

St Luke's CE Primary – Curriculum Overview

Year 4 Autumn 2



Curriculum Aims

The purpose of our curriculum is to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of this community;
- help children grow into reliable, independent and positive citizens for the 21st century.

Curriculum Approach

- Learning reviewed daily (retrieval practice);
- New content taught in small chunks;
- Effective teacher questioning;
- Lots of teacher modelling;
- Regular opportunities for children to think, apply and practise key skills and knowledge;
- Support for difficult tasks;
- Develop long term memory, whilst respecting the limitations of the working memory.

Discrete Learning Subjects

Main Learning Focus in English:

Fiction- Aladdin

Poetry- Still I rise

Speaking and listening.

- Participation in class and group discussions
- Explaining and justifying opinions about texts
- Learning new drama skills

Reading

- Shared Reading – reading text with the class
- Guided Reading – reading with the teacher in small groups
- Individual & paired reading
- Using reading skills to obtain information

Writing

- Using Fantastics to develop narrative writing
- Writing poetry
- Planning and structuring different texts
- Answering big questions
- Illustrations to tell a story

Grammar and Punctuation

- Revising the use of capital letters, full stops, commas and exclamation marks
- Colons, ellipsis, commas, subordinating clauses, fronted adverbials, pronouns
- Ensuring grammatical agreement

Spelling

- Words from statutory and personal spelling lists
- Proofreading for words on statutory list

Handwriting

- Revising letter joins formation
- Improve skills in joining

writing

Main Learning Focus in Mathematics:

Children will learn
to:

- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers



Main Learning Focus in Science:

The Rock Cycle

Children will learn the answers to the following questions:

- How is igneous rock formed?
- How is sedimentary rock formed?
- How is metamorphic rock formed?
- How can we identify different rocks?
- How do rocks on our Earth's surface change?
- What are the steps in the rock cycle?

Main Learning Focus in Geography:

Natural resources

Children will learn the answers to the following questions:

- What are the world's natural resources?
- How has the use of natural resources changed?
- How can using natural resources cause problems?
- What natural resources does Chile have?
- What natural resources does the UK have?

Main Learning Focus in Computing:

Children will be using 'Purple mash' to complete the unit 'Micro:bits.' The children will learn:



- To understand how sensor inputs from the accelerometer can be used to detect movement, such as when a step is taken.
- To understand how variables can be used to keep track of things in a program.
- To understand how inputs, outputs and computer code work together to make control systems.
- To understand what logic is and how it can be used to make different outputs happen according to different inputs.
- To be able to make a control system and game.

Main Learning Focus in Religious Education:

Why do some people think that life is a journey? What significant experiences mark this?

They will look at the following objectives:

- What does a journey mean to us?
- What is the significance of Baptism to Christians?
- How do Jewish people mark becoming an adult?
- What ceremonies do Hindus mark in the journey of life?
- Why do people choose to get married?
- Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?

Main Learning Focus in PSHE:

Valuing difference

They will look at the following objectives:

- Define the terms 'negotiation' and 'compromise';
- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Recognise potential consequences of aggressive behaviour;
- Suggest strategies for dealing with someone who is behaving aggressively.
- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
- Define the word *respect* and demonstrate ways of showing respect to others' differences.
- Understand and identify stereotypes, including those promoted in the media.
- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- Give examples of features of these different types of relationships, including how they influence what is shared.
- Understand that they have the right to protect their personal body space;
- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
- Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

Main learning Focus in French:

To be able to present yourself in French, with your name, age and nationality

- Use basic greetings in French, ask somebody how they are feeling and reply when asked.
- Ask somebody their name in French and reply when asked.
- Recall numbers 1-20 in French.
- Ask somebody how old they are in French and reply when asked.
- Ask somebody where they live in French and reply when asked.
- Express my nationality in French and understand basic gender agreement rules.

Main Learning Focus in Physical Education:

Maple - Swimming and Basket ball

Hawthorn - Dodgeball and Football

Main learning Focus in Music:

Children will learn how to play the Violin – taught by Rochdale Music Service

