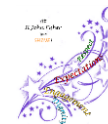
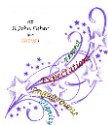


# St. John Fisher

## Catholic Nursery & Primary School



Year 4 Long Term Curriculum Overview			
Subject	Autumn	Spring	Summer
Reading	<p><b>Focus Texts</b>  <b>Escape from Pompeii</b> – Christina Balit  <b>The Incredible Book Eating Boy</b> - Oliver Jeffers</p> <ul style="list-style-type: none"> <li>– Infer characters' feelings, thoughts and motives from their actions.</li> <li>– Use skim and scan reading skills to retrieve specific information efficiently.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>– Give an opinion with a reason.</li> <li>– Listen to others' opinions.</li> <li>– Use Standard English to give an opinion.</li> <li>– Recite/perform own compositions.</li> </ul> <p><b>Guided Reading</b>  <b>Varjak Paw</b> -S.F Said +<i>Non-fiction and Poetry</i></p>	<p><b>Focus Texts</b>  <b>The Pied Piper</b> – Michael Morpurgo  <b>Egyptian Cinderella</b> – Shirley Climo</p> <ul style="list-style-type: none"> <li>– Discuss range of narrative stories and consider differences and similarities.</li> <li>– Identify the main idea and the message it may have.</li> <li>– Find words and language that writers have used to show atmosphere, mood or feelings.</li> <li>– Recognise different types of poems.</li> <li>– Explain the effect created by the poet's choice of words and language.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>– Give an opinion with a reason.</li> <li>– Listen to others' opinions.</li> <li>– Use Standard English to give an opinion.</li> <li>– Recite/perform own compositions.</li> </ul> <p><b>Guided Reading</b>  <b>The Matilda Effect</b> – Ellie Irving +<i>Non-fiction &amp; Poetry</i>            Explain, Retrieve, Inference and Choice</p>	<p><b>Focus Texts</b>  <b>The Promise</b> - Nicola Davies  <b>Can you See Me?</b> – Libby Scott</p> <ul style="list-style-type: none"> <li>– Understand that writers open stories in different ways.</li> <li>– Make connections with books with similar themes.</li> <li>– Summarise the main idea of a text in a sentence.</li> <li>– Understand that the meaning of poems can be enhanced through performance.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>– Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul> <p><b>Guided Reading</b>  <b>The Wind in the Willows</b> – Kenneth Grahame + <i>Non-fiction and Poetry</i>            Explain, Retrieve, Inference and Choice</p>

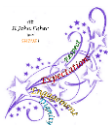


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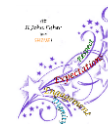
## Catholic Nursery & Primary School



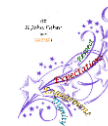
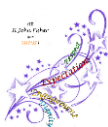
	<ul style="list-style-type: none"> <li>– Explain, Retrieve, Inference and Choice</li> </ul>		
<b>Writing</b>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>– Understand that paragraphs mark changes in place, time or event.</li> <li>– Develop and rehearse opening sentences for planned paragraphs.</li> <li>– Plan an opening and a closing appropriate to the text type.</li> <li>– Know the audience for the writing.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>– Use expanded noun phrases in own writing to add detail.</li> <li>– Choose when to use a how, when or where fronted adverbial for an identified purpose. (For example, how a character was feeling)</li> <li>– Recognise that a fronted adverbial can be used to show changes in time and place at the beginning of paragraphs.</li> <li>– Check own writing for repetition of nouns.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>– Write and evaluate the effectiveness of the opening in giving sufficient information to engage and interest the reader.</li> <li>– Identify the plot structure.</li> <li>– Write and evaluate ending of the narrative.</li> <li>– Know that the opening sentence (topic sentence) introduces the point.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>– Use apostrophes for possession correctly in own writing.</li> <li>– Use inverted commas for direct speech.</li> <li>– Use the comma to mark the reporting clause in direct speech in writing.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>– Draw on appropriate models for own writing.</li> <li>– Make careful choices about the vocabulary to be used throughout.</li> <li>– Know that the ending of a narrative needs to relate to the beginning.</li> <li>– Understand that the language and vocabulary used is related to the text type.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>– Develop noun phrases expanded before and after the noun.</li> <li>– Evaluate their effectiveness in painting a picture in words for the reader.</li> <li>– Choose when to use a how, when or where fronted adverbial for an identified purpose.</li> </ul>
<b>Maths</b>	<p><b>Unit 1:</b> Place value – 4 digit numbers (1)</p> <p><b>Unit 2:</b> Place value – 4 digit numbers (2)</p> <p><b>Unit 3:</b> Addition and Subtraction</p> <p><b>Unit 4:</b> Measure - area</p>	<p><b>Unit 6:</b> Multiplication and Division (2)</p> <p><b>Unit 7:</b> Length and perimeter</p> <p><b>Unit 8:</b> Fractions (1)</p> <p><b>Unit 9:</b> Fractions (2)</p>	<p><b>Unit 11:</b> Decimals (2)</p> <p><b>Unit 12:</b> Money</p> <p><b>Unit 13:</b> Time</p> <p><b>Unit 14:</b> Geometry – angles and 2D shapes</p>



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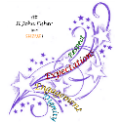
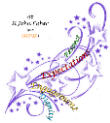


	<b>Unit 5:</b> Multiplication and Division (1)	<b>Unit 10:</b> Decimals (1)	<b>Unit 15:</b> Statistics <b>Unit 16:</b> Geometry – position and direction
<b>RE</b>	<i>Please see attached Come and See termly letters</i>		
<b>Science</b>	<b>Living Things and Their Habitats</b> (Classifying and Changes to habitats)  <b>Animals Including Humans</b> (Health, Teeth and Digestion)	<b>Sound</b>  <b>Electricity</b>	<b>Working Scientifically</b>  <b>States of Matter</b>
<b>Computing</b>	<b>Fake or Real?</b> <i>Digital Literacy</i> , looking at Fake News and the impact of Social Media <b>Hour of Code</b> <i>Computer Science</i> – Use conditional statements to control devices or achieve specific outcomes. Testing programs and suggest improvements.	<b>Cinderella/Dinosaurs?</b> <i>Information Technology</i> – Using Green Screen technology <b>Data Handling</b> <i>Information Technology</i> - Using spreadsheets/databases to analyse data and present information.	<b>Games Designer</b> <i>Computer Science</i> – Solving a problem by breaking it down into its smaller parts. <b>River Mersey/Endangered Animals?</b> <i>Information Technology</i> – Poster and Video
<b>Geography</b>	<b>Rainforests</b> Children learn about the importance of rainforests to the rest of the world, and how they are being threatened. They will learn about a rainforest biome including climate, layers, flora and fauna, and people. They will also use map skills to locate the major Tropical Rainforests of the world.	<b>Europe and a study of Greece</b> Children will use map skills to locate countries and capital cities within Europe. They will also look at human and physical features of Europe. This will include exploring the migration crisis across Europe. They will then focus on one country, Greece.	<b>South America - The Amazon Basin</b> Children will use map skills to locate countries within South America and use lines of longitude to identify time zones. They will study both human and physical features of South America, and will focus on the country Brazil to make comparisons with England.
<b>History</b>	<b>Why should we thank the Ancient Greeks?</b>	<b>What impact did the Roman Empire have on Britain?</b>	<b>Who were the suffragettes and what did they do?</b>
<b>Art</b>	<b>Storytelling Through Drawing</b>	<b>Exploring Still Life</b>	<b>Sculpture</b>



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	Drawing and Sketch books	Pupils will understand the term 'still life' and compare traditional and contemporary still life art including artists Cezanne, before creating their own still life work focusing on line, shape, form, colour and texture.	Children will look at 'Conference of the Birds' by Marcus Coates and Nami Island's Exhibition on the 'Migration Project' to see how artists make links with other life, to learn more about our own lives. This unit focuses on making this link with birds, and pupils will explore, design and then create a 3D bird nest using a combination of different media.
<b>DT</b>	<b>Textiles</b> To create a Christmas stocking	<b>Food</b> Pizza	<b>Electrical Systems</b> Create a warning system
<b>Music</b>	<b>Violin Lessons</b>	<b>Violin Lessons</b>	<b>Violin Lessons</b>
<b>MFL</b>	<b>French</b> Welcome to School, Super Learners My Local Area, Your Local Area	<b>French</b> Family Tree and Faces Celebrating Carnival/Body Part	<b>French</b> Feeling Unwell/Jungle Animals Summer Time
<b>PE</b>	<b>Outdoor Adventure Activities</b> <b>Gymnastics</b> <b>Netball</b> - Pupils develop their netball skills and begin to understand the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	<b>Dance</b> - Pupils will focus on creating characters and narrative through movement and gesture. This will involve remembering and creating choreography within two themes: Carnival and Spies. <b>Tag Rugby</b> – The children will continue to practice offensive and defensive moves within the rules of the game, and gain increasing control and skill with movement on and off the ball. They will also begin to look at tactics they can use to benefit their team. <b>Tennis</b> – Children will continue to develop their racquet skills, practising forehand,	<b>Dance</b> - Use actions, dynamics, space and relationships to represent a state of matter, and to use rhythm and energy to perform 1960's dance style e.g. The Twist <b>Athletics</b> - pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and



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		backhand and returning to the rest position to help build up a rally.	learn how to persevere to achieve their personal best. <b>Cricket</b> - In this unit pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. <b>Fitness</b> - pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.
<b>Reading Spine</b>	Bill's New Frock, Varjak Paw, Voices in the Park, The Snowwalker's Son, The Butterfly Lion, Charlotte Webb, Mr Stink, I was a Rat, Perry Angle's Suitcase		