

Pope Paul Catholic Primary School Long-Term Curriculum Overview 2022-2023 – Year 4

Subject	Autumn 1	Autumn 2
<b>RE</b>	<p><b>Beginning with God</b></p> <p>How do we come to know God?            What does the story of the Burning Bush teach us?            What is the trinity</p>	<p><b>Advent to Christmas</b></p> <p>How do we remember and wait for the birth of Jesus?            How does the Gospel of Luke record the birth of Jesus?            How does the local community celebrate the birth of Jesus?</p>
<b>Maths</b>	<p>Place Value – Order and Compare Numbers Beyond 1000</p> <p>Rounding, Estimation and Magnitude</p> <p>Securing addition and subtraction mental fluency</p> <p>Securing formal written addition and subtraction fluency</p> <p>+ ongoing multiplication focus (up to 12x12)</p>	<p>Factor pairs, scaling and correspondence problems</p> <p>Problem solving including measures</p> <p>Multiplying and dividing by 10 and 100.</p> <p>Measures including conversion of units and calculating with measures</p> <p>+ ongoing multiplication focus (up to 12x12)</p>
<b>English</b>	<p><b>Poetry- Vocabulary building (2wks)</b></p> <p><b>Narrative- Roman myth</b></p> <p>Use rich and varied vocabulary</p> <p>Use figurative language such as simile and metaphors</p> <p>Use single and multi-clause sentences</p> <p>Use expanded noun phrases</p> <p>Plan for writing</p> <p>Create setting, character and plot in narrative</p> <p>Edit own and others' writing</p> <p><b>Year 3&amp;4 Spellings</b></p>	<p><b>Riddles (1wk)</b></p> <p><b>Non-fiction: Report (4wks)</b></p> <p>Write own report independently based on notes gathered from several sources. Inspired by The Land of Neverbelieve by Noeman Messenger</p> <p><b>Year 3&amp;4 Spellings</b></p>

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<p><b>Science</b></p>	<p><b>Animals Including Humans</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><b>Sound</b></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p>
<p><b>History</b></p>		<p>Understand the context of Roman history</p> <p>Understand where the Romans and Roman Britain fits in to a continuing chronological narrative</p> <p>Understand why and when Britain was invaded</p> <p>Understand the achievements of the Romans and impact they had on Britain</p> <p>Understand the changes and continuity between Roman housing and Celtic</p>
<p><b>Geography</b></p>	<p><b>Megacities</b></p> <p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <p>Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density;</p> <p>Describe and begin to explain the distribution of megacities across the continents of the world;</p> <p>Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country;</p>	

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	<p>Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom;</p> <p>Describe and offer reasons for the features of the city of Brasília, capital of Brazil;</p> <p>Explain and conclude why the Brazilian government built a new capital city in 1960</p> <p>Compare and contrast the benefits and disadvantages of city life and reach a judgement as to which is most significant;</p> <p>Identify, describe and explain some of the main geographical features of one of the top 40 megacities in the world.</p>
<b>Computing</b>	<p><b>Programming</b></p> <p>Design a project that includes repetition</p> <p>Create a project that includes repetition</p> <p>Debug algorithm with the repeat function</p> <p>Adopt and change algorithm with the repeat function</p>
<b>Art</b>	<p><b>Drawing- Exploring through pattern</b></p> <p>Understand artists can work with pattern for different reasons</p> <p>Understand Surface Pattern Designers work to briefs to create patterns for products</p> <p>Artists work with pattern to create paintings or other works.</p> <p>Key concepts:</p> <p>That the act of making drawings can be mindful.</p> <p>That we can use line, shape and colour to create patterns.</p> <p>That we can use folding, cutting and collage to help us create pattern.</p>

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	That we can create repeated patterns to apply to a range of products or outcomes.	
<b>D&amp;T</b>		<p><b>Mechanisms- levers- Moving 3D Christmas cards</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand and use mechanical systems in their products</p>
<b>Music</b>	<p><b><u>Poetry performance:</u></b></p> <p>Looking at music notation with reference to metre and accent Building an extended performance piece from a poem Using canon and ostinati as accompaniments Using beatbox techniques to imitate the sound of a drum kit Performing a rap with a vocal beatbox accompaniment Performing a poem with rhythmic accuracy (choral speaking) Devising a rhythmic accompaniment based on repeated text fragments Balancing voices in a performance</p> <p><b><u>Environment:</u></b></p> <p>Exploring how different timbres can be descriptive Exploring combinations of different timbres to accompany a song Learning how to accompany a song with drone and ostinato on tuned percussion Exploring the descriptive music of two major composers Composing an introduction for a song</p>	

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	<p><b><u>Sound:</u></b>          Learning about classifying instruments by the way sounds are produced          Learning some simple beatboxing sounds          Singing a song and adding beatboxing sounds          Learning about aerophones          Learning to sing partner songs          Learning about classifying instruments by the way sounds are produced          Exploring the combined expressive effects of different instrument groups</p>
<p>P.E.</p>	<p><b>Multi-skills</b>          Use running, jumping, throwing, and catching in isolation and in combination          Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending          Develop flexibility, strength, technique, control and balance          Karate</p>
<p>P.S.H.E.</p>	<p><b><u>Ten Ten (RSE)</u></b>  <b><u>Module 1:</u></b>          Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.  <b><u>Unit 1- Religious understanding</u></b>          Religious Understanding explores the Gospel story Jairus' daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God.  <b><u>Unit 2- Me, my body, my health</u></b>          In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. (NOT including puberty- 2 sessions)  <b><u>Unit 3- Emotional well-being</u></b></p>

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	<p>Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.</p>
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