



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Year 4 Spring 2021-2022

WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk1	<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>Multiplying 3 numbers.</p>	<p>States of Matter Explain what I know about the properties of 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>Sculpture Create a musical instrument from recycled materials.</p>	<p>We are Musicians Recall earlier work building a percussion sequence.</p>	<p>Netball Develop a range of passing skills. Catch a pass on the move.</p> <p>Dance Explore the movements of a dance, demonstrating clear dynamics.</p>	<p>Playing - Glockenspiel: - Blues - pitch & formal notation - duration - timbre.</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 writer.</p>	<p>Number Multiplication and Division.</p> <p>Efficient 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>Sculpture Decorate a musical instrument from recycled materials.</p>	<p>Explore the touch instruments.</p>	<p>Netball Develop movement skills such as stopping with the ball, pivoting, jumping and landing.</p> <p>Dance Link the movements to form a dance. Perform with a partner using changes of level and direction.</p>	<p>Playing - Glockenspiel: - Blues - pitch & formal notation - duration - timbre.</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 Toolkit.</p> <p>Boxing Up of model Text.</p>	<p>Number Multiplication and Division.</p> <p>Division of two-digits by 1 digit Three-digits by 1 digit.</p>	<p>States of Matter Compare and group materials together.</p> <p>State of matter of materials.</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>Sculpture Arcimboldo: Create a collage in the style of an artist.</p>	<p>Create music using the piano roll view.</p>	<p>Netball Develop skills such as sprinting, reaction time and quick feet to get into space quickly to receive a ball.</p> <p>Dance Create a character and narrative within a dance.</p>	<p>Playing - Glockenspiel: - pitch - pulse - timbre - singing.</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>Innovation - Setting</p> <p>The writing of an opening and build up to the same story with a different setting.</p> <p>Cold Task.</p>	<p>Area Counting squares. Making shapes. Comparing area.</p>	<p>States of Matter Understand how particles behave in solids, liquids and 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>Sculpture Create a sculpture in the style of sculptor Sokari Douglas Camp.</p>	<p>Experiment with live loops.</p>	<p>Netball Develop ideas and techniques to get away from an opponent and find space in a small area.</p> <p>Dance Create an everyday activity dance sequence using visual stimuli to form a narrative. Work constructively in a group.</p>	<p>Playing - Glockenspiel: - Blues - pitch & formal notation C-D-E - practice duration - introduce timbre - singing Singfest.</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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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>Number Fractions.</p> <p>What is a fraction?</p> <p>Equivalent fractions.</p>	<p>States of Matter Set up a fair test.</p> <p>Hook: Do it badly!</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>Sculpture Create a sculpture in the style of El Anatsui.</p>	<p>Create their own multi-track composition.</p>	<p>Netball Close down space as a team. Use the defensive strategy of man marking.</p> <p>Dance Able to change the direction and level of an everyday activity dance sequence, whilst applying group formation.</p>	<p>Playing - Glockenspiel: - pitch & formal notation C-D-E-F - practise duration - timbre - singing Singfest.</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>Poetry Week</p>	<p>Number Fractions.</p> <p>Fractions greater than 1.</p> <p>Counting in fractions.</p>	<p>States of Matter Understand how to use results to draw simple conclusions.</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 The Americas). E.g. Machu Picchu, Peru.</p>	<p>Sculpture Apply an understanding of tint to recreate a traditional design style Willow Pattern.</p>	<p>Refine their composition and get feedback from their classmates.</p>	<p>Netball Work effectively and organise themselves as a team to play 4 v 4 games with an understanding of basic netball rules.</p> <p>Dance Combine the everyday activity sequence into a group dance.</p>	<p>Playing - Glockenspiel: - pitch & formal notation C-D-E-F - duration - timbre - singing Singfest.</p>	<p>Reading/writing AFL.</p>	<p>We did it! Are working hard to achieve their own dreams and goals.</p>



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								Perform and evaluate a dance sequence.			
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.</p> <p>Add 2 or more fractions. Subtract 2 or more fractions.</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>Anglo Saxon Bread</p> <p>Discuss different types of bread and their cultural significance.</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>Basketball Able to perform jump and stride stops.</p>	<p>Playing - Glockenspiel: - Mardi Gras - pitch & formal notation - singing SingFest.</p>	<p>Re-cap and describe parts of the face using more adjectives.</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.</p> <p>Calculate fractions of amount Problem solving.</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.</p> <p><i>Respond</i> Celebration and application.</p>	<p>Vikings and Anglo-Saxons Explore how and why the Vikings invaded Britain.</p> <p>Learn about Edward the Confessor.</p>	<p>Bread Understand the importance of Anglo Saxon Bread in the diet.</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>Basketball Dribble the ball with control using both hands.</p>	<p>Playing - Glockenspiel: - Mardi Gras - pitch & formal notation - singing SingFest.</p>	<p>Describing parts of the body. Using adjectives, big and small, numbers and colours.</p>	<p>Group dynamics.</p> <p>Eating a healthy, balanced diet.</p>



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Wk 9	<p>Imitation Toolkit.</p> <p>Boxing Up of model Text.</p>	<p>Number Decimals.</p> <p>Recognise tenths and hundredths.</p> <p>Tenths as decimals.</p>	<p>States of Matter</p> <p>Provide a written explanation on candle making.</p>	<p>Lent/Easter – Giving: Come and see for yourself</p> <p><i>Explore</i></p> <p>Understanding self-giving and self-discipline.</p> <p><i>Reveal</i></p> <p>Lent, the opportunity to grow spiritually.</p>	<p>Vikings and Anglo-Saxons</p> <p>Understand how some kings in Britain dealt with the Viking invaders.</p> <p>Resistance by Alfred the Great and Athelstan, first king of England.</p>	<p>Bread</p> <p>Similarities and differences of Anglo Saxon and bread of today.</p>	<p>Comment on blogs.</p>	<p>Hockey</p> <p>Use a hit shot in a shooting situation.</p> <p>Basketball</p> <p>Send a ball using a bounce pass in order to beat an opponent. Work constructively with a partner</p>	<p>Playing - Glockenspiel:</p> <p>- pitch & formal notation</p> <p>- singing SingFest</p> <p>- timbre</p> <p>- texture (ostinato).</p>	<p>Design and describe your own monster and show the parts of its body.</p>	<p>Smoking.</p> <p>Focus on being physically active.</p>
Wk 10	<p>Innovation - Recount</p> <p>A diary entry written by one of the forest creatures.</p>	<p>Number Decimals.</p> <p>Divide 1 and 2-digit by 10.</p>	<p>States of Matter</p> <p>Identify the part played by evaporation and condensation in the water cycle.</p>	<p>Lent/Easter – Giving: Come and see for yourself</p> <p><i>Reveal</i></p> <p>How to live during Lent.</p> <p><i>Reveal</i></p> <p>Living in God's way.</p>	<p>Vikings and Anglo-Saxons</p> <p>Describe how Vikings/Anglo-Saxons lived and worked.</p> <p>Identify some Viking gods and understand what they represent.</p>	<p>Bread</p> <p>Create a recipe and design bread.</p>	<p>Add images to blogs.</p>	<p>Hockey</p> <p>Understand when to pass and when to dribble in a game situation.</p> <p>Basketball</p> <p>Aim and shoot a ball at a target with control. Work well as part of a team.</p>	<p>Playing - Glockenspiel:</p> <p>- pitch & formal notation</p> <p>- singing SingFest</p> <p>- timbre</p> <p>- texture (ostinato).</p>	<p>Re-cap Prepositions of place top, bottom, below, etc.</p>	<p>Alcohol.</p> <p>Have tried to keep themselves and others safe.</p>
Wk 11	<p>Independent Application</p> <p>Plan and write a diary recount about a first-hand experience – a visit to a woodland where an exciting object is found.</p>	<p>Number Decimals.</p> <p>Hundredths as a decimal.</p> <p>Hundredths on a place value grids.</p>	<p>States of Matter</p> <p>Will the location of a puddle affect how well it evaporates?</p>	<p>Lent/Easter – Giving: Come and see for yourself</p> <p><i>Reveal</i></p> <p>Holy Week: Holy Thursday</p> <p><i>Reveal</i></p> <p>Holy Week: Good Friday.</p>	<p>Vikings and Anglo-Saxons</p> <p>Understand what happened during the Viking invasions and know what Viking warriors were like.</p>	<p>Bread</p> <p>Bake bread.</p>	<p>Add media to blogs.</p>	<p>Hockey</p> <p>Experiment with attacking and defending tactics in a game situation.</p> <p>Basketball</p> <p>Employ attacking and</p>	<p>Playing - Glockenspiel</p> <p>- formal notation</p> <p>- singing Easter</p> <p>- performance elements: dynamics, timbre, texture.</p>	<p>Describe Picasso's pictures (Spanish artist)</p> <p>Using colours, sizes, prepositions of place.</p>	<p>Healthier Friendships.</p> <p>Know how to be a good friend and enjoy healthy friendships.</p>



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	<p>Focus / Outcome Write a first person diary recount about a personal experience.</p>							defending tactics in a game situation.			
WK 12	<p><u>Grammar Focus</u></p>	<p>Number Decimals.</p> <p>Divide 1 or 2-digits by 100.</p>	<p>States of Matter Investigate the Water Cycle?</p>	<p>Lent/Easter – Giving: Come and see for yourself <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>Bread Evaluate and assess the making of the bread.</p>	Learn how to 'live blog' an event.	<p>Hockey Demonstrate an understanding of simple tactics to keep possession and apply these during matches.</p> <p>Basketball Work as a team to employ attacking and defending tactics.</p>	<p>Playing - Glockenspiel - formal notation - singing Easter - performance elements: dynamics, timbre, texture.</p>	Writing/Reading AFL Easter (cultural).	Celebrating inner strength and assertiveness. Know how to keep calm and deal with difficult situations.



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Year 4	Foundation Subjects Curriculum coverage	Spring 2021-2022
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	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.	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.



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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>Create a musical instrument from recycled materials.</p> <p>Draw recognisable musical notes and symbols.</p> <p>Create a collage of contrasting images.</p> <p>Discuss how recycling or reusing materials is good for the environment.</p>	<p>Learn about the works of inspirational sculptors, creating 3D works of art, working with recycled materials and making collages.</p> <p>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>Learn about great artists, architects and designers in history.</p>
Design & Technology	<p>Generate, develop, model and communicate their ideas through discussion, annotate sketches.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>	<p>Discuss all the different types of bread and their cultural significance.</p> <p>Understand the importance of Anglo Saxon Bread in the diet.</p> <p>Similarities and differences between Anglo Saxon and bread of today.</p> <p>Create recipe, design, bake and evaluate Anglo Saxon bread.</p>
Physical Education	<p>Basketball.</p> <p>Jump stop - Jump - Land on two feet (at the same time).</p> <p>Choose pivot foot.</p>	<p>Discuss the different types of passes in basketball.</p> <p>Discuss the different stops - jump and stride.</p> <p>Know how they can better their performance and work well as a team.</p>



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	<p>Stride stop - Feet land one after another, first foot to land is pivot foot, turn around pivot foot. Dribbling. Bounce pass. Chest pass.</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>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>Dynamics: continue to use dynamics expressively in performances and compositions with good control and awareness of their effect; identify aurally how and why dynamics have been used, using appropriate musical and descriptive vocabulary. Duration: recognise aurally and speak rhythmic patterns using combinations of SOLFA rhythmic syllables; improvise and compose rhythmic patterns; read and perform rhythmic patterns. Tempo: Continue to use tempo expressively in performances with control and awareness of its effect. Pitch: recognise aurally differences in pitch. Smaller and larger intervals, steps and leaps; continue to demonstrate the relationship between different pitches using SOLFA hand signs; begin to read and perform short melodic phrases using a “ladder” system. Timbre: Use own voice in different ways with good control; use expressively in songs with awareness of effect created. Texture: Play simple accompaniments to songs using devices like ostinato and sequence. Singing: Place the voice with accuracy over a wider pitch range; Sing songs which contain wider intervals in pitch;</p>		<p>Dynamics: are expressive elements in music that are used to achieve particular effects and moods Duration: note lengths and silences can be represented by rhythmic syllables; rhythm can be represented using written notation of different kinds; rhythms can be divided into small sections (bars) according to metre. Tempo: is an expressive element in music that is used to achieve particular effects / moods. Pitch: Pitch can be represented using SOLFA pitch names and hand signs; can be represented using written symbols, e.g. staff notation; melodies are constructed using pitched patterns; Timbre: Every voice / instrument has its own unique sound qualities; sound can be selected and combined to produce a particular effect, mood or feeling. Texture: Sounds can be layered in different ways to make harmony and create a particular mood or effect. Singing: The voice is an expressive instrument and can convey a range of emotions to support the text.</p>		
Spanish	<p>Reading, listening, writing and speaking by learning shapes and prepositions of place. Recognise different colours, sizes and prepositions of place in Spanish. Identify and describe parts of the face and body. Describe Picasso’s pictures using colours and sizes.</p>		<p>Recapping colours, sizes and then consolidate all knowledge together by describing Picasso’s picture, 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>	