

CURRICULUM OVERVIEW

Sharing our learning



Y4 INFORMATION

- YEAR: 2024-25 • TERM: 1
- ✓ CONTACT: yearfs@stjohnfisher.org

Y4 TEACHING & LEARNING TEAM

- Mrs A Hambleton • Mr C Murphy • Miss H Raynes
- Mrs C Raynes

Dear Parents and Carers,

This is the first curriculum overview of our new school year and its purpose is to tell you about our curriculum and all the things your children will be learning during this first term. We also offer suggestions for supporting your children learning at home. New learning is fragile and so it is important to give our children the right support in school and at home, to help them feel positive and confident as they learn and progress.

Reading with your child every day, especially at bed time, is extremely important. Attempting the homework activities is also important and will help the children with their learning. If children struggle with anything please just reassure them. Encourage them but do not force them, and let them stop when they have done all they can. Let us know so that we can offer reassurance and follow up with the right support. We are so proud when our children do their best, so please avoid the temptation to 'over-help', they are all on their own journeys.

Approaches to teaching and learning do change over time which is why we are always happy to explain what we do, so please ask if you have any questions. Children can become very confused if parents/carers show them the methods they remember being taught at school when they differ to our approach. As always, please contact us if you can offer support with any aspect of the curriculum overview perhaps because you have particular skills, knowledge or experiences, artefacts, useful contacts or you would like to volunteer to help us on an educational visit. Thank you for your support.

Yours sincerely,


Headteacher

TERM 1 LEARNING VALUE: DETERMINATION

Being determined is having the ability to keep going, even when something is challenging or there are setbacks. It's accepting that things don't always work out the way you expect them to, but continuing to set new goals that help you to grow as a person. Believing in yourself, being patient, and trying to be the best you can be are all important parts of determination!

What does determination look like to you?

- ✓ you can say "Yes I can!"
- ✓ you can set yourself your own challenging goals
- ✓ you have confidence in yourself to keep going, even when things get tough

If you have determination what do you realise?

- ✓ never, ever, ever give up
- ✓ you can reach your potential if you believe in yourself
- ✓ confidence gives you the strength to carry on when it's really hard

How can you show determination?

- ✓ having a positive and determined mind-set
- ✓ setting challenging goals and having the courage to try
- ✓ be a superhero
- ✓ say "Yes I can!"



ST CLARE
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RE

Information about our Term 1 RE curriculum is in the 'Come and See' letter accompanying this overview.

Details of liturgies, Masses and services will be shared in the weekly newsletter, available [here](#) and recordings can be viewed via this [link](#).

In Term 1 we focus on the key virtues of 'courtesy', 'honesty' and 'thankfulness' and our focus prayers are the 'Hail Mary' and 'Hail Holy Queen'.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Citizenship & Statement of Belief Assembly	'Virtues to Live By' Class Assembly Story Celebration (FS2)	Themed Assembly	Celebration of the Word	Celebration Assembly Chaplains' Celebrations

CHARACTERISTICS OF LEARNING IN THE EARLY YEARS

Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the areas of learning and development. ('Birth to 5 Matters' – April 2021)

As part of this we will consider:

- ✓ the extent to which the children are able to develop their own ideas and willing to have a go
- ✓ how successfully pupils are able to make appropriate links within their learning and development of skills
- ✓ how the children choose to do things on their own and with others
- ✓ the extent to which pupils are able plan, review or change an approach to a task when they need to

Y4 HOMEWORK

Homework is given out on Friday and it is expected back by the following Friday. It will consist of:

- a mix of 'MyMaths' online homework (www.mymaths.co.uk) and other Mathematics homework
- 'Bug Club' for reading homework
- spellings for a weekly spelling quiz each week (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times
- times tables (Times Tables Rock Stars)

ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children benefit from having daily handwriting and spelling practise, and regular grammar and punctuation sessions focused on meeting individual needs. Children all have individual targets for writing, that will remain a focus in all their writing.

You can support your child's learning at home by:

- ✓ supporting them to learn their weekly spellings
- ✓ looking at synonyms and antonyms.
- ✓ talking about their targets for writing





Reciprocal reading

All children will have daily access to reading resources and twice each week will be completing reciprocal reading which will help to improve their confidence, enjoyment and develop comprehension skills.

You can support your child's learning at home by:

- ✓ reading their own books with them for a few minutes every day
- ✓ choosing another book by the same author, to read with your child
- ✓ encouraging your child to read a wider range of more challenging books, to widen their experience
- ✓ discussing their personal targets for reading (as shared on their record sheet)

MATHEMATICS

This term we will focus on:

- **mental calculation strategies** - calculating mentally, applying our knowledge of timetables
- **place value** - ordering and comparing numbers and digits putting the greatest value first
- **formal calculation methods** - using column method for addition and subtraction of 4 digit numbers

Key words we will be using are:

- ✓ columns
- ✓ operations
- ✓ digits
- ✓ symbols
- ✓ calculations

You can support your child's learning at home by:

- ✓ adding, subtracting and multiplying two digit numbers
- ✓ talking about numbers and what each digit means in numbers to 100 000

HISTORY

In our new History topic the children will begin an exploration of who the Anglo-Saxons were and what life in the areas of Britain they controlled was like.

The Crucial Knowledge that children must develop from this unit includes knowing:

- who the Anglo-Saxons and Scots were and why they invaded Britain
- some of the Key features of life in Anglo-Saxon Britain
- how historians analyse historical evidence to draw conclusions about Anglo Saxon life and culture

Key words we will be using are:

- ✓ tanner
- ✓ Angles
- ✓ Saxons
- ✓ Woden
- ✓ weaving

You can support your child's learning at home by:

- ✓ researching the Anglo –Saxon settlement of England and what was happening in Scotland at the time
- ✓ evaluating the different ways that we find out about the past and how we can use historical evidence

PE

PE is on Wednesdays. They will focus on basketball and elements from our REAL PE programme to develop their personal skills with a focus on physical co-ordination and balance linked to swimming.

The Crucial Knowledge and skills that the children must develop from this unit includes how to:

- move with agility, keeping a ball under control
- keep possession of a ball as part of a team
- send and receive a ball accurately and successfully as part of a team





Key words we will be using are:

- ✓ agile/agility ✓ balance ✓ coordination ✓ catching ✓ bouncing
- ✓ dribble ✓ control ✓ throwing

You can support your child's learning at home by:

- ✓ encouraging your child to demonstrate what they have done in their REAL PE lesson
- ✓ encouraging your child to practice catching and throwing.
- ✓ playing games in your garden or in the park, particularly running, chasing and ball skills

SCIENCE

Living Things and their Habitats

This term we will be looking at a variety of ways to identify, sort, group and classify living things. They learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications.

The Crucial Knowledge that children must develop from this unit includes knowing:

- that living things can be grouped and classified based on their characteristics.
- that animals can be classified as either vertebrates or invertebrates.

Key words we will be using are:

- ✓ invertebrate ✓ vertebrate ✓ classification ✓ organism ✓ variation

You can support your child's learning at home by:

- ✓ researching different habitats and the plants and animals that live in it
- ✓ discussing animals that live need your home

MUSIC

The children will learning all about Gospel music in our topic called 'This Little Light of Mine'. We will be using the pentatonic scale and singing different Gospel style songs.

Key words we will be using are

- ✓ pentatonic scale ✓ gospel music ✓ traditional ✓ off beat ✓ rhythm
- ✓ call and response

You can support your child's learning at home by:

- ✓ encouraging your child by doing some research at home about different Gospel style hymns and songs

DESIGN & TECHNOLOGY

The children will be studying healthy diets in Design Technology. They will investigate different foods and decide which are the most healthy. We will learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing and spreading.

The Crucial Knowledge that children must develop from this unit includes knowing:

- who the Anglo-Saxons and Scots were, where they were based and why they invaded Britain
- some of the key features of life in Anglo-Saxon Britain
- how historians analyse historical evidence to draw conclusions about Anglo Saxon life and culture





Key words we will be using are

- | | | | | | |
|-----------|---------------|--------------|-------------|------------|-------------|
| ✓ texture | ✓ taste | ✓ sweet | ✓ sour | ✓ hot | ✓ spicy |
| ✓ smell | ✓ preference | ✓ appearance | ✓ greasy | ✓ moist | ✓ cook |
| ✓ fresh | ✓ savoury | ✓ hygienic | ✓ edible | ✓ grown | ✓ reared |
| ✓ caught | ✓ frozen | ✓ tinned | ✓ processed | ✓ seasonal | ✓ harvested |
| ✓ healthy | ✓ varied diet | ✓ depths | ✓ shades | | |

You can support your child's learning at home by:

- ✓ discussing the variety of foods that you eat.
- ✓ encouraging your child to help in the kitchen.

FRENCH

The children will revisit some core language learned in Y3. They will introduce themselves, and explain where they live; explore the days of the week and months of the year; classroom instructions, numbers and their age.

The Crucial Knowledge that children must develop from this unit includes:

- knowing and using school-related and number related (most numbers to 20) vocabulary
- being able to ask and answer questions about themselves

Key words we will be using are

- | | | | | |
|----------------------|--------------------|-----------------|-----------------|-------------------------|
| ✓ un crayon | ✓ un stylo | ✓ une règle | ✓ des ciseaux | ✓ un cahier d'exercices |
| ✓ une table | ✓ une chaise | ✓ une école | ✓ les toilettes | ✓ la salle des profs |
| ✓ la salle de classe | ✓ un (1) | ✓ deux (2) | ✓ trois (3) | ✓ quatre (4) |
| ✓ cinq (5) | ✓ six (6) | ✓ sept (7) | ✓ huit (8) | ✓ neuf (9) |
| ✓ dix (10) | ✓ onze (11) | ✓ douze (12) | ✓ treize (13) | ✓ quatorze (14) |
| ✓ quinze (15) | ✓ seize (16) | ✓ dix-sept (17) | ✓ dix-huit (18) | ✓ dix-neuf (19) |
| ✓ vingt (20) | | | | |
| ✓ où habites-tu | ✓ comment vas-tu ? | ✓ je vais bien | ✓ comment ça va | |
| ✓ oui ça va bien | ✓ quel âge as-tu ? | | | |

You can support your child's learning at home by:

- ✓ downloading and completing the homework tasks from our Y4 class page
- ✓ click this [link](#) and check under the 'Year 4 French Homework' section

COMPUTING

This term our focus is 'The Internet'. Learners will apply their knowledge and understanding of networks, to appreciate that the internet is a global network of networks which needs to be secure. They will learn that the World Wide Web is part of the internet as they are given opportunities to explore it, safely, and consider who owns content and what they can access, add, and create themselves. They will evaluate online content and decide how honest, accurate and reliable it is, understanding the consequences of false information.

The Crucial Knowledge that children must develop from this unit includes:

- that the internet is a global network of networks that gives us access to the World Wide Web

Key words we will be using are

- ✓ networks
- ✓ internet
- ✓ sharing information
- ✓ WWW World Wide Web





You can support your child's learning at home by:

- ✓ looking at the following website to help you child stay safe online
- ✓ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>

PSHCE

We will be learning about the caring school, feelings, friends and family, and also appreciating differences. The children will be learning to develop, consider and apply inter-person skills to help teamwork. They will also be evaluating and adapting their techniques as part of continuous cycle of learning.

Key words we will be using are

- ✓ friendship
- ✓ teamwork
- ✓ caring
- ✓ kindness

You can support your child's learning at home by:

- ✓ discussing how friendships change and develop as you grow up.
- ✓ encouraging your child to attempt to talk to other children in the school other than their friends

