and Physical Geography	<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts. • Describe and understand key aspects of human geography, including: economic activity, the distribution of natural resources and food. 	Spr
Geography	Geographical skills and fieldwork	<ul style="list-style-type: none"> • Use maps, atlases and globes to locate countries and describe features studied. 	Au Spr & Sum



		<ul style="list-style-type: none"> • Use the points of a compass, 4- figure grid references, basic symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. 	
Geography	GDS	<ul style="list-style-type: none"> • Use 6 figure grid references. • Explain a range of viewpoints about the development of a country. 	Sum
Art	Storytelling through drawings (Beowulf) (Drawing)	<ul style="list-style-type: none"> • explored the work of artists who tell stories through imagery. • work in a sketchbook to record my ideas and thoughts generated by looking at other artists' work. • use line, shape, and colour using a variety of materials to test my ideas. • think about how I might use composition, sequencing, mark making and some text in my drawings. • create a finished piece which contains sequenced images to describe a narrative. 	Autumn
Art	Sculpture, structure, inventiveness and determination (Sculpture and painting) ARTIST FOCUS: Michelle Reader	<ul style="list-style-type: none"> • see how we can learn about ourselves through art • feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials. • use a variety of drawing materials to make experimental drawings based upon observation. • construct with a variety of materials to make a sculpture. 	Spring
Art	The art of display (Stick people- Greek gods) (sculpture)	<ul style="list-style-type: none"> • understood how the way a work is displayed can affect the way the audience sees the work. • use clay to make quick three dimensional sketches of figures • use the clay to capture character/emotion of the body. • make a sculpture/ plinth from construction materials which shows elements like body position, clothes, props and fine details to give the sculpture character. • share my work with others, and talk about my response to the project, what worked well and what I would like to try again. 	Summer



		<ul style="list-style-type: none"> listen to the response to my work from my classmates and take on board their feedback. 	
Design & Technology	Developing, planning and communicating ideas	<ul style="list-style-type: none"> Confidently make labelled drawings from different views showing specific features. 4:4 When planning consider the views of others, including intended users, to improve their work. 	Aut Spr & Sum
Design & Technology	Working with tools, equipment, materials and components to make quality products	<ul style="list-style-type: none"> Now sew using a range of different stitches, to weave and knit. Start to join and combine materials and components accurately in temporary and permanent ways. Continue to learn how to program a computer to monitor changes in the environment and control their products. Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT. 	Spr & Sum
Design & Technology	Evaluating processes and products	<ul style="list-style-type: none"> Be able to disassemble and evaluate familiar products and consider the views of others to improve them. Start to their work both during and at the end of the assignment. Evaluate the key designs of individuals in design and technology has helped shape the world. 	Aut Spr & Sum
Design & Technology	Food and Nutrition	<ul style="list-style-type: none"> Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world. Know that to be active and healthy, food and drink are needed to provide energy for the body. Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate' 4: 	Autumn
Computing		<ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration 	Aut Spr & Sum



		<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	
PE	Acquiring and Developing Skills	<ul style="list-style-type: none"> develop a range of actions, body shapes and balances individually, with a partner and in a group perform skills and actions more accurately and consistently show growing consistency and control of their skills in all games 	Aut Spr & Sum
PE	Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> describe how the body reacts during different types of activity and how this affects the way they perform use compositional devices when creating their sequences, such as changes in speed, level and direction create gymnastic sequences that meet a theme or set of conditions use and adapt tactics in different situations keep, adapt and make rules for striking and fielding and net games 	Aut Spr & Sum
PE	Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> show understanding of warm up and cooling down and do it on their own recognise how specific activities affect their bodies recognise which activities help their speed, strength and stamina and know when they are important in games 	Aut Spr & Sum
PE	Evaluating and improving performance	<ul style="list-style-type: none"> explain what is successful in their own and others' play make simple assessments of performance based on criteria given by teacher recognise aspects of their work which need improving and suggest how to improve this 	Aut Spr & Sum
MFL	Listening	<ul style="list-style-type: none"> Understand a range of familiar spoken phrases - e.g. Basic phrases concerning myself, my family, my school, the weather. 	Aut Spr Sum



MFL	Speaking	<ul style="list-style-type: none">• Answer simple questions and give basic information e.g. Saying where I live, Whether I have brothers and sisters, Whether I have a pet, When my birthday is, How old I am, Saying the date	Aut Spr Sum
MFL	Reading	<ul style="list-style-type: none">• Understand and read out familiar written phrases - e.g. simple phrases, weather phrases, simple description of objects, someone writing about their pet	Aut Spr Sum
MFL	Writing	<ul style="list-style-type: none">• Can write one or two short sentences to a model and fill in the words on a simple form- e.g. personal information, where I live, how old I am, holiday greetings by e-mail or on a postcard	Aut Spr Sum
Music		<ul style="list-style-type: none">• sing songs with a recognised structure (verse and chorus/ call and response)• perform with an awareness of others• follow simple hand directions from a leader• chant or sing a round in two parts	Autumn
Music		<ul style="list-style-type: none">• sing songs showing musical expression [phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context]• copy short sung phrases and be able to sing up and down in step independently• identify whether a song has a verse/chorus or call and response structure• compose a piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect	Spring
Music		<ul style="list-style-type: none">• follow a leader, stopping / starting, playing faster/ slower and louder / quieter• perform to an audience of adults, an assembly or other classes with increasing confidence• sing confidently as part of a small group or solo being aware of posture and good diction• identify the use of metre in 2 or 3 in a piece of recorded or live music	Summer
PSHE	Being me in my learning world	<ul style="list-style-type: none">• I can explain why being listened to and listening to others is important in my school community.• I can explain why being democratic is important and can help me and others feel valued.	Autumn 1
PSHE	Celebrating Difference	<ul style="list-style-type: none">• I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.• I can explain why it is good to accept myself and others for who we are.	Autumn 2



PSHE	Dreams and Goals	<ul style="list-style-type: none">• I can plan and set new goals even after a disappointment.• I can explain what it means to be resilient and have a positive attitude.	Spring 1
PSHE	Healthy me	<ul style="list-style-type: none">• I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.• I can identify feelings of anxiety and fear associated with peer pressure	Spring 2
PSHE	Relationships	<ul style="list-style-type: none">• I can recognise how people are feeling when they miss a special person or animal.• I can give ways that might help me manage my feelings when missing a special person or animal	Summer 1
PSHE	Changing Me	<ul style="list-style-type: none">• I understand that some of my personal characteristics have come from my birth parents.• I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage my feelings when changes happen.	Summer 2