



St. Joseph's Curriculum Overview, Year 4: Spring One



Spring One- Who Pays the Price?

Throughout this half term we will be investigating the water cycle, rivers and mountains and examine the problem of plastic pollution. Children learn about and apply the skills of persuasive writing to write a David Attenborough style voice-over for Blue Planet documentary.

Learning Challenge Questions:

What is the Water Cycle?

How does it work?

Why is it important?

How are mountains and rivers linked to the water cycle?

How do they impact the water cycle?

What is the effect of pollution on our environment?

How does it affect our rivers and mountains?

Core Subjects

READING

This half term we will look at a variety of texts around persuasion such as letters, articles, reports and identify how the reader is persuaded. We will also explore books and texts around the topic of pollution such as Flotsam and Dolphin boy.

- 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.

WRITING

Using the texts we have identified in reading we will use author techniques and skills to write our own stories around the theme of pollution. As well as this we will write our own persuasive voice over for the Blue Planet.

- 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.

COMPUTING

Using the DARES strategy of design, apply, refine, evaluate and share the children will create their own digital poster to persuade people not to pollute the environment.

- I can combine digital images from different sources, objects, and text to make a final piece of a variety of tasks: posters, documents, eBooks, scripts, leaflets.
- I can import images to a project from the web and camera roll

<ul style="list-style-type: none"> • 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. • 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"> • 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. • 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, Persuade, persuasion, articles, reports, letters, adverts.</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, persuasive language .</p>	<p>Key Vocabulary</p> <p>Design, project, digital, outcome, achieve, create, plan, produce, explore, refine, modify, evaluate, reflect, word processing, typing, presentations, web design, ebook create.</p>
<p>Help me at Home by:</p>	<p>Help me at Home by:</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.</p> <p>Join a library. Complete AR quizzes at home.</p> <p>Engage in some non-fiction books around pollution</p> <p>Talk to me about pollution and how it affects people, animals and the environment.</p>	<p>. Watching some documentaries by David Attenborough such as Blue Planet</p> <p>Help me to identify persuasive language</p> <p>Watch programmes with me about pollution and gather vocabulary around this theme I could use in my writing.</p>	<p>Helping to copy and paste images onto a word document, editing the images by adding text and shapes.</p>
<p style="text-align: center;"><u>MATHS</u></p> <p><u>This half term we focus on exploring the factors of multiplication and embed our understanding of factors and product relating to multiplication. We will also look at division and further understand the meaning of dividend, divisor and quotient. The children will also complete calculations using an efficient and formal written method. In addition to this the children will also begin to use area to measure the space within a shape.</u></p> <ul style="list-style-type: none"> • To identify factor pairs • To know the 11 and 12 times tables • To multiply 2 digits by 1 digit • To multiply 3 digits by 1 digit • To divide 2 digits by 1 digit • To divide 3 digits by 1 digit • To understand and solve word problems • To understand what area is • To count squares to find the area of shapes • To make shapes and find the area of them • To compare areas of shapes. 	<p style="text-align: center;"><u>SCIENCE</u></p> <p><u>In Science we will be exploring how to identify and group materials into solids, liquids and gases. We will discuss the properties of each one. We will also explore how these materials might change if they are heated or cooled and the temperatures at which this might happen. In addition we will begin to understand the processes of evaporation and condensation and how these impact the water cycle.</u></p> <ul style="list-style-type: none"> • .To understand that all objects are made up of solids, liquids and gases • To understand what makes a solid • To understand the properties of liquids • To understand the properties of gases. • To understand that some materials can be heated and this changes them irreversibly • To understand that some materials can be heated and change but these changes can be reversed as they cool • To explore the temperatures that some materials change at. • To understand the processes of condensation and evaporation and how they contribute to the water cycle. <p>The children will observe changes, compare changes and record their findings. They will undertake investigations and research as well as grouping and classifying materials.</p>	<p style="text-align: center;"><u>RE</u></p> <p><u>The children will explore the theme of Community. They will talk about groups and organisations they belong to before going further to look at our church community and the life and teachings of St Paul.</u></p> <ul style="list-style-type: none"> • To ask questions about what they and other wonder about the responsibility and commitment of belonging to a community and realise that some of these questions are difficult to answer. • To make links to show how feelings and beliefs affect their commitment to community and that of others. • To describe some of the advice St. Paul gives us about being loving members of a community. • To use religious words and phrases to describe the actions and symbols within a funeral Mass. • To describe some ways in which some people serve their parish community. • To make links between the call of the apostles and God's call to people to serve him today. • To use a developing religious vocabulary to give reasons for the actions and symbols used within a funeral Mass. • To give reasons why people give service to the parish community through various ministries. •

<p style="text-align: center;">Key Vocabulary</p> <p>Factors, factor pairs, product, multiply, groups of, lots of, times, repeated additions, adding groups of. Divide, repeated subtraction, share, dividend, divisor, quotient, shape, area, space within,</p>	<p style="text-align: center;">Key Vocabulary.</p> <p>Solids, liquids, gases, reversible, irreversible, condensation, evaporation, water cycle, properties, observe, compare, group and classify, investigate and research.</p>	<p style="text-align: center;">Key Vocabulary:</p> <p>community, commitment, responsibility, parish, laity, ministries, Extraordinary Ministers, service, funeral rites, pastoral area, deanery</p>
<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Chanting my times tables with me</p> <p style="text-align: center;">Play games with me like hit the button, TTRockstars,</p> <p style="text-align: center;">Help me to make groups of objects like sweets, toys, then add more or subtract more.</p> <p style="text-align: center;">Use squares to help me find the area of furniture or objects in my home.</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Talking to me about what happens when certain materials are heated</p> <p style="text-align: center;">Are the changes reversible?</p> <p style="text-align: center;">Watch videos or clips around the water cycle</p> <p style="text-align: center;">Help me make posters about it or make a model of it.</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Talking to me about why people give time and service in helping others in their community.</p> <p style="text-align: center;">What would prevent a community from being united?</p> <p style="text-align: center;">What helps to build community?</p> <p style="text-align: center;">What is a community?</p>
<p>Foundation Subjects</p>		
<p style="text-align: center;"><u>PHSE</u></p> <p>This half term we will explore how our choices can make a difference to others and the environment</p> <ul style="list-style-type: none"> The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) <p><u>Economic wellbeing: Money</u></p> <ul style="list-style-type: none"> That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) <p><u>Respecting self and others</u></p>	<p style="text-align: center;"><u>Geography</u></p> <p>This half term we will look at where our food comes from in the world. This will link into sustainability – how far our food has to travel and is that sustainable.</p> <ul style="list-style-type: none"> Explore how some aspects of physical and human characteristics have changed over time. Describe and understand aspects of physical geography (rivers, mountains, water cycle) Describe and understand aspects of human geography (settlement/ land use, economic activity and distribution of natural resources) Securely use world maps, atlases and globes and use digital mapping. Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology 	<p style="text-align: center;"><u>DT</u></p> <p>This half term we will link our DT to Science - we will design and make a product that reuses plastic</p> <ul style="list-style-type: none"> Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces Use research to inform design and develop design criteria Take risks to become innovative and resourceful Evaluate own and others' work suggesting improvements and consider the views of others to improve their work Investigate a range of existing products in a range of relevant contexts eg culture, industry Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes

<ul style="list-style-type: none"> How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with 		
<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Difference, environment, responsibility, care, concern, choices, decisions, respect, agree, disagree</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Pollution, rivers, mountains, water cycle, environment. Locality, physical, human, atlas, globe, digimaps,</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Prototype, design, make, recycle, reuse, equipment, materials, tools, cut, glue, attach, improve, evaluate, product.</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Talking to me about recycling, what we can do to help the environment,</p> <p>Talk to me about fair trade - can we buy some fair trade items or look for them in the supermarket?</p> <p>Giving me chores, responsibilities around the home.</p>	<p style="text-align: center;"><u>Help me at Home by:</u></p> <p>Talking to me about my home - Chorley</p> <p>How it has changed over time? - what you have noticed/seen</p> <p>The impact of pollution on my locality.</p>	<p style="text-align: center;"><u>Help me at Home by</u></p> <p>Talking to me about recycling and how recycled products can be used again.</p> <p>Help me to research how recycled products can be used.</p> <p>Help me to find ideas for my own design.</p>
<p style="text-align: center;"><u>PE</u></p> <p>This half term the children will take part in gymnastics activities to work towards developing their own routine to perform as well as taking part in handball games.</p> <ul style="list-style-type: none"> To develop ways of travelling and balancing. To develop a range of jumps and balances To create a gymnastic sequence To develop ways of rolling To create a sequence of gymnastic actions To develop ways of balancing To evaluate their own performance To send and receive a ball To use simple tactics in a game To travel with a ball To evaluate their own success To send a ball with accuracy To apply simple tactics in a game 	<p style="text-align: center;"><u>MUSIC</u></p> <p><u>This half term our music theme focuses around one song called Stop! This is a rap song about bullying. The children will learn the song, perform it, discuss the themes around it culminating in composing their own anti bullying rap.</u></p> <ul style="list-style-type: none"> Follow and perform simple rhythmic scores to steady beat Compose music on their own and with others using the interrelated dimensions of music eg pitch, tempo, dynamics, duration, musical notations Listen with increasing concentration to combination of high-quality recorded and live music Develop understanding of music from range of origins, traditions, historical periods and social contexts Describe and evaluate music using simple musical vocabulary Continue to sing/perform broad range of unison songs using accurate pitch 	<p style="text-align: center;"><u>MFL</u></p> <p><u>This half term the children will explore the theme of Ancient Britain in their French lessons. They will learn to:</u></p> <ul style="list-style-type: none"> Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). Name in French, the six key periods of ancient Britain, introduced in chronological order. Be able to say in French three of the types of people who lived in ancient Britain. Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the three types of dwellings people lived in during the stone age, bronze age and iron age.

<p style="text-align: center;">Key Vocabulary:</p> <p>Travel, balance, jump, gymnastics, sequence, roll, actions, evaluate, send, receive, tactics, accurate, attack, defend.</p>	<p style="text-align: center;">Key Vocabulary</p> <p>improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, melody, solo, unison, rhythm patterns, musical style percussion, rap, beat,</p>	<p style="text-align: center;">Key Vocabulary</p> <p style="text-align: center;">- L'ancienne histoire de la Grande Bretagne</p> <p>L'âge de la pierre Je suis un homme de l'âge du fer L'âge du bronze Je suis une femme de l'âge du fer L'âge du fer J'ai.. La période des Romains Un silex La période des Anglo-Saxons Une hache La période des Vikings Une épée Je suis... J'habite... I live ... Un homme J'habite dans... Une femme Une grotte Je suis un homme de l'âge de la pierre Une cabane Je suis une femme de l'âge de la pierre Une maison ronde Je suis un homme de l'âge du bronze</p>
<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Playing games with me, Help me by playing throwing and catching games.</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Listening to different songs around the theme of bullying Listen to some appropriate rap music to help me to compose my own.</p>	<p style="text-align: center;">Help me at Home by:</p> <p style="text-align: center;">Playing games on language angels with me to help me learn.</p>
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p style="text-align: center;">Special visitors from Chorley Council or Lancashire Wildlife Trust.</p> <p style="text-align: center;">Visit to Brockholes Nature Reserve to look at waterways and how local wildlife are impacted by pollution.</p> <p style="text-align: center;">Visits in the local area to learn about the water cycle and how water can be preserved in our local area.</p>		