



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



YEAR 4

Summer 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	Summer 2023-2024
Subject and Topic	Significant Skills	Significant Knowledge
Religious Education	<p>Judaism Identify the Torah and show understanding of its significance as a holy book. Make links between Judaism and Christianity. Ask wondering questions about Judaism.</p> <p>Pentecost Ask and Respond to questions about their own and others' experiences of good news bringing life. Make links to show how feelings of sadness and joy and the belief in the goodness of others, affects their own and others' behaviour. Compare their own and other people's ideas about how good news brings life.</p> <p>Reconciliation Ask and Respond to questions about their own and others' experience and feelings about what breaks and what mends a friendship. Wonder about how friendships may be restored. Make links to show how feelings and beliefs affect their behaviour and that of others in respect to maintaining friendship. Compare their own and other people's ideas about questions of building and maintaining friendship and realise that these questions are difficult to answer.</p> <p>Islam The importance of the Qur'an to those of Islam faith.</p> <p>Universal Church Ask and Respond to questions about their own and others' experiences and feelings of ordinary people doing extraordinary things. Ask questions about what they and others wonder about ordinary people doing extraordinary things and realise that some of these questions are difficult to answer.</p>	<p>Judaism What is the Torah? The books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy make up the Torah. What is a Bat and Bar Mitzvah?</p> <p>Pentecost Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God and the Holy Spirit. What is the Church? One and holy, Catholic, Apostolic, Mission Liturgy, Sacraments, Baptism, Confirmation, prayer. The dignity of the human person, sin, the human community, love of God, love of neighbour.</p> <p>Reconciliation Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God and the Holy Spirit. What is the church? One and holy, Catholic Liturgy, Sacraments, Reconciliation, prayer. The dignity of the human person, freedom, responsibility and conscience, Law, grace, sin, the human community, love of God, love of neighbour.</p> <p>Islam Qur'an. Describe what you think they might tell you about Allah</p> <p>Universal Church Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God and the Holy Spirit. What is the church? One and holy, Catholic Liturgy, Sacraments, Reconciliation, prayer.</p>



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	<p>Make links to show how feelings and beliefs affect their behaviour and that of others using the example of Eric or other examples.</p> <p>Compare their own and other people's ideas about the question of what makes a person do extraordinary things and find it is difficult to answer.</p> <p>Show how their own and others' decisions about actions in life are informed by beliefs and values.</p>	<p>The dignity of the human person, freedom, responsibility and conscience, Law, grace, sin, the human community, love of God, love of neighbour.</p>
Science	<p>Able to identify the correct type of enquiry to answer a question.</p> <p>Able to set up a simple test.</p> <p>Able to record findings using labelled diagrams.</p> <p>Able to use written explanations to report on findings from an enquiry.</p> <p>Able to use evidence to support findings.</p> <p>Able to set up a simple practical enquiry.</p> <p>Able to record findings using drawings.</p> <p>Able to use results to make predictions.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Identify common appliances that run on electricity.</p> <p>Know how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>
History	<p>Places events from the period studied on the timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use textbooks and historical knowledge.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</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>Study the local history of Hampton Court Palace and make links with Henry VIII.</p> <p>Study the life of Henry VIII.</p> <p>Explore the reformation of the Church under the reign of Henry VIII. Understand the changes this had to religion and law across England.</p> <p>Use our 'equalities texts' to learn about black history and key individuals during this period in history.</p> <p>Recognise and understand the importance of studying local history and why Henry and Hampton are so important to us.</p>
Geography	<p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs.</p> <p>Investigate places and themes at more than one scale.</p> <p>Collect and record evidence with some aid.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps.</p>	<p>What are natural resources?</p> <p>Fossil Fuels for energy; Crops for food; Livestock for food and clothes.</p> <p>Agricultural resources and geological resources.</p> <p>Fair Trade: What is it? Why have it?</p> <p>Consider 'Fair Trade' and 'sustainability' for our planet.</p> <p>Carbon Footprint - What is it? What is the impact on our planet? What can we do to change it?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps.</p>



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Computing	<p>We are Artists Use sequence and repetition in programs - include sequences of commands or blocks and some repetition. Write a program that accepts keyboard input and produces on-screen output. Explain an algorithm using sequence and repetition in their own words. Use logical reasoning to detect and correct errors in programs.</p> <p>We are Meteorologists Use a standard search engine to find information. Write a program that accepts keyboard input and produces on-screen output. Collect and present (numerical) data. Design and create content on a computer in response to a given goal.</p>	<p>We are Artists Programming art in Scratch. Making a repeating patterns in Scratch. Using Inkscape to create art in the later and early style of an artist.</p> <p>We are Meteorologists Describing and measuring the weather. Recording the weather. Analysing the data. Analyse and predict the weather. Preparing a weather forecast. Giving a TV style weather forecast.</p>
Art	<p>Identifying different features within the painting and being able to use the formal elements to describe it. Using descriptive language to tell the story. Respond to a painting by making inferences justifying my ideas using my own experiences. Act out the story behind a picture. Analyse and interpret a painting through questions.</p>	<p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Understanding the narrative and suggesting ideas for the meaning behind the picture. Each artist tells a story through their work. How people interpret paintings is subjective to their personal journeys.</p>
Design & Technology	<p>Use research for design ideas. Design considers the purpose of the object. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making. Use suitable tools and equipment. Select appropriate materials. Evaluate a product. Begin to explain how they could improve original design.</p>	<p>Torches Know the features of a torch: case, contacts, batteries, switch, reflector, lamp and lens. Know facts from the history and invention of the electric light bulb(s) - Understand that electrical conductors are materials which electricity can pass through. Understand: that electrical insulators are materials which electricity cannot pass through; that a battery contains stored electricity that can be used to power products; that an electrical circuit must be complete for electricity to flow; that a switch can be used to complete and break an electrical circuit. Use a simple circuit in their product - Torches.</p>



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Physical Education	<p>Basketball Play games with some fluency and accuracy, using a range of throwing and catching techniques. Look for space, team- mate to pass the ball. Shooting: Palm facing up (creating a nest for the ball). Extend elbow, following through in direction of target.</p> <p>Athletics Using exercise to change our body e.g. heart rate. Throwing for distance. Ways to perform take off and landings. Apply athletic techniques.</p> <p>Tennis Demonstrate correct technique for forehand and backhand. Swing and follow through. Using the ready position in a game. Directing the ball to move the opponent.</p>	<p>Basketball Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score. Understand that they need to defend as well as attack. Watch and describe others’ performances, and suggest practices that will help them and others to play better. No travelling (a maximum of two steps between each bounce of the ball).</p> <p>Athletics Understand how to warm up. What can you do to maximise the distance thrown? Throw different objects for accuracy. How to use arms and legs to generate power.</p> <p>Tennis Understanding court position. Which hand should go at the bottom of the racket? Which side of the body do you hit a backhand from? How will you align your body to help you hit in a certain direction?</p>
Music	<p>Texture: select and combine sounds to create a particular mood or effect. Pitch: explore the pentatonic scale in simple melodic pieces and compositions. Structure: begin to aurally recognise the use of scales (major/minor/pentatonic) and note their effect. Structure: recognise the structure of a piece of music (e.g. canon, round, verse / chorus). Structure: continue to analyse aurally the melodic/rhythmic structure of a simple song or piece, noting repetition or changes and devices like drone / ostinato etc. Structure: improvise/compose pieces and accompaniments using given structures and devices.</p>	<p>Texture: Sounds can be layered in different ways to make harmony and create a particular mood/effect. Pitch: Melodies are constructed using pitched patterns called scales. Structure: Musical ideas can be improvised, fixed and organised in different ways - composition.</p>



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Spanish	<p>Listen to a range of familiar spoken words and short phrases. Read carefully and show understanding of words, phrases and simple writing. Describe people, places, things and actions orally and in writing. Engage in conversation, ask and answer questions. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Express opinions, respond to those of others. Adjective agreement with noun (feminine/masculine).</p>	<p>Mi familia Cómo te llamas? (What is your name?) Cómo se llama? (What is her/his/its name?) Spelling practice using the Spanish alphabet. Siblings and pets. Use the verb I have “tengo” and he/she/it has “tiene” More describing hair and eyes (embed colours as adjectives).</p> <p>Describe hair and eyes. Describe pictures. The giant turnip story. Describe my family.</p>
PSHE & Relationships, Sex Education	<p>Relationships Explain different points of view. Express opinions and feelings. Explain different points of view on animal rights issues.</p> <p>Journey in Love Make links and connections to show that we are all different. Celebrate these differences as we appreciate that God’s love accepts us how we are now and as we change. Celebrate these differences as we appreciate that God’s love accepts us as we are now and as we change. Social and Emotional: Describe how we all should be accepted and respected. Physical: Describe how we should treat others, making links with the diverse modern society we live in. Spiritual: Celebrate the uniqueness and innate beauty of each of us.</p>	<p>Relationships Understand the dynamics of friendships. Love and Loss. How to help others as part of a group. Show respect in how they treat others. Know how to help themselves and others when they are hurt. Know and show what makes a good relationship.</p> <p>Journey in Love God loves us in our differences. Make links and connections to show that we are all different. Describe how we all should be accepted and respected - Body Parts. Describe how we all should be accepted and respected - Social and Emotional. Describe how we should treat others - Convention of Human Rights. Describe how we should treat others - List of Golden Rules. Celebrate the uniqueness and innate beauty of each of us.</p>