

The Good Shepherd Catholic Primary School



Year 4

Spring 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 and Miss Dougan

*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.*

CUSP Curriculum 2024

We are implementing 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 support us in Year 4 to plan and teach History, Geography, Science, Art & Design, Design and Technology, Music, French, English Reading and Writing and spelling.

| SUBJECT | TOPIC INFORMATION | |
|---------------------|--|--|
| RELIGIOUS EDUCATION | <p>LOCAL CHURCH – COMMUNITY</p> <p>The experience of community being an essential and enjoyable part of life for people of every age and faith. The cycle of a year and the span of a lifetime contain occasions for regular celebrations as well as unexpected surprises, when people want to celebrate with family, friends and communities. The whole liturgical life of the Church revolves around the Eucharistic sacrifice and the Sacraments. In the local church lay people of all ages are called to undertake various roles, called ministries, by virtues of their Baptism and Confirmation. We will explore how they help to build up the local community of the parish.</p> <p>EUCHARIST – RELATING</p> <p>We will explore the following concepts:</p> <p>Eucharist, (Thanksgiving) because it is an action of thanksgiving to God.</p> <p>The Lord's Supper, because of its connection with the supper which the Lord took with his disciples on the eve of his Passion.</p> <p>The Breaking of Bread, because Jesus used this rite, part of a Jewish meal, when as master of the table he blessed and distributed the bread, above all at the Last Supper. It is by this action that his disciples will recognise him after his Resurrection.</p> <p>The memorial of the Lord's Passion and Resurrection.</p> <p>The Holy Sacrifice, because it makes present the one sacrifice of Christ the Saviour and includes the Church's offering.</p> <p>Holy Communion, because by this sacrament we unite ourselves to Christ who makes us sharers in his Body and Blood to form a single body.</p> <p>LENT/EASTER – GIVING</p> <p>This is divided in to 4 studies - Area of Study 1: Knowing and loving God, the Scriptures, Creation, the Trinity, Jesus Christ, Son of God</p> <p>Area of Study 2: What is the Church? One and holy, Catholic, Mission</p> <p>Area of Study 3: Liturgy, prayer</p> <p>Area of Study 4: The dignity of the human person, freedom, responsibility and conscience, the human community, love of God, love of neighbour</p> | |
| ENGLISH | <p>Cusp Spelling, writing and reading modules</p> <div> <div> <p>Block 7</p> <p>Concept: Words with endings sounding like /ʒə/ or /ʒə/</p> <p>Etymology: circ(um)</p> </div> <div> <p>Block 8</p> <p>Concept: Words with endings sounding like /ʒə/</p> <p>Etymology: arch</p> </div> <div> <p>Block 9</p> <p>Concept: Homophones</p> <p>Etymology: struct</p> </div> <div> <p>Block 10</p> <p>Concept: Words with endings sounding like /ʒə/, spell -tion, -sion, -sion, -sion</p> <p>Etymology: port</p> </div> <div> <p>Block 11</p> <p>Concept: The suffix -ous</p> <p>Etymology: vert</p> </div> <div> <p>Block 12</p> <p>Concept: Statutory word list</p> <p>Etymology: lat</p> </div> </div> <p>We will be covering in writing: Third person adventure stories, Persuasive writing (adverts), Poems which explore form, News reports, First person diary entries (imaginative) Stories from other cultures</p> <p>Reading texts: The Girl Who Stole An Elephant, The Boy At The Back Of The Class.</p> | |
| MATHS | <div> <div>Spring 1</div> <div> <div>4</div> <div>3, 6, 9 times tables</div> </div> <div> <div>5</div> <div>7 times table and patterns</div> </div> <div> <div>6</div> <div>Understanding and manipulating multiplicative relationships</div> </div> </div> <div> <div>Spring 2</div> <div> <div>7</div> <div>Coordinates</div> </div> </div> | |

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|-----------------------|-----------------|---|
| | | |
| SCIENCE | | CUSP CURRICULUM – SEE BELOW |
| HISTORY | | CUSP CURRICULUM – SEE BELOW |
| GEOGRAPHY | | CUSP CURRICULUM – SEE BELOW |
| COMPUTING | | <p><u>These are the areas we will be covering these Spring terms:</u></p> <p><u>Repetition in shapes</u> Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming</p> <p><u>DATA LOGGING</u> In this unit, learners will consider how and why data is collected over time. Learners will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Learners will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, learners will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p> |
| MUSIC | Cusp Music | <p>Untuned Percussion</p> <div> <p>Summary of key learning:</p> <p>In this unit, pupils will explore the instruments, stylistic features and rhythms of Bhangra music. Pupils will develop their knowledge and understanding of standard notation through performing and notating rhythms using crotchets, paired quavers and crotchet rests. Pupils will compose their own Bhangra piece using music technology and accompany a Bhangra track with more complex rhythms on untuned percussion.</p> </div> <p>Introducing Texture</p> <div> <p>Summary of key learning:</p> <p>This unit focuses on building pupils' knowledge and understanding of harmony and texture. Through a series of folk songs, pupils will create harmony by singing as a class in two or more parts. Pupils will explore the stylistic features of folk songs and sea shanties. They will develop further control of their singing voice through songs and vocal warm ups intended to increase their vocal range. Pupils will practise singing techniques, including sustaining the voice for longer notes. Pupils will be introduced to the terms diction and articulation and the important role that these play in delivering a solid musical performance of a song.</p> </div> |
| PE | Real PE | See Below |
| ART | CUSP CURRICULUM | In Printmaking and Textiles – this block, pupils will respond to the traditional designs of Kente cloth. They will create a range of surfaces, combining colour, texture and pattern. Pupils will explore the symbolic significance of colour |
| DESIGN AND TECHNOLOGY | CUSP CURRICULUM | <p>Mechanisms 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> <p>Textiles – In this block, pupils will learn how to sew a button onto fabric. They will identify the different functions of fastenings and reflect on the</p> |

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| | | advantages or disadvantages of using certain fasteners. They will also create a solution to the problem of a towel slipping off a hook. |
| FRENCH | | <p>Items from Everyday life.</p> <ul style="list-style-type: none"> • how to identify verbs in the 1st and 2nd person in sentences • how to read sentences containing the negative form and new nouns. • Refer to six items to take on a day trip. • conjugate and use mettre (to put) in the 1st and 2nd person singular • build sentences using new nouns as well as a colour adjective • use the negative form of 'to have' in the first person singular • rehearse forming negative sentences • role-play a family trip. <p>Learning together</p> <ul style="list-style-type: none"> • how to describe their school day • the French words for some of the subjects taught in schools. • read school timetables • read and translate the sequence of events in a school day • construct sentences in the negative form using known verbs in the first and second person • use the verb être (to be) in the third person singular • use the affirmative and negative forms of the verb aimer (to like). |
| PSHE | Too Much Selfie isn't Healthy! | <p>What's missing? Being aware of surroundings and people around you Guess my feelings Suggesting how someone is feeling based on their facial expressions and body language Unseen heroes Thinking about and thanking the unseen heroes of our local community Teamwork makes the dream work! Recognising that we sometimes need help from others and working together to achieve a shared goal True Smartphone Developing an awareness of ways to use mobile phones and tablets responsibly Too Much Selfie isn't Healthy Reflection What we have learned about Too Much Selfie isn't Healthy!</p> |
| | Don't Rub it in, Rub it Out! | <p>Saying sorry Discussing ways to fix broken friendships Pass through the pain barrier Discussing what forgiveness is and the value of forgiving others Good stress, bad stress Talking about different types of stress and ways to manage negative stress Boundaries Learning about personal boundaries Be Kind Online Recognising and dealing with online abuse Don't Rub it in, Rub it Out Reflection What we have learned about Don't Rub</p> |

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| RSE | | Spring I | LKS2 Module 1, Unit 2 | Session 1: We Don't Have to be the Same |
| | | | | Session 2: Respecting our Bodies |
| | | | | Session 3: What is Puberty? |
| | | | | Session 4: Changing Bodies |
| | | | | Session 5: Male/Female Discussion Groups (optional) |
| | | Spring II | LKS2 Module 1, Unit 3 | Session 1: What Am I Feeling? |
| | | | | Session 2: What Am I Looking At? |
| | | | | Session 3: I Am Thankful |
| HOMEWORK | Friday: Spelling | End of week worksheets | | |
| | Ongoing: Maths | Learning times tables - TIMES TABLES.CO.UK | | |
| | 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. | | |

History

Curriculum navigation

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.

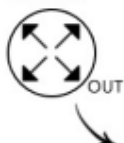
POWER

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

COMMUNITY

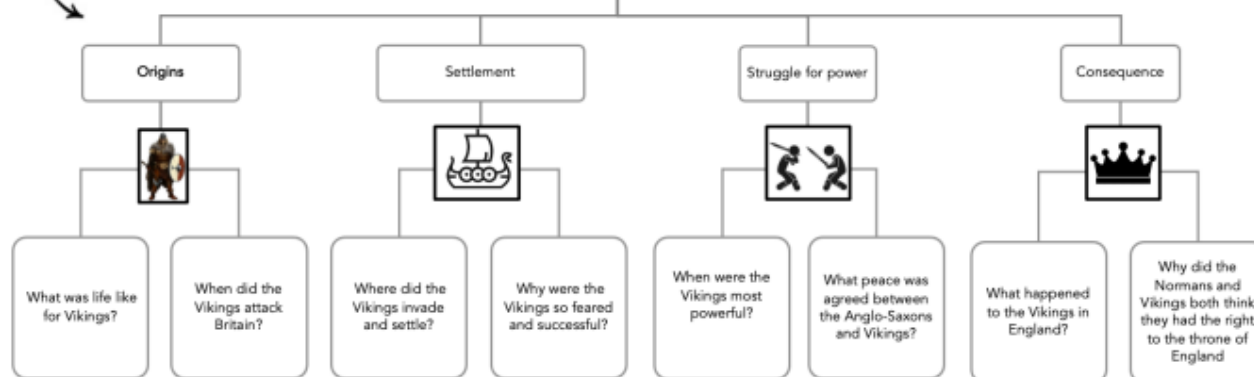
A group of people living in the same place with similar values and beliefs

ZOOM



INVASION POWER COMMUNITY

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor



Curriculum navigation

CIVILISATION

A large group of people who follow similar laws, religion and rules.

Great civilisations have cities, architecture, laws, culture and art.

KNOWLEDGE

Knowing how to irrigate the desert to grow vital crops.

Knowledge about the seasons, rivers and flooding.

Knowledge to build incredible structures – pyramids, temples and tombs.

Knowledge to create a writing system – hieroglyphs gave the ancient Egyptians great power.

POWER

The power to advance technology, architecture and the arts.

Power over Egypt's neighbouring countries.

Power to rule over upper and / or lower Egypt.

Religion and the Egyptian beliefs were extremely powerful, yet divisive.

Great pharaohs were powerful – they unified the civilisation and gave Egypt wealth and status.

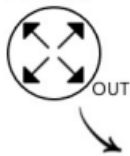
INVASION

The action of invading, and also being invaded by the Hyksos people and Nubia.

The expansion Egypt's reach into other surrounding countries.

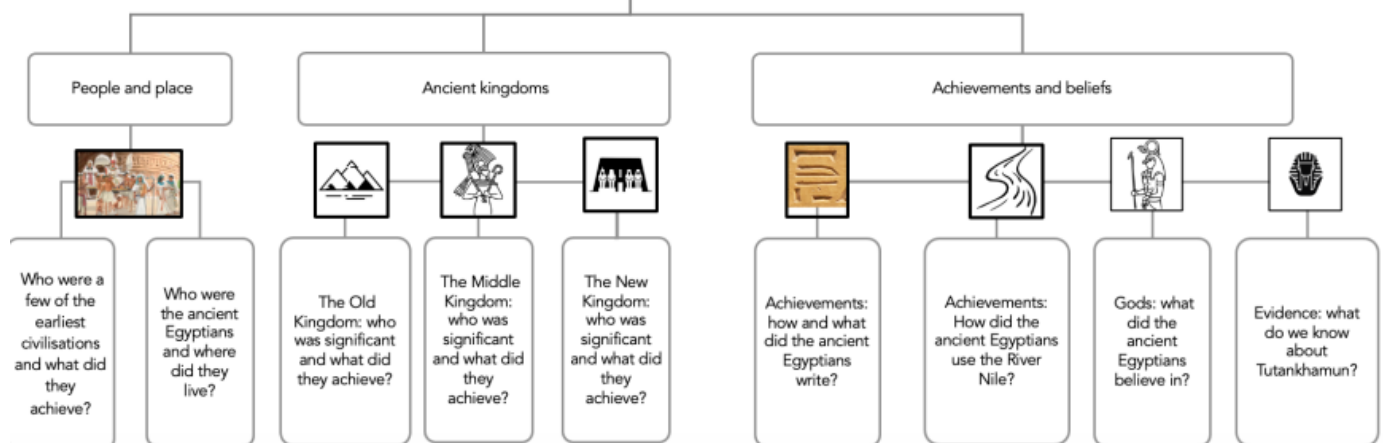
Egypt was invaded and taken over by the Greeks in 332 BC until the Romans ended the reign of the pharaohs in 30 BC.

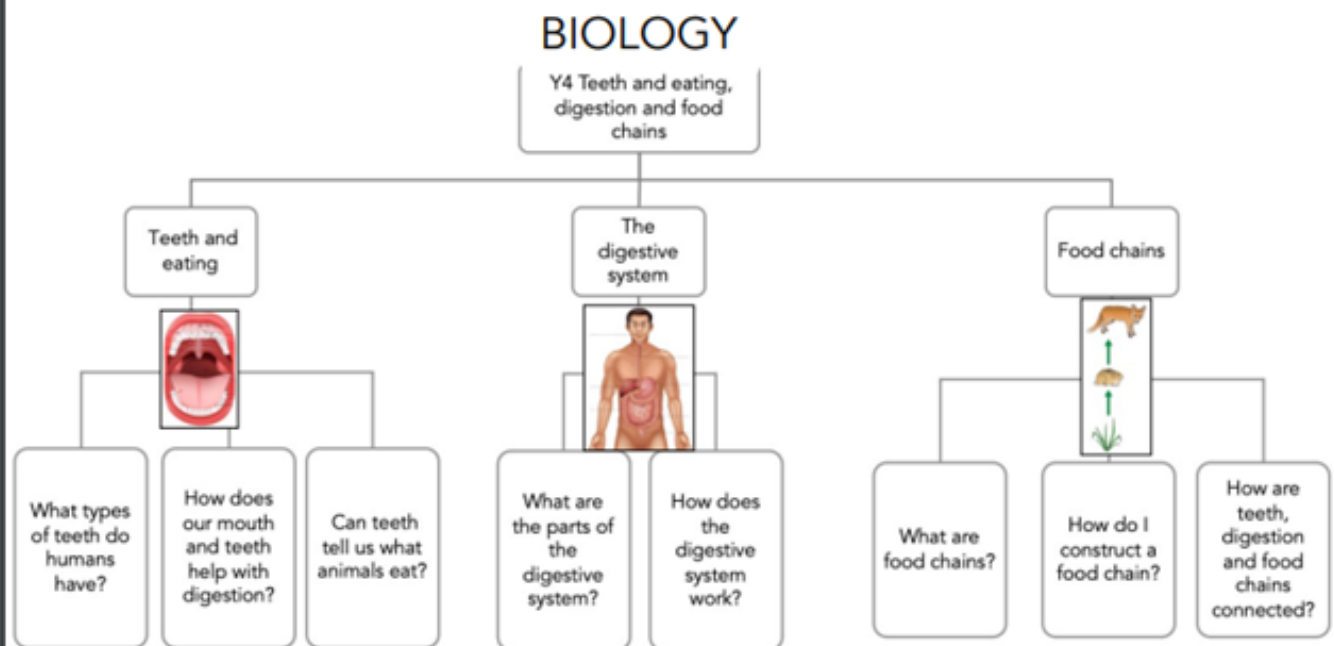
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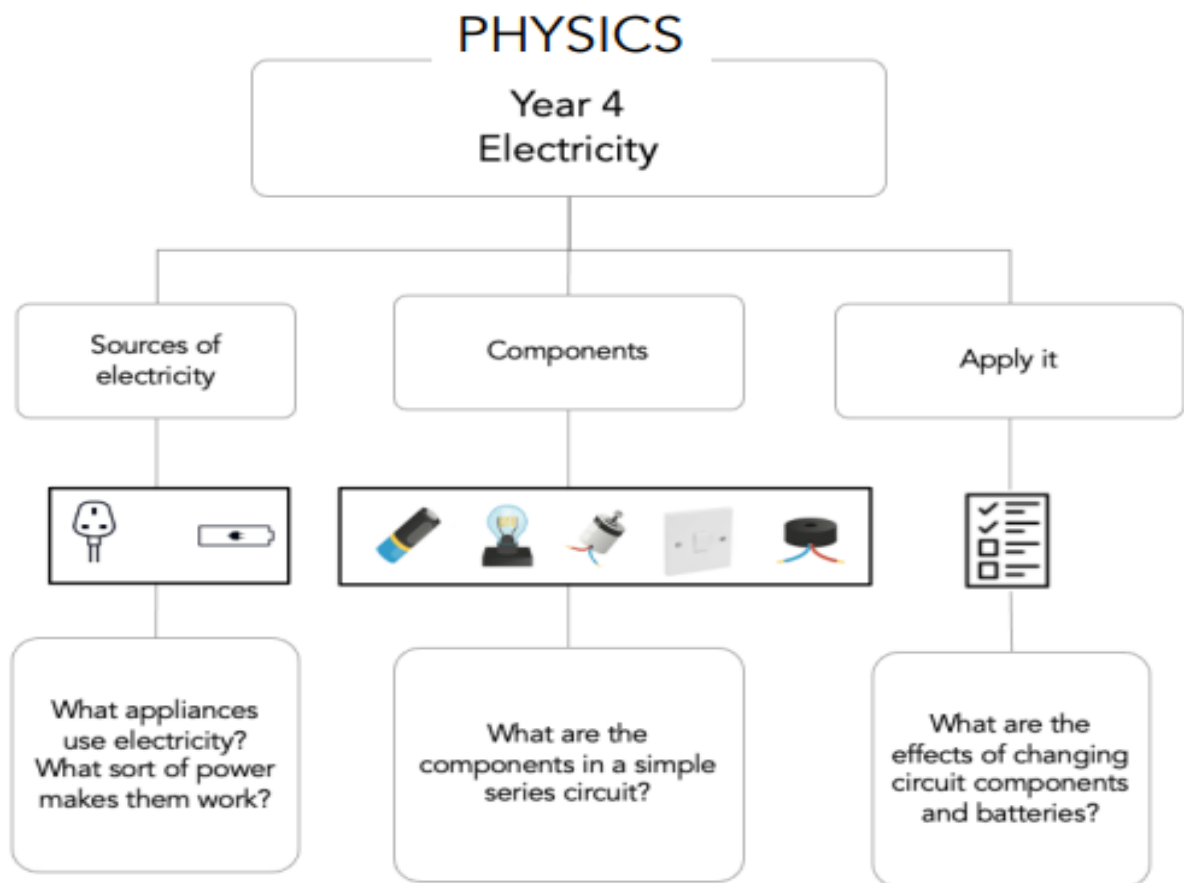


CIVILISATION KNOWLEDGE POWER INVASION

Achievements of the earliest civilisations - Egypt







PE - Units 3 and 4

Multi-ability Cog Focus & Learning Journeys

◆ Exceeding ■ Expected ▲ Working towards

Unit 1



- 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 ▲

Unit 2



- 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 ▲

Unit 3



- 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 ▲

Unit 4



- 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 ▲

Unit 5



- 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 ▲

Unit 6



- 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 ▲

Weeks

Fundamental Movement Skill Focus

1-6

Skill – Coordination:
Footwork
(FUNS Station 10)

Cool Down – Static Balance:
One Leg
(FUNS Station 1)

7-12

Skill – Dynamic Balance
to Agility:
Jumping and Landing
(FUNS Station 6)

Cool Down – Static Balance:
Seated
(FUNS Station 2)

13-18

Skill – Dynamic Balance:
On a Line
(FUNS Station 5)

Cool Down – Coordination:
Ball Skills
(FUNS Station 9)

19-24

Skill – Coordination:
Sending and Receiving
(FUNS Station 8)

Cool Down – Counter Balance:
With a Partner
(FUNS Station 7)

25-30

Skill – Agility:
Reaction/Response
(FUNS Station 12)

Cool Down – Static Balance:
Floor Work
(FUNS Station 3)

31-36

Skill – Agility:
Ball Chasing
(FUNS Station 11)

Cool Down – Static Balance:
Stance
(FUNS Station 4)

DECLARATIVE KNOWLEDGE - Displaying factual knowledge:

Have knowledge of safety rules and procedures for taking part in orienteering event.

Work as a team to plan and decide what approach to use to meet the challenge set.

Explain how you could improve your performance.

PROCEDURAL KNOWLEDGE - Can practically demonstrate how to apply their knowledge:

Develop a basic understanding of map reading/making and apply these skills and techniques in games.

Work cooperatively and successfully as part of a team, improving communication skills.

Recognise where you are on a map.

Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.

Swimming

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| 4D | Spring 2 |
| 4B | Summer 1 |