

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	<p>People The family of God in Scripture family of God in Scripture</p> <p>Judaism A holy book is called the Torah. Books are important to Jewish people.</p>	<p>Called Confirmation: a call to witness</p> <p>Gift God's gift of love and friendship in Jesus</p>	<p>Community Life in the local Christian community and ministries in the parish</p> <p>Giving and Receiving Living in communion</p>	<p>Self-Discipline Celebrating growth to new life</p>	<p>New Life To hear and live the Easter message</p> <p>Muslim Holy books – the Qur'an is an important book. The Qur'an has 99 beautiful names for Muslims.</p>	<p>Building Bridges Admitting wrong, being reconciled with God and each other</p> <p>God's People Different saints show people what God is like</p>
Reading	<p>Bogey Men and the Trolls Next Door Develop positive attitudes to reading and understanding of what they read -sequencing main points of the story.</p>	<p>Runaways Understand what they read, in books they can read independently- e.g. characters feelings Georges Marvellous Medicine Understand what they read, in books they can read independently- e.g. characters feelings</p>	<p>Holes Louis Sacher Understand what they read, in books they can read independently-e.g. inference</p>	<p>Sugar Cane Juice Develop positive attitudes to reading and understanding of what they read</p>	<p>Fuzzy Mud Louis Sacher Understand what they read, in books they can read independently-e.g. predictions</p>	<p>Gangsta Granny To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
Writing	<p>Bogeyman Trolls Next Door To plan their writing To draft and</p>	<p>Stories with a historical setting, including The Little Match Girl. Draft and write- paragraphs around a theme</p>	<p>Journalistic recounts Develop their understanding of the concepts set out in English Appendix 2- direct speech</p>	<p>Stories from another culture Develop their understanding of the</p>	<p>-Dilemma story Develop their understanding of the concepts set out in English Appendix 2-e.g. subordinate clauses</p>	<p>Playscript Develop their understanding of the concepts set out in English Appendix 2- assessing use of</p>

	<p>write</p> <p>Stage School Letter To draft and write paragraphs around a theme.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2- e.g. Fronted Adverbials.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2- possessive apostrophe conjunctions, adverbs and prepositions</p> <p>Poetry develop their understanding of the concepts set out in English Appendix 2 -alliteration, similes, personification</p>	<p>concepts set out in English Appendix 2- e.g. determiner, possessive pronoun, nouns and pronouns Persuasive writing Develop their understanding of the concepts set out in English Appendix 2</p>	<p>Information texts Develop their understanding of the concepts set out in English Appendix 2</p>	<p>previous focus</p> <p>Summer assessment Develop their understanding of the concepts set out in English Appendix 2-use of what has been covered this year</p>
Maths	<p>Place Value To count in multiples of 6, 7, 9, 25 and 1000 - order and compare numbers beyond 1000 - count backwards through 0 to include negative numbers - round any number to the nearest 10, 100 or 1000</p>	<p>Subtraction - subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - solve subtraction two-step problems in context, deciding which operations and methods to use and why</p> <p>Multiplication and division -recall multiplication and division facts for multiplication tables up to 12×12 -use place value, known</p>	<p>Fractions -recognise and show, using diagrams, families of common equivalent fractions -add and subtract fractions with the same denominator -recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ - solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide</p>	<p>Measurement - convert between different units of measure [for example, kilometre to metre; hour to minute] - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - estimate,</p>	<p>Multiplication and Division Moving to written methods -multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout -correspondence problems such as n objects are connected to m objects -solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling</p>	<p>Addition and Subtraction - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why</p> <p>Measurement - convert between</p>

	<p>Addition/ Subtraction</p> <ul style="list-style-type: none"> - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why 	<p>and derived facts to multiply and divide mentally, including:</p> <ul style="list-style-type: none"> - multiplying by 0 and 1; dividing by 1; multiplying together three numbers - recognise and use factor pairs and commutativity in mental calculations 	<p>quantities, including non-unit fractions where the answer is a whole number</p>	<p>compare and calculate different measures, including money in pounds and pence.</p> <p>Geometry</p> <ul style="list-style-type: none"> - compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - identify acute and obtuse angles and compare and order angles up to two right angles by size <p>Fractions</p> <ul style="list-style-type: none"> - solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide 	<p>problems and harder</p> <p>Statistics</p> <ul style="list-style-type: none"> - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs - solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 	<p>different units of measure [for example, kilometre to metre; hour to minute]</p> <ul style="list-style-type: none"> - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - estimate, compare and calculate different measures, including money in pounds and pence <p>Positional Geometry</p> <ul style="list-style-type: none"> - identify lines of symmetry in 2-D shapes presented in different orientations - complete a simple symmetric figure with respect to a specific line of symmetry
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				<p>quantities, including non-unit fractions where the answer is a whole number</p> <ul style="list-style-type: none"> -round decimals with one decimal place to the nearest whole number -compare numbers with the same number of decimal places up to two decimal places -solve simple measure and money problems involving fractions and decimals to two decimal places 		
Science	<p>Animals including humans</p> <p>To gather, record, classify and presenting</p>	<p>Electricity</p> <p>To <i>ask relevant questions</i> and use different types of scientific enquiries to answer them.</p>	<p>Sound</p> <p>To identify <i>differences, similarities or changes</i> related to simple scientific ideas</p>	<p>States of Matter</p> <p>To set up simple practical enquiries, comparative</p>	<p>Child Led Investigation</p> <p>Big Questions Asking relevant Questions and using different types of scientific enquiries to</p>	<p>Living things and their habitats</p> <p>To use straightforward scientific evidence to answer questions or to support their findings To use results to draw simple conclusions, make</p>

	data in a variety of ways to help in answering questions using simple scientific language, drawings and labelled diagrams.		and processes.	and fair tests.	answer them.	predictions for new values, suggest improvements and raise further questions.
Computing	<p>Back to the future</p> <p>Appreciate how [search] results are selected and ranked Use search technologies effectively Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals,</p>	<p>Hurray for Hollywood</p> <p>Understand the opportunities [networks] offer for communication and collaboration Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Esafety-we've got the power</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Heroes</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Select, use and combine a variety of</p>	<p>We built this city</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content</p>	<p>Final Score</p> <p>Use search technologies effectively Be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>

	including collecting, analysing, evaluating and presenting data and information			software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting	and contact	
PE	<p>Tennis</p> <p><u>Aim-</u> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p>	<p>Gymnastics</p> <p><u>Aim-</u> develop flexibility, strength, technique, control and balance.</p> <p>Perform dances using a range of movement patterns.</p>	<p>Rounders</p> <p><u>Aim-</u> take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Athletics</p> <p><u>Aims-</u> use running, jumping, throwing and catching in isolation and in combination.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Swimming</p> <p><u>Aim-</u> Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively. [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>	<p>Swimming</p> <p><u>Aim-</u> Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively. [for example, front crawl, backstroke and breaststroke]</p> <p>Perform safe self-rescue in different water-based situations.</p>

History and Geography	<p>Anglo Saxons Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Britain's settlement by Anglo-Saxons and Scots. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p>	<p>Europe and Vikings They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Viking raids and invasion:</p> <ul style="list-style-type: none"> ♣ resistance by Alfred the Great and Athelstan, first king of England ♣ further Viking invasions and Danegeld ♣ Anglo-Saxon laws and justice ♣ Edward the Confessor and his death in 1066. 	<p>Shang Dynasty They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind he achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang</p>	<p>Asia To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. understand geographical similarities and differences through the study of human and physical geography of a</p>	<p>Asia To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	Human Activity

	<ul style="list-style-type: none"> ♣ Scots invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne 		Dynasty of Ancient China	region of the United Kingdom, a region in a European country, and a region within North or South America		
Creative Learning	Printing William Morris To: <ul style="list-style-type: none"> • use layers of two or more colours. • replicate patterns observed in natural or built environments. • make printing blocks (e.g. from coiled string glued to a 	Musical Instrument To use PVA, sticky tape, masking tape etc. to join materials when making a musical instrument.	Collage Pablo Picasso To: <ul style="list-style-type: none"> • select and arrange materials for a striking effect. • ensure work is precise. • use coiling, overlapping, tessellation, mosaic and montage. 	Photo Frame To use pencils and pens to mark to the nearest millimetre cutting. To use scissors to cut straight lines, corners, curves, slots and cut outs. To use PVA, sticky tape, masking tape etc. to join materials.	Make a Cushion Textiles To: <ul style="list-style-type: none"> • shape and stitch materials • use basic cross stitch and back stitch. • colour fabric. • create weavings. • quilt, pad and gather fabric. 	Make a Cushion To <ul style="list-style-type: none"> • identify success in my work as it progresses. • identify what I might change in existing work or develop in future work. • continually improve my work and justify the reasons for my

	<p>block).</p> <ul style="list-style-type: none"> • make precise repeating patterns. <p>DT To make a healthy wrap Key Milestones To recognise the necessity of following an order in a recipe. To use correct knife grips for cutting and spreading. To assemble ingredients.</p>					choices.
Music	<p>Key Milestone: to perform</p> <p>Pronounce words within a song clearly.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Choose, order, combine and control sounds to create an effect.</p>	<p>Key Milestone: to compose</p> <p>Use sound to create abstract effects.</p> <p>Create repeated patterns with a range of instruments.</p>	<p>Key Milestone: to transcribe</p> <p>Recognise the notes EGBDF and FACE on the musical stave.</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Key Milestone: to describe music</p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p>	<p>Key Milestone: to compose</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Use digital technologies to compose pieces of music.</p>	<p>Key Milestone: to perform</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Use digital technologies to compose pieces of music.</p>

<p>PSHE</p>	<p>New Beginnings To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p>	<p>Getting on and falling out To understand the importance of listening to others' points of view. To understand that our behaviour and actions are linked to our thoughts about a situation, which depend on our point of view.</p>	<p>Say no to bullying To understand the role of the witness and the potential for helping or making things worse in the bullying situation. To develop self-awareness – to understand some of the range of feelings experienced by witnesses and why they sometimes 'join in' reluctantly, and don't 'tell' on bullying behaviours. To develop empathy for the people who are bullied.</p>	<p>Good to be me To know that more than one feeling can be experienced at the same time. To be able to handle feelings so that behaviours that result are appropriate. To recognise others' feelings and concerns. To choose when to show and when not to show feelings.</p>	<p>Going for Goals To understand how to: overcome obstacles to achieve goals; persevere; manage frustration.</p>	<p>Relationships To recognise feelings associated with loss. To understand that the feelings can be hard to cope with but that it can be helpful to mark loss by celebrating special things about the person or pet we have lost.</p>
<p>MFL</p>	<p>My Home Use a translation dictionary or glossary to look up new words</p>	<p>My Home Write short phrases from memory with spelling that is readily understandable</p>	<p>My Town Demonstrate a growing vocabulary</p>	<p>Describing People Use a translation dictionary or glossary to look up new words</p>	<p>The Body Write short phrases from memory with spelling that is readily understandable</p>	<p>Sport Demonstrate a growing vocabulary</p>

AUTUMN TERM YEAR 4					
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (SRE-being healthy and preparing for puberty)</p>	<p>Explore how to maintain a healthy body by a balanced diet. Understand what makes a healthy lifestyle, exercise, healthy eating and how to make informed choices continues to develop the understanding that families can be places of love and joy.</p> <p>Science Links Animals, including humans Describe the basic functions of the basic parts of the digestive systems in humans. Identify the different types of teeth in humans and their simple functions.</p>	<p>Domestic church Family People The family of God in Scripture</p> <p>Baptism/confirmation belonging Called Confirmation: a call to witness</p> <p>Advent/Christmas loving Gift God's gift of love & friendship in Jesus</p> <p>Other Faiths Judaism</p>	<p>Develop their awareness of the life cycle from conception to birth (JIL) . Learn about themselves as a child of God and their body as God's gift to them(JIL). Know that each person , made in the image and likeness of God, has special qualities and gifts to contribute to community living (JIL). To explore the sacrament of marriage as an expression of love (JIL). Explore their family responsibility towards the relationship within the family (JIL). Be aware of different types of relationship, including marriage and those between friends and families and to develop skills to be effective in relationships(JIL). Explore and develop strategies to maintain good relationships (JIL).</p>	<p>New beginnings Identify positive things about themselves and their achievements . Explore the gifts of creation Investigate the way people use God's gift of creation. That there are different kinds of responsibilities, rights and duties at home, school and in community, and that these can sometimes conflict with each other .</p> <p>Say no to bullying Reflect on spiritual, moral, social and cultural issues using imagination to understand other people's experiences. Become aware of the consequences of anti-social behaviour, such as bullying, teasing and racism .</p> <p>Getting on and falling out Explore and develop strategies to maintain good relationships deepen the understanding of what is meant by relationships and families .</p>	<p>Fairground: 26– Special Places 18–We are all special 21–Caring for the Forest 29—Let's Celebrate Difference</p> <p>Fairground: 22– Fair Price for Coffee</p> <p>Fair Trade quiz—buying and selling Global Connections Banana Game</p> <p>Story of the Rainbow</p> <p>Fairground: 19—Mani's Healthy Journey 23—Where is my home? 25—Water for Life</p> <p>Themed Week/Days Anti-Bullying Week Healthy Living Universal Children's Day International Day of Peace Childline/nspcc</p>

SPRING TERM YEAR 4					
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (Drugs Education - alcohol education)</p>	<p>Investigate ways that harmful substances can enter the body Continue the awareness of ways to protect their body from harmful substances. Know which commonly available substances and drugs are legal and illegal and their effects and risks. Learn what makes a healthy lifestyle, exercise, healthy diet, and how to make informed choices. Learn school rules about health and safety, basic emergency aid procedures and where to get help. Explore the many ways in which people are exposed to advertising.</p> <p>Science Links Living things and their habitats Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Local church community Community life in the local Christian community: ministries in the parish Eucharist relating Giving & receiving Living in communion Lent/Easter giving Self discipline Celebrating growth to new life</p>	<p>Learn about what makes a healthy lifestyle (JIL)</p>	<p>Going for Goals Learn to see mistakes, make amends and set personal goals Investigate people's reactions to differences e.g. of talents, looks, cultures Good to be me Become aware of right and wrong choices and their consequences Know how to respond to aggressive behaviour and how to ask for help</p>	<p>Child's Guide to CAFOD Journey Through Bolivia. Video: 'One Day, One World'</p> <p>CAFOD Primary CD ROM (September 2004)</p> <p>Fairground: 21 - Caring for the Forest 27 - Being a Peace maker</p> <p>Fast Day Stories: www.cafod.org.uk</p> <p>Child's Guide to CAFOD: • Story of Sori</p> <p>Fairground: 23 - Where is my home - Story of Sitara 25 - Water for Life.</p> <p>Themed Week/Day Fairtrade Online Safety Week Safer Sleep Day</p>

SUMMER TERM YEAR 4					
PSHE Opportunities for pupils to:	Children are able to:	Links to Come & See Topics	Links to RSE (JIL) Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other
<p>Our Lives (Difference and Diversity)</p>	<p>Explore and value the differences of individuals in their communities Learn about the range of jobs carried out by people they know. Investigate people's reactions to differences e.g. of talents, looks, cultures. Investigate community life in a 'developing world' area Learn that difference and similarities between people arise from a number of factors, cultural, ethnic, racial, religious, gender and disability. Become aware of the consequences of anti-social behaviour, such as bullying, teasing and racism. Identify ways in which people in our world depend on each other think about lives of people living in other places and times and people with different values and customs. Explore the consequences of anti-social behaviour on individuals and communities.</p>	<p>Pentecost serving New life To hear & live the Easter message</p> <p>Reconciliation Inter-relating Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation</p> <p>Universal Church world God's people Different saints show people what God is like</p> <p>Other faiths Islam</p>	<p>Deepen their appreciation of the place of the sacrament of Reconciliation in their lives Learn about the place of love and joy in families (JIL) Continue to explore the Sacrament of marriage as an expression of love(JIL)</p>	<p>Changes Deepen an understanding of the necessity to say sorry and forgive others Relationships Develop the understanding of honesty and self-discipline Explore different situations that show care and consideration towards the needs of others . Appreciate that there are many feelings and emotions associated with grieving and loss (death, separation, divorce). Be aware that death leads to 'new life' with God. Investigate the rituals and ways that the Church has to deal with death. Explore strategies for dealing with emotions and feelings that come with death and loss. Learn that their feelings affect themselves and others, to care about other people's feelings and to try and see things from their point of view.</p>	<p>A Day in the Life of a Child in Columbia: (Child's Guide to CAFOD) www.cafod.org.uk/schools</p> <p>Fairground: 29 - Millennium Development Goals—Making the world a fairer place. CAFOD Primary CD ROM www.cafod.org.uk/schools</p> <p>Fairground: 27 - Being a Peacemaker</p> <p>Fairground: 18 - We are all Special 21 - Caring for the Forest 26 - Special Places 29 - Let's Celebrate Difference</p> <p>We work together poster and Lesson Plan</p> <p>Child's Guide to CAFOD—Who is my neighbour? 'One Day, One World' Video Primary CDROM Rainbow Story Themed Week/Day Day of Many Colours International Day of Friendship Healthy Living Week National Sport Week</p>
<p>Environment</p>	<p>Explore ways in which their actions affect the environment and how they can work with others to preserve the environment.</p> <p>Geography Links</p> <p>Aspiration Week</p>				

