



Year 4 Curriculum Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RE</b>	<b>Domestic Church - Family:</b> Where do I come from? <b>Baptism/Confirmation - Belonging:</b> What does it mean to be called and chosen? <b>Other Faith:</b> Judaism <b>Advent/ Christmas - Loving:</b> What's so special about gifts?		<b>Local Church - Community:</b> What makes 'community'? <b>Eucharist - Relating:</b> What's more important - giving or receiving? <b>Lent/Easter - Giving:</b> Is self-discipline important in life?		<b>Pentecost - Serving:</b> What's so important about new life? <b>Reconciliation - Inter-relating:</b> Why are bridge-builders important in life? <b>Other Faith:</b> Sikhism <b>Universal Church - World:</b> Why do some people do extraordinary things?	
<b>English Texts/Writing Genres</b>	<b>Fiction</b> <b>Cliff-hanger</b> <b>By Jacqueline Wilson</b> Character descriptions Post cards Fictional letter writing Poetry – using repetition  <b>Non-Fiction</b> Instructional writing	<b>Fiction</b> <b>Tin Forest by Helen Ward</b> Diary entry Poetry – Cinquain  <b>Non-Fiction</b> Non-chronological report Information text Use simple organisational devices in non-	<b>Fiction</b> <b>The Girl with the Broken Wing</b> <b>By Heather Dyer</b> Diary entry Character descriptions Play-scripts  <b>Non-Fiction</b> Interview questions Chronological report	<b>Fiction</b> <b>The Iron Man by Ted Hughes</b> Newspaper report Diary entry Performance poems  <b>Non-Fiction</b> Non-narrative Explanation text on the water cycle. Create a recipe.	<b>Fiction</b> <b>Beowulf</b> <b>By Michael Morpurgo</b> Descriptive settings Myths Poetry  <b>Non-Fiction</b> Timeline Conclusion to a scientific investigation.	<b>Fiction</b> <b>The Miraculous Journey of Edward Tulane</b> <b>By Kate Di Camillo</b> Letter writing Poetry Advertising poster Book trailer  <b>Non-Fiction</b> Non-chronological report



	Explanation text Information text Digital literacy skills: Researching	narrative material.	Book Review			Travel leaflet/brochure. Digital literacy skills: Researching and developing a presentation
<b>English Grammar</b>	<p>Embed a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>To use fronted adverbials.</p> <p>To master correct use of the article 'a', 'an' introduced in previous year.</p> <p>To use further prefixes and</p>	<p>To introduce a wider range of conjunctions to include although, however, despite, as well as.</p> <p>To extend noun phrases, including prepositions.</p> <p>To continue using and punctuating direct speech (including punctuation within and surrounding inverted commas).</p>	<p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Consolidate the correct use of punctuation within and surrounding inverted commas.</p> <p>To place the possessive apostrophe accurately in words with regular plurals</p>	<p>Select the appropriate choice of pronoun or noun to create cohesion.</p> <p>Use commas after fronted adverbials.</p> <p>Begin to use standard verb inflections (I did V I done).</p> <p>Continue to use further prefixes and suffixes and understand how to add them:</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>To spell words with the prefix 'ir'</p> <p>To spell words ending in 'ion'</p>	<p>To revise, understand and use the terms:</p> <ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun</li> <li>• possessive pronoun</li> <li>• adverbial</li> </ul> <p>To revise spelling words with the long 'oo' vowel sound spelt: 'oo', 'u-e', 'ew', 'ue', 'oe', 'ou'</p> <p>To revise spellings with the 'or' sound spelt: 'or, oor, ore, aw' and – 'au, a, ar'</p>



	<p>suffixes and understand how to add them.</p> <p>To use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>	<p>To continue to write from memory simple dictated sentences that include words and punctuation taught.</p> <p>To spell words with the suffix 'ly' to form adverbs from adjectives.</p> <p>To spell word with the prefix 'inter'.</p> <p>To spell homophones</p>	<p>and in words with irregular plurals.</p> <p>To spell words with the 'ay' sound spelt 'ei', 'eigh', 'ey'</p> <p>To spell words ending in 'ous'</p> <p>To spell words with the 's' sound spelt 'sc'</p>	<p>To spell words ending in 'sion'</p> <p>To spell words with the prefix 'il' and revise 'un', 'in', 'mis', and 'dis'.</p> <p>To spell words with the 'c' sound spelt 'que', and 'g' sound spelt 'que' from French origin</p> <p>To spell further homophones</p>	<p>To revise the suffixes 'ed', 'ing', 'er', 'est', 'y', by doubling, swapping or dropping letters from the root word</p> <p>To revise homophones</p>	
<b>Maths</b>	<p><b>Number and Place Value:</b> Numbers to 10000</p> <p><b>Calculations:</b> Addition and Subtraction</p>	<p><b>Calculations:</b> Multiplication and Division</p> <p><b>Calculations:</b> Further Multiplication and Division</p>	<p><b>Calculations:</b> Further Multiplication and Division</p> <p><b>Statistics:</b> Graphs</p>	<p><b>Measurement:</b> Time</p> <p><b>Fractions, Decimals and Percentages:</b> Decimals</p>	<p><b>Measurement:</b> Money</p> <p><b>Measurement:</b> Mass, Volume and Length</p> <p><b>Measurement:</b> Area of Figures</p>	<p><b>Geometry – Properties of Shapes:</b> Geometry</p> <p><b>Geometry – Position and Direction:</b></p>



			<b>Fractions, Decimals and Percentages:</b> Fractions			Position and Movement  <b>Number and Place Value:</b> Roman Numerals
<b>Science</b>	<b>Physics – Electricity:</b> Basic circuits, conductors, and insulators.	<b>Biology – Animals including humans:</b> Digestive system, teeth, nutrition, food chains.	<b>Chemistry – States of matter:</b> Evaporating, condensing, and freezing. Water cycle	<b>Chemistry – States of matter:</b> Continued including the water cycle	<b>Physics - Sound:</b> How and why pitch and volume vary.	<b>Biology - Living things and their habitats:</b> How habitats change and how we can affect them.  <b>Biology – Living things and their habitats:</b> Classification of animals.
<b>Computing</b>	<b>Computer systems and network:</b> The internet	<b>Photo Editing</b>	<b>Branching databases</b>	<b>Programming:</b> Repetition in shapes	<b>Programming:</b> Repetition in games	<b>Audio editing</b>
<b>History/Geography</b>	<b>History:</b> Local Links – Fiddlers Ferry (Eight Towers), Widnes	<b>Geography:</b> Map reading Landmarks - Mediterranean	<b>History:</b> The Romans	<b>Geography:</b> The Romans continued including.	<b>History:</b> The Saxon King – Harold Godwinson and the Anglo-Saxons.	<b>Geography:</b> Human and Physical geography of



	<p><b>Geography:</b> Human characteristics of some places in the UK and show these places on a map (Widnes and its surrounding areas) British Electricity</p>			mountains, rivers and water cycle.		Scotland and Brazil.
<b>Art/DT</b>	<p><b>DT:</b> To make a simple circuit with a switch.</p>	<p><b>DT:</b> To make a healthy Mediterranean meal.</p>	<p><b>Art:</b> Making Mosaics.</p>	<p><b>DT:</b> Design and make an Amphitheatre.</p>	<p><b>Art:</b> Interpretation of Bayeux Tapestry</p>	<p><b>Art:</b> Making Christ the Redeemer</p>

# Our Lady of Perpetual Succour Catholic Primary School



<b>Music</b>	To rehearse and sing a song and learn it from memory both aurally and visually. I can sing songs that have simple time signatures. I can sing as part of a choir with an understanding that consonant creates percussive timbres.	Learn to play C, F, Bb on the recorder and rehearse and play a melodic line aurally and visually with understanding or accidental notation.	To understand some formal, written notation including crotchets, minims, paired quavers and equivalent rests on a staff. To hear a note and suggest its length in relation to other notes over a steady pulse.	To sing expressively, paying attention to articulation, on pitch and in time, adjusting for accuracy when needed,	Learn to play 'D and E' on the recorder and compose using a pentatonic tonality. To rehearse and perform some or all parts in context of the unit song.	Understand the importance of musical introductions, sing/ clap memorable rhythmic/ melodic phrases and identify the difference between fast, steady and slow tempo using appropriate vocabulary.
<b>PE</b>	Tennis Fitness	Tennis Netball	Forest Schools Dance	Football Athletics	Rugby Gymnastics	Rugby Rounders
<b>French</b>	Bienvenue à L'Ecole Welcome to school  La Rentrée	Ma ville My Town  Bonfire night / Noel	La Famille The family  La Fête des Rois Festival of the kings	Le corps et chez le médecin Body parts and at the doctor's  Pâques Easter	La jungle The jungle	Le temps The weather  Bastille Day

**'We learn to love everyone as Jesus loves us'**

# Our Lady of Perpetual Succour Catholic Primary School



<p><b>PHSE</b></p>	<p><b>E-Safety</b> Personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. Keeping personal information private.</p>	<p><b>Relationships</b> Anti-bullying week. <b>Health</b> Healthy lifestyle. What has positive and negatives effects on health with regards to what we eat.</p>	<p>Childrens Mental Health Awareness Week</p>	<p><b>Living in the Wider world –</b> community week</p>	<p><b>Living in the Wider world</b> Keeping Safe <b>Health &amp; Well being</b> Mental Health week</p>	<p>To prepare for and manage transitions positively between important stages in life or school.</p>
--------------------	---	---	---	--	--	---

**'We learn to love everyone as Jesus loves us'**