



St. Joseph's Curriculum Overview (Cycle B) Year 4: Autumn 1 2021



Autumn One Theme – British Bulldogs

Throughout this half term we will be looking back at some British high fliers and achievers in the field of Science, what they invented and the impact it had. This will include: Alan Turing- code breaker – can we create our own cracking codes. Ada Lovelace – a mathematician who worked on the first computer. Rosalind Franklin – who was a chemist and worked on understanding DNA. Margaret Calvert who invented British road signs. We will look at these and maybe invent one or two of our own. Isambard Kingdom Brunel – who was a civil engineer building bridges and tunnels.

Learning Challenge Questions:

Who were the Great Britons?

How did the Great Britons change our world?

What did they invent?

What was the impact of some of their work?

Is it still relevant today?

Why were women not recognised?

Core Subjects

READING

Across this half term we will be reading a variety of Fiction and non-fiction texts as well as poetry, play scripts to develop a love and enjoyment of reading.

- Regularly listen to whole novels read aloud by the teacher.
- Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.
- Orally retell a range of stories.
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.
- Explain the meaning of key vocabulary within the context of the text.
- Use dictionaries to check meanings of words in the texts that they read.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Make predictions based on information stated and implied.
- Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
- Justify responses to the text using the PE prompt (Point + Evidence).
- Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.

WRITING

Across the half term we will be writing stories and letters using a variety of sentence types especially fronted adverbials.

- Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.
- Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.
- Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.
- Use commas to mark clauses in complex sentences.
- Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."
- Identify, select and effectively use pronouns.
- Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth.
- Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.
- Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.
- Reading and analysing narrative, non-fiction and poetry in order to plan and write their own.
- Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.

COMPUTING

Using the DARES strategy of design, apply, refine, evaluate and share the children will look at programming to create a games controller

- Use abstraction to focus on what is important in their design.
- They will write more precise algorithms for use when programming
- Use simple selection in programs
- Work with a variety of inputs and outputs
- Use logical reasoning to systematically detect and correct errors in programs.
- Use Makey Makey to create a games controller using scratch software

<ul style="list-style-type: none"> • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. • Explain how paragraphs are used to order or build up ideas, and how they are linked. 	<ul style="list-style-type: none"> • Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan. • Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Planning and writing an opening paragraph which combines the introduction of a setting and character/s. • Organising paragraphs in narrative and non-fiction. • Linking ideas within paragraphs e.g. fronted adverbials for when and where. • Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type. Evaluate and edit by: • Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. • Improving writing in light of evaluation 	
<p>Key Vocabulary:</p> <p>Recognise, analyse, vocabulary. Identify, discuss, inference, retrieve, evidence. Explain, predict, generate, justify.</p>	<p>Key Vocabulary</p> <p>Commas inverted commas, speech marks, apostrophes, fronted adverbials, complex sentences, adverb starters, noun phrases, expanded noun phrases, punctuation, identify explore, tenses, grammar, explore, collect</p>	<p>Key Vocabulary</p> <p>Design, project, software, outcome, achieve, create, plan, produce, explore, refine, modify, evaluate, reflect, input, output, makey makey, games controller, scratch, circuit, arrow keys, space, click, algorithm.</p>
<p>Help me at Home by:</p> <p>Reading stories with me, listening to me read and asking me questions about the story, the characters, their thoughts and feelings and why they might behave in a certain way. Help me to break down unfamiliar words when reading. Check I understand the word – if I don't help me to find out what the word means. Join a library. Complete AR quizzes at home.</p>	<p>Help me at Home by:</p> <p>Research anything about the Blitz and evacuees. Talk about the children and how they might be feeling. Watch films or read stories about WW2 and evacuees. Write short sentences with me which include fronted adverbials Help me with my description – what adjectives could I use to describe an air raid or being upset leave, add and subtractng my family.</p>	<p>Help me at Home by:</p> <p>Helping me to watch you tube videos that show how to use makey makey Make objects such as foil, fruit, pencils to give me some tinker time to create my controller. Allow me to use a variety of craft materials and resources such as cardboard, foil, coloured paper, pens and glue to create games controllers.</p>
<p><u>MATHS</u></p> <p>This term the children will learn and understand the importance of place value and how it helps them to round numbers, place them on a number line, add and subtract.</p> <ul style="list-style-type: none"> • Place Value – children will be able to: • Round numbers to the nearest 10, 100 and 1000 • Count in 25's and 1000's 	<p><u>SCIENCE</u></p> <p>The children will learn about the basic functions and uses of electricity as well as its dangers.</p> <ul style="list-style-type: none"> • Electricity – children will: • Explain what electricity is • Recognise why we need it – could we live without it? • Identify mains and battery powered electricity 	<p><u>RE</u></p> <p>The children will learn about Jesus' family tree and the importance of some members. They will retell stories about these people and research their own family trees. They will also learn about some Sikh stories and what Sikhism means to its followers. The children will understand what it means to belong to God and explore stories about being Called by Him and how we can be called today.</p> <ul style="list-style-type: none"> • People – the children will learn about:

<ul style="list-style-type: none"> Understand that 4 digit numbers are made up 1's, 10's, 100's and 1000's. Partition 3 and 4 digit numbers Estimate and figure out and place numbers on a number line to 10,000 Find 1000 more or less that a given number Compare 4 digit numbers Place numbers in ascending and descending order Explore negative numbers. Addition and Subtraction – children will be able to: Add 1s, 10s, 100s and 1000s Add two 4 digit numbers with no exchange (carrying over) Add two 4 digit numbers with 1 exchange Add two 4 digit numbers with more than 1 exchange To subtract 2 4 digit numbers with no exchange To subtract 2 4 digit numbers with 1 exchange To subtract 2 4 digit numbers with more than 1 exchange Choose and use efficient strategies for subtraction Provide estimated answers Use checking strategies 	<ul style="list-style-type: none"> Explain the difference between the two Understand how to make a circuit Investigate why a circuit would or would not work Create their own circuit Identify conductors and insulators of electricity Find their own conductors from their knowledge Create switches in a circuit using this knowledge Understand the dangers of electricity Create safety posters explaining their reasons. Find out about some of the pioneers of electricity <p>Observing/noticing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Their own family trees and Jesus's family tree. Some important people in Jesus' family tree – Abraham, Ruth, David and Jacob Sikhism – the children will learn about: Important books and how the Guru Granth Sahib is an important book for Sikhs. What a Guru is Who the first five Gurus were Stories about them How the Gurus teach and guide the Sikhs Belonging- the children will learn about: How they might feel when they are chosen for something Scripture stories around the call of Samuel and how David was chosen How Jesus called his apostles and how they might have felt What the apostles were called to do. How the Sacrament of Confirmation is a call to God How it helps us to live in the light How special people have been called and are still called to day eg Sean Devereux
<p style="text-align: center;">Key Vocabulary</p> <p>Ascending, descending, place value, digit, ones, tens, hundreds, thousands, more than, less than, addition, subtraction, exchange, estimate, inverse, round up, round down, compare.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Electricity, mains, battery, circuit, light bulb, wire, switch, conduct, insulate, safety, shock, static, component, current, atoms, generate, appliances, power source, flow, power station, materials, investigation, experiment.</p>	<p style="text-align: center;">Key Vocabulary:</p> <p>People -Chosen people, siblings, relations, ancestors, generations, Old Testament, roots, family tree, genealogy, nomad, nomadic</p> <p>Sikhism - Guru, Guru Granth Sahib, shabads Gurmukhi, Granthi, Guru Gobind Singh, Khalsa</p> <p>Belonging - chosen, response, Sacrament of Confirmation, oil of Chrism, mitre, crozier, sponsor, catechist, bishop, Holy Spirit, witness, anointing, Holy Trinity, enkindle, called</p>
<p style="text-align: center;">Help me at Home by:</p> <p>Counting objects with me – counting in steps of 2s, 3s, 4s, 5s, 10s, 20s, 25s, 100's and thousands.</p> <p>Help me to find the nearest 10, 100 and 1000 when rounding up and down.</p> <p>Mix numbers up – can I put them in order from the smallest to the largest (ascending) or the largest to the smallest (descending)</p> <p>Helping me with calculations that have exchanges in them</p>	<p style="text-align: center;">Help me at Home by:</p> <p>Finding out more about the person who discovered electricity.</p> <p>Helping me to identify mains and battery operated</p> <p>Talking to me about what life would be like without it – no freezer, no ice creams!</p> <p>Show me the inside of a plug – can you show me how to wire it – safely!</p>	<p style="text-align: center;">Help me at Home by:</p> <p>Talk to me about my family – help me to create my own family tree</p> <p>Talking to me about your faith and beliefs.</p> <p>Read some Bible stories to me – Noah's Ark, Moses, Jacob and his sons – watch Joseph and his multi coloured dreamcoat.,</p> <p>Read Bible stories about Samuel, David, Jesus.</p> <p>Show me pictures of my baptism or yours!</p>

<p>Help me to know my number bonds to 10 and 20</p> <p>Help me to use my knowledge of place value to set out my work correctly so I can add up correctly.</p> <p>Ask me the value of each digit in a number</p> <p>Help me to check my answers.</p>	<p>Where are the sub-stations near my home</p> <p>Are there any electrical appliances in my bathroom? Why not?</p> <p>Show me a light bulb and talk to me about the wires inside it and what they do.</p> <p>Show me the plug covers and talk to me about why they are there.</p> <p>Talk to me about electrical safety in my home – can we identify hazards can we make a poster together.</p>	<p>What was your Confirmation like?</p> <p>Help me to find out more about people like Sean – Mother Teresa, Maximilian Kolbe, Oscar Romero.</p>
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Foundation Subjects

<u>PHSE</u>	<u>HISTORY</u>	<u>DT</u>
<p>The children will learn about themselves, growing and changing in this unit of work. They will learn to recognise their individuality and personal qualities.</p> <ul style="list-style-type: none"> • how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<p>The children will learn about famous British inventors and pioneers and how their achievements impacted Britain and the world. They will explore how we can find out about the past.</p> <ul style="list-style-type: none"> • Famous inventors and their inventions: • Understanding <i>some</i> of the ways in which people's lives have shaped this nation. • Describing how Britain has influenced and been influenced by the wider world. • Understanding some significant aspects of history – achievements of mankind. Eg Electricity • Use specialist dates and terms and by place topics studied into different periods • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Use some sources to start devising historically valid questions about change cause and similarity and difference and significance. • Identify some of the different ways in which the past can be represented and that different versions of the past such as an event may exist. • • 	<p><u>In design technology we will be applying our learning from our science lessons on electricity to make our own lighthouses.</u></p> <ul style="list-style-type: none"> • Plan a sequence of actions to plan a product • Think ahead about the order of work and the tools and materials required • Use tools with accuracy • Select from materials according to their functional properties • Plan the stages of the making process • Use appropriate finishing techniques • Create a frame structure • Strengthen frames with diagonal struts • Make structures stable by giving them a wide base • Incorporate a circuit into a model • Use electrical systems such as switches, bulbs and buzzers.
Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>Change, grow, qualities, personal. Individual, self worth, achieve, attributes, strengths, interests, self-esteem, goals.</p>	<p>Social society, culture, impact, achievements, primary source primary evidence events Britain British national significant</p>	<p>Rigid, support, stiffen, sturdy, stable, strengthen, structure, join accurate, circuit, bulb, wire, switch</p>
<p>Help me at Home by</p> <p>Helping me to recognise positive things about myself.</p> <p>Talk to me about how difference is our strength</p> <p>Talk to me about how mistakes are important because it helps me to learn.</p>	<p>Help me at Home by</p> <p>Create a fact file about a Great Briton to bring in for our display.</p> <p>Talk to me about significant British people I have learnt about. Read with me the Little People Big Dreams books about the individuals we have studied.</p>	<p>Help me at Home by</p> <p>Look at pictures of lighthouses</p> <p>Talk about electricity at home and what it needs to work – wire, bulb</p>

<p>Help me to realise that I do not need to be like anyone else – because I am special by being me.</p>		<p>Look for structures that have diagonal pieces of metal in them like bridges, piers.</p>
<p style="text-align: center;"><u>PE</u></p> <p>This half term the children will take part in a variety of athletic activities aimed at developing their running, jumping, throwing and catching skills in isolation and combination.</p> <ul style="list-style-type: none"> • To perform the pull throw action • To explore different running techniques • To perform the sling throw • To develop jumping actions • Select an appropriate running technique for distance • To perform a push throw • To perform a start in a sprint race • To throw for distance using three different throws • To perform a hop, step and jump • To pass a baton successfully in a race • To perform 5 different jumps • To perform in athletic type competitive events. 	<p style="text-align: center;"><u>MUSIC</u></p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Mamma Mia. But we will also be looking at other music by the group ABBA.</p> <ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To treat instruments carefully and with respect • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • To choose what to perform and create a programme. • Present a musical performance designed to capture the audience. • To communicate the meaning of the words and clearly articulate them. • To talk about the best place to be when performing and how to stand or sit. 	<p style="text-align: center;"><u>MFL</u></p> <p>The children will begin to learn basic French through colours, numbers, months of the year and days of the week. They will learn how to say their name and what they like.</p> <ul style="list-style-type: none"> • Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. • Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required • Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. • Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age • Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have..
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Jog, run, sprint, pass, overarm, underarm, chest push. Tripod, distance, evaluate, success, balance, opposite, weight, twist, push, focus, relax, swing, bend, absorb, impact</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, melody, solo, unison, rhythm patterns, musical style, lyrics, choreography, digital/electronic sounds, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion,</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Une,, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, etc to vingt.</p> <p>J'ai – I have Je suis – I am Je vais – I go Je fais – I do</p> <p>Comment tu t'appelles? Je m'appelle ... What's your name? My name is... Quel âge as-tu? J'ai (10) ans How old are you? I'm (10) years old Où habites-tu? J'habite à... Where do you live? I live in...</p>
<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Playing games with me at home</p> <p style="text-align: center;">Practise my catching and throwing skills with me.</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Listening and singing along to some of the music of ABBA</p> <p style="text-align: center;">Clapping in time to the beat</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Talking to me about what I am learning in French.</p> <p style="text-align: center;">Helping me to learn key words</p>

Jump and run with me to help me perfect my style.

Identifying musical instruments within the songs.

Helping me to count in French.

Visitors, Visits and Outdoor Learning within the theme:

Visit the Museum of Science and Industry

Walks in the environment to look at road signs – shapes, sizes, images.

Building bridges outside looking at materials required –how did Brunel do it?