

Pope Paul Catholic Primary School Long-Term Curriculum Overview 2020-2021 Summer Term 2020 – Year 4

Subject	Summer 1	Summer 2
RE	From Easter to Pentecost <ul style="list-style-type: none"> Post-Resurrection stories Moderation task What happened at Pentecost? Would you speak up for your faith? 	Discipleship <ul style="list-style-type: none"> What is a disciple? What does it mean to be a disciple now?
Maths	<ul style="list-style-type: none"> Assessment-Testbase+ Essential gap analysis Fractions: unit and non-unit fractions of a shape, measurement or set. (<i>2/5 of a box of cupcakes, shade 3/8 of a shape</i>) Fractions of quantities: <i>2/3 of 30, 1/8 of 24</i> Fractions within and beyond one on a number line Add and subtract fractions within and beyond 1 with the same denominator: <i>7/12- 2/12; 3 and 7/8-2/8</i> Convert mixed numbers into improper fractions and vica versa: <i>7/3= 2 and 1/3</i> Apply place-value knowledge to known additive and multiplicative number facts: <i>8+6=14 therefore 80+60=140; 3x4=12 so 30x4=120</i> Ongoing multiplication facts through fluency sessions (mental maths) 	<ul style="list-style-type: none"> Multiply and divide whole numbers by 10 and 100: <i>0.3x10=3; 3 divided by 100=0.03</i> Manipulate multiplication and division equations (commutative law): <i>2x4=4x2</i> Understand and apply the distributive law of multiplication: <i>12x3=(8x3) +(4x3) using different representation and manipulatives</i> Ongoing multiplication facts through fluency sessions
English	<ul style="list-style-type: none"> Farm visit: Non-fiction: newspaper report Fiction: 1st person narrative Ongoing editing focus Year 4 SPaG objectives: <i>capital letters and all punctuation taught up until Year 4</i> <i>speech punctuation including commas</i> <i>commas in lists and after fronted adverbials</i> <i>fronted adverbials to vary sentence openers</i> <i>subordinating conjunctions (clauses at different places within a sentence) for cohesion</i> <i>use of expanded noun phrases, adverbs and prepositions for clarity and detail</i> <i>Corrects spelling of taught Year 3 and 4 words</i> <i>Legible handwriting, joint, following school handwriting scheme.</i> 	<ul style="list-style-type: none"> Short narrative pieces based on a variety of age-appropriate book stimulus Ongoing editing focus Year 4 SPaG objectives <i>capital letters and all punctuation taught up until Year 4</i> <i>speech punctuation including commas</i> <i>commas in lists and after fronted adverbials</i> <i>fronted adverbials to vary sentence openers</i> <i>subordinating conjunctions (clauses at different places within a sentence) for cohesion</i> <i>use of expanded noun phrases, adverbs and prepositions for clarity and detail</i> <i>Corrects spelling of taught Year 3 and 4 words</i> <i>Legible handwriting, joint, following school handwriting scheme.</i>
Science	Electricity <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit Identify and name of circuits basic parts including cells, wires, bulbs and switches. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit Recognise some common conductors and insulators and associate metals with being good conductors 	States of Matter <ul style="list-style-type: none"> Compare and group materials together according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
Computing	Programming	Programming

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	<ul style="list-style-type: none"> Through a series of lessons, using Scratch, the children will use loops to create shapes, animation, modification and design and create their own game producing a design and algorithm for sprites in the game. 	<ul style="list-style-type: none"> Through a series of lessons, using Scratch, the children will use loops to create shapes, animation, modification and design and create their own game producing a design and algorithm for sprites in the game.
Art	<p><u>Painting</u></p> <ul style="list-style-type: none"> Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <p><u>Colour</u></p> <ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <p><u>Colour</u></p> <ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades
D&T	<p><u>Bedside Lamp Project</u></p> <ul style="list-style-type: none"> Plan a product showing consideration for the intended user Describe the purpose of their product Explain how parts of their product will work Record a step by step plan for making Produce lists for tools, equipment and materials needed Choose materials to use based on suitability of their properties and aesthetic qualities 	
Music		<p><u>Djembe Drumming</u></p> <ul style="list-style-type: none"> Using the djembe drum the children will understand: Bass. The first drumming technique Tone. Play with their fingers and not their palm, the children will understand that the tone produces a higher pitched note than the bass Slap. The slap is the final 'beginner' djembe drumming technique, but it is considered to be the most difficult to play. Patterns and how to compose their own drumming pieces Performing a piece
P.E.	<p>General Fitness focussing on speed, agility, endurance and stamina</p> <p>Striking and Fielding</p> <ul style="list-style-type: none"> Participate in organised games, understanding rules and playing fairly Play cooperatively with teammates <p>Tennis</p>	<p>Athletics</p> <ul style="list-style-type: none"> Perform learnt skills and techniques with increasing success, control and confidence in competition Continue to develop movement skills and evaluate our performances with previous ones <p>Sports Day</p>

	<ul style="list-style-type: none"> Develop: the 'Ready' position; hitting the ball and keeping a rally going; understanding the flight of the ball; Understanding where to stand and move on the court; reacting to the ball direction and positioning ready for the shot and keeping a rally going <p>Cricket Taster Day</p>	
P.S.H.E.	<p>Wellbeing</p> <ul style="list-style-type: none"> Identify and understand the 5 ways to wellbeing Identify what a support network is and who is in our support network Understand the link between body and mind Understand what resilience is and the importance of being resilient <p><u>Ten Ten (RSE) Module Three: Created to Live in Community</u> Children explore the individual's relationship with the wider world. They explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. Unit 1: Religious Understanding (Session 1: A Community of Love Session 2: What is the Church?) Unit 2: Living in the Wider World Session 1: How do I love others? Unit Prayers: The Lord's Prayer, Creator God <u>Module Two: Created to Love Others</u> Unit 1: Religious Understanding (Jesus My Friend) Unit 2: Personal Relationships (Friends, Family and Others, When Things Feel Bad) Unit 3: Keeping Safe (Sharing Online, Chatting Online, Safe in my Body, Drugs, Alcohol and Tobacco, First Aid Heroes) Unit Prayers: God Loves Us, Lectio Divina and Body Scan Meditation</p>	