

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

<p>Life Skills-</p> <p>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.</p>	<p>Diversity and Spirituality-</p> <p>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.</p>	<p>Aspirations-</p> <p>which encourage pupils to have dreams and aspirations for the future that are inspired by inspiring role models and enriching opportunities.</p>	<p>Growth and Well-Being-</p> <p>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.</p>
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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	Fiction writing: 1 st person narrative – Lucy’s diary: meeting with Mr Tumnus	Fiction writing: Howard Carter’s diary	Non-fiction writing: Non-Chronological Report about a dragon	Fiction writing: Rainforest setting descriptions Non-fiction writing: persuasive letters - Animals in captivity	Fiction writing: Diary writing in role, a new chapter for the story

	1st person narrative - Hogarth meets the Iron Man Non-fiction writing: Newspaper reports Poetry: Maya Angelou 'Still I Rise' poetry (Black History Month) <i>SPaG: Expanded noun phrases</i> <i>Spelling: prefixes and suffixes</i>	Setting description of Narnia Non-fiction writing: explanation text - how does the water cycle work? Poetry: Haikus and Tankas winter scenes <i>SPaG: using fronted adverbials</i>	Non-fiction writing: Newspaper Report - discovering Tutankhamun's tomb Non-chronological report: Welcome to Egypt <i>SPaG: apostrophes</i> <i>Using direct speech</i>	Instructions - how to look after my dragon Fiction writing: Myths and Legends, defeating a dragon <i>SPaG: Using paragraphs to organise ideas</i>	Poetry: Rainforest animals	
In our Maths lessons we will focus on:	Place Value up to 10,000 Addition and Subtraction 4 digits	Addition and Subtraction 4 digits Measuring Area Multiplication and Division (3x, 6x, 9x, 7x, 11x, 12x)	Multiplication and Division Length and Perimeter Fractions	Fractions Decimals	Decimals Money Time	Properties of Shape Statistics Position and Direction
In Geography..	UK Coastlines and Rivers(Term 1 and 2) 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	River Cuckmere and the Ouse. We'll look at the physical geography of our local rivers, flooding plains and how rivers and coast have shaped our communities.		Geography of Egypt – The Nile and The Amazon Use atlases & Google maps to locate Egypt and key Ancient Egyptian towns/landmarks/ Valley of the Kings. Repeat looking at rivers, this time international examples, irrigation and how the River Nile was used in Ancient Egypt.	The Amazon Rainforest Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn on a world map. Understand the different layers of the rainforest. Comparison study: UK vs Brazil	
In History..	Exploring the history of Rottingdean and Brighton Looking at the smugglers and the impact they had on the local area. Exploring what life was like in Rottingdean and how the Regency Period impacted the growth of Brighton and Hove.		Ancient Egypt What was life like in Ancient Egypt? How were the pyramids built? The discovery of Tutankhamun's tomb			
In Science..	Electricity	States of Matter	Animals Including Humans	Sound	Living things and their habitats	
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	Cricket	Basketball	Swimming	OAA

		Develop flexibility, strength, technique, control and balance.	Play competitive games and apply basic principles suitable for attacking and defending.	Play competitive games and apply basic principles suitable for attacking and defending.	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.	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. We offer specialist teaching in Music. For more information on the progression of skills, vocabulary and knowledge, please see Music Curriculum overview.	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 Big Question: What’s so special about gifts?		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 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? God’s people - Different saints show people what God is like Big question: Why do some people do extraordinary things?	
In Computing. Our Computing Curriculum is Supported by external subject support: The Digital School House. Please	Internet Safety		Programming		Animation	

check their progression doc for more information.						
In Active Citizenship	LKS2 Module 1, Unit 1 <i>Religious Understanding</i>	LKS2 Module 1, Unit 2 <i>Me, my body, my health</i>	LKS2 Module 1, Unit 3 <i>Emotional well-being</i>	LKS2 Module 1, Unit 4 <i>Life cycles</i>	LKS2 Module 3, Unit 1 <i>Religious understanding</i>	LKS2 Module 3, Unit 2 <i>Living in the wider world</i>
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?