



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 4

Spring 2023-2024

In order to help our pupils '**KNOW MORE and REMEMBER MORE**' we revisit knowledge that has been taught in a variety of ways. Each lesson, starts with reviewing prior learning, including games, quizzes and recaps; throughout each theme teachers regularly recap significant knowledge and at the end of each half term, pupils play the 'SJF Know More, Remember More Gameshow/Quiz'. This informs teachers' assessments, whilst also helping to move the significant knowledge (from each theme taught in each year group) into the long term memory of each pupil.

Helping to embed that significant knowledge.

Year 4	Foundation Subjects Curriculum coverage	Spring 2023
Subject and Topic	Significant Skills	Significant Knowledge
Religious Education	<p>Community 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>Giving and Receiving 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>Lent/Easter – Giving: Come and see for yourself</p>	<p>Community 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>Giving and Receiving 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>Lent/Easter - Giving: Come and see for yourself 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>



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	<p>Retell some of the religious stories of Holy Thursday, Good Friday and Easter.</p> <p>Describe some religious actions and symbols of Lent and Holy Week; some ways in which Christians try to be self-disciplined in Lent.</p> <p>Make links between religious stories of Holy Thursday, Good Friday and Easter and Christian beliefs.</p> <p>Show an understanding of the different liturgies of Holy Week.</p>		
Science	<p>Set up simple practical enquiries.</p> <p>Carry out a fair test.</p> <p>Making systematic and careful observations and make predictions.</p> <p>Suggest improvements and raise further questions.</p> <p>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.</p> <p>Understand the properties of gases</p> <p>Know that some materials change state when they are heated or cools.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	
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>Scratch</p> <p>Using decomposition to solve a problem by finding out what code was used.</p> <p>Using decomposition to understand the purpose of a script of code.</p> <p>Creating algorithms for a specific purpose.</p> <p>Coding a simple game.</p> <p>Incorporating variables to make code more efficient.</p> <p>Remixing existing code.</p>	<p>That a variable is a value that can change (depending on conditions) and know that you can create them in Scratch.</p> <p>What a conditional statement is in programming.</p> <p>Using variables can help you to create a quiz on Scratch.</p>	



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Art	Mark making with charcoal Imprint texture and pattern on a printing block Use stamp printing to make repeating patterns. Use reflection and symmetry to make a flip pattern	A compass can be used to draw circles and arcs. Symmetrical patterns look the same on either side of the centre. A printing block can be made from different materials such as wood or lino which can be carved to create a stamp. See if an object is symmetrical, I can draw a line through the centre to see if it is a perfect match (a mirror image) on either side.		
Design & Technology	Designing a shape that reduces air resistance. Drawing a net to create a structure from. Choosing shapes that increase or decrease speed as a result of air resistance. Personalising a design. Measuring, marking, cutting and assembling with increasing accuracy. Making a model based on a chosen design. Evaluating the speed of a final product based on the effect of shape on speed and the accuracy of workmanship on performance.	Understand that all moving things have kinetic energy. Understand that kinetic energy is the energy that something (object/person) has by being in motion. Know that air resistance is the level of drag on an object as it is forced through the air. Understand that the shape of a moving object will affect how it moves due to air resistance.		
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	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.	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 stave. Pitched sounds can be layered in a variety of ways to make different styles of harmony and create a particular mood or effect.		



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	<p>Recognise aurally differences in pitch between bigger and smaller intervals.</p> <p>Maintain own rhythmic and / or melodic line with confidence and control.</p> <p>Determine the length of the phrase and relate this to the overall structure of the song.</p> <p>Continue to analyse aurally the melodic and / or rhythmic structure of a simple song.</p>	Musical ideas can be improvised, fixed and organised in different ways – composition.		
Spanish	<p>Listen to a range of familiar spoken words and short phrases.</p> <p>Read carefully and show understanding of words, phrases and simple sentences.</p> <p>Write and describe people, places, things and actions orally and in writing.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Engage in conversation, ask and answer questions.</p> <p>Grammar: Express opinions, respond to those of others.</p> <p>Adjective agreement with nouns (feminine/masculine).</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.		
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>		