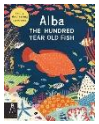
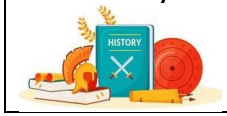
St. Joseph's Catholic Primary School

Curriculum Overview

Year 4 – Route A

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
English	**Counting on Katherine** *Non Fiction*	**Greek Myths** *Fiction*	**Our Tower** *Recount*	**Home** *Fiction*	**Alba the hundred year old fish** *Non Fiction* 	**A stage full of Shakespeare Stories** *Fiction*
Maths	Place Value Addition and Subtraction Area Multiplication and Division A		Multiplication and Division B Length and Perimeter Fractions Decimals A		Decimals B Money Time Shape Statistics Position and Directions	
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
Science	Y4 Living things andtheir habitats	Y4 Conservation WS – Local survey of living things	Y3 Animals including humans	Y3 Plants WS – Litter pick Qs	Y3 Rocks and Soils	Y4 Sound WS – Investigating pitch
Computing	Connecting Computers	Stop-frame animation	Sequencing Sounds	Branching database	Desktop Publishing	Events and actions in programs
PE	Tag Rugby Invasion Games (Teacher Choice)	Basketball/Netball Invasion Games (Teacher Choice)	Hockey Dance	Swimming Gymnastics	Striking & Fielding (Rounders/Cricket) Athletics	Net & Wall (Tennis) Athletics
Geography		Where are the counties and cities of the UK?		How has the landscape and land use of the UK changed over time?		How have the Romans influenced the Geography of the UK today?
History 	The Stone Age – to Bronze Age How did Britain change from the Stone Age to the Iron Age?		Bronze Age to Iron Age How did Britain change from the Stone Age to the Iron Age?		Roman Britain History What did the Romans do for Britain?	

Music	**I've been to Harlem** Pitch shape, Ostinato, Round, Pentatonic, Call-and-response	**Chilled out clap rap** Beat, Rhythm, Tempo, Dynamics	**Latin dance** Salsa, Beat, Clave rhythm, Timbre, Chords, Rhythm pattern	**'March' from The nutcracker** Rondo structure, Beat, Higher/lower, Staccato, Call and response **From a railway carriage** Structure (repetition, round, pattern), Texture (layers, unison), Timbre, Beat, Classical music	**Just 3 notes** Pitch (C-D-E), Rhythm patterns, Structure, Minimalism, Dot notation **Samba with Sérgio** Call and response, Samba batucada, Beat, Rhythm, Music and community, Rhythm notation	**Fly with the stars** Rhythm, Crotchet, quavers, semiquavers, Pitch, Dot notation
Art	Drawing: Developing drawing skills		Drawing: Exploring tone, texture and proportion		Craft and design: Ancient Egyptian scrolls	
Design and Technology		Structures: Product packaging		Cooking and nutrition: Eating seasonally		Mechanical systems: Pneumatic toys
MFL	**Getting to know you** Ask and answer name Ask and answer simple feelings Count 0-11 6 colours Listening and responding to target language Practising sounds	**Calendars and celebrations** Days and months Listening and responding to target language Practising sounds Respond to a simple question Asking the day & month Ask birthday month	**My pets and family** Exploration of nouns (singular/plural and gender Animal nouns Ask and answer questions Likes and dislikes Family members	**Carnival games and celebration** Counting Colours Personal information questions Associating colour adjectives with nouns Playground games Reading aloud a rhyme	**Fruit, veg and a hungry giant** Polite request Listening and responding to polite requests Following, joining in and performing a story Nouns Playing a board game Fruits and vegetables	**Going on a picnic with the gingerbread man** Following, joining in and performing a story Counting Colours Personal information questions and answers Body part nouns Place nouns and phrases
RSE/PSHE	1.1.1 Get Up! 1.1.2 The Sacraments 2.1.1 Jesus My Friend	2.2.1 Family, Friends and Others 2.2.2 When Things Feel Bad	2.3.1 Sharing Online 2.3.2 Chatting Online 1.2.3 What is Puberty? 1.2.4 Changing Bodies	2.4.1 Safe in My Body 2.4.2 Drugs, Alcohol and Tobacco 2.4.3 First Aid Heroes 2.4.4 Rights and Responsibilities	3.1.1 A Community of Love 3.1.2 What is the Church?	3.2.1 How Do I Love Others? 3.2.2 Working Together
P4C	**Sorting types of questions** Encouraging active listening and turn taking. Making links with real life other than own experience. Beginning to review enquiry process Can show respect and listen when others speak Can begin to see something from someone else's point of view		**Stretching concepts** Looking more closely at concepts. Identifying different aspects of a concept and moving away from relating back to stimulus. Exploring concepts and important words in questions Can suggest new ideas and comparisons Can build on someone else's idea		**Reviewing individual and class progress** Understanding collaborative thinking during an enquiry. Looking at building blocks. Evaluating enquiry as a class looking at 4C's Listening with care and respect. Working hard to understand someone else's viewpoint. Can share knowledge, feelings and experiences with other children Begin to explore the truth in other people's ideas	