

The Good Shepherd Catholic Primary School



Year 4

Autumn Curriculum Newsletter

In this booklet, we have included some information we feel you may find useful 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. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Hover, Miss Dougan and Mrs Richards.

*Father, creator of all,
you 'ordered the earth' to bring forth life
and crowned its goodness by
creating family life.
Teach us the beauty of human love,
show us the value of family life
and help us to live in peace
with everyone.
Amen.*

Launch of CUSP Curriculum 2022

We have decided to implement the Unity Schools Partnership CUSP curriculum model written by Alex Bedford of Unity Schools Partnership.

This comprehensive curriculum model is based heavily on research around the working memory, cognitive overload, and retrieval. The new curriculum resources we have purchased will support me In Year 4 to plan and teach History, Geography, Science, Art & Design, Design and Technology, English Reading and Writing and spelling.

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CATHOLIC ACADEMIES TRUST

GEOGRAPHY		CUSP CURRICULUM – SEE BELOW
COMPUTING		<p><u>These are the areas we will be covering this autumn term:</u></p> <p><u>The internet</u> Unit introduction Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p> <p><u>Audio editing</u> Unit introduction In this unit, learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>
MUSIC	Singing	<p><u>Singing</u> Miss Marcela from the diocese will be visiting our school teaching the children a variety of song and singing techniques!</p>
PE	Real PE	See Below
ART	CUSP CURRICULUM	<p>Drawing – Block A In this block, pupils will refine their drawing skills, focusing on lines and detail. They will select drawing materials based on their understanding of the possible marks that can be made. They will use a viewfinder to select a focal point.</p> <p>Painting – Block B In this block, pupils will examine in detail a part of a flower using magnifiers and viewfinders before sketching and then enlarging it. They will develop the techniques of overpainting and wet-on-wet, as well as make tertiary colours. They will respond to the work of artists.</p>
DESIGN AND TECHNOLOGY	CUSP CURRICULUM	<p>Food and Nutrition – Block A What's really in your food? In this unit, pupils will explore the difference between freshly made food and mass-produced food. The unit will focus on common foods that are part of a healthy diet but are often bought premade and can contribute to poor physical and mental health.</p> <p>Mechanisms – Block B How many ways are there to open a door? In this block, pupils will investigate how hinges work. They will then select a range of modelling materials and tools to make their own hinged products, evaluating and modifying them throughout</p>

FRENCH	CUSP CURRICULUM	Year 4 – The calendar Colours, numbers and emotions. See below for details
PSHE	Get Heartsmart	Get HEARTSMART Introduction to HeartSmart Words have power Demonstrating consequences of the words we use about ourselves and others Reap what you sow Suggesting ways we can grow a desired characteristic e.g. kindness Wily wolf Thinking about and discussing how we know who we can trust Family Recipe Thinking about the characteristics that make a healthy family life Healthy Minds Recognising what positively and negatively affects our mental health Get HEARTSMART Reflection What we have learned about Get HEARTSMART
	Don't Forget to Let Love in!	Don't Forget to Let Love in! Introduction to the 1st HeartSmart principle Heart to heart Looking at ways we feel loved Brilliant me ball Celebrating our strengths and achievements One in a million Comparing measurements to determine our uniqueness Don't agree with I don't like me Highlighting things about our bodies we are grateful for Hands up! Creating a catchy rhyme/song or rap to remind others about the importance of hand washing Don't Forget to Let Love in Reflection What we have learned about Don't Forget to Let Love in!
HOMEWORK	Friday: Spelling	End of week worksheets
	Ongoing: Maths	Learning times tables https://www.timestables.co.uk/ https://mathszone.co.uk/calculating-x%3b7/hit-the-button-topmarks/
	Reading	Children have a library book of choice and a school book at their correct reading level - they should ideally read for 20 mins at least 4 times a week and parents should complete their child's reading diary which is then checked by the class teacher.
	Day learning	Asking children about their learning from that day will help to reinforce their learning from that day.

History

Curriculum navigation

Share the big ideas that you will be studying.

HISTORY

The study of the past - learning about people, places, events and changes.

INVASION

When a country or area is taken over by an armed force.

POWER

1. The power to make change. For example, art, culture and architecture.
2. The power over another country or its people.

COMMUNITY

A group of people living in the same place with similar values and beliefs



Big Picture, Small Picture Adapted from Waldfry by Tom Sherrington and Oliver Coughlin

Geography

Curriculum navigation

Share the big ideas that you will be studying.

GEOGRAPHY

Geography is the study of where places are found, what they are like, and the relationships between people and their environments.

HUMAN FEATURES

The built environment

Made by humans

PHYSICAL FEATURES

The natural environment

Shaped by nature

Human and Physical Geography

Rivers

ZOOM



Features of a river

What are the features of a river?

ZOOM



Show how the specific content relates to the big ideas.



Local rivers

What's our local river?
What features can we see?
Where did it come from and where does it flow?

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

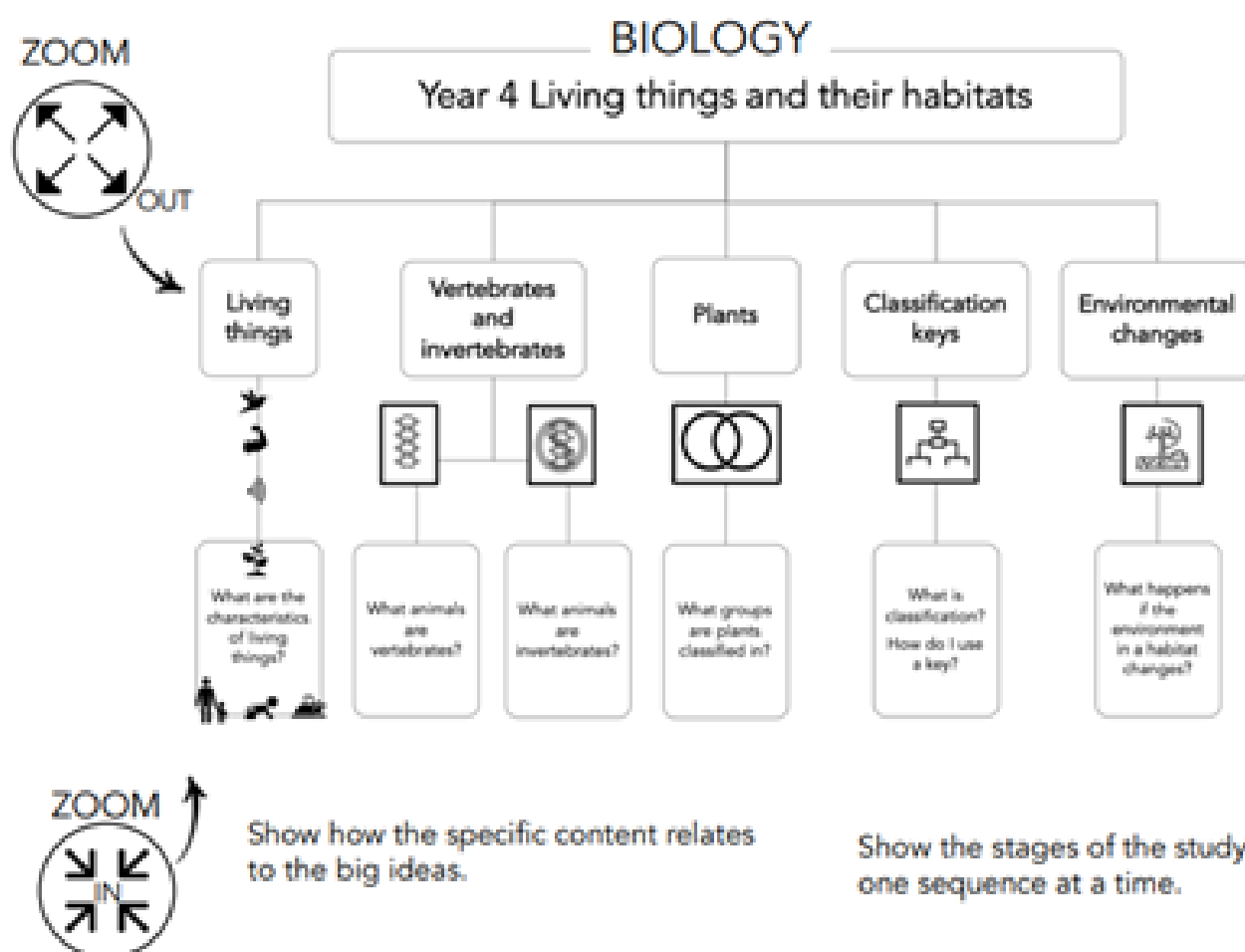
Big Picture, Small Picture Adapted from Walkthrus by Tom Sherrington and Oliver Caviglioli

Curriculum navigation

Share the big ideas that you will be studying.

BIOLOGY

The study of living things

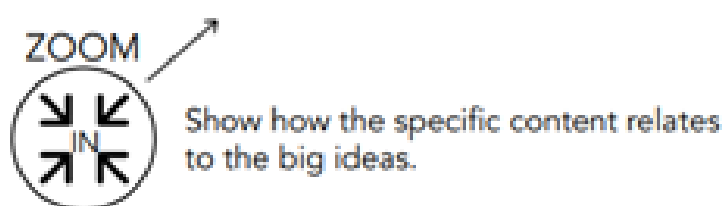
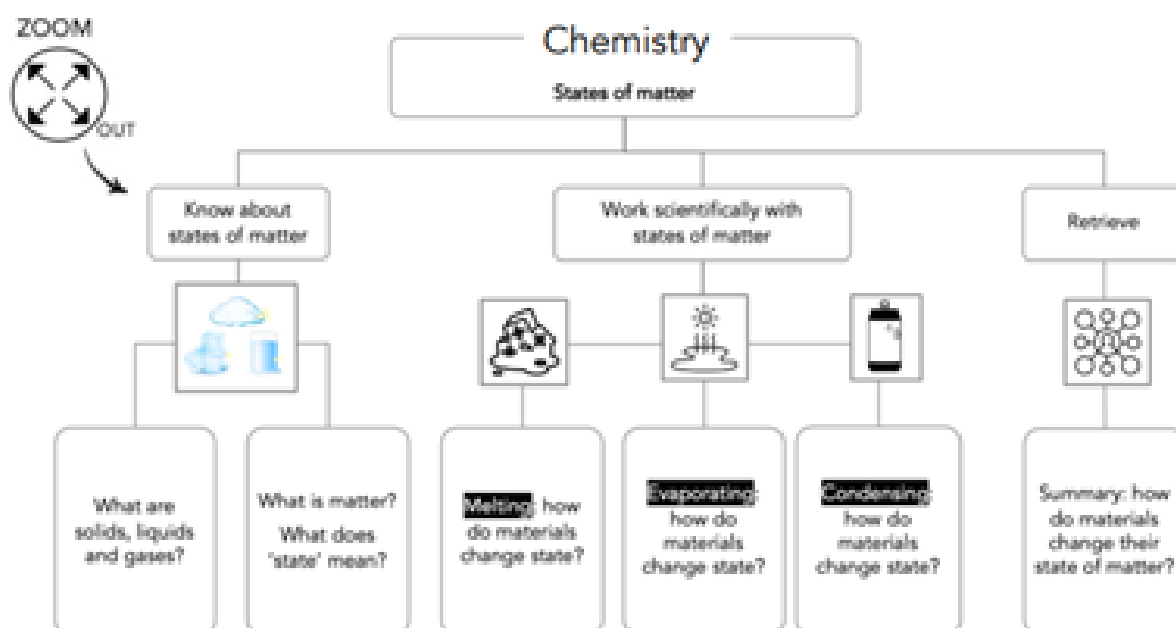


Curriculum navigation

CHEMISTRY

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Chemistry is the study of the composition, behaviour and properties of matter, and of the elements of the Earth and its atmosphere.
(BBC Bitesize)



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

PE - Units 1 and 2

Multi-ability Cog Focus & Learning Journeys			Weeks	Fundamental Movement Skill Focus
◆ Exceeding ■ Expected ▲ Working towards				
Unit 1	Personal	<ul style="list-style-type: none"> I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice ◆ I know where I am with my learning and I have begun to challenge myself ■ I try several times if at first I don't succeed and I ask for help when appropriate ▲ 	1-6	Skill – Coordination: Footwork (FUNS Station 10) Cool Down – Static Balance: One Leg (FUNS Station 1)
Unit 2	Social	<ul style="list-style-type: none"> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task ◆ I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas ■ I can help praise and encourage others in their learning ▲ 	7-12	Skill – Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6) Cool Down – Static Balance: Seated (FUNS Station 2)
Unit 3	Cognitive	<ul style="list-style-type: none"> I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions ◆ I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement ■ I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well ▲ 	13-18	Skill – Dynamic Balance: On a Line (FUNS Station 5) Cool Down – Coordination: Ball Skills (FUNS Station 9)
Unit 4	Creative	<ul style="list-style-type: none"> I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging ◆ I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression ■ I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme ▲ 	19-24	Skill – Coordination: Sending and Receiving (FUNS Station 8) Cool Down – Counter Balance: With a Partner (FUNS Station 7)
Unit 5	Applying Physical	<ul style="list-style-type: none"> I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities ◆ I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency ■ I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed ▲ 	25-30	Skill – Agility: Reaction/Response (FUNS Station 12) Cool Down – Static Balance: Floor Work (FUNS Station 3)
Unit 6	Health and Fitness	<ul style="list-style-type: none"> I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working ◆ I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down ■ I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely ▲ 	31-36	Skill – Agility: Ball Chasing (FUNS Station 11) Cool Down – Static Balance: Stance (FUNS Station 4)

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French

Overview of the unit

Year 4 Block A The calendar	Vocabulary	Phonics	Oracy	Reading	Writing	Culture
Week 1	Introducing the days of the week	Revisiting alternative phonic code in French	Pronunciation focus			Revisiting similarities and differences between French and English schools
Week 2			Rehearsing giving and receiving classroom instructions	Revisiting reading classroom labels and days of the week		Introducing a famous French children's story
Week 3	Revisiting numbers up to 10 Introducing numbers up to 20			Reading days of the week		Differences between French and English schools
Week 4	Revisiting numbers up to 20 Introducing the months of the year				Labelling months of the year	Introducing two festivals Introducing French composers: Bizet – <i>Le Toreador</i> Debussy – <i>Claire de Lune</i>
Week 5	Revisiting the question: how old are you? Introducing a new question: when is your birthday? (month only)		Rehearsing questions and responses	Reading aloud and translating: name, age, month of birth, how are you?		
Week 6 (optional – suggestions for enrichment)						
Grammatical constructs introduced	Elision (e.g. c'est, j'ai)					

Overview of the block

Year 4 Block B: Colours, emotions and numbers	Vocabulary	Phonics	Oracy	Reading	Writing	Culture
Week 1	Revisiting numbers 1 to 20 Introducing plural nouns (classroom)	Silent letter rules a ai c before e c before i ch e è- eu j is ais on r	Pronunciation focus			Introducing a famous French children's story
Week 2	Introducing the question Qu'est- ce-que tu veux? (What do you want?) and the response Je voudrais ... (I would like ...)		Asking for classroom items (plural forms + colour)	Matching questions to the appropriate image		Introducing a French version of a British children's story
Week 3	Revisiting known verbs, including avoir (have) in the first and second person, J'ai (I have), tu as (you have)			Identifying verbs and nouns in sentences		Introducing a French playground game
Week 4	Revisiting five colours and introducing three more Introducing the question, C'est (de) quelle couleur? (What colour is this?)				Writing colours in sentences (focusing on accurate spelling)	Revisiting the French dictionary, focusing on efficient use to support translation
Week 5	Revisiting six emotions, non and introduce oui . Introducing the question, Quelle est ta couleur préférée? (What is your favourite colour?) Introducing aimer		Rehearsing a simple presentation about yourself to include five key pieces of information	Revisiting reading and translating simple introductions (see Block A)		
Week 6 (optional – suggestions for enrichment)						
Grammatical constructs introduced	Simple sentence – pronoun, verb, singular/plural noun					