

## YEAR FOUR

### CURRICULUM

#### ENGLISH

##### Reading

At Catmose Primary, we aim to equip pupils with the knowledge and understanding of how to be fluent readers who have the ability to read with prosody when they leave Y6. Our reading curriculum from EYFS to Y6, provides the teaching and application opportunities to guide pupils through each important step in their learning of how to read fluently.

In KS2, wider reading comprehension skills are taught through guided reading and whole class reading lessons weekly. The National Curriculum objectives and KS2 Content Domains are used to ensure coverage of key reading skills and understanding. Teachers model these skills to pupils and provide opportunities for them to practise and apply independently. PiXL resources are used to compliment reading lessons and assessments.

Throughout the school, high-quality texts are chosen that are appropriately pitched for challenge and content. We aim to share important classics along with engaging readers in new texts that are 'firsts' in a series so that pupils can continue with sequels at home.

At Catmose Primary, we use banded reading books from EYFS to KS2. This links to the Letters and Sounds phonics phases and the National Curriculum spelling rules.

Colour band	Emerging	Expected	Exceeding/ Confident	Super confident
Lime (NC spelling rules)	Y3, Y4		Y2	
Brown (NC spelling rules)	Y4, Y5	Y3	Y2	
Grey (NC spelling rules)	Y5, Y6	Y4	Y3	Y2
Dark Blue (NC spelling rules)	Y6	Y5	Y4	Y3
Dark Red (NC spelling rules)		Y6	Y5	Y4

##### Writing

Our writing curriculum is designed to develop fluent writers who can confidently share ideas and engage the readers. There are many aspects to writing that we ensure to give balance to throughout pupils' time at Catmose Primary.

Through the use of PiXL spelling resources in KS2, spelling patterns are taught and applied. Handwriting is taught and practised from Y2 onwards, allowing for EYFS and Y1 to fully perfect initial letter and sentence formation.

The grid below shows our genre coverage. Year groups will revisit previous genres and write more than what is stated below; this is our core coverage to ensure pupils

learn about and write in a broad range of text types. We use the Primary Literacy Trust's progression in fiction and non-fiction writing documents to ensure there are increased expectations in each genre at different stages. National Curriculum objectives are cross-referenced to ensure coverage, along with Pie Corbett's Talk for Writing progression in writing document for year-by-year Grammar and Punctuation terminology and coverage.

Exciting and engaging stimuli are chosen for writing, often linked to the termly wider curriculum topics. This provides pupils with an enthusiasm to write and an opportunity to deepen and apply their learning from across the curriculum.

Genre coverage:

	Fictional narrative	Non-fiction	Poetry
LKS2	Myths/Legends; Adventure; Mystery; Modifying well-known stories; Dilemma stories; First person stories; Playscripts; Moral stories; Fantasy; Fables	Y3: Explanation, Instructions, Persuasive, Report, Recounts  Y4: Discussion, Explanation, Instructions, Persuasive, Report, Recounts	Visual: Concrete poems  Structured: Couplets; rap; Limerick; ballads; haiku/tanka/renga  Free verse: monologue; conversation poem
Y4	Myths/Legends; Mystery; Play scripts; Moral stories; Fantasy; Fables	Discussion, Explanation, Instructions, Persuasive, Report, Recounts	Visual: Calligrams  Structured: couplets; ballads; tanka/renga

## MATHS

The school uses the White Rose curriculum which ensures a clear sequence of lessons which allows for a return to key units of work throughout the year (a spiral curriculum) Number is focused upon as the building block of early Mathematics.

The year overview for Year 4 can be viewed below.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction			Measurement: Length and Perimeter		Number: Multiplication and Division			
Spring	Number: Multiplication and Division		Measurement: Area	Number: Fractions			Number: Decimals			Consolidation		
Summer	Number: Decimals	Measurement: Money		Measurement: Time	Statistics	Geometry: Properties of Shape		Geometry: Position and Direction		Consolidation		

## SCIENCE

The Schools follows the Hamilton Trust Scheme of work for Science, using the bespoke Science Lab and resources.

The year overview for Year 4 can be viewed below.

<p><b>Electricity</b></p> <p><b>It's Electric</b></p> <ol style="list-style-type: none"> <li>1. Electrical fun!</li> <li>2. Understanding electrical safety</li> <li>3. Building a circuit</li> <li>4. Good conductor, bad conductor?</li> <li>5. Showing what you know!</li> <li>6. It's electric!</li> </ol> <p>Suggested for Autumn 1</p>	<p><b>Sound</b></p> <p><b>Listen Up!</b></p> <ol style="list-style-type: none"> <li>1. Sound walk</li> <li>2. Good vibrations</li> <li>3. Pitch and volume</li> <li>4. Pardon?</li> <li>5. Sssshhhhhh!</li> <li>6. The rock star challenge</li> </ol> <p>Suggested for Spring 1</p>	<p><b>Animals Including Humans</b></p> <p><b>Are These Your Teeth?</b></p> <ol style="list-style-type: none"> <li>1. Excuse me, are these your teeth?</li> <li>2. What happens to my food?</li> <li>3. What does the small intestine do?</li> <li>4. What did this poo?</li> <li>5. Who's the predator?</li> <li>6. Did you know...?</li> </ol> <p>Suggested for Summer 1</p>
<p><b>States of Matter</b></p> <p><b>States of Matter Scientists</b></p> <ol style="list-style-type: none"> <li>1. Solid or liquid?</li> <li>2. It's a bit gassy!</li> <li>3. Particle party - temperature taker</li> <li>4. Evaporation and condensation</li> <li>5. Make it rain!</li> <li>6. Welcome to the science fair!</li> </ol> <p>Suggested for Autumn 2</p>	<p><b>Living Things and Their Habitats</b></p> <p><b>Name That Living Thing!</b></p> <ol style="list-style-type: none"> <li>1. A living thing?</li> <li>2. Local living things - what are they?</li> <li>3. How are living things classified?</li> <li>4. Closer inspection</li> <li>5. Enormous insects</li> <li>6. I'm thinking of a living thing...</li> </ol> <p>Suggested for Spring 2</p>	<p><b>Living Things and Their Habitats</b></p> <p><b>Help Our Habitats!</b></p> <ol style="list-style-type: none"> <li>1. Our environment</li> <li>2. Other changes</li> <li>3. Climate change</li> <li>4. Impact of change</li> <li>5. Help our habitat</li> <li>6. A positive impact!</li> </ol> <p>Suggested for Summer 2</p>



TERM 3

Year 4 Term 3.pdf

**Catmose Primary School**  
3i Knowledge Organiser

Year 4

Term 3

**Key vocabulary**

**Adaptatio**  
A change in an organism that allows it to better suit its environment.

**Altitude**  
The height of an object or point above sea level.

**Barren**  
A barren landscape is dry and bare, and has very few plants and no trees.

**Climate**  
The usual weather patterns of a place.

**Core**  
The centre of the Earth.

**Continent**  
A very large area of land that consists of many countries. Europe is a continent.

**Crust**  
The rocky outer layer of the Earth.

**Fertile soil or land**  
Soil or land that is capable of growing lots of vegetables or crops.

**Habitat**  
The natural environment in which an animal or plant normally lives or grows.

**Harsh**  
Harsh climates or conditions are very difficult for people, animals and plants to live in.

**Lowland area**  
An area of land that is usually flat and is not very high above sea level.

**Magma**  
Hot molten rock found in the Earth's mantle.

**Mountain**  
A large, rocky raised part of the Earth's surface. Mountains are 610m in height or taller.

**Mountain range**  
A group of mountains, usually connected and in a line.

**Peak or summit**  
The highest point on a mountain.

**Tectonic plate**  
A large, moving piece of rock that makes up the Earth's crust.

**Upland area**  
Land that is high above sea level.

**Vegetatio**  
Plants, trees and flowers.

**Geographical skills and fieldwork**

- Using maps, atlases and globes, locate major mountain ranges around the world.
- Using pictures, compare the landscape of a mountain range with Rutland. What is the same and what is different?
- Look at pictures of the landscape of mountain ranges. What effect does the height of the mountain have on what you can or can't see?
- Research some different mountains. How high are they above sea level?
- Use the eight compass points to describe where mountain ranges are found in continents. Is around the world.
- Research how plants, animals and humans live in mountain ranges. How have they adapted to survive in the harsh conditions they live in?

**What do I want to learn about?**

**Mountains around the world**

Name	Range	Continent	Height
Mount Everest	Himalayas	Asia	8848m
K2	Karakoram	Asia	8611m
Aconcagua	Andes	South America	6962m
Mount Kilimanjaro	Eastern Rift	Africa	5895m
Mount Kenya	Eastern Rift	Africa	5199m
Mount Ararat	Armenian Highlands	Europe	5137m
Mount Olympus	Olympus	Europe	2917m
Mount Kosciuszko	Snowy Mountains	Australia	2228m
Ben Nevis	Grampian Mountains	Europe	1345m

**Mountain ranges around the world**

**Computing**

COMPUTER CODING

**RE - Sikhism**

Valakahi  
14th April 2021

**Mountain formation**

Mountains are formed over millions of years. They are made when the Earth's tectonic plates push together or move apart. Mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. There are six types of mountain.

fold mountain

fault-block mountain

volcanic mountain

dome mountain

plateau mountain

erosional mountain

**UK mountain ranges and hills**

**Contour lines**

Contour lines are drawn on a map to show the shape of the land. Contour lines join together points at the same height above sea level. The height is shown in metres, at 5 or 10m intervals. If contour lines are close together, it means the ground is steep. If they are far apart, the ground is flat.

**Music**

Compose a class song about the Water Cycle. Practise and perform from memory.

**Key vocabulary**

**Timbre**  
A word that describes the tone or unique quality of a sound. Eg how the same note sounds on different instruments.

**Tempo**  
The speed a piece of music is played at.

**DT**

Painting, materials and sculpture:  
Clay models  
Weaving

TASC wheel for design processes

Apply understanding of the structure of a structure.

Digital media

TERM 4

Year 4 Term 4.pdf

**Catmose Primary School**  
3i Knowledge Organiser

Year 4

Term 4

**Key vocabulary**

**antiseptic**  
A medicine that is used to prevent infection or to get rid of germs on a surface or on the skin.

**antibiotic**  
A medicine that is used to kill or stop the growth of bacteria.

**antimicrobial**  
A substance that kills or stops the growth of microorganisms.

**antiviral**  
A medicine that is used to stop the growth of viruses.

**antifungal**  
A medicine that is used to stop the growth of fungi.

**antiparasitic**  
A medicine that is used to stop the growth of parasites.

**antipain**  
A medicine that is used to stop pain.

**antitumor**  
A medicine that is used to stop the growth of tumors.

**antiviral**  
A medicine that is used to stop the growth of viruses.

**antifungal**  
A medicine that is used to stop the growth of fungi.

**antiparasitic**  
A medicine that is used to stop the growth of parasites.

**antipain**  
A medicine that is used to stop pain.

**antitumor**  
A medicine that is used to stop the growth of tumors.

**What do I want to learn about?**

How do we know that the world is round? How do we know that the world is round? How do we know that the world is round?

**History - Roman Empire**

How do we know that the world is round? How do we know that the world is round? How do we know that the world is round?

**Medicine - safety**

How do we know that the world is round? How do we know that the world is round? How do we know that the world is round?

**History - Roman Empire**

How do we know that the world is round? How do we know that the world is round? How do we know that the world is round?

**Computing**

How do we know that the world is round? How do we know that the world is round? How do we know that the world is round?

**RE - Christianity**

How do we know that the world is round? How do we know that the world is round? How do we know that the world is round?

**Medicine - safety**

How do we know that the world is round? How do we know that the world is round? How do we know that the world is round?

**History - Roman Empire**

How do we know that the world is round? How do we know that the world is round? How do we know that the world is round?

**DT**

How do we know that the world is round? How do we know that the world is round? How do we know that the world is round?

**RE - Christianity**

How do we know that the world is round? How do we know that the world is round? How do we know that the world is round?

**DT**

How do we know that the world is round? How do we know that the world is round? How do we know that the world is round?

**RE - Christianity**

How do we know that the world is round? How do we know that the world is round? How do we know that the world is round?

TERM 4

Year 4 Term 4.pdf

TERM 5

[Year 4 Term 5.pdf](#)

 <p><b>Coltrose Primary School</b> 3i Knowledge Organiser</p>		<p>Year 4</p>	<p>Term 5</p>	
<p><b>Genetically</b></p> <p>Genetically modified organisms (GMOs) are organisms whose genetic material has been altered using genetic engineering techniques. This can be done in a laboratory or in the field. GMOs are used in a variety of ways, including food production, medicine, and industry.</p> <p>Advantages of GMOs:</p> <ul style="list-style-type: none"> <li>Increased crop yields</li> <li>Resistance to pests and diseases</li> <li>Improved nutritional value</li> <li>Reduced need for pesticides</li> </ul> <p>Disadvantages of GMOs:</p> <ul style="list-style-type: none"> <li>Potential for allergenicity</li> <li>Gene flow to wild relatives</li> <li>Environmental impacts</li> <li>Public concern and ethical issues</li> </ul>		<p><b>LYON'S diet</b></p> <p>The Lyon's diet is a Mediterranean-style diet that is rich in fruits, vegetables, and whole grains. It is named after the city of Lyon in France, where it is a traditional part of the diet. The diet is associated with a lower risk of heart disease and other chronic conditions.</p> <p><b>A healthy diet</b></p> <p>A healthy diet is one that provides the body with the nutrients it needs to function properly. It should be rich in fruits, vegetables, and whole grains, and low in saturated fats, added sugars, and sodium. A healthy diet can help to reduce the risk of chronic diseases and improve overall health.</p>	<p><b>Composting</b></p> <p>Composting is the process of breaking down organic matter into a nutrient-rich soil amendment. It is a natural process that can be done in a backyard or in a community garden. Composting helps to reduce waste and improve soil health.</p> <p><b>3rd SAT</b></p> <p>3rd SAT is a standardized test that is administered to 3rd graders in the United States. It is used to measure a student's reading, writing, and math skills. The test is administered by the state and is a requirement for all 3rd graders.</p>	<p><b>What do I want to learn about?</b></p>
<p><b>digestive system</b></p> <p>The digestive system is the part of the body that breaks down food into nutrients that can be used by the body. It consists of the mouth, esophagus, stomach, and intestines. The digestive system is a complex system that works to ensure that the body has the energy it needs to function properly.</p> <p><b>digestive system</b></p> <p>The digestive system is the part of the body that breaks down food into nutrients that can be used by the body. It consists of the mouth, esophagus, stomach, and intestines. The digestive system is a complex system that works to ensure that the body has the energy it needs to function properly.</p>		<p><b>Healthy eating plate</b></p> <p>A healthy eating plate is a visual guide to help people make healthy food choices. It is divided into sections for fruits and vegetables, protein, grains, and dairy. The plate is designed to show that a healthy diet should be balanced and include a variety of foods.</p> <p><b>Fruit and Vegetables</b></p> <p>Fruit and vegetables are important parts of a healthy diet. They provide the body with vitamins, minerals, and fiber. Eating a variety of fruits and vegetables can help to reduce the risk of chronic diseases and improve overall health.</p> <p><b>Bread, Rice and Potatoes</b></p> <p>Bread, rice, and potatoes are staple foods in many cultures. They are good sources of carbohydrates, which provide the body with energy. However, it is important to choose whole grain options and to eat them in moderation.</p> <p><b>Meat, Fish, Eggs and Beans</b></p> <p>Meat, fish, eggs, and beans are good sources of protein. Protein is essential for building and repairing tissues in the body. It is important to choose lean protein sources and to eat them in moderation.</p> <p><b>Milk and Dairy</b></p> <p>Milk and dairy products are good sources of calcium and protein. Calcium is important for building strong bones, and protein is essential for building and repairing tissues in the body. It is important to choose low-fat options and to eat them in moderation.</p>	<p><b>8th</b></p> <p><b>Giuseppe Arcimboldo</b></p> <p>Giuseppe Arcimboldo was an Italian Mannerist painter. He is best known for his portraits of the Habsburg rulers of the Holy Roman Empire, which he created by using natural objects such as fruits, vegetables, flowers, and shells. His work is a unique blend of art and nature.</p> <p><b>8th</b></p> <p>8th is a grade level in the United States. It is a challenging year for students, as they are expected to have a strong understanding of math, science, and history. It is important for students to stay motivated and to seek help when needed.</p>	
<p><b>digestive system</b></p> <p>The digestive system is the part of the body that breaks down food into nutrients that can be used by the body. It consists of the mouth, esophagus, stomach, and intestines. The digestive system is a complex system that works to ensure that the body has the energy it needs to function properly.</p> <p><b>digestive system</b></p> <p>The digestive system is the part of the body that breaks down food into nutrients that can be used by the body. It consists of the mouth, esophagus, stomach, and intestines. The digestive system is a complex system that works to ensure that the body has the energy it needs to function properly.</p>		<p><b>Music</b></p> <p>Music is a form of art that is created by combining sounds. It is a powerful way to express emotions and tell stories. Music has been used for centuries to bring people together and to celebrate special occasions.</p> <p><b>Music</b></p> <p>Music is a form of art that is created by combining sounds. It is a powerful way to express emotions and tell stories. Music has been used for centuries to bring people together and to celebrate special occasions.</p>	<p><b>8th - healthy eating</b></p> <p>8th is a grade level in the United States. It is a challenging year for students, as they are expected to have a strong understanding of math, science, and history. It is important for students to stay motivated and to seek help when needed.</p> <p><b>8th - healthy eating</b></p> <p>8th is a grade level in the United States. It is a challenging year for students, as they are expected to have a strong understanding of math, science, and history. It is important for students to stay motivated and to seek help when needed.</p>	

MODERN FOREIGN LANGUAGES

After liaison with our Federated Secondary College, French has been chosen as our main focus in MFL lessons. We follow 'Le Jolie Ronde' as a scheme of work.

RE

The following religious festivals and celebrations are focused upon each year. Children meet 6 faiths each year, building upon prior learning. Lessons focus upon learning about and learning from religion and beliefs, relating to own experience.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Ash Reception	Our World					
Beech Year One	Christianity - Harvest	Hinduism - Diwali	Islam - Milad un Nabi	Judasim - Purim	Sikhism - Naam Karan	Buddhism - Esala Perahera
Cedar Year Two	Hindusim - Navrati	Christianity - Christmas	Judasim - Hannukah	Buddhism - Losar	Sikhism - Anand Karaj	Islam - Jumu'ah
Oak Year Three	Hinduism - Ganesh Chaturthi	Sikhism - Guru Nanak Gurpurab	Islam - The Hajj	Christianity - Lent	Buddhism - Vesak	Judaism - Shavuot
Redwood Year Four	Hinduism - Janmashtami	Buddhism - Kathina	Sikhism - Vaisakhi	Christianity - Holy Week and Easter	Islam - Eid ul -Adha	Judaism - Shabbat
Silver Birch Year Five	Christianity - Sunday	Sikhism - Guru Arjan Gurpurab	Hinduism - Holi	Judaism - Passover	Islam - Ramadan	Buddhism - Dharma Day
Willow Year Six	Judasim - Yom Kippur	Sikhism - Bandi Char Divas	Buddhism - Parinirvana	Islam - Lailat al Miraj	Hinduism - Kumbh Mela	Christianity - Pentecost

## PSHE

We follow the Social and Emotional Aspects of learning along with CWP for relationships education.

Six themes are followed in weekly PSHE sessions:

Term 1	New Beginnings
Term 2	Getting One and Falling Out
Term 3	Going for Goals
Term 4	Good to be Me
Term 5	Relationships
Term 6	Changes
During Anti-bullying Week	Say no to Bullying

The link to the relationships curriculum is

[Year 4 - Scheme of work 2019.pdf](#)

Scheme of Work		Word Box: Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings	
<b>Statutory Guidance</b> Health Education Changing adolescent body (8a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals	<b>Learning Intentions and Learning Outcomes</b> Learning Intention To explore the human lifecycle To identify some basic facts about puberty Learning Outcomes Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty	<b>Lesson Title</b> Lesson 1 <b>Changes</b>	<b>Resources</b> <a href="#">Lifecycle whiteboard summary</a> <a href="#">Body Parts Bingo cards</a> <a href="#">Bingo Flash cards</a> <a href="#">Body Changes pictures</a> <a href="#">Lifecycle Quiz slides</a> <a href="#">Lifecycle Quiz answers</a> Additional Activities <a href="#">Babies and Children worksheet</a>
Health Education Mental wellbeing (6a,6b,6c,6d,6f) Health Education Changing adolescent body (8a, 8b) Menstruation (9a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals - describe the changes as humans develop to old age	<b>Learning Intention</b> To explore how puberty is linked to reproduction <b>Learning Outcomes</b> Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to	Lesson 2 <b>What is Puberty?</b>	Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart <a href="#">Puberty Card Sort</a> <a href="#">Puberty Card Sort whiteboard summary</a> <a href="#">Body Changes worksheet</a> <a href="#">Puberty Changes Teacher Guide</a> <b>Suggested Reading</b> Where Willy Went, Nicholas Allan Hair in Funny Places, Babette Cole
Relationships Education Caring friendships (2b,2c,2d,2e) Respectful relationships (3a,3b,3d,3e,3f,3h) Online relationships (4b,4d)	<b>Learning Intention</b> To explore respect in a range of relationships To discuss the characteristics of healthy relationships <b>Learning Outcomes</b> Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.	Lesson 3 <b>Healthy Relationships</b>	<a href="#">Healthy Friendships cards</a> <a href="#">Relationship pictures</a> Online Respect and Self-Respect video <a href="https://www.youtube.com/watch?v=emZ8XwLz1pk">https://www.youtube.com/watch?v=emZ8XwLz1pk</a>

## MEET THE TEACHER

Each class teacher creates a PowerPoint to share the expectations for the year. The link to this presentation can be found below.

[Welcome to Redwood Class.pdf \(catmosecollege.com\)](#)

