

R.E.

People— know and understand Our family trees; the family of God in Scripture.

Called— know and understand: the response to being chosen. Confirmation: a call to witness.

Judaism—Holy Books; The Torah. To understand that books are important and understand the importance of the Torah.

Gift—know and understand: the gift of love and friendship. Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus.

RSHE—To describe how we should treat others making links with the diverse modern society we live in.

Music

Ukulele

Pupils develop their ukulele playing skills, learning basic chords, strumming patterns and simple melodies. They practise keeping a steady pulse, playing together as an ensemble and performing with increasing confidence.

Introducing texture

Introduce harmony. Sing a harmony in two parts. Invent lyrics. Sing rounds and canons. Perform and evaluate.

Computing

Branching Databases

Pupils learn about the concept of a branching database and create their own using presentation software.

Repeats & Loops in Scratch

Pupils learn how to use repeats and loops in Scratch to make code more efficient. They create programs that repeat actions and patterns, developing their understanding of sequencing, repetition and algorithms

PE

Net & Wall—Continue to apply and develop a broader range of skills, learning how to use them in different ways.

Invasion Games—Continue to develop fundamental movement skills and become increasingly confident and competent;

Enrichment

World Museum
Visit farm / safari park.

MFL

Description of hair and eyes, big green monster story, brothers and sisters 1-39 (add/subtract, odds/evens, double/halve). School subjects + simple opinions, time – on hr + half past. Alphabet linked to Christmas. 1-20 (R/W).

Art

Drawing

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.

Painting

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.

DT

Food and Nutrition

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 pre-made and can contribute to poor physical and mental health.

Mechanisms

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.

Geography

Rivers

Pupils learn about rivers and how they are formed, exploring their key features and the journey from source to mouth. They investigate erosion, transportation and deposition and consider how rivers shape the landscape.

Latitude and longitude

Pupils learn how latitude and longitude are used to locate places around the world. They explore key lines, including the Equator and Prime Meridian, and use coordinates to identify locations accurately.

History

Britain's settlement by Anglo-Saxons and Scots

Pupils learn about the Anglo-Saxon and Scots settlement of Britain, exploring why they came, where they settled and how they lived. They investigate Anglo-Saxon society, kingdoms, beliefs and everyday life.

PSHE Discover Resilience

Families and friendships; Safe relationships Positive friendships, including online.

Responding to hurtful behaviour; managing confidentiality; recognising risks online.

Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively.

Our Lady & St Swithin's



Catholic Primary School

Year 4
Autumn
Topic Map

English

Leon and the Place Between

Portal Narrative & Persuasive Report

Leaf

Outsider Narrative & Information Text

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; reading books that are structured in different ways and reading for a range of purposes; using dictionaries to check the meaning of words that they have read discussing words and phrases that capture the reader's interest and imagination checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; asking questions to improve their understanding of a text; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied; identifying main ideas drawn from more than one paragraph and summarising these; identifying how language, structure, and presentation contribute to meaning - retrieve and record information from non-fiction; 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;

use further prefixes and suffixes and understand how to add them (English Appendix 1) ; place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]; use the first two or three letters of a word to check its spelling in a dictionary ; discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas; composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2); organising paragraphs around a theme; in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices [for example, headings and sub-headings]; assessing the effectiveness of their own and others' writing and suggesting improvements ; proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ; proof-read for spelling and punctuation errors ; choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ; using conjunctions, adverbs and prepositions to express time and cause; using fronted adverbials; using commas after fronted adverbials; indicating possession by using the possessive apostrophe with plural nouns; using and punctuating direct speech.

Mathematics

Place Value

Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Identify, represent and estimate numbers using different representations.

Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Find 1000 more or less than a given number.

Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).

Order and compare numbers beyond 1000.

Round any number to the nearest 10, 100 or 1000.

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

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 twostep problems in contexts, deciding which operations and methods to use and why.

Perimeter, area and volume

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

Find the area of rectilinear shapes by counting squares.

Multiplication and Division

Recall multiplication and division facts for multiplication tables up to 12 × 12.

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Recognise and use factor pairs and commutativity in mental calculations.

Science

Living Things and their habitats

Recognise that living things can be grouped in a variety of ways

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Recognise that environments can change and that this can sometimes pose dangers to living thing

States of Matter

Compare and group materials together, according to whether they are solids, liquids or gases

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature