

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

Curriculum	Spring 1	Spring 2
Creative Learning Project	Road Trip	Pharoahs
Focus	Geography/History	History
Trip/Visitor/Hook	Visiting the US States	Mummification
Writing Focus Focus English	<p><b>Core Text:</b> The Pied Piper by Robert Browning</p> <p><b>Unit Written Outcomes:</b></p> <p>Rewrite story with changes Explanation text – How sound travels? Possible Application: Recount - visit, experience event Instructions – How to make a healthy snack</p> <p>Information text on town or city</p> <ul style="list-style-type: none"> <li>♣ Write and evaluate the effectiveness of the opening in giving sufficient information to engage and interest the reader.</li> <li>♣ Make careful choices about the vocabulary to be used throughout.</li> <li>♣ Annotate plan with chosen vocabulary.</li> <li>♣ Develop ideas and vocabulary about characters:</li> <li>♣ What they do, How they behave, What they say</li> <li>♣ Identify the plot structure.</li> <li>♣ Plan paragraphs to structure a story.</li> <li>♣ Know that the opening sentence (topic sentence) introduces the change.</li> <li>♣ Write and evaluate ending of the narrative.</li> <li>♣ Know that a non-narrative text needs a series of logical points leading to a closing.</li> <li>♣ Know that each point is developed into a</li> </ul>	<p><b>Core Text: Egyptian Cinderella – Shirley Climo</b></p> <p><b>Unit Written Outcomes:</b></p> <p>Re-write different traditional story set in Ancient Egypt Explanation text – Why was the River Nile important to the Ancient Egyptians?</p> <p><b>Possible Application:</b></p> <ul style="list-style-type: none"> <li>♣ Recount of any trip, experience or visitor</li> <li>♣ Instructions – How to mummify a body</li> <li>♣ Information text on Ancient Egypt</li> <li>♣ Make careful choices about the vocabulary to be used throughout.</li> <li>♣ Annotate plan with chosen vocabulary.</li> <li>♣ Understand that paragraphs mark changes in place, time or event.</li> </ul> <p>Plan paragraphs.</p> <ul style="list-style-type: none"> <li>♣ Know that the opening sentence (topic sentence) introduces the change.</li> <li>♣ Develop and rehearse opening sentences for planned paragraphs.</li> <li>♣ Know that main characters in a narrative can be developed by describing their actions, behaviour and speech – show not tell.</li> <li>♣ Know that the plot of a narrative can be structured differently according to the kind of story.</li> <li>♣ Identify the plot structure.</li> <li>♣ Know that a non-narrative text needs a series of logical points leading to a closing.</li> <li>♣ Know that each point is developed into a paragraph.</li> <li>♣ Know that the opening sentence (topic sentence) introduces the point.</li> <li>♣ Organise material to form paragraphs.</li> <li>♣ Plan an opening and a closing appropriate to the text type.</li> </ul>

	<p>paragraph.</p> <ul style="list-style-type: none"> <li>♣ Know that the opening sentence (topic sentence) introduces the point.</li> <li>♣ Organise material to form paragraphs.</li> <li>♣ Plan an opening and a closing appropriate to the text type.</li> </ul>	
Cross curricular Maths Cornerstones		
Science Cornerstones and discrete	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>♣ identify how sounds are made, associating some of them with something vibrating</li> <li>♣ recognise that vibrations from sounds travel through a medium to the ear</li> <li>♣ find patterns between the pitch of a sound and features of the object that produced it</li> <li>♣ find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>♣ recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	
<p><b>During years 3 and 4, pupils will be:</b></p> <ul style="list-style-type: none"> <li>♣ asking relevant questions and using different types of scientific enquiries to answer them</li> <li>♣ setting up simple practical enquiries, comparative and fair tests</li> <li>♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>		

<ul style="list-style-type: none"> <li>♣ identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>♣ using straightforward scientific evidence to answer questions or to support their findings</li> </ul>		
IT	<b>Online Safety</b>	<b>Multimedia - Music</b>
History Cornerstones	<b>Native Americans</b> <ul style="list-style-type: none"> <li>♣ Learn about a non-European society that provides contrasts with British history</li> </ul>	<b>Ancient Egypt</b> <ul style="list-style-type: none"> <li>♣ Learn about the 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 Dynasty of Ancient China.</li> </ul>
Geography Cornerstones	<b>Using world and US maps, human and physical geography</b> <ul style="list-style-type: none"> <li>♣ Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>♣ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>♣ 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.</li> </ul>	<b>Human and physical features of Egypt, the River Nile, tourism</b> <ul style="list-style-type: none"> <li>♣ 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.</li> <li>♣ 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.</li> </ul>
<b>Locational knowledge – ongoing through KS2</b> <ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ 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</li> <li>♣ 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)</li> </ul>		
Art and Design Cornerstones	<b>Native American dreamcatchers, weaving, journey sticks</b> <ul style="list-style-type: none"> <li>♣ Improve mastery of art and design techniques,</li> </ul>	<b>Drawing artefacts, headwear, hieroglyphic amulets</b> <ul style="list-style-type: none"> <li>♣ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal,</li> </ul>

	including drawing, painting and sculpture with materials (e.g. pencil, charcoal, paint, clay).	paint, clay). ♣ Find out about great artists, architects and designers in history
DT Cornerstones	<p><b>Preparing US dishes, model making, totem pole design</b></p> <ul style="list-style-type: none"> <li>♣ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>♣ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> <li>♣ 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.</li> </ul>	<p><b>Clay water carriers, Egyptian food, model tombs and pyramids</b></p> <ul style="list-style-type: none"> <li>♣ Select from and use a wider range of tools and equipment, to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.</li> <li>♣ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>♣ 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.</li> <li>♣ Investigate and analyse a range of existing products.</li> <li>♣ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul>
Music Cornerstones Charanga	<p><b>Traditional and cultural music</b></p> <ul style="list-style-type: none"> <li>♣ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>	
PHSCE Cornerstones	<p><b>Expressing opinions, stereotypes and discrimination</b></p> <ul style="list-style-type: none"> <li>♣ Talk and write about their opinions, and explain their views, on issues that affect themselves and society.</li> <li>♣ Think about the lives of people living in other places and times, and people with different values and customs.</li> </ul>	<p><b>Moral issues, customs and beliefs, role playing Egyptian citizens</b></p> <ul style="list-style-type: none"> <li>♣ Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.</li> <li>♣ Think about the lives of people living in other places and times, and people with different values and customs.</li> </ul>
Maths Focus Maths	<ul style="list-style-type: none"> <li>♣ Place value. Roman numerals, and negative numbers</li> <li>♣ Addition and subtraction, including problems</li> <li>♣ Multiplication and Division</li> <li>♣ Measures Area Geometry Reflection and Translation</li> <li>♣ Geometry</li> </ul>	<ul style="list-style-type: none"> <li>♣ Multiplication &amp; Division</li> <li>♣ Geometry 2D and 3D shape</li> <li>♣ Fractions</li> <li>♣ Measures, including area and volume</li> <li>♣ Statistics and measures</li> <li>♣ Consolidate and assess</li> </ul>

<p>English: Reading Class novel</p> <p>Focus English</p>	<p><b>Reading Focus: Core text The Pied Piper – Robert Browning and Michael Morpurgo version, Non-fiction texts on sound and cities and their locations</b></p> <ul style="list-style-type: none"> <li>♣ Discuss range of narrative stories and consider differences and similarities.</li> <li>♣ Understand that these have different plot patterns and they develop in different ways. Identify any words that are unfamiliar.</li> <li>♣ Discuss and check the meaning of words identified.</li> <li>♣ Empathise with a character and explain how characters' actions can tell the reader about their thoughts, feelings and motives.</li> <li>♣ Identify the main idea and the message it may have.</li> <li>♣ Identify words and language that show the setting of a book – historical, cultural or social and explain how.</li> <li>♣ Find words and language in reading that writers have used to show atmosphere, mood or feelings.</li> <li>♣ Explain how the words and language used shows atmosphere, mood or feelings.</li> <li>♣ Recognise different types of poems.</li> <li>♣ Explain the effect created by the poet's choice of words and language.</li> <li>♣ Find examples of patterned language in poems</li> </ul>	<p><b>Reading Focus: Core text, Traditional version of Cinderella Traditional version of selected fairy tale Non-fiction texts on Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>♣ Identify and explain how words and language show the setting of a book – historical, cultural or social.</li> <li>♣ Find similarities in books read.</li> <li>♣ Notice in reading that fronted adverbials can be used to start the opening sentence of a paragraph (topic sentence).</li> <li>♣ Identify any words that are unfamiliar.</li> <li>♣ Discuss the meaning of words identified.</li> <li>♣ Check or find the meaning of unfamiliar words .</li> <li>♣ Empathise with a character.</li> <li>♣ Understand why a character acted or responded or felt in a certain way.</li> <li>♣ Understand why writer wanted the character to respond in a certain way.</li> <li>♣ Infer characters' feelings, thoughts and motives from their actions.</li> <li>♣ Explain how characters' actions can tell the reader about their thoughts, feelings and motives.</li> <li>♣ Choose a specific non-fiction book for a specific purpose.</li> <li>♣ Know where to find the specific information needed in the book.</li> <li>♣ Know how to use a non-fiction book to find identified information.</li> <li>♣ Skim to find specific information on a page or in a paragraph.</li> <li>♣ Scan page or paragraph to find Key words or information.</li> <li>♣ Record key words or information found.</li> </ul>

	<p>read.</p> <ul style="list-style-type: none"> <li>♣ Explain the effect of patterned language in poems and why a poet might use it.</li> <li>♣ Use the organisation and layout of a book to find specific information.</li> </ul>	
Spelling/Grammar Focus English	<ul style="list-style-type: none"> <li>♣ Develop noun phrases expanded before and after the noun.</li> <li>♣ Evaluate their effectiveness in painting a picture in words for the reader.</li> <li>♣ Use apostrophes for possession correctly in own writing</li> <li>♣ Use inverted commas for direct speech.</li> <li>♣ Include punctuation inside the inverted commas.</li> <li>♣ Use the comma to mark the reporting clause in direct speech in writing.</li> <li>♣ Use direct speech in writing to show character.</li> <li>♣ Use a fronted adverbial to show how, when or where something happened.</li> <li>♣ Add fronted adverbials to sentences, marking their boundary with a comma.</li> <li>♣ Choose when to use a how , when or where fronted adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Develop noun phrases expanded before and after the noun.</li> <li>♣ Understand when it is useful to use expanded noun phrases in writing.</li> <li>♣ Use expanded noun phrases in own writing to add detail.</li> <li>♣ Evaluate their effectiveness in painting a picture in words for the reader.</li> <li>♣ Choose when to use a how , when or where fronted adverbial for an identified purpose. (For example, how a character was feeling).</li> <li>♣ Recognise that a fronted adverbial can be used to show changes in time and place at the beginning of paragraphs.</li> <li>♣ Begin to use fronted adverbials to open paragraphs to show changes in time and place in narrative writing.</li> <li>♣ Understand how writers use direct speech to show character and move events forward.</li> <li>♣ Use direct speech in writing to show character and move events forward.</li> <li>♣ Use the comma to mark the reporting clause in direct speech in writing.</li> </ul>
Speaking and Listening Focus English	<ul style="list-style-type: none"> <li>♣ Give an opinion with a reason.</li> <li>♣ Listen to others' opinions.</li> <li>♣ Use Standard English to give an opinion.</li> <li>♣ Recite/perform own compositions.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Give an opinion with a reason.</li> <li>♣ Listen to others' opinions.</li> <li>♣ Use Standard English to give an opinion.</li> <li>♣ Recite/perform own compositions.</li> </ul>
RE The Way, the Truth and the Life Caritas	<p>Jesus the Teacher Buddhism, Passover, Easter We face challenges together</p>	<p>Jesus the Saviour Buddhism, Passover, Easter Recognising the difference between rights and responsibilities</p>

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