



YEAR 4

MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 4 Spring 2024-2025

In order to help our pupils 'KNOW MORE and REMEMBER MORE', we revisit knowledge that has been taught in a variety of ways. Each lesson starts with reviewing prior learning, including games, quizzes and recaps; throughout each theme teachers regularly recap significant knowledge and at the end of each half term, pupils play the 'SJF Know More, Remember More Gameshow/Quiz'. This informs teachers' assessments, whilst also helping to move the significant knowledge (from each theme taught in each year group) into the long term memory of each pupil. Helping to embed that significant knowledge.

Year 4	Foundation Subjects Curriculum coverage	Spring 2024-2025
Subject and Topic	Significant Skills	Significant Knowledge
Religious Education	<p>Community Ask and respond to questions about their own and others' experiences of being part of a community. Make links to show how feelings and beliefs affect their commitment to community and that of others. Retell the story of the call of the apostles. Describe some of the advice St. Paul gives us about being loving members of a community; the actions and symbols within a funeral Mass; some ways in which some people serve their parish community. Make links between the call of the apostles and God's call to people to serve him today. Give reasons for the actions and symbols used within a funeral Mass; why people give service to the parish community through various ministries.</p> <p>Giving and Receiving Ask and respond to their own and others' experiences and feelings about giving and receiving. Describe what happens during the Introductory Rite; what a person might do if they follow Jesus' advice; ways in which peace is lived out by believers. Give reasons for religious actions and symbols used in the celebration of the Eucharist; why Christians attend the celebration of the Eucharist. Compare their own and other people's ideas about questions related to the Communion Rite.</p> <p>Lent/Easter – Giving: Come and see for yourself Retell some of the religious stories of Holy Thursday, Good Friday and Easter. Describe some religious actions and symbols of Lent and Holy Week; some ways in which Christians try to be self-disciplined in Lent. Make links between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs. Show an understanding of the different liturgies of Holy Week.</p>	<p>Community Belonging to a community. The life of the local Christian community. The Gospels tell us about our union with Jesus and how to use our God-given gifts.</p> <p>Giving and Receiving Giving and receiving every day. The Eucharist challenges and enables living and growing in communion. The Gospels tell us about Jesus' sacrifice of himself for us through the breaking of the bread.</p> <p>Lent/Easter - Giving: Come and see for yourself Self-discipline is important. Celebrating growth to new life through self-discipline. The Gospels tell us about Jesus' last moments on earth and his death and resurrection.</p>



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Science	<p>Set up simple practical enquiries. Carry out a fair test. Making systematic and careful observations and make predictions. Suggest improvements and raise further questions. Recording findings using simple scientific language, drawings, labelled diagrams and tables.</p>	<p>Compare and group materials together, according to whether they are solids, liquids or gases. Understand the properties of gases Know that some materials change state when they are heated or cools. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
History	<p>Begin developing a chronologically secure knowledge and understanding of British history and how people's lives have shaped this nation. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses using relevant historical information and enquiry.</p>	<p>Understand the chronology of time periods. Understand that a knowledge of the past is constructed from a range of sources. Research the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Learn about Viking raids and invasions. Study the resistance by Alfred the Great and Athelstan, the first King of England. Research further Viking invasions and Danegeld. Discuss Anglo-Saxon laws and justice. Learn about Edward the Confessor and his death in 1066. Learn about the lives of some people of colour during this time period. Consider empathy and make comparisons to our lives today.</p>
Geography	<p>Ask and respond to questions and offer their own ideas. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps. Locate places on large scale maps, (e.g. Find UK and the Americas). Extend to satellite images, aerial photographs.</p>	<p>Identify and locate the countries and major cities within North and South America. Study their environmental regions and key physical and human characteristics. Compare geographical characteristics. Study their environmental regions. Focus on Chile, specifically and compare to the UK, look at similarities and differences.</p>
Computing	<p>Scratch Using decomposition to solve a problem by finding out what code was used. Using decomposition to understand the purpose of a script of code. Creating algorithms for a specific purpose. Coding a simple game. Incorporating variables to make code more efficient. Remixing existing code.</p> <p>Online Safety Understanding why some results come before others when searching. Understanding that information found by searching the internet is not all grounded in fact. Learning to make judgements about the accuracy of online searches. Identifying forms of advertising online. Reflecting on the positives and negatives of time online. Identifying respectful and disrespectful online behaviour.</p>	<p>Scratch That a variable is a value that can change (depending on conditions) and know that you can create them in Scratch. What a conditional statement is in programming. Using variables can help you to create a quiz on Scratch.</p> <p>Online Safety Understand some of the methods used to encourage people to buy things online. Understand that technology can be designed to act like or impersonate living things. Understand that technology can be a distraction and identify when someone might need to limit the amount of time spent using technology. Understand what behaviours are appropriate in order to stay safe and be respectful online.</p>



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	Recognising that information on the Internet might not be true or correct and that some sources are more trustworthy than others		
Art	<p>Mark making with charcoal</p> <p>Imprint texture and pattern on a printing block</p> <p>Use stamp printing to make repeating patterns.</p> <p>Use reflection and symmetry to make a flip pattern</p>	<p>A compass can be used to draw circles and arcs.</p> <p>Symmetrical patterns look the same on either side of the centre.</p> <p>A printing block can be made from different materials such as wood or lino which can be carved to create a stamp.</p> <p>See if an object is symmetrical, I can draw a line through the centre to see if it's a perfect match (a mirror image) on either side.</p>	
Design & Technology	<p>Designing a shape that reduces air resistance.</p> <p>Drawing a net to create a structure from.</p> <p>Choosing shapes that increase or decrease speed as a result of air resistance.</p> <p>Personalising a design.</p> <p>Measuring, marking, cutting and assembling with increasing accuracy.</p> <p>Making a model based on a chosen design.</p> <p>Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.</p>	<p>Understand that all moving things have kinetic energy.</p> <p>Understand that kinetic energy is the energy that something (object/person) has by being in motion.</p> <p>Know that air resistance is the level of drag on an object as it is forced through the air.</p> <p>Understand that the shape of a moving object will affect how it moves due to air resistance.</p>	
Physical Education	<p>Tag Rugby</p> <p>Can catch and pass in isolation.</p> <p>Run with ball.</p> <p>Tag an attacking player.</p> <p>Dance</p> <p>Moving to a beat</p> <p>Moving in unison</p> <p>Working as part of a group</p> <p>Demonstrate the rhythm pattern using hands/feet.</p> <p>Hockey</p> <p>Perform the push pass and slap pass.</p> <p>Dribbling - Keep stick and ball close to the body.</p> <p>Change direction.</p> <p>Communication as a team.</p>	<p>Choose and vary tactics to suit the situation in a game.</p> <p>Describe what they and others do that is successful.</p> <p>Suggest what needs practising.</p> <p>Recognise the 8 counts.</p> <p>Recognise a repeated sound.</p> <p>Identify if the dance flows well in sequence.</p> <p>Identify the appropriate speed of a dance.</p> <p>Discuss the different passing techniques.</p> <p>Discuss how to work well as a team.</p> <p>Know how to dribble effectively.</p> <p>Identify how they might improve their gameplay.</p>	
Music	<p>Changes in pitch, tempo & dynamics</p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p>	<p>Changes in pitch, tempo & dynamics</p> <p>When you sing without accompaniment it is called 'a cappella'.</p> <p>Harmony means playing two notes at the same time that usually sound good together.</p>	



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	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Haiku, music and performance</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p>	<p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>'Performance directions' are words added to musical notation to tell the performers how to play.</p> <p>Haiku, music and performance</p> <p>Know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>Know that expressive language (like a poem) can be used as inspiration for composing music.</p> <p>Understand that both instruments and voices can create audio effects that describe something you can see.</p> <p>Know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p>	
Spanish	<p>Me Presento</p> <p>Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked.</p> <p>Ask somebody their name in Spanish and reply when asked.</p> <p>Recall numbers 1-20 in Spanish.</p> <p>Ask somebody how old they are in Spanish and reply when asked.</p> <p>Ask somebody where they live in Spanish and reply when asked.</p> <p>Express our nationalities in Spanish and understand basic gender agreement rules.</p> <p>Mi Familia</p> <p>Remember the nouns for family members in Spanish from memory.</p> <p>Describe our own or a fictitious family in Spanish by name, age and relationship.</p> <p>Count up to 100 in Spanish.</p> <p>Understand possessive adjectives better in Spanish ('my' form only)</p>	<p>Me Presento</p> <p>Work towards holding a simple conversation with a partner, asking a question as well as being able to answer one.</p> <p>Being able to present ourselves in Spanish.</p> <p>Saying what our name is, how old we are, where we live and our nationality.</p> <p>Mi Familia</p> <p>We will learn to talk and write with more accuracy, fluency and confidence on the topic of family.</p> <p>We will also increase our knowledge of how the Spanish language works by understanding better the role of different words in a sentence.</p> <p>Remembering that nouns have gender and that this impacts the choice of articles and possessives adjectives.</p> <p>Improving our ability to choose these words carefully, applying growing grammatical awareness and using them with higher accuracy.</p>	



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PSHE & Relationships, Sex Education	<p>Talk about hopes and dreams.</p> <p>Work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p> <p>Identify the contributions made by myself and others to the group's achievement.</p> <p>Recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>Recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p> <p>Know myself well enough to have a clear picture of what I believe is right and wrong.</p>	<p>Know how it feels to have hopes and dreams.</p> <p>Know how to share in the success of a group and how to store this success experience in my internal treasure chest.</p> <p>Be aware of how different people and groups impact on me and can recognise the people I most want to be friends with.</p> <p>Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>Tap into my inner strength and know how to be assertive.</p>