

Holy Family Catholic Primary School		Curriculum Planner		Year 4: Autumn	
Religious Education 	Mathematics 	Science 	History 	Geography 	English 
Creation and Covenant - Understand who Abraham was and the historical and religious context in which God called him. - Know and retell the story of Abraham in the correct sequence. - Understand the meaning of a covenant as a special promise between God and Abraham. - Explore the story of Abraham and Isaac and understand its significance for believers. - Recognise that God's covenant with Abraham is the foundation of Judaism and Christianity. - Understand how Abraham and Joseph's faith in God guided their decisions and actions. - Identify examples of faith, hope, and love in the lives of Abraham and Joseph. - Make links between prayers of trust in God	Place Value - count in multiples of 6,7,9,25 and 1000 - count backwards through zero to include negative numbers - Identify, represent and estimate numbers using different representations - Find 1000 more or less than a given number - Recognise the place value of each digit in a four-digit number - Order and compare numbers beyond 1000 - Round any number to the nearest 10,100 or 1000 - Red Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value Addition and Subtraction - Add and subtract 1s, 10s, 100s and 1000s	Electricity - To know how electricity has changed the way we live - To know and identify common appliances that run on electricity - To identify whether or not a lamp will light in a simple series circuit. - To recognise that a switch opens and closes a circuit and associate this with whether or not a map lights in a simple series circuit. - To construct an electrical circuit, identifying and naming its basic parts, including cells. Wires, bulbs, switches and buzzers - To recognise some common conductors and insulators. And associate metals with being good conductors	Autumn 2 What did the Ancient Greeks do for us? - To know who the Ancient Greeks were and when they were in existence - To know where the Greek Empire spread and how it was ruled - To know how the Ancient Greeks lived their lives - To understand how the Ancient Greeks have influenced our world today	Autumn 1 Our Continent: What is Europe like? - To locate the world's countries, using maps to focus on Europe (including Russia); environ-mental regions, key physical or human characteristics, countries, and major cities - To know and locate Europe on a world map - To know and locate some of the countries in Europe - To know about cities in Europe - To understand how some aspects have changed over time. - To use a globe & maps & some OS symbols on maps to name geographical regions & identifying physical and human characteristics, including. cities, rivers, mountains, hills, key topographical features, land-use patterns; - To use atlases to find places using index/ contents.	Reading: Guided Reading Sessions three times a week. Individual reading with Class Teacher and/or Teaching Assistant Key texts linked to foundation subjects. Writing: The Wild Robot -writing a diary entry as Roz The Iron Man – character description and newspaper Pandora's box – persuasive letter writing Theseus and the Minotaur – Playscripts Mythical creature- information text Spelling: Weekly spellings from Spelling Shed shared on EdShed and Home Learning Books

and the virtues of faith, hope, and love. • Explain what the virtues of faith, hope, and love mean. • Recognise Abraham as a model of prayer and trust in God. • Reflect on how faith, hope, and love can influence personal choices and actions. • Consider how these virtues can help people become good neighbours and strengthen their communities. • Reflect on the challenges and blessings Abraham and Joseph experienced and how their faith helped them respond. • Understand how living with faith, hope, and love can transform lives and relationships. Prophecy and Promise • Show some understanding of the cultural and religion context of Elijah's time and why people needed to be reminded of God's covenant • Compare the description of John the Baptist in Mark and Matthew'	• Add up to two 4-digit numbers -including exchanging • Add and subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction where appropriate • Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Area • To find the area of rectilinear shapes by counting squares • To compare areas Multiplication and division • Count in multiples of 6, 7, 9, 25 and 1000 • Recall multiplication and division facts for multiplication tables up to 12 x 12 • Use place value, known and derived facts to multiply by 0 and 1, dividing by 1 • Multiplying 3 numbers • Recognise and use factor pairs and commutativity in mental calculations	Sound • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases		• To continue to develop a wider geographical vocabulary	
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accounts and describe the beliefs about John the Baptist the gospel writers show • Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent • Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated. • Make links with the ancestry of Jesus and the Jesse tree • Respond to a variety of artistic ways in which the Jesse tree is portrayed. Suggest reasons for the artist's choices and give reasons for their personal preference. • Talk about the type of kind they thing Jesus would be and give reasons for their answers • Respond to variety of artists ways in Christ the King is portrayed. Suggest reasons for the artist's choices. Give reasons for their					
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personal preference and compare their ideas with others. • Reflect on how Elijah and John the Baptist's words speak to people today • Reflect on what it means to be a good leader and talk to others about their ideas					
Physical Education 	Music 	Computing 	Art and Design 	PSHE 	
Gymnastics Create a sequence of actions that fit a theme; thinking carefully about travel and linking actions. Learn forward and backward rolls from standing. Carry out balances recognising the position of their centre of gravity and how it affects the balance (1,2,3&4 point balances, with and against a partner)	Exploring rhythmic patterns Exploring arrangements	Animation • To understand what animation is. • To understand the term onion skinning and be able to use this technique for 2D computer animations. • To know how to enhance simple animations using animation software. • To plan an animation. • To create a narrative through animation. • To evaluate animations. Logo • To know key commands and input simple instructions.	3D • Plan, design and make models from observation or imagination. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. • Use papier mâché to create a simple 3D object.	Being Me In MY World • I know how good it feels to be included in a group and understand how it feels to be excluded • I try to make people feel welcome and valued • I can take on a role in a group and contribute to the overall outcome • I can recognise my contribution to making a Learning Charter for the whole school	

Use a range of jumps in their sequences thinking about directions of travel (turn body position post-landing full turns) Begin to develop good technique when travelling into handstands and cartwheels with independence. Dance Identify and repeat the movement patterns and actions; improvise movements that reflect the chosen dance style. Demonstrate rhythm and spatial awareness in performance. Identify and recognise the change of pace, timing and speed of actions in their performance. Demonstrate good awareness of different levels and transitions to link movements together when composing. Perform and apply learn skills and techniques with control and accuracy. Watch, describe and evaluate their own and others' performance giving feedback for improvement. Tag Rugby		• To use a variety of commands to create shapes using multi-line mode. • To use the Repeat command. • To change the line thickness and colour. • To use procedures to write instructions. Online Relationships • I can describe strategies for safe and fun experiences in a range of online social environments • I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours • I can explain how content shared online may feel unimportant to one person by may be important to other people's thoughts, feelings and beliefs. Unpacking Hardware and Software • To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond. • To identify and describe different pieces of computer hardware and understand their functions. • To understand what software is and how we use it to complete tasks. • To explore how hardware and software interact to complete everyday tasks. E-Safety • I can explain how my online identity can be different to my offline identity • I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them • I can explain that others online can pretend to be someone else, including my friends , and can suggest reasons why they might do this	• Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Autumn 2 DT Design: Iron Man Mask with light up eyes • Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate,	• I understand how rewards and consequences motivate people's behaviour • I understand why our school community benefits from a Learning Charter and can help others to follow it <u>Social and Emotional skills</u> • I know my attitudes and actions make a difference to the class team • I know how to use my Jigsaw Journal • I understand who is in my school community, the roles they play, how I fit in and how I can contribute • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community Celebrating Differences • . I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and
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Basketball Move with the ball using a range of techniques showing control and fluency. Develop different ways of throwing and catching using at least 2 ways to make a short pass. Pass the ball with increasing speed, accuracy, using space for a teammate to move onto, and successfully use in a game. Make the best use of the space available to pass and receive the ball. Use tactics to make tackles in a game settling. Apply and follow the rules more independently, varying tactics they use in a game. Begin to use and understand the terms opposed and unopposed.			annotated sketches, cross-sectional and exploded diagrams. Make: • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Evaluate: • Investigate and analyse a range of existing battery-powered products.	I know what to do if I think it is going on but I'm not sure • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them <u>Social and emotional skills</u> I try to accept people for who they are • I can question why I think what I do about other people • I know how it might feel to be a witness to and a target of bullying • I can problem-solve a bullying situation with others • I like and respect the unique features of my physical appearance • I can explain why it is good to accept people for who they are
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Homework



Reading at least 3 times a week
Monday, Wednesday and Friday –
Reading Books
Friday (Alternating) – Maths or English
Friday- Spelling test

Enrichments

