

“We live, learn and love in His way.”

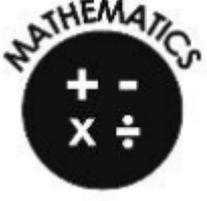


Holy Family RC Primary School

Curriculum information for Parents and Carers

Year 4

There is a requirement for all schools to publish the outline curriculum for each year group on their website. It is impossible to publish details of every aspect of the curriculum. This document outlines the key content. Staff will always be very happy to discuss the content of the curriculum in more detail with any parent or carer. It should be noted, that the details below are the ‘standard curriculum’ requirements; we constantly differentiate these to support and extend all pupils.

	<ul style="list-style-type: none"> • Give a personal point of view on a text. • Re-explain a text with confidence. • Justify inferences with evidence, predicting what might happen from details stated or implied. • Use appropriate voices for characters within a story. • Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation. • Skim & scan to locate information and/or answer a question. • Recognise the apostrophe of possession (plural).
	<ul style="list-style-type: none"> • Vary sentence structure, using different openers. • Use adjectival phrases (e.g. biting cold wind). • Use appropriate choice of noun or pronoun. • Use apostrophe for singular & plural possession. • Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.). • Use commas to mark clauses. • Use legible, joined handwriting of consistent quality. • Write using paragraphs to organise ideas. • Use connecting adverbs to link paragraphs.
	<ul style="list-style-type: none"> • Count backwards through zero to include negative numbers. • Compare & order numbers beyond 1000. • Compare & order numbers with 2 decimal places. • Read Roman numerals to 100. • Find 1000 more/less than a given number. • Count in multiples of 6, 7, 9, 25 & 1000. • Recall & use multiplication & division facts all tables to 12x12. • Recognise the place value of any 4-digit number. • Round any number to the nearest 10, 100 or 1000. • Round decimals with one decimal place to nearest whole number. • Add & subtract: Numbers with up to 4-digits using column method. Numbers with up to 1dp. • Multiply: 2-digit by 1-digit 3-digit by 1-digit • Divide 3-digit by 1-digit numbers.

	<ul style="list-style-type: none"> • Count up/down in hundredths. • Write equivalent fractions. • +/- fractions with same denominator. • Read, write & convert time between analogue & digital 12 & 24 hour clocks.
	<ul style="list-style-type: none"> • Take measurements using different equipment and units of measure and record what they have found in a range of ways. • Take accurate measurements using standard units. • Explain their findings in different ways (display, presentation, writing). • Find any patterns in their evidence or measurements. • Make a prediction based on something they have found out. • Record and present what they have found using scientific language, drawings, labeled diagrams, bar charts and tables. • Describe a range of sounds and explain how they are made. • Compare sources of sound and explain how the sounds differ. • Explain how to change a sound (louder/softer). • Describe and explain how a sound travels from a source to our ears. • Explain what happens to sound as it travels away from its source. • Explain how you could change the pitch of a sound. • Investigate how different materials can affect the pitch and volume of sounds.
<p>Religious Education</p> 	<ul style="list-style-type: none"> • We follow the Come & See scheme of work, click here to see the topics covered.
	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs with various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Use search technologies effectively • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, collecting, analysing, evaluating and presenting data and information. • Understand the opportunities [networks] offer for communication and collaboration • Be discerning in evaluating digital content. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; • identify a range of ways to report concerns about content and contact.
	<ul style="list-style-type: none"> • Plot recent history on a timeline using centuries. • Place periods of history on a timeline showing periods of time. • Use their mathematical skills to round up time differences into centuries and decades. • Explain how events from the past have helped shape our lives. • Appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.

	<ul style="list-style-type: none"> • Know that people who lived in the past cooked and travelled differently and used different weapons from ours. • Recognise that the lives of wealthy people were very different from those of poor people. • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. • Research two versions of an event and say how they differ. • Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. • Give more than one reason to support an historical argument. • Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.
	<ul style="list-style-type: none"> • Carry out a survey to discover features of cities and villages. • Find the same place on a globe and in an atlas. • Label the same features on an aerial photograph as on a map. • Accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.). • Describe the main features of a well-known city. • Describe the main features of a village. • Describe the main physical differences between cities and villages. • Use appropriate symbols to represent different physical features on a map. • Explain why people are attracted to live in cities. • Explain why people may choose to live in a village rather than a city. • Explain how a locality has changed over time with reference to human features. • Find different views about an environmental issue? What is their view? • Know the difference between the British Isles, Great Britain and UK. • Know the countries that make up the European Union. • Name up to six cities in the UK and locate them on a map. • Name the areas of origin of the main ethnic groups in the UK & in their school.
	<ul style="list-style-type: none"> • Mix and match colours, predict outcomes and mix my own black or brown. • Select and use simple ICT mark making tools (brush & pen). • Appreciate the impact of light and dark on simple objects. • Give reasons for some of the actions of a famous artist (or the reasons for why a piece of art work is as it is). • Record 1st hand observations, using a range of appropriate materials. • Successfully use ideas from my own sketchbook to create and develop my own ideas. • Investigate a variety of methods and techniques, using shape, tone and texture in drawing, photography and print making. • Explore how visual qualities can be organised and combined for different purposes to communicate. • Investigate lines, shapes, colours and textures to produce work on a theme.
	<ul style="list-style-type: none"> • Come up with at least one idea about how to create their product. • Take account of the ideas of others when designing. • Produce a plan and explain it to others. • Suggest some improvements and say what was good and not so good about their original design. • Tell if their finished product is going to be good quality. • Conscience of the need to produce something that will be liked by others. • Show a good level of expertise when using a range of tools and equipment. • Have they thought of how they will check if their design is successful?

	<ul style="list-style-type: none"> • Begin to explain how they can improve their original design. • Evaluate their product, thinking of both appearance and the way it works. • Measure carefully so as to make sure they have not made mistakes. • Have they attempted to make their product strong?
<p>MUSIC</p> 	<ul style="list-style-type: none"> • Explain the place of silence and say what effect it has. • Start to identify the character of a piece of music. • Describe and identify the different purposes of music. • Begin to identify with the style of work of different composers. • Perform a simple part rhythmically. • Sing songs from memory with accurate pitch. • Improvise using repeated patterns
<p>PE</p> 	<ul style="list-style-type: none"> • Create, repeat and improve a sequence showing at least 3 phrases. • Talk about a dance idea and respond to the ideas of others in order to extend my thinking. • In gymnastics and dance perform movements with skill and safety, showing good awareness of space and partner's needs. • Plan, perform and repeat sequences that include changes of speed and level, clear shapes and quality of movement. • Move to find a space when I am not in possession during a ball game. • Create dance phrases that communicate our ideas. • Refine my movements, taking into account any accompaniment.
<p>LANGUAGES</p> 	<ul style="list-style-type: none"> • Pupils show that they understand a few familiar spoken words and phrases. They understand speech spoken clearly, face to face or from a good quality recording. • They may need a lot of help, such as repetition or gesture. • Pupils say single words and short, simple phrases in response to what they see and hear. • They may need considerable support from a spoken model and from visual clues. • They imitate correct pronunciation with some success.