



Summary of Work
Year 4
2018 - 2019



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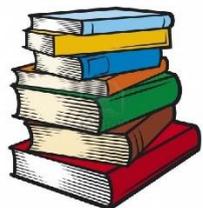


The children will look at different topics throughout the year including -

- Domestic Church - **PEOPLE** - The family of God in Scripture,
- Baptism & Confirmation - **CALLED** - Confirmation: a call to witness,
- Advent- **GIFT** - God's gift of love and friendship in Jesus,
- Local Church- **COMMUNITY** - Life in the local Christian community and ministries in the parish,
- Eucharist - **Sacramental Preparation Module** - Celebrating the Mass - What do Catholics Do?
- Lent and Easter- **SELF DISCIPLINE** - Celebrating growth to new life,
- Pentecost- **NEW LIFE** - To hear and live the Easter message,
- Reconciliation- **Sacramental Preparation Module** - Celebrating Reconciliation - What do Catholics Believe and Do?
- Universal Church - **GOD'S PEOPLE** - Different saints show people what God is like,
- Judaism – The Torah,
- Islam – The Qur'an.

The children also learn through the Catholic Life of the school and during Collective Worship which takes place every day. Collective worship may be as a class, Key stage, whole school or parish community. In school or Church.

English



Reading

The children will learn to;

- To develop and maintain positive attitudes to reading and understanding,
- To keep the focus of text discussion, analysis, reading evidence on the development of Stitch Head throughout the text,
- To model how to check that the text makes sense,
- To discuss, understanding and explaining the meaning of words in context,
- To ask questions to improve their understanding of a text,
- To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence,
- To predict what might happen from details stated and implied,
- To identify main ideas drawn from more than one paragraph and summarising these,
- To use dictionaries/thesaurus to check the meaning of words they have read.

Writing

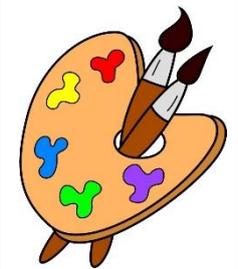
The children will learn to;

- Plan, retell, edit and evaluate narrative in first/third person using narrative shifts in time,
- Use incidental writing opportunities to focus upon recount, argument and discussion in order to deepen understanding of character and personal emotions,
- Present and evaluate a point of view in writing, choosing a persuasive form,

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| | <ul style="list-style-type: none"> • use a variety of conjunctions, • use adverbial phrases, • write information texts about a range of topics, • Use main and subordinate clauses as well as embedded clauses • Write instructional texts, • write a variety of poems, using a range of descriptive language such as; similes, metaphors and personification, • use apostrophes to show possession and contractions • use commas, |
| <p>Maths</p>  | <p>The children will develop their skills in the following areas throughout the year -</p> <p>Number and Place value</p> <ul style="list-style-type: none"> • Count in multiples of 6, 7, 9, 25 and 1000, find 1000 more or less than a given number, • Count backwards through zero to include negative numbers, • Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones), • Order and compare numbers beyond 1000, • Round any number to the nearest 10, 100 or 1000, • Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value <p>Addition and subtraction</p> <ul style="list-style-type: none"> • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction, • estimate and use inverse operations to check answers to a calculation, • Solve addition and subtraction two-step problems in contexts, <p>Multiplication and division</p> <ul style="list-style-type: none"> • Recall multiplication and division facts for multiplication tables up to 12×12, • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout <p>Fractions</p> <ul style="list-style-type: none"> • Recognise and show, using diagrams, families of common equivalent fractions, • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten, • Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number, • Add and subtract fractions with the same denominator • Recognise and write decimal equivalents of any number of tenths or hundredths • Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ • Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two |

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| | <p>decimal places</p> <ul style="list-style-type: none"> • Solve simple measure and money problems involving fractions and decimals to two decimal places <p>Measurement</p> <ul style="list-style-type: none"> • Convert between different units of measure [for example, kilometre to metre; hour to minute] • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • Find the area of rectilinear shapes by counting squares • Estimate, compare and calculate different measures, including money in pounds and pence • Read, write and convert time between analogue and digital 12- and 24-hour clocks • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days <p>Geometry</p> <ul style="list-style-type: none"> • Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • Identify acute and obtuse angles and compare and order angles up to two right angles by size • Identify lines of symmetry in 2-D shapes presented in different orientations • Complete a simple symmetric figure with respect to a specific line of symmetry • Geometry – position and direction • Describe positions on a 2-D grid as coordinates in the first quadrant • Describe movements between positions as translations of a given unit to the left/right and up/down • Plot specified points and draw sides to complete a given polygon • Recognise a range of 2d and 3d shapes and identify $\frac{1}{4}$ and $\frac{1}{2}$ turns. <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p>The children will also develop their Fluency, Reasoning and Problem Solving skills in the range of areas.</p> |
| <p>Science</p>  | <p>Living things and their habitats</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 <p>Animals, including humans</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying |

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| | <p>producers, predators and prey</p> <p>States of matter</p> <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 (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Sound</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases <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>Music</p>  | <p>The children will learn to;</p> <ul style="list-style-type: none"> • Play the trumpet, using basic notes and the correct blowing action, learning to listen to pieces of music and identify the notes played • Read and write musical notation • Understand and explore how music is created |
| <p>P4C/PHSE</p>  | <p>The children will learn to;</p> <ul style="list-style-type: none"> • Explore ideas and thoughts through discussion • Learn to listen to the opinions of others and accept that not everyone will agree on an answer <p>The development of listening skills is an important part of the children's development and will occur throughout the school day but also during weekly P4C lessons.</p> |

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| <p>Computing</p>  | <p>The children will be using the programme Purple Mash in their computing this year to develop and improve their computing skills. Children will be taught to;</p> <ul style="list-style-type: none"> • Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Use technology purposefully to create, organise, store, manipulate and retrieve digital content (word, PowerPoint, publisher) <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> |
| <p>PE</p>  | <p>The children participate in various sports over the year including dance, gymnastics, team games, invasion games and athletics.</p> <p>The children will learn to;</p> <ul style="list-style-type: none"> • Master more complex movements, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • Participate in team games, developing more advanced tactics for attacking and defending • Perform dances using a range of increasingly complex movement patterns. |
| <p>Art</p>  | <p>Throughout the year the children will begin to develop their skills by;</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Learn about the work of a range of artists and try and replicate their designs. <p>Children will continue to use their sketch books to complete a termly piece of work. This will include portraits, landscapes and sculpture. This book will follow them through school and will show their progress when they reach Y6.</p> |
| <p>Other foundation subjects will have a year-long key themes. This theme will run for the whole year and children will explore this theme in a range of ways. This will enable the children to really understand this theme in depth and detail rather than just skim the surface.</p> | |

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| <p><u>Geography</u></p>  | <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
| <p><u>History</u></p>  | <p>Our key theme for history will be Invasion and Settlement. By focusing on this topic the children will compare and contrast the different tribes and people who have had an influence on the British Isles. Throughout the year the children will learn about;</p> <ul style="list-style-type: none"> • The Romans, • The Vikings, • The Anglo-Saxons, |
| <p><u>DT</u></p>  | <p>Our key theme for Design and Technology will be mechanisms. Throughout the year the children will learn to design, make and evaluate products related to structures, such as a Roman trebuchet. The children will do this by;</p> <ul style="list-style-type: none"> • Designing purposeful, functional, appealing products, • Generating, developing, modelling and communicating their ideas through talking and drawing, • Selecting from and using a range of tools and equipment to perform practical tasks, • Selecting from and using a wide range of materials and components • Exploring and evaluating a range of existing products <p>Children's models will stay on display so they are able to constantly evaluate their products in order to make them more effective and successful on their next build.</p> |