

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

Curriculum	Summer 1	Summer 2
Creative Learning Project	Misty Mountains Winding River (Combined with Vista )	
Focus	Geography (Vista – Art and Design)	
Trip/Visitor/Hook	River Visit	
Writing Focus Focus English	<p><b>Core Text: The Promise – Nicola Davies</b>  <b>The Dancing Bear – Charles Causley</b>  <b>Unit Written Outcomes:</b> List poem            Persuasive text – flyer to promote the planting of trees            Information text on living things  <b>Possible Application:</b> Recount of any trip, experience or visitor            Re-write descriptive opening of story after the planting  <b>Objectives</b>            Draw on appropriate models for own writing.            Make careful choices about the vocabulary to be used throughout.            Understand that paragraphs mark changes in place, time or event.            Know that the opening sentence (topic sentence) introduces the change.            Plan paragraphs.            Know that the ending of a narrative needs to relate to the beginning.            Plan ending of the narrative.            Understand that the structure, including opening and closings, is different depending on the text type.            Understand that the language and vocabulary used is related to the text type.            Explore the writer’s craft in models discussed and</p>	<p><b>Core Text: The Wind in the Willows by Kenneth Grahame (Penguin Classic and original)</b>  <b>The River by Valerie Bloom</b>  <b>Unit Written Outcomes:</b> Retell  <b>Possible Application:</b> Recount of any trip, experience or visitor            Explanation text – What is the water cycle?            Instructions as appropriate            Information text on a river  <b>Objectives</b>            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.            Develop characters by describing their actions, behaviour and speech – show not tell.            Know that the plot of a narrative can be structured differently according to the kind of story.            Identify the plot structure.            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.</p>

	identify the structure, language and vocabulary.	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.
Cross curricular Maths Cornerstones		
Science Cornerstones and discrete	<p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>♣ Recognise that living things can be grouped in a variety of ways.</li> <li>♣ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>♣ Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>♣ Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>♣ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>♣ Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>♣ Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>♣ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> <li>♣ 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).</li> <li>♣ Set up simple practical enquiries, comparative and fair tests.</li> <li>♣ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</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> </ul>		

- ♣ 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	ICT Skills
History Cornerstones	♣ Study an aspect or theme in British history that extends chronological knowledge beyond 1066.	Discrete
Geography Cornerstones	<ul style="list-style-type: none"> <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> <li>♣ Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</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>	<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>♣ 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 United Kingdom and the wider world.</li> <li>♣ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</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> <li>♣ Use maps, atlases, globes and digital/computer mapping to locate</li> </ul>

		<p>countries and describe features studied.</p> <ul style="list-style-type: none"> <li>♣ Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<p>Locational knowledge – ongoing through KS2</p> <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	<ul style="list-style-type: none"> <li>♣ Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>♣ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</li> <li>♣ Find out about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Create sketch books to record their observations and use them to review and revisit ideas.</li> <li>♣ Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).</li> <li>♣ Find out about great artists, architects and designers in history.</li> <li>♣ Evaluate and analyse creative works using the language of art, craft and design</li> </ul>
DT Cornerstones	<ul style="list-style-type: none"> <li>♣ Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>
Music Cornerstones Charanga		
<b>PHSCE Cornerstones</b>		
Maths Focus Maths		
English: Reading Class novel	<p><b>Reading Focus:</b> Core texts Non-fiction texts on plants, animals</p>	<p><b>Reading Focus:</b> Core texts Non-fiction texts on rivers</p>

<p>Focus English</p>	<p>and urbanisation</p> <ul style="list-style-type: none"> <li>♣ Explain how the writer has used words and language to show the setting of a book.</li> <li>♣ Find and explain how words and language in reading that writers have used to show atmosphere, mood or feelings.</li> <li>♣ Understand that writers open stories in different ways.</li> <li>♣ Know that words and language in poems create effects.</li> <li>♣ Explain the effect created by the poet's choice of words and language.</li> <li>♣ Find evidence which shows what the theme is in a book and explain it.</li> <li>♣ Make connections with books with similar themes.</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>♣ Infer and explain characters' feelings, thoughts and motives from their actions.</li> <li>♣ Summarise the main idea of a text in a sentence.</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> <li>♣ Understand that the meaning of poems can be enhanced through performance.</li> <li>♣ Watch performances of poems.</li> <li>♣ Prepare poems to read aloud and to perform, showing understanding through intonation, tone,</li> </ul>	<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>♣ 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 the 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>♣ 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> <li>♣ Know that words and language in poems create effects.</li> <li>♣ Discuss the meaning of words and language in poems.</li> <li>♣ Understand that there can be more than one interpretation of a poem.</li> </ul>
----------------------	---	--

	volume and action.	
Spelling/Grammar Focus English	<ul style="list-style-type: none"> <li>♣ Develop noun phrases expanded before and after the noun.</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.</li> <li>♣ Use fronted adverbials to open paragraphs to show changes in time and place in narrative writing.</li> <li>♣ Use pronouns to avoid repetition in writing.</li> <li>♣ Use apostrophes for possession correctly in own writing</li> </ul>	<ul style="list-style-type: none"> <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>♣ Use fronted adverbials to open paragraphs to show changes in time and place in narrative writing.</li> <li>♣ Use fronted adverbials to open paragraphs in non-narrative writing. (For example, in explanatory writing - After heavy rainfall ...)</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> <li>♣ Use apostrophes for possession correctly in own writing.</li> <li>♣ Know when to use pronouns to avoid repetition 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	The Early Christians	The Church