

Pope Paul Catholic Primary School Long-Term Curriculum Overview 2023-2024 – Year 4

Subject	Summer 1	Summer 2
RE	From Easter to Pentecost	Discipleship
Maths	Time- Read, write, calculate and convert time Statistics-Interpret and present continuous and discrete data Negative numbers counting through zero Geometry-angles, properties of triangles + ongoing multiplication practice	MTC (Multiplication Table Check) Geometry- coordinates Geometry- Position and direction Multiplication and division review Area- calculating area of rectilinear shapes Fraction review Application and Problem Solving
English	Narrative- Story with a theme (4+ wks) Extended narrative, where children write an alternative ending to a known narrative focusing on creating setting, character and plot applying all learnt writing tools such as fronted adverbials, expanded noun phrases, multi clause sentence structures, speech and other punctuation and the use of adverbials. Inspired by Stitch Head by Guy Bass. Poetry- Poetry appreciation Research a particular poet, recite familiar poems by heart and reflect on new poems heard. Year 3&4 Spellings	Non-fiction- Discussion text (2 wks) Consider different sides of an argument and decide on a course of action. Summarise reasoning in a letter. Non-fiction- Explanation (2+ wks) Create a flowchart to explain how a new invention works. Use notes to write an explanation using an impersonal tone. Inspired by Wallace and Gromit Cracking Contraptions Year 3&4 Spellings

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Science	<p>Electricity</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors. 	<p>Living things and their habitat</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things • <u>Healthy Living Week (June 13th)</u> • Link with D&T Food and Nutrition • Focus on healthy lifestyle and exercise
History	<p>Tudors- Local History Study</p> <ul style="list-style-type: none"> • Chronologically place the Tudor time period in British History. • Understand the significance of Hatfield House. • Who was Elizabeth I and why was she significant? • Understand continuity and change of religion in the Tudor period. • Identify the impact of national religious changes on Potters Bar. • Use earlier learnt sketching and painting skills to create relevant art pieces, such as mirror symmetry portraits (Henry VIII) 	

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Computing	<p>Authoring</p> <ul style="list-style-type: none"> • Understand that computer systems store data as bytes and we use this unit to specify size. • Understand that computer networks have a structure which we can use to save and share digital resources. • Understand that we can store data on computers in remote locations, which we can refer to as the cloud. • Understand that there are different operating systems used by our computing devices. • Understand word processing software often includes digital tools to improve clarity, accuracy and efficiency. • Understand that digital objects can be inserted and controlled in word-based texts. • Explore how images can rapidly increase document size. • Understand that multimedia texts are effective in communicating ideas to specific audiences. • Know that non-linear multimedia texts can be organised to include audience control over how the content is accessed. 	
Art	<p>Painting</p> <ul style="list-style-type: none"> • Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. • Become increasingly confident in creating different effects and textures with paint according to what they need for the task. • Understand how to create a background using a wash 	
D&T	<p>Electrical systems</p> <ul style="list-style-type: none"> • Discuss, investigate and disassemble battery powered products • Investigate examples of switches • Discuss the dangers of electricity • Make manually controlled simple series circuits • Develop a design brief • Cut and join a variety of construction materials 	<ul style="list-style-type: none"> • Food and Nutrition • know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world; • understand about seasonality, how this may affect the food availability and plan recipes according to seasonality;

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		<ul style="list-style-type: none"> • understand that food is processed into ingredients that can be eaten or used in cooking; • demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source; • demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling; • explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes; • adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; • alter methods, cooking times and/or temperatures; • measure accurately and calculate ratios of ingredients to scale up or down from a recipe; • independently follow a recipe.
Music		
	Strike and field	Athletics <ul style="list-style-type: none"> • Develop strength, balance, technique and control

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P.E.	<ul style="list-style-type: none"> • Develop, master and apply basic skills and hand-eye coordination (cricket& tennis) • Link basic movements together to make sequences of movements (cricket& tennis) • Play competitive games with others and use basic tactics for attacking and defending (cricket& tennis) <p>Daily mile</p>	<ul style="list-style-type: none"> • Enjoy competing with others • Compare and evaluate performances and demonstrate an attitude to improve <p>In the areas of: sprint run, overarm throw, leaping, chest push, jump for distance, long distance run</p> <p>Daily mile</p>
P.S.H.E.	<p><u>Ten Ten (RSE)</u></p> <p>Module 3: Created to Live in Community This module explores the individual's relationship with the wider world. Explores 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:</p> <p><u>Unit 1: Religious Understanding</u> This unit explores in greater detail the community aspect of the Trinity and encourages children to think about what the Trinity means to them and how they are created to live in community too. Session 1: Trinity House Session 2: What is the Church?</p> <p><u>Unit 2: Living in the Wider World</u> In this unit, children learn some of the principles of Catholic Social Teaching, which will help them to live in communities in the way God intends, such as: the common good, the human person, social relationships and stewardship. Session 1: How Do I Love Others?</p> <p><u>Transition into Year 5</u> Know Class rules and routines Feel safe and have strategies to cope with anxiety Peer writing activity/art</p>	

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French	<p>French- Food</p> <ul style="list-style-type: none">• Follow a familiar story about food in French.• Use determiners for identifying quantities in making polite requests for food.• Give a preference for or against foods.• Describe the colour(s) of food by modifying adjectives.• Begin to understand that adjective spelling depends on number and gender.