

Our Lady of Lourdes – Year 4 Yearly Plan

A dynamic, inclusive school; rooted in its Catholic values and respect for all people;
a safe place of successful, enjoyable and challenging learning.

INTENT

1. We look to keep our curriculum inclusive, yet challenging, developing children who are ready for their journey into secondary school.
2. We seek to have the reading of high quality, diverse texts at the core of our curriculum.
3. We look to build the knowledge, confidence, resilience, creativity and adaptability of our children through a curriculum that is balanced and broad, giving all the chance to excel.
4. We keep religious education as a cornerstone of our curriculum as we use the opportunities every day to develop our understanding and love of God.

Key Drivers of our Curriculum at Our Lady of Lourdes

Life Skills-

These broaden a child's possibilities and opportunities. High quality, diverse books and stories will be the main driver for the topics and curriculum. Children will acquire rich vocabulary through a love of books that will enable them to express themselves confidently. The basic skills of **reading, writing and mathematics** entwined with our curriculum will ensure pupils acquire secure building blocks, which will equip them with essential life skills.

Diversity and Spirituality-

These help pupils to be tolerant, respectful and value the difference in others. This will help them understand their role, rights and responsibilities as a citizen in the local and global community.

Aspirations-

which encourage pupils to have dreams and aspirations for the future that are inspired by inspiring role models and enriching opportunities.

Growth and Well-Being-

which help pupils develop confidence, motivation, self- belief and a strong sense of self-worth. They develop socially and emotionally and are being equipped to become independent thinkers, leaders and to lead by example.

Year 4 Curriculum Overview

	Autumn Term: We Love Brighton	Autumn Term: Imaginary Worlds	Spring Term: Ancient Egypt	Spring Term: Dragonology	Summer Term: Amazonian Adventure	Summer Term: Journeys
Key Texts (Yr 5-6) / Topic (Yr R-4 only)						
In English Lessons we will focus on:	Fiction writing: Descriptive language, character descriptions of the Iron Man 1st person narrative - Hogarth meets the Iron Man	Fiction writing: 1 st person narrative – Lucy's diary: meeting with Mr Tumnus Setting description of Narnia	Fiction writing: Howard Carter's diary Non-fiction writing: Newspaper Report - discovering Tutankhamun's tomb	Non-fiction writing: Non-Chronological Report about a dragon Instructions - how to look after my dragon Fiction writing: Myths and Legends, defeating a dragon	Fiction writing: Rainforest setting descriptions Non-fiction writing: persuasive letters - Animals in captivity Poetry: Rainforest animals	Fiction writing: Diary writing in role, a new chapter for the story

	<p>Non-fiction writing: Newspaper reports</p> <p>Poetry: Maya Angelou ‘Still I Rise’ poetry (Black History Month)</p> <p><i>SPaG: Expanded noun phrases</i></p> <p><i>Spelling: prefixes and suffixes</i></p>	<p>Non-fiction writing: explanation text - how does the water cycle work?</p> <p>Poetry: Haikus and Tankas winter scenes</p> <p><i>SPaG: using fronted adverbials</i></p>	<p>Non-chronological report: Welcome to Egypt</p> <p><i>SPaG: apostrophes</i></p> <p><i>Using direct speech</i></p>	<i>SPaG: Using paragraphs to organise ideas</i>		
In our Maths lessons we will focus on:	<p>Place Value up to 10,000</p> <p>Addition and Subtraction 4 digits</p>	<p>Addition and Subtraction 4 digits</p> <p>Measuring Area</p> <p>Multiplication and Division (3x, 6x, 9x, 7x, 11x, 12x)</p>	<p>Multiplication and Division</p> <p>Length and Perimeter</p> <p>Fractions</p>	<p>Fractions</p> <p>Decimals</p>	<p>Decimals</p> <p>Money</p> <p>Time</p>	<p>Properties of Shape</p> <p>Statistics</p> <p>Position and Direction</p>
In Geography..		<p>UK Coastlines</p> <p>Study the geographical features of Rottingdean and the coastline. Map work: being able to read, draw and follow a map. Locate counties and cities in the UK, geographical regions and their identifying human and physical characteristics</p>		<p>Geography of Egypt</p> <p>Use atlases & Google maps to locate Egypt and key Ancient Egyptian towns/landmarks/ Valley of the Kings. Looking at rivers, irrigation and how the River Nile was used in Ancient Egypt.</p>	<p>The Amazon Rainforest</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn on a world map.</p> <p>Understand the different layers of the rainforest.</p> <p>Comparison study: UK vs Brazil</p>	<p>Rivers</p> <p>How rivers are formed and the journey of a river from its source to the sea.</p>
In History..	<p>Exploring the history of Rottingdean and Brighton</p> <p>Looking at the smugglers and the impact they had on the local area.</p> <p>Exploring what life was like in Rottingdean and how the Regency Period impacted the growth of Brighton and Hove.</p>		<p>Ancient Egypt</p> <p>What was life like in Ancient Egypt?</p> <p>How were the pyramids built?</p> <p>The discovery of Tutankhamun’s tomb</p>			
In Science..	<p>Electricity</p> <ul style="list-style-type: none"> identify common appliances that run on electricity 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 	<p>States of Matter</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> 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 construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>Sound</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help groups identify and name a variety of living things in their local and wider environment <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things. 	

	part of a complete loop with a battery <ul style="list-style-type: none"> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. 	and condensation in the water cycle and associate the rate of evaporation with temperature.		<ul style="list-style-type: none"> recognise that sounds get fainter as the distance from the sound source increases. 		
In DT..		Mechanisms - simple series circuits		Construction and textiles: Dragon Eyes Designing dragon eyes from clay http://gomersalprimaryschoolart.blogspot.com/2020/11/dragon-eyes-year-4.html		Nutrition and cooking – Brazilian cheese bread
In PE..	Dance Perform dances using a range of movement patterns.	Gymnastics Develop flexibility, strength, technique, control and balance.	Badminton Play competitive games and apply basic principles suitable for attacking and defending.	Invasion Games Play competitive games and apply basic principles suitable for attacking and defending.	Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively and perform safe self-rescue in different water-based situations.	OAA Take part in outdoor and adventurous activity challenges both individually and within a team.
In Art..	Drawing: Graffiti Art Working in the style of Graffiti artist Banksy and Keith Haring creating our own graffiti art depicting Brighton.		Painting: Frontalism and Egyptian Art Explore different textures by adding in materials Explore different brushes for different application techniques Know about tertiary colours and how to make them.		Printing- Artist Study: Brazilian artist Beatriz Milhazes http://gomersalprimaryschoolart.blogspot.com/2015/07/beatriz-milhazes-inspires-year-5.html?q=Posca Explore relief and impressed prints Print with 2 colours	
In Music..	Learning to play the recorder					
In RE..	People - The family of God in Scripture Big Question: Where do I come from? Called - Confirmation - a call to witness Big Question: What does it mean to be called and chosen? Judaism – The Torah Gifts - God’s gift of love & friendship in Jesus		Community - Life in the local Christian community, ministries in the parish Big Question: What makes ‘community’? Giving and Receiving - The family of God in Scripture Big Question: What’s more important - giving or receiving? Self discipline - The family of God in Scripture Big Question: Is self-discipline important in life?		New life - To hear & live the Easter Big question: message Big Question: What’s so important about new life? Islam - The Qur’an Building Bridges - Admitting wrong, being reconciled with God and one another Big Question: Why are bridge builders important in life?	

	Big Question: What's so special about gifts?				God's people - Different saints show people what God is like Big question: Why do some people do extraordinary things?	
In Computing..	Internet Safety		Programming		Animation	
In RSHE and EPR	New Beginnings Growth Mindset and learning characters	Diverse Britain British Values (Link to Parliament Week)	Life to the Full	Life to the Full	Life to the Full	Life to the Full
In French	Numbers 0-31	Months of the year Christmas	When's your birthday? Days of the week	Family Brothers and sisters	Parts of the body Describing appearance	Where do you live?