



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



| Year 4 Autumn 2021 | | | | | | | | | | | |
|--------------------|--|--|--|--|---|--|---|---|---|---|--|
| WEEK | English | Maths | Science | RE | History Geog. | Art & Design | Computing | PE | Music | Spanish | PSHE & RSE |
| Wk1 | Narrative 1 Class text / stimulus: The Wild Girl – Chris Wormell Model Text: The Wild Girl. | Place Value Solving number and practical problems involving place value. | Living things in their Habitats- Able to recognise that living things can be grouped in a variety of ways. | People Explore the family of God in scripture. | Living Planet- Life on Earth. Solar System. | Claude Monet Hall display. | We are Software Developers Analyse existing games and identify what makes them effective. | Tennis Strike a ball in a given direction using a forehand technique. Football Passing skills. | Timbre: every voice / instrument has its own unique sound qualities. Rhythm: rhythm can be represented by rhythmic syllables. | Greetings Introduction to basic greetings and saying your name. | Being Me In My World I know my attitudes and actions make a difference to the class team. |
| Wk2 | Genre & Plot Structure: Overcoming the monster adventure tale. | Place Value Solving number and practical problems involving place value. | Living things in their Habitats- Use a simple key to classify plants. <i>Key scientist – Carl Linneus (Homework).</i> | Reveal Jesus had a human family like ours. | Living Planet- Life on Earth. Why Earth? | Formal Elements of Art 1: Texture: Charcoal Mark Making. | We are Software Developers Create a working prototype of their game. | Tennis Strike a ball in a given direction using a forehand technique. Football Develop movement skills. | Timbre: every voice / instrument has its own unique sound qualities; Rhythm: rhythm can be represented by rhythmic syllables. | Colours (consolidate y3) | Being Me In My World I understand who is in my school community, the roles they play and how I fit in. |
| Wk3 | Genre & Plot Structure: Overcoming the monster adventure tale. | Place Value Solving number and practical problems involving place value. | Living things in their Habitats- Able to use data in a variety of ways. | Reveal In your daily life, how can you be 'clothed with compassion'? | Living Planet- The Blue Planet, <i>Ocean Life.</i> | Formal Elements of Art 2: Texture and Pattern: Playdough Printing. | We are Software Developers Develop the functionality of their game. | Tennis Strike a ball in a given direction using a backhand technique. Football Get into space quickly to receive a ball. | Timbre: every voice / instrument has its own unique sound qualities; Rhythm: rhythms can be added to songs to provide effective accompaniment. | Numbers up to 1-31 | Being Me In My World I understand how democracy works through the School Council. |



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| WEEK | English | Maths | Science | RE | History Geog. | Art & Design | Computing | PE | Music | Spanish | PSHE & RSE |
| Wk4 | Focus / Outcome: Hot Task: Chn will write a sequel further adventures of The Wild Girl. | Place Value Solving number and practical problems involving place value. | Living things in their Habitats- Classify living things as invertebrates and vertebrates. | Respond What positive message about the family of the school is put across in the classroom? | Living Planet- The Blue Planet, <i>Oceans and Climate.</i> | Formal Elements of Art 3: Pattern 1: Stamp Printing. | We are Software Developers Improve the interface of their game. | Tennis Strike a ball in a given direction using a backhand technique. Football Get away from an opponent and find space. | Timbre: every voice / instrument has its own unique sound qualities; Rhythm: rhythms can be added to songs to provide effective accompaniment. | Days of the week | Being Me In My World I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. |
| Wk5 | Non-Fiction 1 Class text / stimulus: The Wild Girl –Chris Wormell Model Text: The Day I met the Mighty Aslan – Teacher written magazine article. | Measurement: Length and Perimeter. | Living things in their Habitats- Understand what 'habitat' means and describe the different habitats you can find on our school grounds. | Judaism The Torah | Living Planet- Natural Earth <i>Mountains Tropical rain forests.</i> | Formal Elements of Art 4: Pattern 2: Reflection and Symmetry. | We are Software Developers Develop progression within their game. | Tennis Use forehand and backhand groundstrokes within a rally. Work constructively with a partner. Football Use the defensive strategy of man marking. | Timbre: every voice / instrument has its own unique sound qualities; Pitch: pitch can be represented using SOLFA pitch names and hand signs. | Months (consolidate numbers) | Being Me In My World I understand how groups come together to make decisions. |
| Wk6 | Genre & Plot Structure: Recount article about a meeting with a fictional character. | Number – addition and subtraction. | Living things in their Habitats- Investigate how living things are adapted to their habitats. | Judaism The Torah | Living Planet- Natural Earth <i>Woodlands Grasslands.</i> | Formal Elements of Art 5: Pattern 3: Flower of Life. | We are Software Developers Test and improve their game. | Tennis Use forehand and backhand groundstrokes within a rally. Work constructively with a partner. Football | Timbre: every voice / instrument has its own unique sound qualities; Rhythm: rhythms can be combined with pitch to make melody and provide | Seasons | Being Me In My World I understand how democracy and having a voice benefits the school community. |



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| | | | | | | | | Work effectively and organise themselves as a team. | harmonic patterns. | | |
| Wk 7 | Genre & Plot Structure: Recount article about a meeting with a fictional character. | Number – addition and subtraction. | Living things in their Habitats- Investigate how environmental changes can affect habitats. | Called Explore: What experiences of belonging can you recall at work or in leisure time? | Living Planet- Climate Change and effects. | Formal Elements of Art Review. | | Tennis Use forehand and backhand groundstrokes within a rally. Work constructively with a partner. Football Work effectively and organise themselves as a team. | Timbre: every voice / instrument has its own unique sound qualities; Rhythm: rhythms can be combined with pitch to make melody and provide harmonic patterns. | Reading AFL | Being Me In My World Circle time, Reflection. |
| HALF TERM | | | | | | | | | | | |
| Wk 8 | Genre & Plot Structure: Recount article about a meeting with a fictional character. | Number Addition and subtraction. | Sound Travel. | Reveal: The sacrament of confirmation. | World war 1 Analyse what I know and what I want to find out about WW1. | Every Picture tells a story. David Hockney: My Parents | We are Makers Explore the Make Code environments. | Tennis Hit an under-arm serve to begin a rally. Work well as a member of a team Netball Develop a range of passing skills. | Singing: place the voice comfortably, free vocal quality throughout pitch range Rhythm: rhythms can be added to songs to provide effective accompaniment. | Birthdays ¿Cuántos años tienes?/tengo= I have.(consolidate numbers 1-31 /Y3). | Celebrating Difference I understand that, sometimes, we make assumptions based on what people look like. |



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| Wk 9 | Focus / Outcome (Hot Task): Chn will write their own magazine recount. | Shape Revise from Y3 | Sound How sounds are made. | Reveal: The call to follow Jesus is a personal invitation. | World war 1 Why did the first World War start? | Paula Rego: The Dance. | We are Makers Explore how a match scoring programme has been written. | Tennis Hit an under-arm serve to begin a rally. Work well as a member of a team. | Singing: place the voice comfortably, free vocal quality throughout pitch range. Rhythm: rhythms can be added to songs to provide effective accompaniment. | Days of the week (consolidate from Y3). | Celebrating Difference I understand what influences me to make assumptions based on how people look. |
| Wk 10 | Narrative 2 One of Flat Stanley's Adventures (Jeff Brown) series stories Model Text: Adventure at Sandy Cove – Pie Corbett Focus / Outcome: To write an adventure story with a finding plot. | Measurement Mass/Capacity Revise from Y3 | English write up experiments | Respond: How does the school enable new children, new staff and parents to enter into the life of the school? | World war 1 Why was the role of women in the First World War so important? | Edward Hopper: Table for Ladies. | We are Makers Modify a rock, paper, scissors game to make a sorting hat game. | Netball To develop movement skills such as stopping with the ball, pivoting, jumping and landing. | Singing: place the voice comfortably, with awareness, free vocal quality throughout pitch range. Rhythm: rhythm can be combined with pitch to make melody and provide harmonic accompaniment. | Responding to a video story. | Celebrating Difference I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. |
| Wk 11 | Genre and Plot Structure | Multiplication and division 3,4 and 8 times tables Revise from Y3 | Sound Vibrations – middle ear. | Gift Explore God's gift of love and friendship in Jesus. | World war 1 Understand the jobs women did in the first World War. | Pieter Bruegel: Children's Games. | We are Makers Modify their sorting hat game to make a dice game. | Tennis Develop tactics to win points. Netball Develop skills such as sprinting, reaction time | Singing: place the voice comfortably, with awareness, free vocal quality throughout pitch range. Rhythm: rhythm can be combined with pitch to | Making a party invitation. | Celebrating Difference I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. |



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| | | | | | | | | and quick feet to get into space quickly. | make melody and provide harmonic accompaniment. | | |
| Wk 12 | Innovated write: Children will innovate on the original story by recycling the plot (i.e. change main characters, setting and key events). | Measurement Length and Perimeter. | Sound Sound proofing. | Reveal: Retell the story of the birth of Jesus and the visit of the Three Wise Men. | World war 1 Understand the role of a bus conductor and what this would mean for women. | Fiona Rae | We are Makers Plan their own micro: bit project. | Tennis Develop tactics to win points. Netball Develop ideas and techniques to get away from an opponent. | Singing: develop a focused singing tone with good articulation and pitch-matching (intonation). Texture: Sounds can be layered in different ways to make harmony and create a particular mood or effect. | More numbers up to 100 | Celebrating Difference I can identify what is special about me and value the ways in which I am unique. |
| Wk 13 | Focus and Outcome: Independent write: Children will write their own adventure story based on a finding plot. | Number Multiplication and division. | English write up: experiment | Reveal Make links between scripture texts and the belief that God sent Jesus to earth as the long awaited Messiah. | World war 1 What did Marie Curie do for WW1 soldiers? | Art and Design Skills | We are Makers Write and test their own micro: bit project. | Tennis Apply tactics in a competitive situation. Netball Close down space as a team. To use the defensive strategy of man marking. | Singing: develop a focused singing tone with good articulation and pitch-matching (intonation). Texture: Sounds can be layered in different ways to make harmony and create a particular mood or effect. | Listening AFL | Celebrating Difference I can tell you a time when my first impression of someone changed when I got to know them. |
| Wk 14 | POETRY Focus text: Remembrance by Sue Cowling. | Number Multiplication and division. | Sound Instrument pitch Sound | Respond Why is the gift of love and friendship important? | World war 1 Learn about technology used in World War 1. | Art and Design Skills | We are Makers Write and test their own | Tennis Apply tactics in a competitive situation. | Singing: develop a focused singing tone with good articulation and | La Navidad/ Christmas | |



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| | | | Ernst Mach (1838-1916). Described how shock waves are formed. | | | | micro: bit project. | Netball Close down space as a team. Use the defensive strategy of man marking. | pitch-matching (intonation). Texture: Sounds can be layered in different ways to make harmony and create a particular mood or effect. | | |



MEDIUM TERM CURRICULUM MAP

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| Year 4 | Foundation Subjects Curriculum coverage | Autumn 2021 |
|--|--|---|
| Subject and Topic | Key Skills | Key Knowledge |
| Religious Education | <p><u>Domestic Church - Family: People</u> Retell some of the stories from scripture about Jesus' family. Describe some ways in which characters in the Bible lived out their lives. Make links between these stories and what people believe about God and Jesus. Give reasons for certain actions by believers such as Ruth. Describe and show understanding of the roots of Jesus' human family.</p> <p><u>Baptism/Confirmation – Belonging: Called</u> Retell some special stories about religious events and people such as David and/ or the call of the apostles. Describe what it means to be called. Make links to show how feelings and beliefs can affect the responses they might make to being chosen. To give reasons for the actions and symbols used at Confirmation.</p> <p><u>Advent/Christmas – Loving: Gift</u> Retell the story of the birth of Jesus and the visit of the Wise Men. Describe some of the religious actions and symbols which help Christians prepare during Advent for the coming of Jesus at Christmas. Make links to show how feelings and beliefs affect their behaviour and that of others in relation to the gift of love and friendship. Give reasons for the actions and symbols connected with the liturgical season of Advent and Christmas.</p> | <p><u>Domestic Church - Family: People</u> Our family trees. The family of God in Scripture. The Gospels tell us...</p> <p><u>Baptism/Confirmation – Belonging: Called</u> The response to being chosen. Confirmation: a call to witness. The Gospels tell us...</p> <p><u>Advent/Christmas – Loving: Gift</u> The gift of love and friendship. Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus. The Gospel tells us...</p> |
| Science Living things in their habitats Sound | <p>Talk about the criteria for grouping, sorting and classifying using simple keys. Able to identify the correct type of enquiry to answer a question. Able to record and make decisions as to how to analyse data. Able to look for changes, patterns, similarities and differences in the data.</p> <p>Able to use a scientific enquiry to answer a question. Able to set up a simple practical enquiry. Able to report on findings from an enquiry. Able to identify differences, similarities or changes related to simple scientific ideas. Able to set up simple fair tests.</p> | <p>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> <p>Recognise that sounds get fainter as the distance from the sound source increases. Identify how sounds are made associating some of them with something vibrating. Recognise that vibrations from a sound travel through a medium through the ear. Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> |
| History | <p>Begin developing a chronologically secure knowledge and understanding of history. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses using relevant historical information and enquiry.</p> | <p>Understand the causes of WW1. Examine and celebrate the role of WOMEN in WW1. Women's Work. The role of female bus conductors Learn about Florence Cordell.</p> |



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|--------------------------------|--|--|
| Subject and Topic | Key Skills | Key Knowledge |
| Geography | <p>Use maps, atlases, globes and computer mapping to locate countries. Describe and understand key aspects of: Human geography and physical geography.</p> | <p>Understand how life exists on earth. Understand the three zones of the ocean and how living creatures adapt. Investigate biomes. Long term effects of Climate Change.</p> |
| Computing | <p>We are Software Developers/We are Makers Use sequence, selection and repetition in programs: work with variables and various forms of input and output. Design write and debug programs that accomplish specific goals. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> | <p>We are Software Developers Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Understand how to 'select, use and combine' a variety of software on a range of devices. Understand and use variables. We are Makers Convert and transfer a program written on screen to the micro: bit. Program using Make Code block-based environment.</p> |
| Art | <p>Use sketchbooks to record their observations and use them to review and revisit ideas. Improve their mastery of Art and design techniques, including drawing, painting and sculpture, for example, pencil, charcoal, paint, clay. Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> | <p>Experiment with the different marks that charcoal can make, children are challenged to represent the meaning of a given list of words and phrases, in an abstract way. Imprint texture and pattern into a piece of playdough using a selection of clay tools and everyday objects. Drawing around geometric shapes onto polystyrene foam and securing to a cork or Lego brick, children make a stamp to create repeating patterns. Reflection and Symmetry. Using a compass and following precise instructions, children make an image of overlapping and interconnected circles to recreate the sacred geometric symbol, 'the flower of life'. 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</p> |
| Design & Technology | No DT this term | |
| Physical Education | <p>Football Move into space with the ball, control the ball when turning, strike the ball towards a stationary target and apply a range of ball skills in a competitive situation.</p> <p>Netball Perform a: Chest pass, Shoulder pass and Catch the ball. Passing into space. Getting away from a defender. Group Work.</p> | <p>Children learn how to outwit their opponents and score when playing invasion games. They develop their knowledge of how to find and use space to keep the ball. They play with the same basic court set-up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.</p> <p>Children develop the ability to find and use space. They use a range of equipment to develop their throwing, catching and movement skills. Children learn to outwit their opponents through applying simple choices and decisions.</p> <p>Children recognise the name for different techniques.</p> |



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| | <p>Tennis Serve. Forehand. A player's forehand is usually their strongest shot on the tennis court. Backhand. There are two variations of a backhand – a one-handed shot and two-handed shot. Volley. Overhead.</p> | <p>Children develop the ability to play against their opponents using these techniques.</p> |
| Music | <p>Use own voice/ instrument in different ways with good control. Recognise aurally and speak rhythmic patterns (SOLFA syllables). Read and perform rhythmic patterns - using simple combinations of SOLFA written symbols. Continue to demonstrate relationship between different pitches using SOLFA hand signs. Use voice expressively in songs with awareness of effect created. Maintain own melodic line with confidence and control. Explore different parts of the voice (head, chest) with some control and awareness. Sing a range of songs as a soloist/in a group, in unison (work towards harmony / rounds / canons).</p> | <p>Timbre: every voice / instrument has its own unique sound qualities. Rhythm can be represented by rhythmic syllables. Rhythms can be added to songs to provide effective accompaniment. Rhythm can be combined with pitch to make melody and provide harmonic accompaniment. Singing: place the voice comfortably, with awareness, free vocal quality throughout pitch range. Singing: develop a focused singing tone with good articulation and pitch-matching (intonation). Texture: Sounds can be layered in different ways to make harmony and create a particular mood or effect.</p> |
| Spanish | <p>Reading, listening, writing and speaking.</p> | <p>Recognise different colours in Spanish. Recognise, say and use numbers from 1-100 in Spanish in Maths sums, subtractions, time and dates. Write their own age using numbers and months of the year in Spanish. Able to say when their birthday is, write dates, days of the week, months of the year. Describe themselves and their family members. Talk about Christmas around the world and how other cultures celebrate this special occasion.</p> |
| PSHE & Relationships, Sex Education | <p>Being part of a class team. Being a school citizen. Rights, responsibilities and democracy (school council). Having a voice.</p> <p>Accepting self and others. Problem-solving. Identifying how special and unique everyone is.</p> | <p>Rewards and consequences. Group decision-making. What motivates behaviour?</p> <p>Challenging assumptions. Understanding influences. Understanding bullying. Judging by appearance. First impressions.</p> |