



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Year 4 Spring 2022-2023

WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk1 3 Days	<p>Narrative 3 Class text / stimulus: The Tunnel – Anthony Browne.</p> <p>Model Text: The Tunnel adapted model.</p> <p>Genre/Structure: An opening and build up to a story with a central focus on setting.</p> <p>Imitation: Hook Text Mapping of model text.</p>	<p>Number Multiplication and Division.</p> <p>Step 1 Factor pairs Step 2 Use factor pairs Step 3 Multiply by 10</p>	<p>States of Matter Introduction to solids, liquids and gases</p>	<p>Community <i>Explore</i> Explore the different roles and jobs people have in the community.</p> <p><i>Reveal</i> Jesus chooses people to work with him.</p>	<p>Amazing Americas Identify and locate the countries within North and South America and major cities.</p>	<p>Formal elements of Art Charcoal marking</p>	<p>We are Musicians Recall earlier work building a percussion sequence.</p>	<p>Dance Explore the movements of a Tudor dance, demonstrating clear dynamics.</p> <p>Tag Rugby Evade a defender when attacking. To tag a player when defending (1v1 scenario).</p>	<p>Listen & perform: Doot doot song – identify the structure and learn to sing; Introduction to chords and C triad</p>	<p>Introduction of shapes. Introduce masculine and feminine nouns.</p>	<p>Dreams & Goals</p> <p>Stay motivated when doing something challenging.</p>
Wk2	<p>Imitation Reading as a writer.</p> <p>Toolkit.</p>	<p>Number Multiplication and Division.</p> <p>Step 4 Multiply by 100 Step 5 Divide by 10 Step 6 Divide by 100 Step 7 Related facts – multiplication and division Step 8 Informal written methods for multiplication</p>	<p>States of Matter Compare and group materials together.</p> <p>Identifying and classifying – Solid, liquid and gases.</p>	<p>Community <i>Reveal</i> The Parish Community.</p> <p><i>Reveal</i> How people within the parish serve the community in church.</p>	<p>Amazing Americas <i>Comparing Landscapes</i></p> <p>Study environmental regions and key physical and human characteristics.</p>	<p>Formal elements of Art Texture and pattern: Printing</p>	<p>Explore the touch instruments.</p>	<p>Dance Link the movements to form a dance. Perform with a partner using changes of level and direction.</p> <p>Tag Rugby: Demonstrate an accurate pass when static and when moving. To work constructively with a partner.</p>	<p>Listen & perform:: Doot doot song – identify the structure and learn to sing; Develop chords and triads for C, F and Am</p>	<p>Adjectives Describing shapes using colours, and sizes by positioning and basic agreeing them to the nouns. (Consolidate colours Yr3-4)</p>	<p>Broken Dreams Keep trying, even when it is difficult.</p>



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Wk3	<p>Imitation Boxing Up of model Text.</p> <p>Innovation - Setting Shared Write The writing of an opening and build up to the same story with a different setting.</p>	<p>Number Multiplication and Division.</p> <p>Step 9 Multiply a 2-digit number by a 1-digit number Step 10 Multiply a 3-digit number by a 1-digit number Step 11 Divide a 2-digit number by a 1-digit number (1) Step 12 Divide a 2-digit number by a 1-digit number (2) Step 13 Divide a 3-digit number by a 1-digit number</p>	<p>States of Matter Fair-test - Which liquid moves the fastest?</p>	<p>Community <i>Reveal</i> Ministries in the parish – reaching out to the community.</p> <p><i>Reveal</i> Joining together as a loving community.</p>	<p>Amazing Americas <i>Comparing Weather & Climates</i></p> <p>Study environmental regions and key physical and human characteristics.</p>	<p>Formal elements of Art Stamp printing</p>	<p>Create music using the piano roll view.</p>	<p>Dance Create a character and narrative within a dance.</p> <p>Tag Rugby Demonstrate a successful catching technique when moving. To work constructively with a partner.</p>	<p>Perform: Sing scat – recap learning part 2 for the</p> <p>Musical snapshot</p>	<p>Parts of the face vocabulary. Learning new nouns for the face and body.</p>	<p>Overcoming Disappointment Work well with a partner or in a group.</p>
Wk4	<p>Independent Application Planning the opening and build up to a story with new characters emerging into a new setting of their choice.</p>	<p>Number Multiplication and division Step 14 Correspondence problems Step 15 Efficient multiplication</p> <p>Length and Perimeter Step 1 Measure in kilometres and metres Step 2 Equivalent lengths (kilometres and metres) Step 3 Perimeter on a grid</p>	<p>States of Matter What can we find out about gases?</p>	<p>Community <i>Reveal</i> The parish community celebrations.</p> <p><i>Respond</i> Remembering, celebrating and responding to belonging to a community and the life of the local Christian community.</p>	<p>Amazing Americas <i>Comparing Places</i></p> <p>Understand geographical similarities and differences of a region of the United Kingdom and a region within South America – Chile.</p>	<p>Formal elements of Art Reflection and Symmetry</p>	<p>Experiment with live loops.</p>	<p>Dance Create an everyday activity dance sequence using visual stimuli to form a narrative. Work constructively in a group.</p> <p>Tag Rugby Beat a defender consistently by both moving with and/or passing a ball into open space. Work</p>	<p>Perform: Doot doot song – recap chords and triads for C, F and Am and chord progression within the structure of the song. Listen: range of acoustic styles.</p>	<p>Describing parts of the face using Miro's pictures (A Spanish Artist). Cultural learning.</p>	<p>Creating new Dreams Have a positive Attitude.</p>



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		Perimeter of a rectangle Step 5 Perimeter of rectilinear shapes.						collaboratively within a team.			
Wk5	<p>Independent Application Write the opening and build up to a story with new characters emerging into a new setting of their choice.</p> <p>Focus/Outcome: The writing of an exciting opening and build up to a story with a central focus on setting.</p>	<p>Length and Perimeter</p> <p>Step 6 Find missing lengths in rectilinear shapes Step 7 Calculate perimeter of rectilinear shapes Step 8 Perimeter of regular polygons Step 9 Perimeter of polygons EOB Assessment</p>	<p>States of Matter 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</p>	<p>Giving and Receiving <i>Explore</i> Understand and know about giving and receiving.</p> <p><i>Reveal</i> The Introductory rite.</p>	<p>Amazing Americas <i>Comparing places</i></p> <p>Understand geographical similarities and differences of a region of the United Kingdom and a region within North or South America – Chile.</p>	<p>Formal elements of Art Flower of life</p>	<p>Create their own multi-track composition.</p>	<p>Dance Able to change the direction and level of an everyday activity dance sequence, whilst applying group formation.</p> <p>Tag Rugby: Retain the ball in a match scenario. To work collaboratively between teams.</p>	<p>Improvise: Doot doot song – Experiment with call & response; improvise by doodling over the middle 8.</p>	<p>Describing Miro's pictures. Matching adjectives to the nouns (masculine and feminine/position adverbs and size).</p>	<p>Achieving Goals Help others to achieve their goals.</p>
Wk6	<p>Creative Writing Week</p>	<p>Number Fractions.</p> <p>Step 1 Understand the whole Step 2 Count beyond 1 Step 3 Partition a mixed number Step 4 Number lines with mixed numbers</p>	<p>States of Matter Simple test - Can we change the state of wax?</p>	<p>Giving and Receiving <i>Reveal</i> Gathering in love.</p> <p><i>Reveal</i> Penitential Act.</p>	<p>Amazing Americas <i>Wonders of the World</i></p> <p>The wonders of the world and where they are located (specifically those of</p>	<p>Formal elements of Art</p>	<p>Refine their composition and get feedback from their classmates.</p>	<p>Dance Combine the everyday activity sequence into a group dance. Perform and evaluate a dance sequence.</p>	<p>Perform: create an arrangement for the Doot doot song combining learned techniques and devices.</p>	<p>Draw and describe your own picture. Reading/writing AFL.</p>	<p>We did it! Are working hard to achieve their own dreams and goals.</p>



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		Step 5 Compare and order mixed numbers.			The Americas). E.g. Machu Picchu, Peru.			Tag Rugby Demonstrate at least three of the four core skills of tag rugby in a team game scenario. Work as a team to employ tactics.			

HALF TERM

Wk 7	<p>Non-Fiction 2 <u>Class text / stimulus:</u> The Tunnel – Anthony Browne.</p> <p>Model Text: Rose’s diary (first person diary recount).</p> <p>Imitation Hook.</p> <p>Text mapping of model text.</p>	<p>Number Fractions. Step 6 Understand improper fractions Step 7 Convert mixed numbers to improper fractions Step 8 Convert improper fractions to mixed numbers Step 9 Equivalent fractions on a number line Step 10 Equivalent fraction families</p>	<p>States of Matter Know that some materials change state when they are heated or cooled.</p>	<p>Giving and Receiving <i>Reveal</i> The Communion Rite.</p>	<p>First King of England: Vikings and Anglo-Saxons Understand where the Vikings came from.</p>	<p>Mechanical systems: Making a slingshot car Chassis and launch mechanism.</p>	<p>We are Bloggers</p> <p>Identify the features of a good blog.</p>	<p>Hockey Develop the technique of dribbling and introduce dragging.</p> <p>Dance Perform movements of Tudor Dance, demonstrating clear dynamics.</p>	<p>Listen: Fanfare for the Common Man (Copland) explore the musical features of a fanfare (texture, timbre, dynamics, silence)</p>	<p>Introducing parts of the body.</p>	<p>Healthy Me My friends and me</p> <p>Have made a healthy choice.</p>
Wk 8	<p>Imitation Reading as a writer.</p>	<p>Number Fractions. Step 9 Equivalent fractions on a number line.</p>	<p>States of Matter Understand that heating materials can cause change in state.</p>	<p>Giving and Receiving <i>Reveal</i> The Concluding Rite. <i>Respond</i></p>	<p>Vikings and Anglo-Saxons Explore how and why the Vikings invaded Britain.</p>	<p>Mechanical systems: Making a slingshot car Designing the car body.</p>	<p>Write and edit their own blog.</p>	<p>Hockey Develop the technique of the push and slap pass. Work constructively with a partner.</p>	<p>Improvise: improvise our own fanfare experimenting with musical features, using</p>	<p>Describing parts of the body. Using adjectives, big and small,</p>	<p>Group dynamics.</p> <p>Eating a healthy, balanced diet.</p>



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		Step 10 Equivalent fraction families Step 11 Add two or more fractions Step 12 Add fractions and mixed numbers		Celebration and application.	Learn about Edward the Confessor.			Dance Explore simple canon using movements from a Tudor dance.	short repeated rhythms.	numbers and colours.	
Wk 9	Imitation Toolkit. Boxing Up of model Text.	Number Fractions. Step 13 Subtract two fractions Step 14 Subtract from whole amounts Step 15 Subtract from mixed numbers EOB Assessment	States of Matter Provide a written explanation on candle making.	Lent/Easter – Giving: Come and see for yourself <i>Explore</i> Understanding self-giving and self-discipline. <i>Reveal</i> Lent, the opportunity to grow spiritually.	Vikings and Anglo-Saxons Understand how some kings in Britain dealt with the Viking invaders. Resistance by Alfred the Great and Athelstan, first king of England.	Mechanical systems: Making a slingshot car Making the car body	Comment on blogs.	Hockey Use a hit shot in a shooting situation. Dance: Apply cumulative canon and unison to a Tudor dance.	Compose: compose a short fanfare piece for a special occasion using melody with a defined pitch shape, incorporating rhythm, texture, and silence	Design and describe your own monster and show the parts of its body.	Smoking. Focus on being physically active.
Wk 10	Innovation - Recount A diary entry written by one of the forest creatures.	Number Decimals. Step 1 Tenths as fractions Step 2 Tenths as decimals Step 3 Tenths on a place value chart Step 4 Tenths on a number line Step 5 Divide a 1-digit number by 10	States of Matter Identify the part played by evaporation and condensation in the water cycle.	Lent/Easter – Giving: Come and see for yourself <i>Reveal</i> How to live during Lent. <i>Reveal</i> Living in God's way.	Vikings and Anglo-Saxons Describe how Vikings/Anglo-Saxons lived and worked. Identify some Viking gods and understand what they represent.	Mechanical systems: Making a slingshot car Assembly and testing	Add images to blogs.	Hockey Understand when to pass and when to dribble in a game situation. Dance Create a Tudor dance sequence inspired by visual stimuli.	Listen: Habenera – listen and count musically following the pulse	Prepositions of place top, bottom, below, etc.	Alcohol. Have tried to keep themselves and others safe.
Wk 11	Independent Application Plan and write a diary recount	Number Decimals.	States of Matter Will the location of a puddle affect	Lent/Easter – Giving: Come and see for yourself	Vikings and Anglo-Saxons Understand what happened	Mechanical systems: Making a slingshot car	Add media to blogs.	Hockey Experiment with attacking and defending	Listen: Habenera – listen and count musically	Describe Picasso's pictures (Spanish artist)	Healthier Friendships. Know how to be



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	<p>about a first-hand experience – a visit to a woodland where an exciting object is found.</p> <p>Focus / Outcome Write a first person diary recount about a personal experience.</p>	<p>Step 6 Divide a 2-digit number by 10</p> <p>Step 7 Hundredths as fractions</p> <p>Step 8 Hundredths as decimals</p> <p>Step 9 Hundredths on a place value chart</p> <p>Step 10 Divide a 1- or 2-digit number by 100</p>	<p>how well it evaporates?</p>	<p><i>Reveal</i> Holy Week: Holy Thursday</p> <p><i>Reveal</i> Holy Week: Good Friday.</p>	<p>during the Viking invasions and know what Viking warriors were like.</p>			<p>tactics in a game situation.</p> <p>Dance Experiment with different levels, directions and group formations in a Tudor dance sequence</p>	<p>introducing triplets</p> <p>Improvise: using the habanera and triplet melody rhythms</p>	<p>Using colours, sizes, prepositions of place.</p>	<p>a good friend and enjoy healthy friendships.</p>
WK 12	<p><u>Grammar Focus</u></p>	<p>Number Decimals. Step 10 Divide a 1- or 2-digit number by 100</p> <p>EOB Assessment</p>	<p>States of Matter Investigate the Water Cycle?</p>	<p>Lent/Easter – Giving: Come and see for yourself</p> <p><i>Reveal</i> Good Friday, The Empty Tomb.</p> <p><i>Respond</i> Remembering, celebrating and responding to self-discipline is important and celebrating growth to new life through self-discipline.</p>	<p>Vikings and Anglo-Saxons Identify and describe Viking artefacts. Learn about the lives of some people of colour during this time period. Consider empathy and make comparisons to our lives today.</p>	<p>Mechanical systems: Making a slingshot car</p>	<p>Learn how to 'live blog' an event.</p>	<p>Hockey Demonstrate an understanding of simple tactics to keep possession and apply these during matches.</p> <p>Dance: Perform a dance sequence combining given and devised movements. Evaluate a performance, providing constructive feedback.</p>	<p>Perform: combine our habanera accompaniment with our triplet melody rhythm</p>	<p>Easter (cultural). Writing/Reading AFL.</p>	<p>Celebrating inner strength and assertiveness. Know how to keep calm and deal with difficult situations.</p>



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Year 4	Foundation Subjects Curriculum coverage	Spring 2022-2023
Subject and Topic	Key Skills	Key Knowledge
Religious Education	<p><u>Community</u> Ask and respond to questions about their own and others' experiences of being part of a community. Make links to show how feelings and beliefs affect their commitment to community and that of others. Retell the story of the call of the apostles. Describe some of the advice St. Paul gives us about being loving members of a community; the actions and symbols within a funeral Mass; some ways in which some people serve their parish community. Make links between the call of the apostles and God's call to people to serve him today. Give reasons for the actions and symbols used within a funeral Mass; why people give service to the parish community through various ministries.</p> <p><u>Giving and Receiving</u> Ask and respond to their own and others' experiences and feelings about giving and receiving. Describe what happens during the Introductory Rite; what a person might do if they follow Jesus' advice; ways in which peace is lived out by believers. Give reasons for religious actions and symbols used in the celebration of the Eucharist; why Christians attend the celebration of the Eucharist. Compare their own and other people's ideas about questions related to the Communion Rite.</p> <p><u>Lent/Easter – Giving: Come and see for yourself</u> Retell some of the religious stories of Holy Thursday, Good Friday and Easter. Describe some religious actions and symbols of Lent and Holy Week; some ways in which Christians try to be self-disciplined in Lent. Make links between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs. Show an understanding of the different liturgies of Holy Week.</p>	<p><u>Community</u> Belonging to a community. The life of the local Christian community. The Gospels tell us about our union with Jesus and how to use our God-given gifts.</p> <p><u>Giving and Receiving</u> Giving and receiving every day. The Eucharist challenges and enables living and growing in communion. The Gospels tell us about Jesus' sacrifice of himself for us through the breaking of the bread.</p> <p><u>Lent/Easter - Giving: Come and see for yourself</u> Self-discipline is important. Celebrating growth to new life through self-discipline. The Gospels tell us about Jesus' last moments on earth and his death and resurrection.</p>
Science	<p>Set up simple practical enquiries. Carry out a fair test. Making systematic and careful observations and make predictions. Suggest improvements and raise further questions. Recording findings using simple scientific language, drawings, labelled diagrams and tables.</p>	<p>Compare and group materials together, according to whether they are solids, liquids or gases. Understand the properties of gases Know that some materials change state when they are heated or cooled. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>



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Subject and Topic	Key Skills	Key Knowledge
History	<p>Begin developing a chronologically secure knowledge and understanding of British history and how people's lives have shaped this nation.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Construct informed responses using relevant historical information and enquiry.</p>	<p>Understand the chronology of time periods.</p> <p>Understand that a knowledge of the past is constructed from a range of sources.</p> <p>Research the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Learn about Viking raids and invasions.</p> <p>Study the resistance by Alfred the Great and Athelstan, the first King of England.</p> <p>Research further Viking invasions and Danegeld.</p> <p>Discuss Anglo-Saxon laws and justice.</p> <p>Learn about Edward the Confessor and his death in 1066.</p> <p>Learn about the lives of some people of colour during this time period. Consider empathy and make comparisons to our lives today.</p>
Geography	<p>Ask and respond to questions and offer their own ideas.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.</p> <p>Locate places on large scale maps, (e.g. Find UK and the Americas).</p> <p>Extend to satellite images, aerial photographs.</p>	<p>Identify and locate the countries and major cities within North and South America.</p> <p>Study their environmental regions and key physical and human characteristics.</p> <p>Compare geographical characteristics.</p> <p>Study their environmental regions. Focus on Chile, specifically and compare to the UK, look at similarities and differences.</p>
Computing	<p>Create a repeating percussion rhythm.</p> <p>Compose or edit tunes.</p> <p>Perform electronic music using pre-recorded loops and create their own loops.</p> <p>Create a sequence of blogs on a theme.</p> <p>Comment on posts of others.</p>	<p>Play music using virtual instruments.</p> <p>Use the piano roll tool.</p> <p>Play a piece of music using live loops.</p> <p>Become familiar with blogs as a medium and a genre of writing.</p> <p>Develop a critical, reflective view of a range of media, including text.</p>
Art	<p>Mark making with charcoal</p> <p>Imprint texture and pattern on a printing block</p> <p>Use stamp printing to make repeating patterns.</p> <p>Use reflection and symmetry to make a flip pattern</p>	<p>A compass can be used to draw circles and arcs.</p> <p>Symmetrical patterns look the same on either side of the centre.</p> <p>A printing block can be made from different materials such as wood or lino which can be carved to create a stamp.</p> <p>See if an object is symmetrical, I can draw a line through the centre to see if it's a perfect match (a mirror image) on either side.</p>
Design & Technology	<p>Designing a shape that reduces air resistance.</p> <p>Drawing a net to create a structure from.</p> <p>Choosing shapes that increase or decrease speed as a result of air resistance.</p> <p>Personalising a design.</p> <p>Measuring, marking, cutting and assembling with increasing accuracy.</p> <p>Making a model based on a chosen design.</p> <p>Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.</p>	<p>Understand that all moving things have kinetic energy.</p> <p>Understand that kinetic energy is the energy that something (object/person) has by being in motion.</p> <p>Know that air resistance is the level of drag on an object as it is forced through the air.</p> <p>Understand that the shape of a moving object will affect how it moves due to air resistance.</p>



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Physical Education	<p>Tag Rugby Can catch and pass in isolation. Run with ball. Tag an attacking player.</p> <p>Dance Moving to a beat Moving in unison Working as part of a group Demonstrate the rhythm pattern using hands/feet.</p> <p>Hockey Perform the push pass and slap pass. Dribbling - Keep stick and ball close to the body. Change direction. Communication as a team.</p>	<p>Choose and vary tactics to suit the situation in a game. Describe what they and others do that is successful. Suggest what needs practising.</p> <p>Recognise the 8 counts. Recognise a repeated sound. Identify if the dance flows well in sequence. Identify the appropriate speed of a dance.</p> <p>Discuss the different passing techniques. Discuss how to work well as a team. Know how to dribble effectively. Identify how they might improve their gameplay.</p>
Music	<p>Identify aurally how and why dynamics have been used in compositions, using appropriate musical and descriptive vocabulary. Improvise and compose rhythmic patterns. Begin to combine rhythmic patterns with a limited number of pitches to create simple melodies and provide accompaniments. Feel and mark the strong beat, developing a sense of metre. Set and maintain a steady pulse when playing. Use pulse to develop the sense of phrase in rhythm and melody. Recognise aurally differences in pitch between bigger and smaller intervals. Maintain own rhythmic and / or melodic line with confidence and control. Determine the length of the phrase and relate this to the overall structure of the song. Continue to analyse aurally the melodic and / or rhythmic structure of a simple song.</p>	<p>Dynamics are expressive elements in music that are used to achieve particular effects and moods. Rhythm can be combined with pitch to make melody and provide harmonic accompaniments. Pulse can be organised into strong and weak beats and grouped in different ways (metre). The pulse continues through rests in the rhythm. The pulse beat can be sub divided into 2s or 4s. Pitch can be represented using various forms of notation, including graphic scores and western staff. Pitched sounds can be layered in a variety of ways to make different styles of harmony and create a particular mood or effect. Musical ideas can be improvised, fixed and organised in different ways – composition.</p>
Spanish	<p>Listen to a range of familiar spoken words and short phrases. Read carefully and show understanding of words, phrases and simple sentences. Write and describe people, places, things and actions orally and in writing. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Engage in conversation, ask and answer questions. Grammar: Express opinions, respond to those of others. Adjective agreement with nouns (feminine/masculine).</p>	<p>Recapping colours, sizes and then consolidating all knowledge together by describing Picasso's picture and creating own pictures and making sure the nouns are described correctly by making sure the adjectives agree to the nouns correctly in gender as well as in number.</p>



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PSHE & Relationships, Sex Education	<p>Talk about hopes and dreams.</p> <p>Work out the steps to take to achieve a goal, and can do this successfully as part of a group.</p> <p>Identify the contributions made by myself and others to the group's achievement.</p> <p>Recognise how different friendship groups are formed, how I fit into them and the friends I value the most.</p> <p>Recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.</p> <p>Know myself well enough to have a clear picture of what I believe is right and wrong.</p>	<p>Know how it feels to have hopes and dreams.</p> <p>Know how to share in the success of a group and how to store this success experience in my internal treasure chest.</p> <p>Be aware of how different people and groups impact on me and can recognise the people I most want to be friends with.</p> <p>Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>Tap into my inner strength and know how to be assertive.</p>	