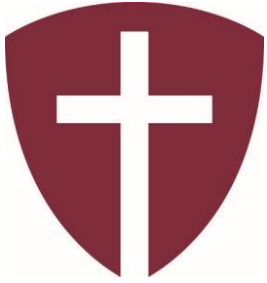


# Year 4 Curriculum Evening

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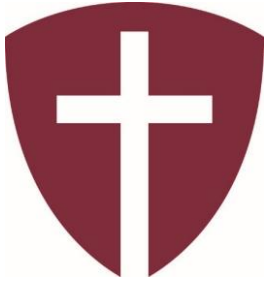




# Structure of the School Day

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8.40am:	Classroom doors open
8.50am:	School begins
10.30-10.45:	Play time
12.00-1.00pm:	Lunch time
3.20pm:	School ends

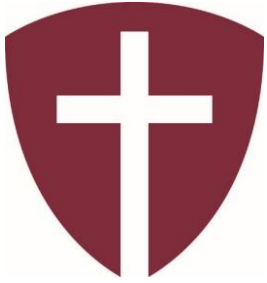


# Year 4

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Class Teacher: Miss Greatrex

Teaching Assistants: Miss Walsham  
Mrs Clasper



# Year 4 Timetable

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## Mornings:

English

Maths

RWI Spelling

Reading Skills

Times Tables

Maths Meetings

Handwriting

## Afternoons:

RE

History or Geography

PE (twice a week)

RSHE

Music

Art or DT

Science

Computing

French



# Class Prayers and Liturgical Prayer

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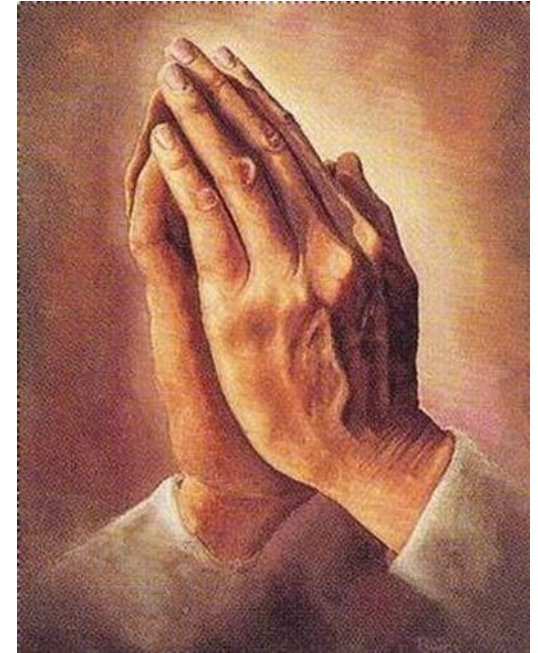
Daily Prayers:

Morning Prayer

Before Lunch

After Lunch

End of the day



Children attend whole school liturgical prayer each Monday and Key Stage liturgical prayer on a Wednesday.



# Y4 Curriculum: Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	10, 5 and 2 x table focus							4 and 8 x table focus Week 4 and 5: Assessment Window							
Autumn	Number: Place Value			Number: Addition and Subtraction <i>Take One Picture (13.10 and 14.10)</i>				Number: Addition and Subtraction	Measurement: Area	Number: Multiplication and Division			Consolidation		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 1	Week 2	Week 3	Week 4	Week 5			
	3, 6 and 9 x table focus							7, 11 and 12 x table focus Week 2 and 3: Assessment Window							
Spring	Multiplication and Division			Measurement: Length and Perimeter			Number: Fractions	Number: Fractions				Number: Decimals			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
	Preparation for multiplication check						Multiplication Check (by 23.06.23) Week 2 and 3: Assessment Window				Multiplication gaps and consolidation				
Summer	Number: Decimals			Measurement: Money			Measurement: Time	Measurement: Time	Measurement: Shape		Statistics	Geometry: Position and Direction		Consolidation	

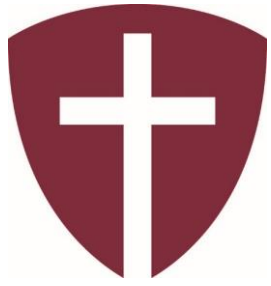


# Y4 Curriculum: English

Long Term Plan	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 7 weeks	Fiction Picture Books	Non Fiction Names and Labels	Non-Fiction Labels Lists and captions	Poetry Pirate Poems	Poetry Haiku and Cinquin	Poetry Kennings	Poetry Poetic Style	Poetry Power of Imagery
	Fiction A story by a well-loved author	Fiction Descriptions	Fiction A journey story	Fiction A journey story	Fiction A story from a well-loved author	Non Fiction Non-chronological reports	Non Fiction Persuasive Writing	Fiction A story with a flashback
	Poetry Nursery Rhymes	Poetry Rhyme in books	Non Fiction Instructions Directions	Non Fiction Letter Writing and Invitations	Non Fiction Persuasive adverts	Fiction A story from our Literary Heritage	Fiction A Fantasy Story	Non Fiction Persuasive Formal Letter
				Non Fiction Instructional Writing	Non Fiction Instructions	Non Fiction Instructional Writing	Non Fiction Recount	Non Fiction Diary
Autumn 2 8 weeks	Fiction Journeys	Non Fiction Labels and Lists	Poetry Using the Senses	Fiction Traditional Tales	Non Fiction Journalistic Writing	Non Fiction Persuasive Writing	Non Fiction Non Chronological Report	Poetry Nonsense Poems: Literary Heritage
	Non Fiction Instructions	Fiction Picture Books	Fiction A tale of fear	Non Fiction Persuasive Writing	Fiction A science fiction story	Fiction Imaginary World Story	Fiction Myths	Non Fiction Biographies and Autobiographies
	Fiction Picture Books	Non Fiction Instructions Recipes	Fiction Descriptive Writing	Fiction Alternative Traditional Tales	Non Fiction Non chronological report	Non Fiction Diary	Non Fiction Biography	Fiction A story with a shift in viewpoint
		Fiction A story by a well-loved author	Non Fiction Letter Writing	Poetry Wild Things	Poetry Acrostic	Poetry Creating Imagery	Non Fiction Instructions	Non Fiction Informal Letter
		Non Fiction Labels Descriptions						







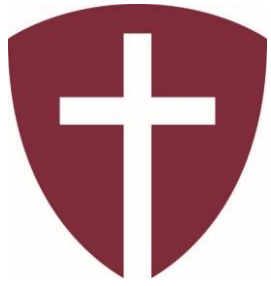
# Y4 Curriculum: English

Long Term Plan	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer 1 6 weeks	Fiction Traditional Tales	Fiction Traditional Tales	Non Fiction Instructions	Non Fiction Non chronological reports	Non Fiction Information - Leaflets	Non Fiction Non Chronological reports	Poetry Literary Heritage poems	SATs Boosters
	Fiction Alternative Traditional Tales	Non-Fiction Facts Instructions	Fiction A fantasy story	Fiction A fantasy story	Fiction A Story with a Moral	Fiction Play Script	Fiction A Mystery Story	SATs Week
	Non Fiction Labels	Non-Fiction Letter Writing	Poetry Transport Poems	Poetry Classic Poetry	Poetry Tanka	Non Fiction Discussion	Fiction A story from another culture	Fiction Narrative point of view
Summer 2 7 weeks	Poetry Action Poetry	Poetry Modern Poetry	Non-Fiction Information Advert	Non Fiction Persuasive letter	Fiction Play Scripts	Non Fiction Adverts	Non Fiction Journalistic Writing	Non Fiction Persuasive Writing
	Fiction A story from our Literary Heritage	Fiction Alternative Traditional Tales	Fiction A story with a familiar setting	Fiction A dilemma story	Fiction A Fantasy Story	Fiction A Mystery Story	Fiction Stories from well-loved authors	Non Fiction Debate
	Non Fiction Labels	Fiction Descriptive Writing	Non Fiction Persuasive Writing	Poetry Patterns on a Page	Non Fiction Recount	Non Fiction Recounts Letters	Fiction Play Scripts	Fiction A Warning Tale
			Poetry Pattern		Poetry Animal Poems	Poetry		Non Fiction Information Leaflet



# Y4 Curriculum: History

Long term plan	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b> <b>Theme 1 – Power &amp; Empire</b> <b>British History</b>	<u>Prehistoric Britain.</u>  How did Britain change from the Stone Age to the Iron Age?	<u>The Roman Empire</u>  What impact has the Roman Empire had on Britain?	<u>The Anglo-Saxons, Vikings and Scots.</u> What was life like in Anglo-Saxon and Viking Britain?	<u>Crime and Punishment</u> How and why has crime and punishment changed over time?
<b>Spring 1</b> <b>Theme 2 – Civilisation &amp; Settlements</b> <b>Wider World</b>	<u>Ancient Egypt</u>  How do we know and what do we know about Ancient Egypt?	<u>Ancient Greece</u>  What impact did the Greek Empire have on the wider world?	<u>The Islamic Civilisation</u>  Why was the Early Islamic Civilisation a significant turning point in history?	<u>Conflict through time</u>  How has conflict changed over time? What impact has this had?
<b>Summer 1</b> <b>Theme 3– Society &amp; Change</b> <b>Locality</b>	<u>Travel and Transport</u>  How has travel and transport changed over time?	<u>The Quayside</u>  How has the industrialisation of our local area changed over time?	<u>Mining in the North East</u>  What was the impact of mining on our locality?	<u>Power and Protest through time</u>  How has protest changed the world?



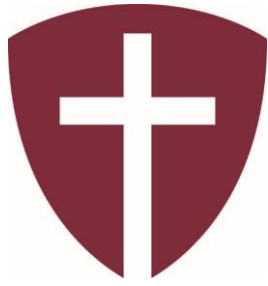
# Y4 Curriculum: Geography

Long term plan	Year 3	Year 4	Year 5	Year 6
<b>Autumn 2</b> <b>Theme 1 – Locational Knowledge</b>	<u>Where I live</u> Where is our place in the world?	<u>European Study</u> In what ways is Newcastle different/similar to ...? (contrasting place in the world)	<u>Climates around the World</u> Why do climates differ in different countries?	<u>Ecosystems</u> What are the roles of the water and food cycles in an ecosystem?
<b>Spring 2</b> <b>Theme 2 – Human or Physical Geography</b>	<u>Water and the Water Cycle</u> Where does water come from?	<u>Rivers and Mountains</u> What makes a mountain?	<u>Energy</u> How is energy used and what are the different types of energy?	<u>Hazardous World</u> What are the natural dangers of the world and how are they formed?
<b>Summer 2</b> <b>Theme 2 – Human or Physical Geography</b>	<u>Changing Jobs</u> Why is there a different demand for jobs across the world?	<u>Resources and Trade</u> What are the advantages and disadvantages of global trade?	<u>Coasts</u> How do coastlines differ across the world?	<u>Local Fieldwork</u> What can field work and digital mapping tell us about Gosforth?



# Y4 Curriculum: Science

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<u>Seasonal Changes</u> (Autumn/Winter) How does our weather change over the year?	<u>Living Things and their Habitats</u> What is alive, dead or was never alive?	<u>Animals, including Humans</u> How do living things work?	<u>Living Things and their Habitats</u> What is the same and what is different? Are living things in danger?	<u>Living Things and their Habitats</u> Do all life cycles look the same?	<u>Evolution and Inheritance</u> How do living things change over time and place?
Autumn 2	<u>Everyday Materials</u> What are things made from?	<u>Use of Everyday Materials</u> How do we choose materials? Can we change materials?	<u>Forces and Magnets</u> What can magnets do?	<u>States of Matter</u> Is water always wet?	<u>Properties &amp; Changes of Materials</u> What are things made from and why? Can we change materials?	<u>Light</u> How do we see?
Spring 1	<u>Animals including Humans</u> What are bodies and what can they do?	<u>Animals including Humans</u> What do living things need to survive?	<u>Rocks</u> Are all rocks the same?	<u>Sound</u> How do we hear different sounds?	<u>Animals, including Humans</u> How do our bodies change as we get older?	<u>Living things and their habitats</u> What is the same and what is different? Are living things in danger?
Spring 2	<u>Plants</u> Are all plants the same?		<u>Plants</u> Can living things live forever?	<u>Animals, including Humans</u> What do our bodies do with the food we eat?	<u>Earth and Space</u> What is moving?	<u>Working Scientifically</u> Assessment and Consolidation of prior knowledge
Summer 1	<u>Seasonal Changes</u> (Spring/Summer) How does our weather change over the year?	<u>Plants</u> How can living things stay healthy?	<u>Light</u> What is the dark?	<u>Electricity</u> Can we control electricity?	<u>Forces</u> How do things move?	<u>Animals including Humans</u> How do our choices affect how our bodies work?
Summer 2	<u>Working Scientifically</u> Assessment and Consolidation of prior knowledge					<u>Electricity</u> Can we vary the effects of electricity?



# Y4 Curriculum: RE

Autumn	Domestic Church <i>05.09.22 – 30.09.22 (4 weeks)</i>	Judaism <i>03.10.22 – 14.10.22 (2 weeks)</i>	Baptism/Confirmation <i>17.10.22 – 18.11.22 (4 weeks)</i>	Advent/Christmas <i>21.11.22 – 16.12.22 (4 weeks)</i>
	<b>Early Years – MYSELF:</b> God knows and loves each one <b>Year 1 – FAMILIES:</b> God's love and care for every family <b>Year 2 – BEGINNINGS:</b> God is present in every beginning <b>Year 3 – HOMES:</b> God's vision for every family <b>Year 4 – PEOPLE:</b> The family of God in Scripture <b>Year 5 – OURSELVES:</b> Created in the image and likeness of God <b>Year 6 – LOVING:</b> God who never stops loving	<b>Early Years:</b> Hannukkah <b>Year 1:</b> Abraham and Moses <b>Year 2:</b> - Shabbat <b>Year 3:</b> - Synagogue <b>Year 4:</b> - Torah <b>Year 5:</b> - Passover <b>Year 6:</b> - Rosh Hashanah, Yom Kippur  Year 3 Synagogue visits/visitors TBC  United Hebrew Congregation, Gosforth or Newcastle Reform Synagogue, Kenton	<b>Early Years – WELCOME:</b> Baptism: a welcome to God's family <b>Year 1 – BELONGING:</b> Baptism: an invitation to belong to God's family <b>Year 2 – SIGNS AND SYMBOLS:</b> Signs and symbols in Baptism <b>Year 3 – PROMISES:</b> Promises made at Baptism <b>Year 4 – BUILDING BRIDGES</b> <b>** SEE BELOW</b> Admitting wrong, being reconciled with God and each other. <b>Year 5 – LIFE CHOICES:</b> Marriage, commitment and service <b>Year 6 – VOCATION AND COMMITMENT:</b> The vocation of priesthood and religious life  <b>NB:</b> Topic straddles half term holiday	<b>Early Years – BIRTHDAY:</b> Looking forward to Jesus' birthday <b>Year 1 – WAITING:</b> Advent: a time to look forward to Christmas <b>Year 2 – PREPARATIONS:</b> Advent: preparing to celebrate Christmas <b>Year 3 – VISITORS:</b> Waiting for the coming of Jesus <b>Year 4 – GIFT:</b> God's gift of love and friendship in Jesus <b>Year 5 – HOPE:</b> Advent: waiting in the joyful hope for Jesus, the promised one <b>Year 6 – EXPECTATIONS:</b> Jesus born to show God to the world  <b>NB:</b> One extra week leeway 19.12.22 – 22.12.22

**\*\* Reconciliation: Year 4**

Explore from Year 4 – Building Bridges (Come and See) **1 week**

Sacramental Preparation Module: Celebrating Reconciliation – What do Catholics believe and do? **2 weeks**

Respond from Year 4 – Building Bridges (Come and See) **1 week**



# Y4 Curriculum: RE

Spring	Local Church <i>09.01.23- 03.02.23 (4 weeks)</i>	Islam <i>06.02.23 – 17.02.23 (2 Weeks)</i>	Eucharist <i>27.02.23 – 24.03.23 (4 weeks)</i>	Lent/Easter <i>27.03.23 – 05.05.23 (4 Weeks)</i>
	<p><b>Early Years – CELEBRATING:</b> People celebrate in Church</p> <p><b>Year 1 - SPECIAL PEOPLE:</b> People in the parish family</p> <p><b>Year 2 – BOOKS:</b> The books used in Church</p> <p><b>Year 3 – JOURNEYS:</b> Christian family's journey with Christ</p> <p><b>Year 4 – COMMUNITY:</b> Life in the local Christian community and ministries in the parish</p> <p><b>Year 5 – MISSION:</b> Continuing Jesus' mission in diocese (ecumenism)</p> <p><b>Year 6 – SOURCES:</b> The Bible, the special book for the Church</p>	<p><b>Early Years:</b> - Special days/ Ritual objects</p> <p><b>Year 1:</b> – Stories</p> <p><b>Year 2:</b> - Prayer/home</p> <p><b>Year 3:</b> - Places for worship</p> <p><b>Year 4:</b> - Holy Books</p> <p><b>Year 5:</b> - Beliefs and festivals</p> <p><b>Year 6:</b> - Belonging &amp; Values</p> <p>Newcastle University Mosque visits/visitors TBC</p>	<p><b>Early Years – GATHERING:</b> Parish family gathers to celebrate Eucharist</p> <p><b>Year 1 – MEALS:</b> Mass, Jesus' special meal</p> <p><b>Year 2 – THANKSGIVING:</b> Mass, a special time to thank God</p> <p><b>Year 3 - LISTENING &amp; SHARING:</b> Jesus gives himself to us</p> <p><b>Year 4 - ** SEE BELOW</b></p> <p><b>Year 5 - MEMORIAL SACRIFICE:</b> Eucharist as the living memorial of Christ's sacrifice</p> <p><b>Year 6 – UNITY:</b> Eucharist enabling people to live in communion</p> <p><b>NB:</b> Topic straddles half term holiday</p>	<p><b>Early Year – GROWING:</b> Looking forward to Easter</p> <p><b>Year 1 – CHANGE:</b> Lent: a time for change</p> <p><b>Year 2 – OPPORTUNITIES:</b> Lent: an opportunity to start anew</p> <p><b>Year 3 - GIVING ALL:</b> Lent: remembering Jesus' total giving</p> <p><b>Year 4 - SELF DISCIPLINE:</b> Celebrating growth to new life</p> <p><b>Year 5 – SACRIFICE:</b> Lent: aligning with the sacrifice made by Jesus</p> <p><b>Year 6 - DEATH &amp; NEW LIFE:</b> Celebrating Jesus' death &amp; resurrection</p> <p><i>NB: This topic crosses over the Easter holiday</i></p>

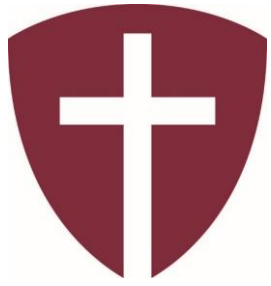
**\*\* Eucharist: Year 4**

**Sacramental Preparation Module:** Celebrating the Mass – What do Catholics do? *4 weeks*



# Y4 Curriculum: RE

Summer	<b>Pentecost</b> <i>08.05.23 – 26.05.23</i> <i>(3 weeks)</i>	<b>Reconciliation/Anointing of the sick</b> <i>05.06.23 – 30.06.23</i> <i>(4 weeks)</i>	<b>Universal Church</b> <i>03.07.23 – 21.07.23</i> <i>(3 weeks)</i>
	<p><b>Early Years - GOOD NEWS:</b> Passing on the Good News of Jesus</p> <p><b>Year 1 - HOLIDAYS AND HOLYDAYS:</b> Pentecost: feast of the Holy Spirit</p> <p><b>Year 2 - SPREAD THE WORD:</b> Pentecost: a time to spread the Good News</p> <p><b>Year 3 – ENERGY:</b> Gifts of the Holy Spirit</p> <p><b>Year 4 - NEW LIFE:</b> To hear and live the Easter message</p> <p><b>Year 5 – TRANSFORMATION:</b> Celebration of the Spirit's transforming power</p> <p><b>Year 6 – WITNESSES:</b> The Holy Spirit enables people to become witnesses</p>	<p><b>Early Years – FRIENDS:</b> Friends of Jesus</p> <p><b>Year 1 - BEING SORRY:</b> God helps us choose well</p> <p><b>Year 2 – RULES:</b> Reasons for rules in the Christian family</p> <p><b>Year 3 – CHOICES:</b> Importance of examination of conscience</p> <p><b>Year 4 - CALLED:</b> Confirmation: a call to witness</p> <p><b>Year 5 – FREEDOM &amp; RESPONSIBILITY:</b> Commandments enable Christians to be free &amp; responsible</p> <p><b>Year 5 – Teach Year 4 CALLED</b> Confirmation: a call to witness</p> <p><b>Year 6 – HEALING:</b> Sacrament of the Sick</p>	<p><b>Early Years - OUR WORLD:</b> God's wonderful world</p> <p><b>Year 1 – NEIGHBOURS:</b> Neighbours share God's world</p> <p><b>Year 2 – TREASURES:</b> God's treasure; the world</p> <p><b>Year 3 - SPECIAL PLACES:</b> Holy places for Jesus and the Christian community</p> <p><b>Year 4 - GOD'S PEOPLE:</b> Different saints show people what God is like</p> <p><b>Year 5 – STEWARDSHIP:</b> The Church is called to the stewardship of Creation</p> <p><b>Year 6 - COMMON GOOD:</b> Work of the worldwide Christian family</p>



# Y4 Curriculum: PE

Y4 PE days are on a Monday and a Friday.

Long Term Plan	Year 3	Year 4	Year 5	Year 6
Aut 1	Fundamental Movement Skills Through Games	Fundamental Movement Skills Through Games	Fundamental Movement Skills Through Games	Fundamental Movement Skills Through Games
	Outdoor Adventurous Activity	Outdoor Adventurous Activity	Invasion Games Hockey	Playground Leader Training
Aut 2	Gymnastics	Gymnastics	Net and Wall Tennis	Net and Wall Badminton
	Invasion Games Benchball	Invasion Games Benchball	Invasion Games Tag Rugby	Invasion Games Tag Rugby
Spr 1	Dance DDMIX	Dance DDMIX	Gymnastics	Gymnastics
	Invasion Games Hockey	Skippping Festival Preparation and Sequencing	Dance DDMIX	Dance DDMIX
Spr 2	Dance Festival Preparation and Sequencing	Invasion Games Hockey	Outdoor Adventurous Activity	Outdoor Adventurous Activity
		Net and Wall Tennis	Striking and Fielding Rounders	Striking and Fielding Cricket
Sum 1	Net and Wall Tennis	Net and Wall Badminton	Striking and Fielding Cricket	Striking and Fielding Rounders
	Teamwork Games	Teamwork Games	British Cycling	British Cycling
Sum 2	Striking and Fielding Cricket	Striking and Fielding Cricket	Athletics Sports Day Preparation	Athletics Sports Day Preparation
	Athletics Sports Day Preparation	Athletics Sports Day Preparation	Invasion Games Netball	Invasion Games Netball





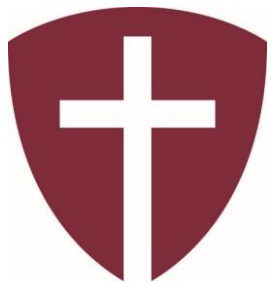
# Y4 Curriculum: Music

Long Term Plan	Year 3	Year 4	Year 5	Year 6
Autumn 1	Charanga: Developing Notation Skills	Charanga: Interesting Time Signatures	Charanga: Getting Started with Music Tech	Charanga: Developing Melodic Phrases
Autumn 2	Charanga: Enjoying Improvisation Christmas Performance	Charanga: Combining Elements to Make Music Christmas Performance	Charanga: Emotions and Musical Styles Christmas Performance	Charanga: Understanding Structure and Form Christmas Performance
Spring 1	Charanga: Composing Using Your Imagination <i>African Drumming</i>	Charanga: Developing Pulse and Groove through Improvisation	Charanga: Exploring Time and Key Signatures	Charanga: Exploring Notation Further
Spring 2	Charanga: Sharing Musical Experiences	Charanga: Creating Simple Melodies Together <i>Samba Drumming</i>	Charanga: Introducing Chords	Charanga: Using Chords and Structures
Summer 1	Charanga: Learning More about Musical Styles	Charanga: Connecting Notes and Feelings	Charanga: Words, Meaning and Expression	Charanga:
Summer 2	Charanga: Recognising Different Sounds	Charanga: Purpose, Identity and Expression in Music	Charanga: Identifying Important Musical Elements	Charanga: Gaining confident through performance  End of Year Performance


























# Y4 Curriculum: Art

Unit Progression						
Unit Coverage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Formal Elements of Art Beatriz Milhaze	Formal Elements of art Max Ernst	Formal Elements of art Cath Riley	Formal Elements of art Pablo Picasso	Formal Elements: Architecture Antony Gormley	Formal elements & Sculpture Käthe Kollwitz
	Art and design skills Wassily Kandinsky	Art and design skills Clarice Cliff	Art and design skills Carl Giles	Art and design skills Luz Perez Ojeda	Art and design skills Paul Klee	Photography Hannah Höch
	Landscapes using different media David Hockney	Sculpture and mixed media Roy Lichtenstein	Craft Annie Albers	Sculpture Sokari Douglas Camp	Design for a purpose Morag Myerscough	Still Life Paul Cezanne



# Y4 Curriculum: DT

Long Term Plan	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 2</b>	 <b>Structures</b> Freestanding structures – <u>Windmill</u>	 <b>Mechanisms</b> Wheels and axles – <u>Fairground Wheel</u>	 <b>Mechanical Systems</b> Levers and linkages – <u>Pneumatic toys</u>	 <b>Electrical Systems</b>  Simple circuits and switches (including programming and control) – <u>Torches</u>	 <b>Mechanical Systems</b> Structures, levers, sliders, layers and spacers – <u>Pop-up book</u>	 <b>Electrical Systems</b>  Using more complex switches and circuits – <u>Steady Hand Game</u>
<b>Spring 2</b>	 <b>Mechanisms</b> Sliders and Levers – <u>Moving Storybook</u>	 <b>Textiles</b> Templates and joining techniques – <u>Pouch purse</u>	 <b>Food</b> Healthy and varied diet – <u>Eating Seasonally</u>	 <b>Food</b> Healthy and varied diet – <u>Adapting a recipe</u>	 <b>Structures</b>  Frame structures – <u>Bridges</u>	 <b>Textiles</b>  Combining different fabric shapes – <u>End of Year Costume</u>
<b>Summer 2</b>	 <b>Food</b> Preparing fruit and vegetables – <u>Smoothies</u>	 <b>Food</b> Preparing fruit and vegetables – <u>A Balanced Diet</u>	 <b>Structures</b>  Shell structures (including computer-aided design) – <u>Boxes for a purpose (SH)</u>	 <b>Textiles</b> 2D shape to 3D product – <u>Fastenings – Book Cover</u>	 <b>Food</b> Celebrating culture and seasonality – <u>Farm to Fork – What could be healthier?</u>	 <b>Food</b> Celebrating culture and seasonality – <u>Come dine with me</u>



# Y4 Curriculum: RSHE

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Always taught on a Tuesday

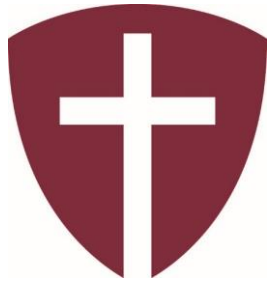
**Life to the Full** programme by TenTen Resources

You can view the materials used within school on the parent portal using the access information below:

[www.tentenresources.co.uk/parent-portal](http://www.tentenresources.co.uk/parent-portal)

**Ten:Ten**  
Resources





# Y4 Curriculum: RSHE

Long Term Plan	Year 3	Year 4	Year 5	Year 6
Autumn 1	Rights of the Child Me, My Body My Health	Rights of the Child Me, My Body My Health	Rights of the Child Me, My Body My Health	Rights of the Child Me, My Body My Health
Autumn 2	Emotional Well Being Life Cycles	Emotional Well Being Life Cycles	Emotional Well Being Life Cycles	Emotional Well Being Life Cycles
Spring 1	Religious Understanding Personal Relationships	Religious Understanding Personal Relationships	Religious Understanding Personal Relationships	Religious Understanding Personal Relationships
Spring 2	Keeping Safe	Keeping Safe	Keeping Safe	Keeping Safe
Summer 1	Religious Understanding Living in the Wider World	Religious Understanding Living in the Wider World	Religious Understanding Living in the Wider World	Religious Understanding Living in the Wider World
Summer 2	Keeping Safe Money and Work Living in the Wider World	Keeping Safe Money and Work Living in the Wider World	Keeping Safe Money and Work Living in the Wider World	Keeping Safe Money and Work Living in the Wider World



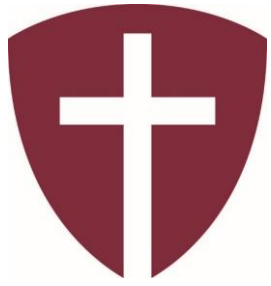
# Y4 Curriculum: French

Year 4 French (niveau blanc)			
Speaking and Listening	Grammar	Grammar	Pronunciation and Spelling
<p>Questions</p> <p>Use rising intonation to create or recognise a spoken question</p> <p>Use question words to create or recognise a spoken question, e.g. où? Simple sentences and questions Ask spoken questions using a range of question words and create simple spoken responses</p> <p>Compound Sentences</p> <p>Create a compound spoken sentence by using a conjunction to link 2 simple sentences.</p> <p>Reading aloud</p> <p>Read aloud the text of familiar rhymes, stories or songs.</p> <p>Read aloud some simple sentences from a speaking frame.</p>	<p>Name and identify parts of speech</p> <p>Know and use a range of masculine and feminine ordinary nouns</p> <p>Give a definition and example of:</p> <ul style="list-style-type: none"> <li>an ordinary noun</li> <li>a pronoun</li> <li>an adjective</li> <li>a conjunction</li> <li>a verb</li> <li>an adverb</li> </ul> <p>Know and use a range of adverbial phrases of place</p> <p>Use possessive adjectives; understand how they match the gender and number of the noun</p> <p>Negative Adverb</p> <p>Identify and use a negative adverb Know how to modify the indefinite article following the negative adverb</p> <p>Fronted Adverbial</p> <p>Know that this can be used as a sentence starter</p> <p>Adverbial pronoun</p> <p>Use the adverbial pronoun en</p> <p>Plural</p> <p>Know how to form the plural of a noun and its determiner</p> <p>Recognise and use the plural form of the indefinite article</p> <p>Know some plural verb forms</p>	<p>Numeral as determiner</p> <p>Use a numeral as a determiner</p> <p>Cognate</p> <p>Give a definition and example of a cognate</p> <p>Gender</p> <p>Know that in French, nouns have a grammatical gender, masculine and feminine</p> <p>Know that in English, nouns do not have a grammatical gender</p> <p>Know that the determiner must match the gender of the noun that it introduces</p> <p>Adjectival agreement by gender</p> <p>Know that the adjective must agree with the noun it qualifies</p> <p>Know how to modify an adjective to make it agree with a feminine noun</p> <p>Question Words</p> <p>Know what a question word is</p> <p>Syntax</p> <p>Know that syntax is the order in which words and phrases are put together to make a meaningful sentence.</p> <p>Understand how the adjective is placed in French and in English</p>	<p>Liaison</p> <p>Understand the concept of liaison. Elision</p> <p>Understand the concept of elision</p> <p>Know that an apostrophe is used in writing when elision occurs Silent final consonant</p> <p>Know that there are exceptions to the silent final consonant rule, e.g. ours, in which the final 's' is sounded out</p> <p>Accents</p> <p>Notice the grave accent in some words, e.g. où.</p> <p>Phonics and pronunciation</p> <p>Pronounce the phoneme [w].and recognise its grapheme 'oi', as in poisson, bois, trois and étoile. Know that In English, the grapheme 'oi' is pronounced [ɔɪ] as in oil, boil and soil.</p> <p>Know what a homophone is.</p> <p>Apply knowledge of liaison and elision when reading aloud</p>
Reading and Writing			
<p>Questions</p> <p>Use question words and punctuation (question mark) to create or recognise a question in written form</p> <p>Simple sentences</p> <p>Create simple written sentences</p> <p>Compound Sentences</p> <p>Create a compound written sentence by using a conjunction to link 2 simple sentences</p>			



# Y4 Curriculum: Computing

Long Term Plan	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b> 7 weeks	Digital Literacy: (2weeks) E-Safety	Digital Literacy: (2weeks) E-Safety	Digital Literacy: (2weeks) E-Safety	Digital Literacy: (2weeks) E-Safety
	Information Technology: (5weeks) Microsoft Word	Information Technology: (5weeks) Microsoft Word	Information Technology: (5weeks) Microsoft Word	Information Technology: (5weeks) Microsoft Word
<b>Autumn 2</b> 8 weeks	Information Technology: Video & Animation <i>Book Creator</i> <i>I Can Animate</i>	Information Technology: Video & Animation <i>Keynote</i> <i>Toontastic/Clips</i>	Information Technology: Video & Animation <i>Keynote</i> <i>iMovie</i>	Information Technology: Video & Animation <i>Adobe Spark Page</i> <i>Adobe Spark Video</i> <i>iMovie</i>
<b>Spring 1</b> 6 weeks Safer Internet Day	Computer Science: Computational Thinking	Computer Science: Computational Thinking	Computer Science: Computational Thinking	Computer Science: Computational Thinking
<b>Spring 2</b> 5 weeks	Information Technology: Excel and PowerPoint	Information Technology: Excel and PowerPoint	Information Technology: Excel and PowerPoint	Information Technology: Excel and PowerPoint
<b>Summer 1</b> 6 weeks	Computer Science: Coding	Computer Science: Coding	Computer Science: <i>Scratch</i>	Computer Science: <i>Scratch</i>
<b>Summer 2</b> 7 weeks	Computer Science: Physical Computing <i>Micro:Bit</i>	Computer Science: Physical Computing <i>Micro:Bit</i>	Computer Science: Physical Computing <i>Micro:Bit</i>	Computer Science: Physical Computing <i>Micro:Bit</i>



# Online Safety

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We use Netsweeper to protect children when they use the internet in school.

Use of the schools internet is monitored fortnightly by members of the senior leadership team.

Further information can be found on the school website – Parents – Online Safety.



netsweeper





# Y4 Homework

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**Spelling homework** for a spelling quiz each Friday. In their spelling homework books, children are expected to divide the page into six to list the spellings six times and write ten sentences (one for each word).

**Reading** – It is important that children read daily at home as this will help develop your child's fluency. Please ask your child questions about what they have read to check their understanding. Class teachers can provide questions examples if you are unsure what to ask. Please make sure that reads are recorded in the reading journals. Reading journals are expected to be in school daily but will be checked every Wednesday along with their home learning.

*Reading journals are due to arrive soon. We apologise for the delay in receiving these and thank you for your patience.*



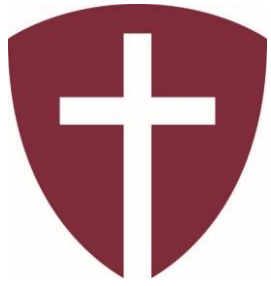
# Y4 Homework

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Subject	Task	Frequency
English	Reading	Daily 10-20 minutes
English	Grammar	Weekly
English	Spellings	Weekly
Mathematics	Tasks linked to current curriculum and revisiting previous learning	Weekly
Mathematics	Times Table Rock Stars	Daily 5 minutes
Mathematics	Mathletics	Optional

**Grammar** and **Maths** homework will be set on **Fridays** and due the following **Wednesday**.

*Children have Grammar, Maths and Spelling homework books.*



# Breaktime

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## **Healthy Eating**

Children to bring healthy snacks to school.

## **Nut Allergies**

Please note we have children with severe allergic reactions to nuts presently attending St Charles'. We therefore ask all parents to ensure no nuts or nut products are included in lunch boxes or as break time snacks.

## **Water**

Please ensure your child brings in a named bottle of water for use in the classroom.



# Attendance

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Regular attendance and punctuality are vital for good progress and we expect all children's attendance to be 97% and above.

Attendance is shown as a percentage figure and we have detailed research below that shows how attendance, even at this early stage of education, affects outcomes for children at GCSE. We hope the tables below illustrate for you the importance of good attendance; this includes avoiding taking holidays during term time.

If your child had less than 97% attendance, we would urge you to ensure their attendance improves this year.

How Attendance affects GCSE Achievement	
% attendance	Percentage achieving 5 A*-C GCSEs
100 – 93.5%	74.3%
93.4 – 92.5%	60.4%
92.4 – 91.5%	53.1%
91.4 – 90%	44.6%
89.9 – 88%	34.7%
Less than 88%	26.7%



# Supporting Your Child in Year 4

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Ensure your child has the best possible attendance at school and is at school on time.

Support your child with any homework tasks and hear your child read daily.

Talk to your child about what they have learnt at school and what books they are reading.

Make sure your child has a good sleep each night and a healthy breakfast every morning.



# Website

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[www.stcharlesprimary.uk](http://www.stcharlesprimary.uk)



# PTA

If you wish to join our PTA, please contact the school office.





# Questions