

# The Good Shepherd Catholic Primary School



## Year 4

Summer Curriculum Newsletter

Thank you for all your support through the Autumn and Spring Term. We have now created our Summer curriculum newsletter. You will find information about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each subject.

Mrs. Hover

Father, pour out your Spirit  
upon your people, and grant us  
a new vision of your glory,  
a new faithfulness to your Word  
and a new consecration to your service,  
that your love may grow among us,  
and your kingdom come:  
through Christ our Lord.  
Amen.

| SUBJECT                    | TOPIC INFORMATION                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>RELIGIOUS EDUCATION</b> | <b>RED Unit branches 5 and 6</b>                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Annual Overview</b>                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>YEAR FOUR</b>                                                                                                                                                                                                                                                                                                                                                                                    | <b>BRANCH ONE CREATION AND COVENANT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>BRANCH TWO PROPHECY AND PROMISE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>BRANCH THREE FROM GALILEE TO JERUSALEM</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>BRANCH FOUR FROM DESERT TO GARDEN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>BRANCH FIVE TO THE ENDS OF THE EARTH</b>                                                    | <b>BRANCH SIX DIALOGUE AND ENCOUNTER</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>HEAR</b>                                                                                                                                                                                                                                                                                                                                                                                         | <p>The story of Abraham, focusing on the following key texts: The call of Abram (Gen 12:1-5) The Abrahamic covenant (Gen 15:1-6) Abraham and Sarah (Gen 18:1-15) Abraham and Isaac (Gen 22:1-18)</p> <p>(Optional) The story of Joseph, focusing on the following key texts: Gen: 37:2-35, 41:1-42, 44:1-17, 33-34, 45:1-5, 16-20</p> <p>The historical, cultural, and religious context out of which Abraham was called.</p> <p>The importance of understanding historical context to appreciate the literal sense of biblical stories.</p>                                                      | <p>The miracle of the flour and the oil (1 Kings 17:7-14) Elijah's encounter with God: the journey 1 Kings 19:4-8, The meeting: 1 Kings 19:9-15</p> <p>The preaching of John the Baptist (Matt 3:1-12 and Mk 1:1-8)</p> <p>Isaiah 40:3 (contained within the gospel accounts)</p> <p>The ancestry of Jesus (Matt 1:1-17)</p> <p>The importance of understanding historical context to appreciate the literal sense of biblical stories. What is meant by 'prophecy'.</p> | <p>Peter's mother-in-law and casting out devils (Matt 8:14-17)</p> <p>Cure of the woman with a haemorrhage. The official's daughter raised to life (Matt 9:18-26)</p> <p>Or Cure of two blind men and cure of a demoniac (Matt 9:27-34)</p> <p>The Baptist's question (Matt 11:1-15)</p> <p>Jesus walks on the water and, with him, Peter (Matt 14:22-33)</p> <p>Peter's profession of faith (Matt 16:13-26)</p> <p>The importance of understanding historical context and cultural values at the time of the gospels.</p> | <p>The lost son (the prodigal) and the dutiful son (Lk 15:11-32)</p> <p>The Judgement of the Nations (sheep and goats) (Matt 25:31-46)</p> <p>The events of Holy Week from the gospel of Matthew</p> <p>Entry into Jerusalem (Matt 21:1-11), Judas' betrayal (Matt 26:14), the Passover and Peter's denial foretold (Matt 26:17-35)</p> <p>Jesus prays (Matt 26:36-46)</p> <p>the betrayal and arrest of Jesus (Matt 26:47-56), Peter's denials (Matt 26:69-75), Pilate questions Jesus (Matt 27:11-14), the Crucifixion (Matt 27:32-44), the death of Jesus (Matt 27:45-56) and the Burial of Jesus (Matt 27:57-61)* *Pupils should have an</p> | <p>The empty tomb (Jn 20:1-10)</p> <p>The appearance on the shore of Tiberius (Jn 21:1-19)</p> | <p><b>DIALOGUE</b></p> <p>The road to Damascus (Acts 9:3-9, 17-19)</p> <p>The first letter to the Corinthians (1 Cor 13:1-7,13)</p> <p>Additional texts about the mission of St Paul for example: Paul's speech before the Council of the Areopagus (Acts 17:22-26, 28-29) Galatians 1:11-24 2 Cor 11:22-23 Galatians 3:27-28</p> <p>There are different traditions in the Liturg of the Church* Some simple facts about a different liturgical tradition in the Church for example, some prayers or artistic traditions, reflecting a community in their local area where possible.</p> <p>Ways in which Christians work together for the common good.</p> |
| <b>Annual Overview</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>BELIEVE</b>             | <p>God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life. Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity. Abraham is a model of how to pray.</p> | <p>For Christians, the prophets awaken an expectation of the coming of the Messiah in people's hearts. John the Baptist is sent to prepare the way for Jesus. In the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas. Advent is a time of preparation for Jesus' incarnation at Christmas and for the second coming as King of the Universe.</p> | <p>Jesus is the Messiah/Christ but in a way that subverted the expectations of those of his own day: Jesus comes as a suffering servant, not a triumphant king. Jesus is fully God and fully human. We call this belief the incarnation. Jesus reveals the kind of messiah he is by showing that God's Kingdom includes those who are excluded by society. Jesus showed compassionate healing in mind and body through his ministry and continues to do so through His Body, the Church, especially in the sacraments, such as the Sacrament of Reconciliation and the Anointing of the Sick.</p> | <p>overview of the events of Holy Week. God loves everyone. He can and wants to forgive people's sins. When people love God, they want to help others as the virtues of faith, hope, and love have their foundations in God who is love. Lent is a time for Christians to make a new start by loving God with their whole heart and expressing this love through good works. Celebrate</p>                                                                               | <p>The Pope is the successor to Peter. The Church is the People of God. The Church is apostolic. The work of the Church is to continue the ministry of Jesus and build the Kingdom of God. Mary is the Mother of the Church and Queen of Heaven.</p>                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>CELEBRATE</b>           | <p>Age-appropriate extracts from prayers of faith in God from the Catholic tradition. (For example, Ps 40:1, the St Therese prayer,</p>                                                                                                                                                                                                                                                                                                                 | <p>The Feast of Christ the King. The Jesse tree. 'He will come again in glory' from the Nicene Creed</p>                                                                                                                                                                                                                                                                                            | <p>Why Catholics pray the Creed at Mass. How Catholics experience God's forgiveness in the Sacrament of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>The works of mercy show Christians how to treat other people. That Lent is a time to live out the works of mercy (for example, by</p>                                                                                                                                                                                                                                                                                                                                 | <p>That the Apostles' Creed summarises Christian beliefs. That May is the special month of Mary.</p>                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>ENCOUNTER</b></p> <p>Know some facts about the five pillars of Islam Understand some way Muslims in Britain today live out their</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

| Annual Overview       |                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                           |                                                                                                                                      |
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|                       | 'May today there be peace within', St John Henry Newman's 'Mission of my Life', Bl Charles de Foucauld's 'Prayer of Abandonment'.)                                                                 |                                                                                                                                                                                                                                                                                 | Reconciliation and through it are reconciled with their community and how the Anointing of the Sick brings God's strength to help those who are sick.                                                                                                                                                | praying for someone who is sad, practising patience, fasting, or giving time or money to those in need). Holy Week begins on Palm Sunday and marks the annual celebration of Jesus' passion, death, and resurrection.                                                                    | Some Marian prayers or hymns, e.g., Hail Mary, the Angelus, the Rosary, the Magnificat, Ave Maria                                                                                                                         | beliefs.                                                                                                                             |
| <b>LIVE</b>           | The virtues of faith, hope, and love. The life and work of a person who was an example of faith made active in love, e.g., the intervention of Cardinal Manning in the London dockworker's strike. | How Christians prepare for the coming of Christ during Advent. How Christians use the Jesse tree during Advent, identifying its meaning and representation in art around the world, connecting to God's plan for salvation. How some artists have depicted Jesus Christ as King | How the work of a person or organisation who has been inspired by Jesus, work with those marginalised by societal attitudes to illness (e.g., St Francis Leprosy Guild, St Damien of Molokai, Ruth Pfau, Catholics for AIDS prevention and Support (CAPS), Sr Julie Driscoll and the House of Ruth). | The corporal and spiritual acts of mercy. How the life and work of a person or organisation (historical or contemporary) lives out the works of mercy and/or the love for those oppressed by poverty (e.g., St Damien of Molokai, Ruth Pfau, National Justice and Peace Network, CAFOD). | Some artistic depictions of the Blessed Virgin Mary as Mother of the Church or as Queen of Heaven from different times and places. Some ways in which the Church today (locally or globally) continues the work of Jesus. |                                                                                                                                      |
| <b>KEY VOCABULARY</b> | covenant<br>Abraham<br>Sarah<br>Isaac<br>Joseph<br>forgiveness<br>virtue<br>faith<br>hope<br>love                                                                                                  | Advent<br>prophet<br>Elijah<br>John the Baptist<br>Jesse tree<br>Christ the King                                                                                                                                                                                                | Messiah<br>Christ<br>incarnation<br>kingdom<br>Sacrament of the Sick<br>Nicene Creed<br>marginalised                                                                                                                                                                                                 | Lent<br>Holy Week<br>parable<br>sin<br>forgiveness<br>mercy                                                                                                                                                                                                                              | Church<br>Pope<br>apostles<br>apostolic<br>Creed<br>people of God<br>communion of saints<br>Mary, Mother of the Church and Queen of Heaven                                                                                | Damascus<br>Liturgy<br>rite<br>Christian<br>Islam<br>Five Pillars of Islam<br>Shahada, Salah, Sawm<br>Zakat, and Hajj<br>Common good |

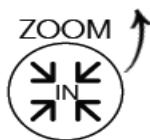
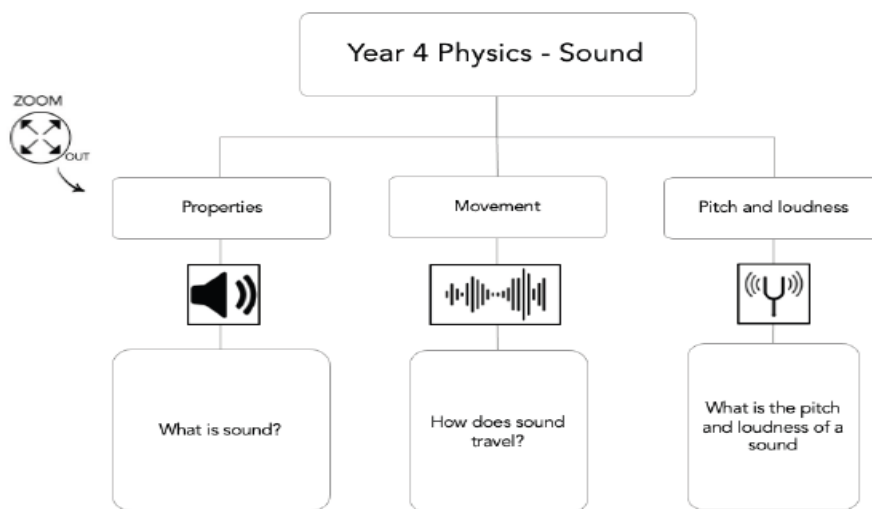
| ENGLISH |                                                           | CUSP CURRICULUM – SEE BELOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| MATHS   | <b>Effective Maths - Addition and subtraction (U2)</b>    | [1] Mental strategies for addition and subtraction [2] Making the next thousand [3] Making the previous thousand [4] Missing digits in the column method for addition [5] Subtract a 4-digit number from a 4-digit number [6] Missing number problems [7] Solving problems                                                                                                                                                                                                                                                                                                             |
|         | <b>Effective Maths - Multiplication and division (U3)</b> | [1] Understanding multiplication (multiplication facts, commutative and distributive property) [2] Multiplication facts (investigating repeating pattern in ones digits) [3] 7 × table and related facts (line graphs) [4] Multiplying multiples of ten and compact column method (3 digit numbers) [5] Solving problems [6] Strategies for division (partitioning, scaling) [7] Dividing 3-digit numbers (partitioning) [8] Dividing 3-digit numbers (partitioning and short division - exchanging tens) [9] Dividing 3-digit numbers (short division - exchanging hundreds and tens) |
|         | <b>Effective Maths - Fractions (U2)</b>                   | [1] Comparing fractions, equivalent fractions, mixed number/improper equivalents (revision) [2] Adding and subtracting fractions within one (revision) [3] Convert between mixed numbers and improper fractions [4] Convert between improper fractions and mixed numbers [5] Adding like fractions where sum is equal to or greater than one [6] Adding improper and mixed fractions [7] Subtracting fractions from whole numbers [8] Subtraction of improper and mixed fractions                                                                                                      |
|         | <b>Effective Maths - Statistics</b>                       | [1] Sorting diagrams (decision tree diagrams) [2] Interpreting sorting diagrams (tables, Carroll diagrams and Venn diagrams) [3] Venn diagrams with three sets [4] Interpreting tables [5] Line graphs                                                                                                                                                                                                                                                                                                                                                                                 |
|         | <b>Effective Maths - Place value (U3)</b>                 | [1] Reading and writing numbers to 10,000 [2] Solving problems involving counting [3] Making numbers in different ways [4] Partitioning in different ways [5] Roman numerals to 40 [6] Roman numerals to 80 [7] Roman numerals to 100                                                                                                                                                                                                                                                                                                                                                  |
|         | <b>Effective Maths - Calculation</b>                      | [1] Different methods for addition (a) [2] Different methods for addition [3] Different methods for subtraction [4] Addition and subtraction problems [5] Solving multiplication problems involving recall of × facts [6] Using known × facts to derive new facts [7] Scaling multiplication and division facts by 10 and 100 [8] Multiplying a 3-digit number by a 1-digit number [9] Division (revision)                                                                                                                                                                             |

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|           |                                                     | Division facts; using related facts; dividing by partitioning [10] Division problems [11] Short division                                                                                                                                                                                                                                                                                                                                                   |
|           | <b>Effective Maths - Money and decimals (U2)</b>    | [1] Writing amounts of money in pounds [2] Calculating with money [3] Solving problems about money (coins) [4] Solving problems about money (representing problems with bar models) [5] Adding decimal numbers [6] Adding decimal numbers                                                                                                                                                                                                                  |
|           | <b>Effective Maths - Length</b>                     | [1] Decimal notation for lengths in metres [2] Decimal notation for lengths in centimetres [3] Converting from kilometres and metres [4] Perimeter [5] Perimeter and area                                                                                                                                                                                                                                                                                  |
|           | <b>Effective Maths - Mass and volume</b>            | [1] Reading different scales [2] Reading masses using decimal notation [3] Decimal notation for volume [4] [4] Decimal notation for volume [5] Decimal notation for volume and solving problems                                                                                                                                                                                                                                                            |
|           | <b>Effective Maths - Patterns and relationships</b> | [1] Growing patterns [2] Investigating magic squares [3] Addition patterns on the number grid [4] Addition patterns on the number grid [5] Anno's magic seeds [6] Subtraction patterns on the number grid                                                                                                                                                                                                                                                  |
| SCIENCE   |                                                     | CUSP CURRICULUM – SEE BELOW                                                                                                                                                                                                                                                                                                                                                                                                                                |
| GEOGRAPHY |                                                     | CUSP CURRICULUM – SEE BELOW                                                                                                                                                                                                                                                                                                                                                                                                                                |
| COMPUTING |                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| MUSIC     |                                                     | CUSP CURRICULUM – SEE BELOW                                                                                                                                                                                                                                                                                                                                                                                                                                |
| PE        | <b>Real PE Unit 5 - Physical</b>                    | In this unit, the children will develop and apply their reaction and response and floor work balance through focused skill development. Children will be able to <ul style="list-style-type: none"> <li>• Select and apply a range of skills with good control and consistency.</li> <li>• Perform and repeat longer sequences with clear shapes and controlled movement.</li> </ul>                                                                       |
|           | <b>Tennis</b>                                       | Children will be able to: <ul style="list-style-type: none"> <li>• Watch, track, and catch a tennis ball successfully.</li> <li>• Hit a ball into space (at different speeds and heights) to try beat an opponent.</li> <li>• Perform a basic forehand action with increasing accuracy.</li> <li>• Keep a rally going using a range of shots.</li> <li>• Perform a basic backhand shot with increasing control.</li> <li>• Compete with others.</li> </ul> |
| PE        | <b>Real PE Unit 6 - Health and Fitness</b>          | In this unit, the children will develop and apply their ball chasing and stance fundamental movements through focused skill development. Children will be able to: <ul style="list-style-type: none"> <li>• Describe how and why my body changes during and after exercise.</li> <li>• Explain why we need to warm-up and cool down.</li> </ul>                                                                                                            |
|           | <b>Athletics</b>                                    | Children will be able to: <ul style="list-style-type: none"> <li>• Throw an object by overarm, underarm, pulling, pushing and slinging.</li> <li>• Run in races of varied distances.</li> <li>• Combine different types of jumping.</li> <li>• Take part in athletic events.</li> <li>• Run for a distance.</li> <li>• Perform competitively with others.</li> </ul>                                                                                       |

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| ART AND DESIGN<br>DESIGN & TECHNOLOGY |                                                                                                                    | CUSP CURRICULUM – SEE BELOW – PAINTING & CREATIVE RESPONSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| FRENCH                                |                                                                                                                    | CUSP CURRICULUM – SEE BELOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| RSE                                   | <p><b>Ten Ten</b></p> <p><b>Module 1, Unit 4</b></p> <p><b>Module 3, Unit 1</b></p> <p><b>Module 3, Unit 2</b></p> | <p>Session 1: Life Cycles<br/>Session 2: A Time for Everything</p> <p>Session 1: A Community of Love<br/>Session 2: What is the Church?</p> <p>Session 1: How Do I Love Others?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| PSHE                                  | <p><b>Fake is a Mistake!</b></p> <p><b>No Way Through Isn't True!</b></p>                                          | <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Explain why we don't need to lie about ourselves.</li> <li>• List 3 great things about themselves.</li> <li>• Explain that they are not what they 'do'.</li> <li>• Identify some important voices in their life.</li> <li>• Recognise the difference between kind and unkind voices in their life.</li> <li>• Grow in courage to always tell the truth.</li> <li>• Give examples of when they have been afraid to tell the truth.</li> <li>• Explain when dares are no longer fun.</li> <li>• Explain the consequences of dares.</li> <li>• List some of the risks associated with smoking.</li> <li>• List what they have learned about why 'Fake is a Mistake'.</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Describe a situation where they felt stuck.</li> <li>• Suggest some ways they can persevere when they feel stuck.</li> <li>• List some skills and attitudes needed to meet the challenges.</li> <li>• Identify habits they need to develop or lose to achieve their goals.</li> <li>• Think of someone who encourages them.</li> <li>• Think of someone they can encourage.</li> <li>• Choose pictures of things that inspire them.</li> <li>• Create 'A Dream of my Heart is...' statement.</li> <li>• Define what puberty is.</li> <li>• Describe key physical changes that take place as puberty begins.</li> <li>• Recall a time when they felt stuck but found a way through.</li> </ul> |

|          |                            |                                                                                                                 |
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| HOMEWORK | <b>Spelling activities</b> | Children will bring home a spelling activity which links to the spelling pattern we are learning for that week. |
|          | <b>Reading</b>             | Please continue to hear your child read daily. Reading should be recorded in their reading diaries.             |

# Science



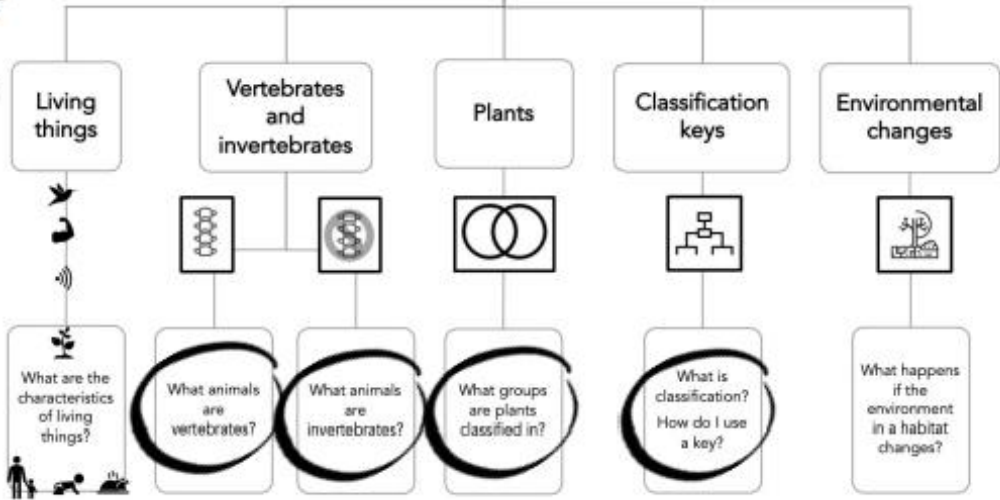
Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

ZOOM



# Year 4 Living things and their habitats



ZOOM



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

# Art & Design - Painting

| Lesson 1                        | Lesson 2                                                         | Lesson 3                                  |
|---------------------------------|------------------------------------------------------------------|-------------------------------------------|
| Explicit teaching of techniques | Explicit teaching of techniques                                  | Applying knowledge, skills and techniques |
| Exploring materials and methods | Exploring the work of an artist<br>Experimenting with techniques |                                           |



*Mountains and Sea* (1952)  
by Helen Frankenthaler (1928 – 2011)

| At the end of this block, pupils will ...                               |                                                                                            |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Know:                                                                   | Be able to:                                                                                |
| Painted images can be layered to create space                           | Position images on a plane to create space                                                 |
| An ombre effect can be created with paint by changing the tint and tone | Add grey to a colour to create a tonal change<br><br>Add white to a colour to create tints |

In this block, pupils will use their knowledge of how to make tints and tones to create an ombre effect with paint. They will explore and experiment with techniques used by other artists.

Pupils will be able to:

- mix tertiary colours
- apply paint to a surface using a variety of techniques



Prior Learning

- mix colours with white to create tints
- create gradients of colour

| Core Knowledge | Explanation                                                                    |
|----------------|--------------------------------------------------------------------------------|
| opaque         | Opaque means not clear enough to see through or allow light through.           |
| translucent    | Translucent material allows light to pass through but is not completely clear. |
| stain          | To stain something means to change its colour using a coloured liquid.         |

Year 4: Painting

**Core content:**  
Use knowledge of how to make tints and tones to create an ombre effect with paint. Explore and experiment with techniques used by other artists.

**Technical vocabulary:**

- Opaque – not clear enough to see through or allow light through.
- Translucent – material which allows light to pass through but is not completely clear.
- Stain – to change the colour of something using a coloured liquid.
- Ombre – having tones of colour that shade into each other, graduating from light to dark.
- Shade – a colour which has some black pigment in it to darken it.
- Plane – any flat or level surface.


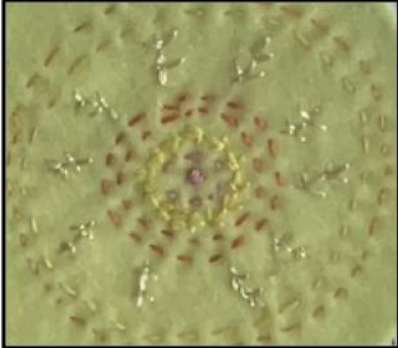
**Connections:**

Helen Frankenthaler (1928 – 2011)  
American abstract expressionist painter

# Art & Design – Creative Response

| Lesson 1                                                    | Lesson 2                                      | Lesson 3                                  |
|-------------------------------------------------------------|-----------------------------------------------|-------------------------------------------|
| Explanation of stimulus and reflection on the skills learnt | Response to stimulus and revisiting of skills | Applying knowledge, skills and techniques |

| At the end of this block, pupils will ...                       |                                                                   |
|-----------------------------------------------------------------|-------------------------------------------------------------------|
| Know:                                                           | Be able to:                                                       |
| There are a series of steps in the creative process             | Refer to previous knowledge and skills to make creative choices   |
| Running stitches can be joined together to create a fern stitch | Apply and refine previously taught drawing and textile techniques |

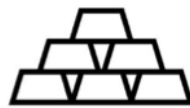



Drawing and Textiles  
Block A and Block C

In this block, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. They will make choices based on this, to form part of a whole-school collaborative artwork. They will refine and improve their drawing and textile skills.

Pupils will be able to:

- use fine control to draw details
- combine media to create texture



**Prior Learning**



- use cross-hatching to create shaded areas
- use a running stitch

| Core Knowledge | Explanation                                                                                                                    |
|----------------|--------------------------------------------------------------------------------------------------------------------------------|
| henna          | Henna is a reddish-brown dye made from the powdered leaves of a tropical shrub, used to colour the hair and decorate the body. |
| symbolism      | Symbolism relates to the use of symbols to represent ideas, especially in art and literature.                                  |
| detail         | Detail refers to the smaller parts of a picture, image or pattern.                                                             |

# Design & Technology – Electrical Systems

| Lesson 1                                                    | Lesson 2                                                  | Lesson 3                                                    |
|-------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------|
| Revisit switches and circuits and the associated vocabulary | Explore different types of switches and how they are used | Create a simple game involving an interruption in a circuit |

| At the end of this block, pupils will ...                                                              |                                                                                    |
|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Know:                                                                                                  | Be able to:                                                                        |
| <p>A switch is an interruption in a circuit</p> <p>Switches are widely used in a range of products</p> | <p>Incorporate different types of switches into circuits to perform a function</p> |

Samuel Bagno  
Inventor of the motion sensor, 1950

In this block, pupils will learn how different types of switches work within electrical circuits and how these can be used to perform a function in a product.

Pupils will be able to:


- name sources of electrical energy: batteries, mains power, rechargeable batteries



- identify common appliances that use electricity
- name the basic components of an electrical circuit: bulb, battery, motor, buzzer


| Core Knowledge | Explanation                                                                                            |
|----------------|--------------------------------------------------------------------------------------------------------|
| switch         | A switch is a device for making or breaking the connection in an electrical circuit.                   |
| circuit        | An electrical circuit is a complete path of wires and equipment along which an electric current flows. |
| component      | A component is one of the parts of an electrical circuit such as a bulb, battery or switch.            |
| current        | A current is the movement of water, air or electricity in a particular direction.                      |


Year 4: Electrical Systems  
*How useful are switches?*





**Core content:**  
Learn how different types of switches work within electrical circuits.  
Learn how switches can be used to perform a function in a product.


**Technical vocabulary:**


**Switch** – a device for making or breaking the connection in an electrical circuit. 


**Circuit** – a complete path of wires and equipment along which an electric current flows. 


**Component** – one of the parts of an electrical circuit such as a bulb or battery. 

**Current** – the movement of water, air or electricity in a particular direction. 

**Interruption** – an occasion when someone or something stops something from happening for a short period. 


**Unbroken** – continuous with no pauses. 

**Conductor** – a material that allows electrical energy to pass through it. 

**Multi-purpose** – having many different uses. 

**Connections:**




Samuel Bagno (1906 – 1967)  
American inventor



# Design & Technology – Food & Nutrition

| Lesson 1                                 | Lesson 2                                 | Lesson 3                                 |
|------------------------------------------|------------------------------------------|------------------------------------------|
| Explicit teaching of culinary techniques | Explicit teaching of culinary techniques | Explicit teaching of culinary techniques |
| Evaluating outcomes                      | Evaluating outcomes                      | Evaluating outcomes                      |

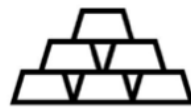
| At the end of this block, pupils will ...                                                                             |                                                                            |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Know:                                                                                                                 | Be able to:                                                                |
| That cheap processed food often contains additives, salt and sugar, which makes it less healthy than unprocessed food | Peel, grate and chop vegetables to make economical, tasty and healthy food |

|                                                                                   |                                                                                   |                                                                                   |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  |  |  |
| Root vegetable rosti                                                              | Mexican pasties                                                                   | Chickpea curry                                                                    |

In this block, pupils will learn how to make healthy food from low-cost ingredients. They will start to consider how cheap processed foods will affect their diet and health in later life .

Pupils will be able to:

- recognise that good nutrition keeps the body healthy, provides energy and helps the body to repair




Prior Learning

- use the claw and bridge methods to cut food safely
- explain why ultra-processed food is unhealthy

| Core Knowledge | Explanation                                                                                                                             |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| cheap          | Cheap means to cost little money or to cost less than expected.                                                                         |
| fusion         | Fusion cooking is cooking that is a mixture of different styles.                                                                        |
| texture        | Texture is the way a surface, substance or piece of cloth feels when you touch it – for example, how rough, smooth, hard or soft it is. |

Year 4: Food and Nutrition  
Is cheap food always worse for you?



**Core content:**  
Learn how to make healthy food from low-cost ingredients.  
Consider how cheap processed foods will affect health in later life.

**Technical vocabulary:**

**Cheap** – to cost little money or to cost less than expected. £

**Fusion** – cooking that is a mixture of different styles. 🌐




**Texture** – the way a surface, substance or piece of cloth feels when you touch it. 🧵

**Shallow-fry** – to cook in a small amount of oil or fat. 🍳

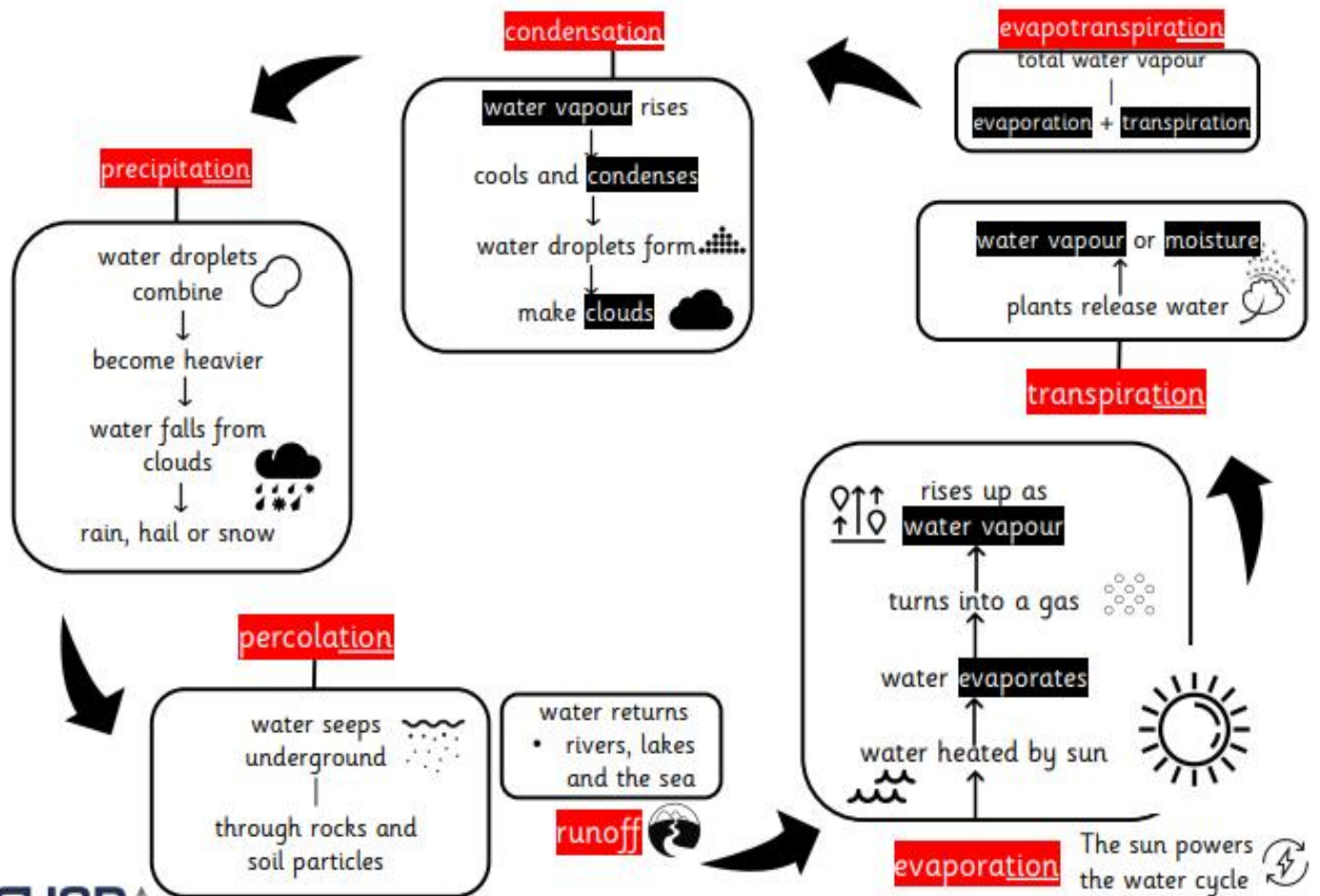
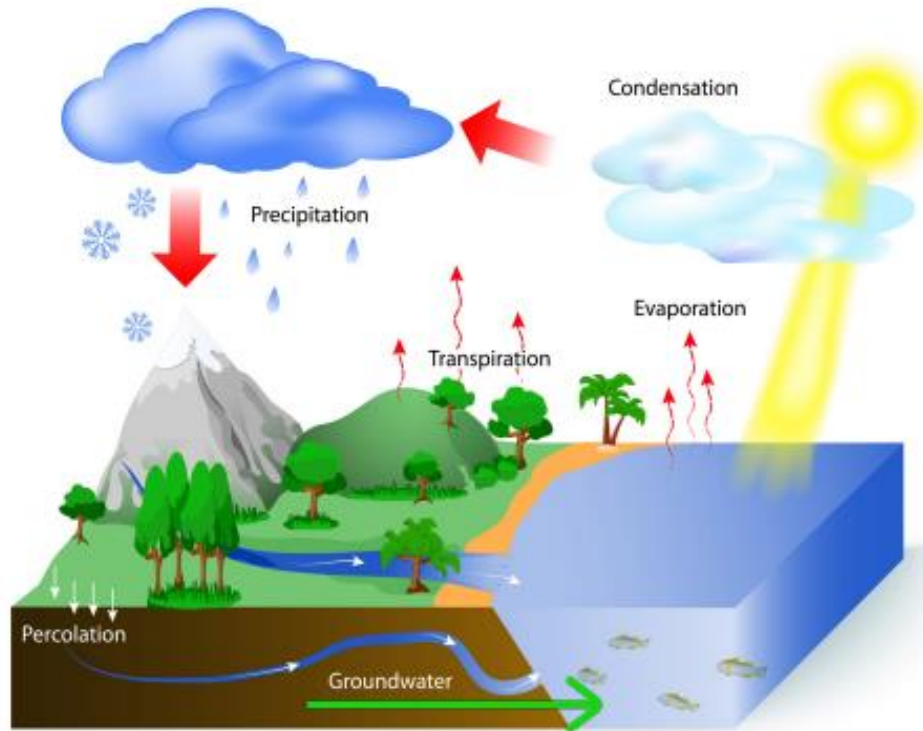
**Shortening** – butter, lard or fat used to make pastry or shortbread, resulting in a crumbly texture. 🧻

**Fragrant** – to have a pleasant or sweet smell. 🌸

**Connections:**

|                                                                                       |                                                                                       |                                                                                       |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |
| rubbing in                                                                            | rolling and shaping                                                                   | slicing                                                                               |

# Geography – The Water Cycle



# Geography – Environmental regions of Europe, Russia, North and South America



**Equatorial**

Tropical

warm and wet  
Tropic of Cancer  
Equator  
Tropic of Capricorn



**Arid**

Deserts

hottest and driest regions with little or no rainfall



**Mediterranean**

Hot dry summer

winter is cooler with some rainfall, but hardly any frost



**Snow**

Long cold winter

summer is short with rapid changes in the spring & autumn



**Polar**

Very, very cold

cold as  
-60 °C in Arctic  
-80 °C Antarctic



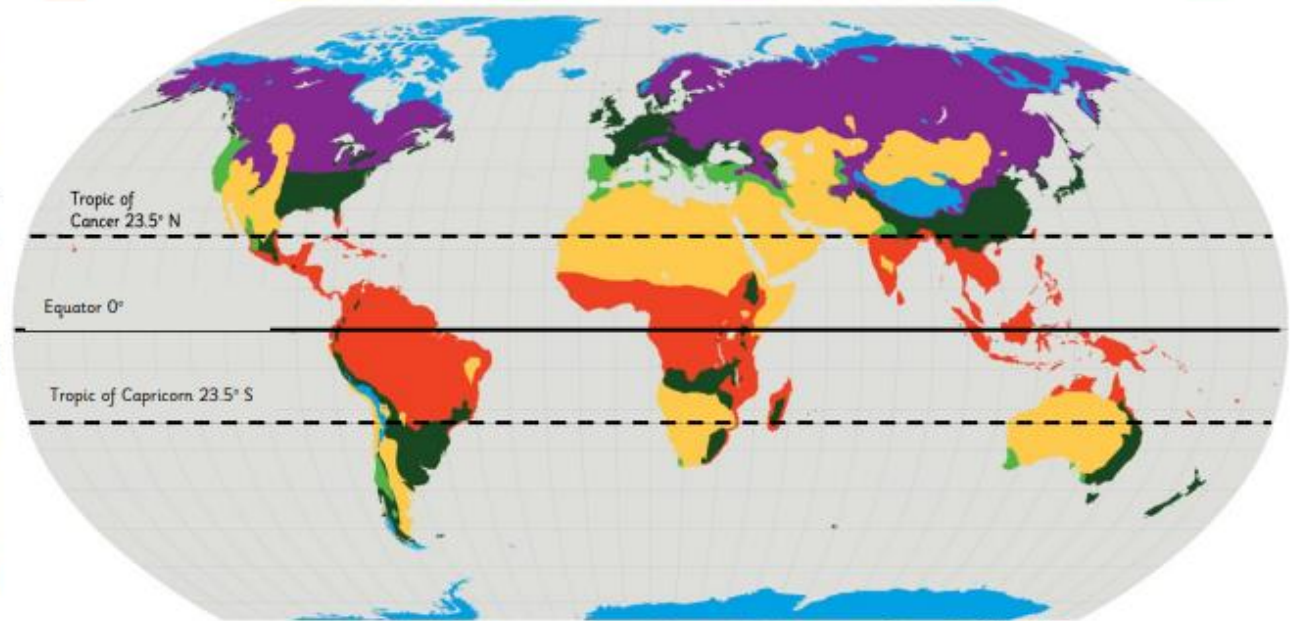
**Temperate**

Warm or hot summer

slightly colder winters



Environment region map of the world



© Crown copyright 2022 Source: Met Office 2022

Location of places to study



# Geography – Revisit Rivers



Geography study

REVISIT Rivers

Year \_\_\_\_ Term



source

the beginning of a river  
**headwater**

melting snow  
rainwater runoff  
groundwater overflowing  
**spring**

**vocabulary**

Lower  
floodplain  
meander  
erosion  
Middle  
waterfall  
riverbed  
sediment  
deposition  
V-shaped  
rapids  
Upper  
tributary  
channel

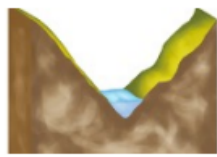


U.....course

**start**  
very fast-flowing  
water

narrow river  
**channel**

path water takes



V.....valleys

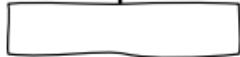
rivers cut through rock  
e.....**riverbank**  
and **riverbed**

w.....

r.....  
hard rocks stick out of  
the river

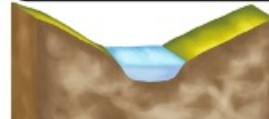
cause fast-flowing and  
dangerous water

r.....



M.....course

flatter, middle section of  
a river  
river **channel** widens and  
deepens

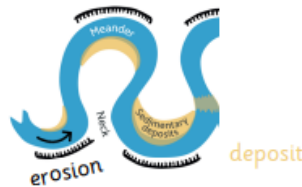


m.....  
shaped bends in the river  
caused by

d.....  
new sand and mud settle  
on the riverbed / bank

e.....

wearing away of  
riverbed and riverbank

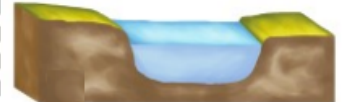


r.....



L.....course

lower, flatter ground  
with river flowing into  
and meeting a lake or  
the sea – **river mouth**



rivers widen

deposit s.....

mud and sand

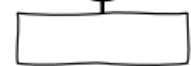


f.....

p.....

area around a river  
covered in times of  
flood

r.....



## French: Block E – The Natural World

### At the end of this unit ...

| Pupils will know ...                                                                                                                                                                                                             | Pupils will be able to ...                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>feminine and masculine animal nouns</li><li>the order of nouns and adjectives in a sentence</li><li>how to describe a simple setting using taught nouns, adjectives and numbers.</li></ul> | <ul style="list-style-type: none"><li>use adjectives to describe feminine and masculine nouns</li><li>read and say sentences that include known French nouns</li><li>match images to French nouns</li><li>read and translate sentences using the phrase <b>Il y a ...</b> , <i>There is ...</i> and <b>Il n'y a pas ...</b> , <i>There isn't ...</i></li><li>read a description of a scene</li><li>write a description of a scene.</li></ul> |

## French: Block F – Celebration

### At the end of this unit ...

| Pupils will know ...                                                                                                                                                                                                                                                                                                      | Pupils will be able to ...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>how to use French verbs when talking or writing about celebrations</li><li>French nouns associated with celebrations</li><li>how to use <b>C'est ...</b> , <i>It is ...</i> and <b>Ce n'est pas ...</b> , <i>It isn't ...</i> when describing and comparing celebrations.</li></ul> | <ul style="list-style-type: none"><li>identify French verbs in sentences</li><li>read French verbs and match them to actions and / or images</li><li>use <b>C'est ...</b> , <i>It is ...</i> and <b>Ce n'est pas ...</b> , <i>It isn't ...</i> when talking or writing about celebrations</li><li>use the verbs <b>manger</b>, <i>to eat</i> and <b>boire</b>, <i>to drink</i> in sentences linked with Bastille Day and birthday celebrations</li><li>read and translate paragraphs describing birthday celebrations, the coronation and Bastille Day.</li></ul> |

# Music: Block E – Composition



*Fisherman's Song at Dusk*  
Traditional Chinese music

## At the end of this block, pupils will ...

| Know:                                                                                   | Be able to:                                                            |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| The stylistic features of traditional Chinese folk music                                | Improvise and compose their own melodic ideas using a pentatonic scale |
| That pentatonic scales are used as a compositional device to compose melodies and tunes | Notate their own composition work using standard stave notation        |

# Music: Block F – Introducing timbre 2

| Week 1                                 | Week 2                                 | Week 3                           | Week 4                           | Week 5                   |
|----------------------------------------|----------------------------------------|----------------------------------|----------------------------------|--------------------------|
| Listening and responding to jazz music | Singing in unison and playing melodies | Singing, playing and improvising | Singing, playing and improvising | Evaluating a performance |

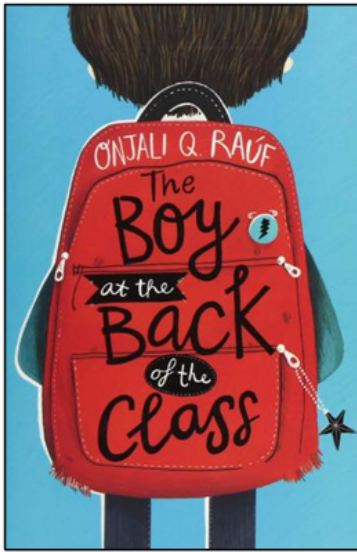


Ella Fitzgerald  
*Cotton Tail*  
(scat singing)

## At the end of this block, pupils will ...

| Know:                                                                                      | Be able to:                        |
|--------------------------------------------------------------------------------------------|------------------------------------|
| The stylistic features associated with jazz music including scat singing and improvisation | Sing, play and perform             |
|                                                                                            | Improvise within a given structure |

# Reading



ISBN: 978-1510-10501-0

*The Boy at the Back of the Class* is the story of a group of classmates who, through their empathy and bravery, make a massive impact on Ahmet, a boy who has come to their school as a refugee from Syria. The group of friends embark on a daring adventure in their quest to reunite Ahmet with his parents. Told with humour and warmth, *The Boy at the Back of the Class* provides a child's perspective on the refugee crisis and highlights the importance of friendship and kindness in a world that often makes little sense.

## At the end of this unit, pupils will ...

### Know:

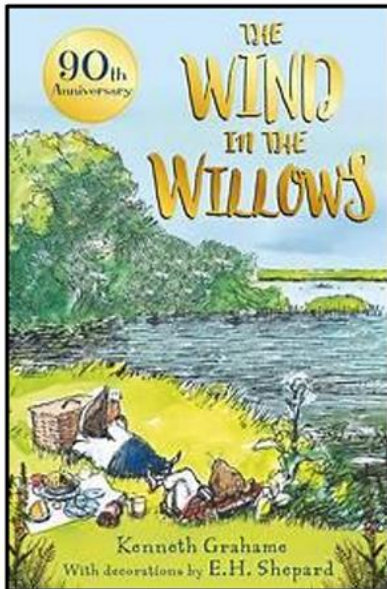
A theme is an idea that pervades a whole text or part of a text

Inferences can be drawn from characters' actions and behaviour and dialogue

### Be able to:

Select specific details from a text to illustrate a theme

Infer meaning from dialogue and description



ISBN: 978-0755-50079-6

*The Wind in the Willows* is a classic children's novel written by British author Kenneth Grahame and was first published in 1908. The story focuses on four anthropomorphised animals – Mole, Rat, Badger and Toad – who live in a pastoral version of Edwardian England. In addition to the main narrative, which primarily chronicles the adventure and misadventures of Toad, the novel contains several short stories featuring Mole and Rat. The language is rich and dense with poetry interwoven into the story. The novel is a celebration of enduring friendships, the comforts of home and the beauty of the English countryside.

**At the end of this unit, pupils will ...**

**Know:**

Poetic devices can be used to express meaning in narrative texts

Inferences can be drawn from specific details and clues in the text

**Be able to:**

Skim and scan texts to locate specific words or phrases

Find evidence in a text to support a given statement or inference

# Writing

## Stories from other cultures (Block B)

| Part 1                                                                        | Part 2                                                            | Part 3                                                      |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------|
| Explicit teaching of the grammatical structures and text conventions required | Structural understanding, planning and execution of extended task | Execution of the extended task and focused editing teaching |

| At the end of this unit, pupils will ...                                                 |                                                                                                                                  |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Know                                                                                     | Be able to                                                                                                                       |
| How to form the past tense<br><br>The third person perspective<br><br>Editing strategies | Use a range of descriptive devices to compose and recount a short narrative<br><br>Use cultural references to indicate a setting |

## First person diary entries (Block B)

| Part 1                                                                        | Part 2                                                                                         |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Explicit teaching of the grammatical structures and text conventions required | Structural understanding, planning and execution of extended task and focused editing teaching |

| At the end of this unit, pupils will ...                            |                                                |
|---------------------------------------------------------------------|------------------------------------------------|
| Know                                                                | Be able to                                     |
| A diary entry can be factual or fictional                           | Identify and construct contractions accurately |
| Prepositions and conjunctions can be used to express time and cause | Write from the first person perspective        |
| Devices to convey an informal tone                                  | Draw on their reading to inform their writing  |

## Critical analysis of narrative poetry (Block B)

| Part 1                                                                        | Part 2                                                  |
|-------------------------------------------------------------------------------|---------------------------------------------------------|
| Explicit teaching of the grammatical structures and text conventions required | Execution of extended task and focused editing teaching |

| At the end of this unit, pupils will ...                              |                                                                              |
|-----------------------------------------------------------------------|------------------------------------------------------------------------------|
| Know                                                                  | Be able to                                                                   |
| A critical analysis is a careful examination and evaluation of a text | Identify similarities and differences between poems written by the same poet |
| How to conduct a debate                                               | Use formal standard English to express a personal response to poetry         |

## News reports (Block B)

| Part 1                                                                        | Part 2                                                                                         |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Explicit teaching of the grammatical structures and text conventions required | Structural understanding, planning and execution of extended task and focused editing teaching |

| At the end of this unit, pupils will ...                |                                                          |
|---------------------------------------------------------|----------------------------------------------------------|
| Know                                                    | Be able to                                               |
| The structure and organisation of a news report         | Recognise the perspective of a text                      |
| The structure and purpose of a paragraph                | Write paragraphs around a key theme                      |
| Different devices to achieve cohesion within paragraphs | Use pronouns and conjunctions to aid the flow of writing |

## Explanatory texts (Block B)

| Part 1                                                                        | Part 2                                                                                         |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Explicit teaching of the grammatical structures and text conventions required | Structural understanding, planning and execution of extended task and focused editing teaching |

| At the end of this unit, pupils will ...                                                          |                                                                       |
|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Know                                                                                              | Be able to                                                            |
| How to use pronouns to avoid repetition                                                           | Introduce a paragraph with a topic sentence and add supporting detail |
| The component parts of an introduction                                                            | Form and use the present tense                                        |
| Subheadings break the text into smaller chunks and tell the reader what to expect in each section | Use conjunctions to express cause                                     |