



St Robert Southwell Catholic Primary School
Aiming for Excellence - Being the Best We Can Be

Year: 4 Theme: Term: Autumn Teachers: FMP and DF Foundation subject in focus/rotation: PSHE and DT

Religious Education	Christ at the Centre The Way, the Truth and the Life												
	The Bible -Hinduism						Trust in God - Caritas in Action:-Solidarity & the Common Good						
	LO: To know that the Bible is an account of God's relationship with His people. AT1(i) and AT2(i)	LO: To know how to use the Bible and find a reference. AT 1 (i) (ii)	LO: To know that God calls Abraham and to understand the challenges and blessings he experienced. AT1(i) (ii) (iii) AT2(i)	Learning Objective LO: To know about God's call to Joseph and to reflect on God's plan for him. AT1 (i) (iii) AT2 (ii)	LO: To understand about God's call to Moses and understand the role he played in freeing the Hebrews from Egypt. AT1 (i) (iii) AT2 (i) (ii)	LO: To understand about God's call to Moses. To reflect on what we can learn from his experience. AT1 (i) (iii) AT2 (i)	Hinduism Lo: To understand what Hinduism is and to identify key elements of the Hindu tradition.	LO: To know about God's promise to Zechariah and to reflect on how he had to trust in God. AT1 (i) (iii) AT2 (i).	LO: To know about God's promise to Zechariah and to reflect on how he had to trust in God. AT1 (i) (iii) AT2 (i).	Learning Objective LO: To know that Mary trusted in God and to reflect on what we can learn from Mary. AT1 (i) (ii) AT2 (i)	LO: To know how Joseph put his trust in God. To be aware that sometimes we need help to trust in God. AT1 (i) (iii) AT2 (i).	LO: To know what Advent is and to explain the significance of the Advent wreath.	LO: To know that God fulfilled His promise to Mary when Jesus was born. To reflect on the importance of the birth of Jesus for us. AT1 (i) AT2 (i)
Autumn 1						Autumn 2							
PSHE	Created and Loved by God (1) <i>Relationships and Health Education within a Catholic Context</i>											Created to Live in the Community (3) <i>Relationships and Health Education within a Catholic Context</i>	
	<ul style="list-style-type: none"> Religious understanding Me, My body and my health Emotional wellbeing Life cycles 											<ul style="list-style-type: none"> Religious Understanding The Communities we live in 	
	Story session: Designed for a purpose (Kester's)	Assessment Activity	Children will know similarities and differences between	About the need to respect and look after their bodies as a gift	Learn what the term puberty means; Learn when they can	Learn correct naming of genitalia; Learn what changes will	Assessment Activity	Children learn that emotions change as they grow up	Children recognise that images in the media do not	To know that some behaviour is wrong, unacceptable,	Assessment Activity	Children learn how a baby grows and develops in its mother's	To know that God is Love as

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	Adventure s)		people arise as they grow and make choices, and that by living and working together	from God through what they wear, what they eat and what they physically do.	expect puberty to take place; Understand that puberty is part of God's plan for our bodies.	happen to boys during puberty; Learn what changes will happen to girls during puberty.		To know what emotional well-being means; Positive actions help emotional well-being	always reflect reality and can affect how people feel about themselves	unhealthy and risky;		womb including, scientifically How conception and life in the womb fits into the cycle of life;	shown by the Trinity	care for others. To devise practical ways of loving and caring for others.
DT	Cooking and nutrition							Lego education-build & code						
	<p>Key skills in cooking: mixing, kneading and baking (Making Italian focaccia bread) https://primarysite-prod-sorted.s3.amazonaws.com/heycroft-primary-school/UploadedDocument/9f3b993196504f89b9e087855ecd1454/FocacciaBread.pdf</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet. Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]. Understand the source, seasonality and characteristics of a broad range of ingredients. <p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. <p>Technological Knowledge</p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products. Understand and use electrical systems in their products. Apply their understanding of computing to use mixed media to create background images. 													
	Lesson 1: Cooking identifying where the food is sourced e.g. comes from Italy.	Lesson 2: Cooking planning it e.g. which ingredients are needed? What is the method?	Lesson 3: Cooking Making the focaccia bread following the recipe and the method. To evaluate our product.	Lesson 1: To research and analyse a range of children's toys. To research Louis Sullivan the	Lesson 2: To understand how a circuit work.	Lesson 3: To make the base for their steady hand game using accurate measurement. use	Lesson 4: To make our circuit work on our game.	Lesson 5: To understand how to reinforce a structure to make it more secure and stable.	Lesson 6: To evaluate product based on how well it meets the design criteria, how well it serves its purpose					

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				architect of 'form follows function'.		mixed media to create this.			and target audience.
Reading	Pupils will <ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes use dictionaries to check the meaning of words that they have read increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identify themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discuss words and phrases that capture the reader's interest and imagination recognise some different forms of poetry e.g. free verse, narrative poetry 								
Fiction/ Fairy stories and myths / legends	Jummy at the River School Sabine Adeyinka Harry Potter and The Philosopher's Stone The Princess and The Pea by Hans Christian Anderson The Princess and the Pea by Lauren Child African Tales by Gcina Mhlophe, illustrated by Rachel Griffin								
Non-Fiction	Little Leaders: Bold Women in Black History by Vashti Harrison Little People Big Dreams Maya Angelou – Lisbeth Kaiser Young, Gifted & Black – Jamia Wilson The Life of Ruby Bridges – Elizabeth Raum								
Poetry	Werewolf Club Rules Poems by Joseph Coelho (CLPE) The Works chosen by Paul Cookson								
Writing	<p>Writing to entertain: To write detailed descriptions including narratives, character descriptions and settings, write descriptive poems, thinking carefully about their word choices when including expanded noun phrases, fronted adverbials and powerful verbs; Use paragraphs to organize in time sequence, apply a checklist to their own and others' work and to make some changes to their work in response to feedback. Use a range of tenses to indicate changes in timing, sequence, etc. Opportunities for comparing different forms of past tense (progressive and simple)</p> <p>Write a range of different poetry types including image, list, alphabet and performance. Riddles and Ballads.</p> <p>Writing to inform: To write several diary entries explaining that new paragraphs are needed for new points; To structure a non-chronological report, using layout features, such as headings and sub-headings; know some of the features of personal recount texts and start to use this knowledge to write their own;</p> <p>To write Explanations and Letters: Paragraphs used to group related ideas, Subheadings to label content. Use techniques to highlight key words (bold, underline, etc.) Use of technical vocabulary</p> <p>Writing to Discuss: To write a Newspaper report/ articles, organising their writing into paragraphs and using conjunctions to add cohesion between these paragraphs. They should use persuasive language to give strength to each of the points they make. Use paragraphs to structure arguments, Maintain formal / impersonal tone</p>								
SPAG	Pupils will learn <ul style="list-style-type: none"> The grammatical difference between plural and possessive -s 								

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	<ul style="list-style-type: none"> Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials 												
Science	Electricity						Sound						
	Pupils will: <ul style="list-style-type: none"> Understand which appliances need electricity. Construct a working circuit and know which components are needed, To investigate how opening and closing a switch impacts on a working circuit. 						Pupils will: <ul style="list-style-type: none"> Understand there are many sources of sound. Understand vibrations of sound. To find patterns between pitch, volume and vibrations. 						
	LO: To identify common appliances that run on electricity.	LO: To understand which components are needed in a working circuit.	LO: To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	LO: To recognise some common conductors and insulators and associate metals with being good conductors.	LO: To identify the components required to make a light dimmer or brighter in a simple circuit.	LO: To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	LO: To identify how sounds are made, associating some of them with something vibrating.	LO: To identify how sounds are made, associating some of them with something vibrating.	LO: To recognise that vibrations from sounds travel through a medium to the ear	LO: To find patterns between the pitch of a sound and features of the object that produced it.	LO: To find patterns between the volume of a sound and the strength of the vibrations that produced it.	LO: To find patterns between the volume of a sound and the strength of the vibrations that produced it.	To prove scientifically how features affect pitch To represent the different pitches, and amplitude in a sound wave
Maths	Number: place value			Number: addition & subtraction			Measurement: length & perimeter			Number: multiplication & division			
	Roman numerals to 100 Round to the nearest 10 Round to the nearest 100 Count in 1,000s 1,000s, 100s, 10s and 1s Partitioning Number line to 10,000 1,000 more or less Compare numbers Order numbers Round to the nearest 1,000 Count in 25s Negative numbers			Add and subtract 1s, 10s, 100s and 1000s Add two 4-digit numbers - no exchange Add two 4-digit numbers - one exchange Add two 4-digit numbers - more than one exchange Subtract two 4-digit numbers - no exchange Subtract two 4-digit numbers - one exchange Subtract two 4-digit numbers - more than one exchange Efficient subtraction Estimate answers Checking strategies			Kilometres Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes			Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Multiply by 1 and 0 Divide by 1 Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts Multiply and divide by 7 7 times-table and division facts			

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P.E	Gymnastics		Games		
	Pupils will: Develop flexibility, strength, technique, control and balance		Pupils will: play games using a range of skills		
	<ul style="list-style-type: none"> Devise, perform and repeat sequences that include travel, body shapes and balances. Include changes of dynamics. Work with a partner. Compare and contrast similar performances. Suggest ways to improve the quality of sequence. Link skills with control, technique, coordination and fluency. Understand composition by performing more complex sequences. Begin to use gymnastics vocabulary to describe how to improve and refine performances. Develop strength, technique and flexibility throughout performances. Create sequences using various body shapes and equipment. Combine equipment with movement to create sequences. 		<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, cricket, netball, tag rugby, and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance take part in outdoor and adventurous activity challenges both individually and within a team 		
Computing	E-safety What is reliable information?		Publisher Make a booklet/leaflet		
	<ul style="list-style-type: none"> How and why you need to keep personal information private. To display yourself appropriately online, e.g. avatar, code name. How to act appropriately & respectfully online. How to deal with cyberbullying. What to do if they come across inappropriate content "If in doubt, click out" 		<ul style="list-style-type: none"> Use different layouts and effects (such as text box, columns, tables, justification, borders, background colour) to refine and improve my work. Add slide transitions and animation effects. Using the internet to research: <ul style="list-style-type: none"> Use more complex search criteria to narrow down my search. Know that not all websites are accurate and can check information using a different site. Make notes from information found on websites to present my findings 		
Music	Recorder Skills Singing Tamboo Bamboo Ukulele Skills ' Music's cool'				



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Italian	KS2 Music Objectives <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. 		
	School		
	Italian alphabet and numbers 50-100	School subject	Holidays, Celebrations and Traditions
	LKS2 Objectives Listening: Children will be able to understand a range of familiar spoken phrases: <ul style="list-style-type: none"> • Basic phrases concerning myself, my family, my school, the weather, school subjects, Italian alphabet, numbers from 50 to 100 Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action). • Say a simple rhyme from memory. • Join in with words of a song or storytelling. • Pick out known words in an "authentic" conversation. Speaking: Children will be able to answer simple questions and provide basic information: <ul style="list-style-type: none"> • Saying where I live • Whether I have brothers and sisters • Whether I have a pet • When my birthday is • How old I am • Saying the date • Ask and answer questions with a rehearsed response using appropriate intonation, use common phrases, include description e.g. colours, size; develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers. Reading: Begin to show understanding of more complex written phrases. Writing: Children will attempt to write simple, short taught phrases from memory.		
Experience Entitlement	<ul style="list-style-type: none"> • Warner Brother Studios - Harry Potter • Christmas Carol Concert 	<ul style="list-style-type: none"> • Westminster Cathedral Christmas carols • Kingsbury Library • Kingsbury Sports Festival 	

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Stimuli /Visits/ Hooks/ Visitors	<ul style="list-style-type: none">• Letter invitation• Cinema	<ul style="list-style-type: none">• Author visits
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