



MEDIUM TERM CURRICULUM MAP

ST JOHN FISHER RC PRIMARY SCHOOL



Year 4 Summer 2021-2022

WEEK	English	Maths	Science	RE	History Geog.	Art & Design	Computing	PE	Music	Spanish	PSHE & RSE
Wk1	<p>Narrative 4 Model Text: The Night Fairy</p> <p>Genre/Structure: Developing setting and character within a story</p> <p>Imitation Hook Text Mapping of model text.</p>	<p>Number Decimals Make a whole. Compare decimals. Write decimals.</p>	<p>Animals including humans Teeth Identify the different types of teeth in humans and their simple functions.</p>	<p>Pentecost Hear and live the Easter Message.</p>	<p>Tudors Understand the chronology of time periods.</p>	<p>Tudor Purses Working with textiles. Begin a planned project.</p> <p>Design and plan a product from a historical starting point.</p>	<p>We are artists Create simple tessellations using Inkscape.</p>	<p>Cricket Able to throw a ball under-arm at a target and catch a ball safely while moving.</p>	<p>Singing Using songs to explore structure.</p>	<p>Mi familia Como te llamas? (What is your name?) Como se llama? (What is her/his/its name?) More describing hair and eyes. (embed colours as adjectives) (Writing AFL).</p>	<p>Relationships Jealousy. Know how to make friends.</p>
Wk2	<p>Imitation: Reading as writer.</p> <p>Toolkit. Boxing up of model text.</p>	<p>Decimals Order decimals. Round decimals. Halves and quarters.</p>	<p>The digestive system. Name the basic parts of the digestive system.</p>	<p>New Life</p>	<p>Study the War of the Roses, the Battle of Bosworth and the beginning of the reign of the Tudors.</p>	<p>Practice finishing techniques with neat stitching.</p>	<p>Create more complex tessellations using Inkscape.</p>	<p>Cricket Able to throw a ball over-arm at a target and catch a ball thrown over-arm.</p> <p>Tennis Strike a ball in a given direction using a forehand technique.</p>	<p>Texture Select and combine sounds to create a particular effect.</p>	<p>Spelling Practise using the Spanish alphabet.</p>	<p>Love and Loss Try to solve friendship problems when they occur.</p>
Wk3	<p>Innovation Shared writing. Children will recycle the plot of the model text. Cold Task.</p>	<p>Measurement Money Pounds and Pence. Ordering Money. Estimating Money.</p>	<p>Food chains Interpret food chains.</p>	<p>New Life</p>	<p>Learn about Henry VIII and his wives.</p>	<p>Create a functioning drawstring.</p>	<p>Programming art in Scratch.</p>	<p>Cricket Strike a moving ball using the correct technique.</p> <p>Tennis Strike a ball in a given direction using a forehand technique.</p>	<p>Structure Continue to analyse aurally the melodic/ rhythmic structure.</p>	<p>Siblings and pets</p>	<p>Memories Help others to feel part of a group.</p>



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Wk4	Independent application Hot task Children will recast their innovated story, writing from the perspective of one of the main characters.	Money Converting. Add/Subtract Money. Give change. Working with money.	Food chains Construct food chains.	Reconciliation Building Bridges	Explore the reformation of the Church under the reign of Henry VIII. Understand the changes this had to religion and law across England.	Use finishing techniques and DT skills to finish a product to a high standard.	Make a repeating pattern in Scratch.	Cricket Strike a moving ball into a space in order to maximise scoring opportunities. Tennis Strike a ball in a given direction using a backhand technique.	Structure Improvise/ compose using a given framework.	Use the verb I have tengo and tener.	Getting on and Falling Out Show respect in how they treat others.
Wk5	Non-fiction 3 MODEL TEXT: Letter to the River Troll TEXT TYPE: PERSUASION Imitation: Hook Text Mapping of model text.	Time Telling time to 5 minute/minute a.m./p.m. 24 hour clock.	Classify animals as herbivores, omnivores or carnivores.	Building Bridges.	Use our 'equalities texts' to learn about black history and key individuals during this period in history.	Use finishing techniques and DT skills to finish a product to a high standard.	Use Inkscape to create art in the later style of Bridget Riley.	Cricket Employ effective fielding tactics to benefit a team. Tennis Strike a ball in a given direction using a backhand technique.	Structure/ Pitch Begin to aurally recognise the use of scales (major / minor / pentatonic).	More describing hair and eyes (embed colours as adjectives).	Girlfriends and Boyfriends Know how to help themselves and others when they are hurt.
Wk6	Imitation Reading as a reader. Reading as a writer. Co construction of toolkit. Boxing up.	hrs/min/sec Yrs/mons/weeks/days Analogue to digital- 12 hr Analogue to digital - 24hr	Assessment and consolidation.	Building Bridges.	Explore how the House of Tudor ended and who took over the throne.	Evaluate project.	Use Inkscape to create art in the early style of Bridget Riley.	Cricket Use the appropriate techniques used in a game situation. Tennis Use forehand and backhand groundstrokes within a rally.	Structure/ Pitch Improvise/ compose a piece using the pentatonic scale.	More describing hair and eyes (embed colours as adjectives).	Celebrating my Relationships Know and show what makes a good relationship.
HALF TERM											
Wk 7	Innovation Shared writing.	Statistics Interpret charts.	Electricity	Building Bridges.	Natural Resources	Torches	We are Meteorologists	Athletics	Consolidating all dimensions of	Describe hair and eyes.	Journey in Love



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	Children innovate a persuasive text. Cold task.	Comparison Sum and difference. Introducing Line graphs. Line graphs.	What is electricity?		What are natural resources?	Research the key parts/ components of torches.	Describe and measure the weather.	Understand the effects exercise has on the body and how heart rate changes during exercise. Tennis Hit an under-arm, serve to begin a rally.	music through songs: Pulse, rhythm, pitch, dynamics, texture, timbre, tempo and structure.		God loves us in our differences. Make links and connections to show that we are all different.
Wk 8	Independent application Hot task. Children will write a persuasive letter to a fantastical beast of their choosing.	Geometry Properties of shape. Turns and angles. Right angles in shapes. Compare angles. Identify angles. Compare and Order angles.	Making simple circuits.	Islam Qur'an.	Fossil Fuels for energy; Crops for food; Livestock for food and clothes.	Plan and design a model of a torch.	Record the weather.	Athletics Throw different objects for distance. Work constructively with a partner. Tennis Hit an under-arm serve to begin a rally.	Consolidating all dimensions of music through songs: Pulse, rhythm, pitch, dynamics, texture, timbre, tempo and structure.	Describe pictures.	Describe how we all should be accepted and respected. Body Parts.
Wk 9	Non-fiction 4 TEXT TYPE: DISCUSSION MODEL TEXT: Should Trolls be Slaughtered? Imitation: Hook Text Mapping of model text.	Properties of shape. Recognise and describe 2-D shapes: Triangles; Quadrilaterals; Horizontal and vertical Lines of symmetry; Complete a symmetric figure.	Making more complex circuits.	Universal Church God's People.	Agricultural resources and geological resources.	Select tools and equipment to perform practical tasks accurately.	Analyse the data.	Athletics Throw different objects for accuracy. Tennis Develop tactics to win points.	...	The giant turnip story	Describe how we all should be accepted and respected - Social and Emotional.
Wk 10	Imitation: Reading as writer. Toolkit. Boxing up of model text.	Geometry Position and Direction Describe position. Draw on a grid. Move on a grid. Describe movement on a grid.	Insulators and conductors in circuits.	God's People.	Fair Trade: What is it? Why have it?	Use electrical systems in the torch e.g. a circuit with a bulb.	Analyse and predict the weather.	Athletics Perform a range of jumps while demonstrating consistent technique.	Consolidating all dimensions of music through songs: Pulse, rhythm, pitch, dynamics, texture, timbre,	The giant turnip story.	Describe how we should treat others - Convention of Human Rights.



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								Work constructively as part of a group. Tennis Develop tactics to win points.	tempo and structure.		
Wk 11	Innovation - Shared writing Innovated write: Class innovation – Should ogres be slaughtered? Children’s innovation - <i>Should dragons be slaughtered?</i> Cold Task	Position and Direction.	Creating your own circuits for a purpose.	God’s People.	Consider 'Fair Trade' and 'sustainability' for our planet.	Strengthen, stiffen and reinforce the torch.	Preparing a weather forecast.	Athletics Link three phases of a jump: approach, take-off and landing. Tennis Apply tactics in a competitive situation.	Consolidating all dimensions of music through songs: Pulse, rhythm, pitch, dynamics, texture, timbre, tempo and structure.	Describe my family.	Describe how we should treat others - List of Golden Rules.
Wk 12	Independent application Children will plan and write a discussion based around a different 'should' question e.g. <i>Should fairies be protected? Should ogres be out on a diet?</i>	Consolidation	Consolidation	God’s People.	Carbon Footprint - What is it? What is the impact on our planet? What can we do to change it?	Evaluate a product.	Giving a TV style weather forecast.	Athletics Apply athletics techniques in a competition environment. Work constructively as part of a team. Tennis Apply tactics in a competitive situation.	Consolidating all dimensions of music through songs: Pulse, rhythm, pitch, dynamics, texture, timbre, tempo and structure.	Describe my family.	Celebrate the uniqueness and innate beauty of each of us.
WK 13	Grammar Revision.	Consolidation of learning.	Evaluation of learning.	Celebration of the year.	Carbon Footprint What can we do to change it?	Consolidation	Giving a TV style weather forecast.	Athletics Apply athletics techniques in a competition environment. Work constructively as part of a team.	Consolidation	Consolidation	Celebration.



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Year 4	Foundation Subjects Curriculum coverage	Summer 2021-2022
Subject and Topic	Key Skills	Key Knowledge
Religious Education	<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</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. Make links to show how feelings and beliefs affect their behaviour and that of others using the example of Eric or other examples. 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. Show how their own and others' decisions about actions in life are informed by beliefs and values.</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.</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. 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. Able to set up a simple test. Able to record findings using labelled diagrams. Able to use written explanations to report on findings from an enquiry. Able to use evidence to support findings. Able to set up a simple practical enquiry. Able to record findings using drawings. Able to use results to make predictions.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Identify common appliances that run on electricity. Know how to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. Recognise some common conductors and insulators, and associate metals with being good conductors. 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. Use terms related to the period and begin to date events.</p>	<p>Understand the chronology of time periods. Understand that a knowledge of the past is constructed from a range of sources.</p>



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	<p>Understand more complex terms e.g. BC/AD. Use evidence to reconstruct life in time studied. Identify key features and events of time studied. Look for links and effects in time studied. Offer a reasonable explanation for some events. Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge. Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions.</p>	<p>Study the War of the Roses, the Battle of Bosworth and the beginning of the reign of the Tudors. Study the monarchs through the reign of the Tudors and their impact on the lives of the Tudor people. Study the lives of the Tudor people and compare it to our lives today. Use our 'equalities texts' to learn about black history and key individuals during this period in history. Explore how the House of Tudor ended and who took over the throne.</p>
Geography	<p>Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs. Investigate places and themes at more than one scale. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps.</p>	<p>What are natural resources? Fossil Fuels for energy; Crops for food; Livestock for food and clothes. Agricultural resources and geological resources. Fair Trade: What is it? Why have it? Consider 'Fair Trade' and 'sustainability' for our planet. Carbon Footprint - What is it? What is the impact on our planet? What can we do to change it?</p>
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	See Design and Technology	
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.</p>	<p>Tudor Purses Understand there are different types of stitches and to choose the most effective for the product. Know that when two edges of fabric have been joined together it is called a seam. Know that it is important to leave space on the fabric for the seam. Understand that some products are turned inside out after sewing so the stitching is hidden.</p>



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	<p>Select appropriate materials. Evaluate a product. Begin to explain how they could improve original design.</p>	<p>Create a functioning drawstring. 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>
Physical Education	<p>Cricket Accuracy when throwing and catching. Demonstrate correct technique for over arm throwing and catching. Strike a moving ball. Use fielding tactics to defend.</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>Cricket What do you notice about throwing/catching? How do your feet move when playing a forward defensive/ straight drive? What are the key points when playing a straight drive? What can you do with your body/bat to help you hit into a gap?</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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Subject and Topic	Key Skills	Key Knowledge
Spanish	<p>Listen 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 Como te llamas? (What is your name?) Como se llama? (What is her/his/its name?) Spelling practice using the Spanish alphabet. Siblings and pets. Use the verb I have tengo and tener. 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>