St Francis RC Primary School Curriculum Overview and Detail Autumn Term Year 4

Curriculum	Autumn 1	Autumn 2
Creative Learning Project	I am Warrior	Blue Abyss
Focus	History	Geography/ Science
Trip/Visitor/Hook	Celts versus Romans Chester Trip	

Writing Focus
Focus English
	Core Text: Escape From Pompeii by Christina Balit
	
	Unit Written Outcomes: Write in role as Tranio or Livia, recounting the events
	  Information text on Roman life
	Possible Application: Recount of any trip, experience or visitor
	  Information text on solids, liquids and gases
	
	♣Make careful choices about the vocabulary to be used throughout.
	♣Annotate plan with chosen vocabulary.
	♣Understand that paragraphs mark changes in place, time or event.
	♣Plan paragraphs.
	♣Know that the opening sentence (topic sentence) introduces the change.
	♣Develop and rehearse opening sentences for planned paragraphs.
	♣Know that a non-narrative text needs a series of logical points leading to a closing.
	♣Know that each point is developed into a paragraph.
	♣Know that the opening sentence (topic sentence) introduces the point.
		Core Text: The Incredible Book Eating Boy – Oliver Jeffers
		Unit Written Outcomes: Retell the story from Henry's point of view
		Recount - book recommendation
		 Explanation text – How do we digest our food?
		Instructions – How to make a healthy snack
		♣Know that the opening of a narrative engages and informs the reader.
		♣Draft opening of narrative.
		♣Evaluate the effectiveness of the opening in giving sufficient information to engage and interest the reader.
		♣Make careful choices about the vocabulary to be used throughout.
		♣Annotate plan with chosen vocabulary.
		♣Develop ideas and vocabulary about characters: What they do, How they behave, What they say
		♣Know that the plot of a narrative can be structured differently according to the kind of story.
		♣Identify the plot structure.
		♣Understand that paragraphs structure a story.
		♣Plan paragraphs.
		♣Know that the ending of a narrative needs to relate to the beginning.
		♣Identify and consider ways in which writers end stories.
		♣Plan ending of the narrative.
		♣Know that a non-narrative text needs a series of logical points leading to a closing.
		♣Know that each point is developed into a paragraph.
		♣Know that the opening sentence (topic sentence) introduces the point.

	♣Organise material to form paragraphs. ♣Plan an opening and a closing appropriate to the text type. ♣Know that the opening of a narrative engages the reader. ♣Know the audience for the writing. ♣Know what background information needs to be included in the opening to engage and inform the reader. ♣Draft opening of narrative.	♣Organise material to form paragraphs. ♣Plan an opening and a closing appropriate to the text type.
Cross curricular Maths Cornerstones	**Reading Roman numerals** ♣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.	**Presenting data, converting between units of measure** ♣Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. ♣Convert between different units of measure (e.g. kilometre to metre; hour to minute).
Science Cornerstones and discrete	**Electricity** ♣ Identify common appliances that run on electricity. ♣ Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. ♣ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. ♣ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. ♣ Recognise some common conductors and insulators, and associate metals with being good conductors .	**Animals including Humans** ♣ describe the simple functions of the basic parts of the digestive system in humans ♣ identify the different types of teeth in humans and their simple functions ♣ construct and interpret a variety of food chains, identifying producers, predators and prey **Blue Abyss Links** ♣ 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. ♣Ask relevant questions and use different types of scientific enquiries to answer them. ♣Construct and interpret a variety of food chains, identifying producers, predators and prey.

		♣Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
		♣Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
		♣Recognise that environments can change and that this can sometimes pose dangers to living things.

During years 3 and 4, pupils will be:

♣ asking relevant questions and using different types of scientific enquiries to answer them

♣ setting up simple practical enquiries, comparative and fair tests

♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

♣ identifying differences, similarities or changes related to simple scientific ideas and processes

♣ using straightforward scientific evidence to answer questions or to support their findings

IT	**Espresso Coding HTML**	**Espresso Coding**
History Cornerstones	**The Roman Empire and its impact on Britain** ♣Learn about the Roman Empire and its impact on Britain.	
Geography Cornerstones	**Comparing Britain and Italy, using maps, locational knowledge, human and physical geography** ♣Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	**Using maps, human and physical geography** ♣Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.

	♣Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America. ♣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. ♣Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. ♣Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	♣Describe and understand key aspects of physical geography, including: climate zones ♣ Name and locate major oceans and seas around the world using maps and atlases

Locational knowledge – ongoing through KS2
♣ 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
♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
♣ 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)

Art and Design Cornerstones	**Drawing, sculpture, mosaic, jewellery making** ♣Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).	**Clay modelling, weaving** ♣Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).

	♣Create sketch books to record their observations and use them to review and revisit ideas. ♣ Find out about great artists, architects and designers in history.	
DT Cornerstones	**Shields and helmets, Roman food, Roman design** ♣Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. ♣Understand how key events and individuals in design and technology have helped shape the world. ♣ Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors).	**Evaluating and reflecting** ♣Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ♣Evaluate their ideas and products against design criteria.
Music Cornerstones Charanga		**Writing song lyrics** ♣Improvise and compose music for a range of purposes using the interrelated dimensions of music
PHSCE **Cornerstones**	**Recognising achievements** ♣Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.	**Facing new challenges, mountain safety** ♣Face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. ♣Know where individuals, families and groups can get help and support.
Maths Focus Maths		

English: Reading
     Class novel
 	
Focus English
	Reading Focus: Core text
	    Non-fiction texts on the Romans
	    Bushfire – by Jacky Kay
	♣Identify and explain how words and language show the setting of a book – historical, cultural or social.
	♣Notice in reading that fronted adverbials can be used to start the opening sentence of a paragraph (topic sentence).
		The incredible book eating boy
		♣Discuss range of narrative stories and consider differences and similarities.
		♣Understand that these have different plot patterns and they develop in different ways.
		♣Identify any words that are unfamiliar.
		♣Discuss the meaning of words identified.
		♣Check or find the meaning of unfamiliar words .

	♣Identify any words that are unfamiliar. ♣Discuss the meaning of words identified. ♣Check or find the meaning of unfamiliar words . ♣Empathise with a character. ♣Understand why a character acted or responded or felt in a certain way. ♣Understand why writer wanted the character to respond in a certain way. ♣Infer characters' feelings, thoughts and motives from their actions. ♣Explain how characters' actions can tell the reader about their thoughts, feelings and motives. ♣Choose a specific non-fiction book for a specific purpose. ♣Know where to find the specific information needed in the book. ♣Know how to use a non-fiction book to find identified information. ♣Skim to find specific information on a page or in a paragraph. ♣Scan page or paragraph to find key words or information. ♣Record key words or information found.	♣Understand that a writer wants the reader to respond in a certain way. ♣Find where the writer has written to make the reader respond in a certain way and explain how. ♣Compare with own and others' personal response. ♣Empathise with a character and explain how characters' actions can tell the reader about their thoughts, feelings and motives. ♣Identify the main idea and the message it may have. ♣Recognise and name different types of poems. ♣Know that words and language in poems create effects. ♣Explain the effect created by the poet's choice of words and language. ♣Use the organisation and layout of a book to find specific information.
Spelling/Grammar Focus English	♣Use prepositional phrases to expand a noun phrase. ♣Develop noun phrases expanded before and after the noun. ♣Understand when it is useful to use expanded noun phrases in writing. ♣Use expanded noun phrases in own writing to add detail.	♣Know that a noun phrase can be expanded by adjective/s. ♣Understand that a prepositional phrase can do the job of an adverbial ♣phrase (telling the reader how when or where). ♣Understand that a prepositional phrase can do the job of an adjectival phrase (telling the reader more about the noun). ♣Develop noun phrases expanded before and after the noun. ♣Evaluate their effectiveness in painting a picture in words for the reader. ♣Know the difference between singular and plural nouns and how they

	♣Evaluate their effectiveness in painting a picture in words for the reader. ♣Choose when to use a how, when or where fronted adverbial for an identified purpose. (For example, how a character was feeling) ♣Recognise that a fronted adverbial can be used to show changes in time and place at the beginning of paragraphs. ♣Begin to use fronted adverbials to open paragraphs to show changes in time and place in narrative writing. ♣Find examples of pronouns in reading and in own writing and track the links. ♣Understand that using pronouns to replace nouns stops repetition of nouns. ♣Check own writing for repetition of nouns.	are formed. ♣Identify the difference – 's and s' ♣Recognise the use of 's in the irregular plural nouns. ♣Use apostrophes for possession correctly in own writing ♣Use inverted commas for direct speech. ♣Include punctuation inside the inverted commas. ♣Use the comma to mark the reporting clause in direct speech in writing. ♣Use direct speech in writing to show character. ♣Use a fronted adverbial to show how, when or where something happened. ♣Add fronted adverbials to sentences, marking their boundary with a comma. ♣Choose when to use a how, when or where fronted adverbial.
Speaking and Listening Focus English	♣Give an opinion with a reason. ♣Listen to others' opinions. ♣Use Standard English to give an opinion. ♣Recite/perform own compositions.	♣Give an opinion with a reason. ♣Listen to others' opinions. ♣Use Standard English to give an opinion. ♣Recite/perform own compositions.
RE The Way, the Truth and the Life	The Bible Yom Kippur, Diwali, Hannukah I have been given a special gift for the world	Trust in God Yom Kippur, Diwali, Hannukah Who is in my community?