



ST CHARLES' CATHOLIC PRIMARY SCHOOL



YEAR FOUR MEDIUM TERM PLANNING

Autumn

RE	<p>Domestic Church – Family – People Where do I come from? Prior learning: God's vision for every family This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • Our family trees – Explore • The family of God in Scripture – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond Vocabulary Chosen people, siblings, relations, ancestors, generations, Old Testament, roots, family tree, genealogy, nomad, nomadic</p>	<p>Baptism/Confirmation – Belonging – Called What does it mean to be called and chosen? Prior learning: the meaning of the promises made at Baptism This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • The response to being chosen – Explore • Confirmation: a call to witness – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond Vocabulary chosen, response, Sacrament of Confirmation, oil of Chrism, mitre, crozier, sponsor, catechist, bishop, Holy Spirit, witness, anointing, Holy Trinity, enkindle, called</p>	<p>Advent/Christmas – Loving – Gift What's so special about gifts? Prior learning: Advent: waiting for the coming of Jesus This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • The gift of love and friendship – Explore • Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond Vocabulary gift, friendship, loyalty, commitment, rejoice, peace, God's plan</p>
	<p>PSHE – Families and Friendships To celebrate the uniqueness and innate beauty of each of us. Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong. That there are different types of relationships including those between acquaintances, friends, relatives and family. That good friendship is when both persons enjoy each other's company and also want what is truly best for the other. The difference between a group of friends and a 'clique'. Vocabulary Unique, trust, acquaintances, innate.</p>	<p>PSHE –Safe-Relationships Develop a greater awareness of bullying (including cyber- bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond. To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; How to use technology safely; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages. That bad language and bad behaviour are inappropriate; To judge well what kind of physical contact is acceptable or unacceptable and how to respond; That there are different people we can trust</p>	<p>Respecting Ourselves and Others To recognise differences between people such as gender, race, faith. To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations. About the importance of respecting the differences and similarities between people. Vocabulary Differences, gender, races, faith, values.</p>

		for help, especially those closest to us who care for us, including our teachers and parish priest. Vocabulary Physical, emotional, bullying, cyber-bullying, harassment, appropriate, inappropriate, independent, behaviour.	
ENGLISH	<p>The Whale by Vita Murrow Writing Outcomes & Form Narrative: Setting Narrative: To Narrate Information: Newspaper Report: To Recount Grammar: Word Verb inflections (we were instead of we was) Grammar: Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Grammar: Text Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme Grammar: Punctuation Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials</p>	<p>Leaf by Sandra Dieckmann Writing Outcome & Writing Purpose Narrative: Outsider Narrative Purpose: To narrate Recount: Information Report Purpose: To inform Grammar: Word Grammatical difference between plural and possessive -s Grammar: Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials Grammar: Text Paragraphs to organise ideas around a theme Grammar: Punctuation Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p>	
SHARED READING	<p>Text Extracts The World of Whales Habitats Wild World When the Mountains Roared Why the Whales Came Wild in the Streets</p> <p>Word Reading Build on Previous Year & Focus on: Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Comprehension Build on Previous Year & Focus on: Read a wide range of books that are structured in different ways and read for a range of purposes. Identify how language, structure and presentation contribute to meaning. Check that the text makes</p>	<p>Text Extracts The Girl Who Stole an Elephant The Miraculous Journey of Edward Tulane Where Zebras Go Night of the Gargoyles.</p> <p>Word Reading Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Comprehension Build on Previous Term & Focus on: Increasing their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-book language. Predicting what might happen from details stated and implied. Asking some questions to improve their understanding of the text. Recognising a range of poetic forms [for example, free verse, narrative poetry]. Preparing poems to read</p>	

	<p>sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text. Predict what might happen from details stated and implied. Confidently retrieve and record information from non-fiction</p> <p>Skills and Strategies</p> <p>Build on Previous Year & Focus on: Read aloud using punctuation to aid expression including speech. Self-correction, including re-reading and reading ahead. Skim to gain an overview of a text, e.g. topic, purpose. Scan for specific information using a variety of features in texts, e.g. titles, illustrations, pre taught vocabular, bold print, captions, bullet points. Read short information texts independently with concentration. Identify how texts differ in purpose, structure and layout. Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount</p>	<p>aloud and to perform, showing an increasing understanding through intonation, tone, volume and action</p> <p>Skills and Strategies</p> <p>Recognise and read Year 3&4 Word List. Read aloud using punctuation to aid expression including speech. Self-correction, including rereading and reading ahead.</p>	
READING SPINE	Harry Potter and the Philosophers Stone by J.K. Rowling	Charlotte’s Web by E.B. White	
MATHS	<p>Number and Place Value</p> <p>Recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and units) Recognise the place value of any 4 digit number. Find 1000 more or less than a given number Order and compare numbers up to 100,000. Round numbers to the nearest 10, 100 or 1000</p> <p>Vocabulary</p> <p>Tenths, hundredths Decimal (places), Round (to nearest), Thousand more/less than, Negative integers, Count through zero, Roman numerals (I to C)</p>	<p>Addition and Subtraction</p> <p>Add and subtract numbers with up to four digits using formal column methods Use estimating and inverse operations to check my answers Solve two step addition and subtraction problems using different methods and explain why I used them</p> <p>Vocabulary</p> <p>Column addition and subtraction, estimate, inverse, commutative</p> <p>Measurement: Area</p> <p>Find the area of rectilinear shapes by counting squares</p> <p>Vocabulary</p> <p>Count, compare, make</p>	<p>Multiplication and Division</p> <p>Recall times tables facts up to 12x12 (multiplication & division) Use place value and number facts to multiply and divide mentally, including multiplying by 1 and 0; dividing by 1; and multiplying together 3 numbers Divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value Recognise and use factor pairs and commutativity in mental calculations</p> <p>Vocabulary</p> <p>Multiplication facts (up to 12x12), Division facts, Inverse, Derive, commutative</p>
SCIENCE	<p>Electricity</p> <p>Children revisit some uses of electricity and the importance of safety before constructing simple circuits. Understanding how to change a circuit by changing its components makes up the third part of this topic, leading in a final application of knowledge and skills when the children design and make an alarm using their knowledge of circuits.</p> <p>Vocabulary</p>	<p>Sound</p> <p>Children will encounter how sounds are made on a variety of instruments and how they can be changed in volume, pitch and over distance. They will explore making sounds on a range of objects that aren’t instruments, in order to investigate how sounds are created to make music.</p> <p>Vocabulary</p> <p>Pitch, sound source, vibration, volume, distance.</p>	

	Appliances, battery, bulb, buzzer, cell, circuits, components, electricity, conductor, insulator, mains, metal, rechargeable, switch, terminal, wire	
COMPUTING	<p>Branching Databases</p> <p>In this topic children will Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Vocabulary</p> <p>Branching database, database, organise, transition, slides, log.</p>	<p>Repetition and Forever Loops</p> <p>Children will design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Vocabulary</p> <p>Repeat, forever, loop, code, debug, algorithm, sequence, selection.</p>
HISTORY	<p>The Anglo-Saxons</p> <p>In this unit, the children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'. Links will be made to prior learning, particularly to Roman Britain. Throughout the unit, there is a strong focus on the range of sources that provide us with evidence about the people living at that time. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds. They will learn about the importance of archaeological evidence and the work of the archaeologist, as well as the accidental finds of metal detectorists.</p> <p>Vocabulary</p> <p>Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.</p>	None this half term
GEOGRAHY	None this half term	<p>Our World</p> <p>In an earlier unit, the children used several different representations of the world, or parts of it, without questioning them. In this unit, they will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.</p> <p>Vocabulary</p>

		Equator, latitude, longitude, sphere, rotate, maps, atlases, globes, hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
ART	<p align="center">Drawing – Power Prints</p> <p>Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p> <p align="center">Vocabulary</p> <p align="center">Collaborate, collage, composition, engraving, printing technique, proportion, shading, tone, wax-resist.</p>	
DESIGN & TECHNOLOGY	<p align="center">Digital World – Electronic Charm</p> <p>In this unit children will research the digital revolution. Children will then move on to writing a program that initiates a flashing LED panel, identifying errors if testing is unsuccessful. Children will then design and create a pouch for their LED panel</p> <p align="center">Vocabulary</p> <p align="center">Control, electronic, function, initiate, programming loop, monitor, program, sensor, simulator, user.</p>	
MUSIC	<p align="center">Body and Tuned Percussion (Rainforest)</p> <p>Children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer</p> <p align="center">Vocabulary</p> <p>Pitter, patter, raindrop, clapping, clicking, body percussion, tempo, rhythm, boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, inspiration, keyboard</p>	<p align="center">Changes in Pitch, Tempo and Dynamics (Rivers)</p> <p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p> <p align="center">Vocabulary</p> <p>a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer</p>
PHYSICAL EDUCATION	<p align="center">Gymnastics</p> <p>In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p align="center">Vocabulary</p> <p align="center">Collaboration, communication, bridge, observe, straight jump, barrel roll, pencil roll, forward roll, straddle roll, teddy bear roll, rotation</p> <p align="center">Swimming</p>	<p align="center">Dance</p> <p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p align="center">Vocabulary</p> <p align="center">Balance, control, technique, dynamics, tempo, collaboration, space, character, structure, inclusion.</p>

	<p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p>Vocabulary</p> <p>Floating, gliding, front crawl, backstroke, breaststroke, submersion, rotation, treading water.</p>	