

**St. Thomas More Catholic Primary School**  
**Curriculum framework overview – Year 4: 2023/2024**

	Autumn term 1		Autumn term 2		Spring term 1		Spring term 2		Summer term 1		Summer term 2	
	7 weeks		6 weeks		5 weeks		6 weeks		6 weeks		7 weeks	
RE ‘Come and See’	People	Called	Gift	Community	Giving & Receiving	Self-Discipline	New Life	Building Bridges	God’s People			
School theme	‘Lights, camera, action!’			‘Step back in time’			‘Colourful Cultures’					
Topic focus	Musicals			Vikings			South America					
English	Descriptive Writing – The Lion King (Lava) Instructions – How to make a Christmas biscuit		Moral Tale – Aesop’s Fables Poetry – Kennings Letter- Mary Poppins	Legends – adventure story Non-chronological reports – Vikings		Explanation – How to train a dragon Balanced argument Poetry- Tetractys	Fantasy story- Encanto Persuasive leaflet – South America Poetry- Free Verse		Ghost story Newspaper – Chocolate comes to England!			
Key texts	Movie (The Lion King)		Book (Aesop’s Fables)	Freya and the Goblins (Viking Saga)		The Saga of Biorn	Charlie and the Chocolate Factory		The Great Chocoplot			
Mathematics	Place Value Addition & Subtraction Multiplication & Division A			Multiplication & Division B Length & Perimeter Fractions Area			Decimals Money Time Shape Statistics Position and Direction					
Science	<b>Solids, liquids, gases</b> -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 and condensation in the water cycle and associate the rate		<b>Sound</b> -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.	<b>Electricity</b> -Identify common appliances that run on electricity. -Construct a simple series electrical circuit, identify and naming its basic parts, including cells, wires, bulbs, switches and buzzers. -Identify whether or not a lamp will light in a series circuit, based on whether or not the lamp is part of a complete loop with a battery. -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. -Working scientifically skills			<b>Digestive system</b> <b>Teeth</b> <b>Food chains</b> -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. -Working scientifically skills		<b>Living things</b> -Recognise that living things can be grouped in a variety of ways. -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. -Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things. -Working scientifically skills			

	<p>of evaporation with temperature.</p> <p>-Working scientifically skills</p>	<p>-Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>-Working scientifically skills</p>		
<b>Computing</b>	<p>Computing Systems and Networks – The Internet</p> <p>Creating Media – Audio Editing</p>	<p>Creating Media – Photo Editing</p> <p>Data and Information – Data Logging</p>	<p>Programming A – Repetition in Shapes</p> <p>Programming B – Repetition in Games</p> <p>Computer Safety</p>	
<b>Geography</b>	<p><b><u>Human &amp; Physical Geography</u></b></p> <p><b>-Earthquakes and volcanoes:</b> Plate tectonics: Relate knowledge of plate tectonics to understanding of rocks and fossils investigate how the worlds continents have changed in appearance since the creation of the earth The Pacific Ring of Fire: Investigate the location of some of the Pacific Ring of Fire’s most explosive volcanoes Explain the differences between magma and lava Understand the differences between active, dormant and extinct volcanoes Explain how volcanoes are formed Impact: Compare and contrast the geographical location of mountainous areas with extinct volcanoes and areas with active volcanoes Compare and contrast the impact of a volcanic eruption and an earthquake</p> <p><b>Disciplines:</b> Describe key aspects of physical geography, including: rivers, mountains, earthquakes and volcanoes. Use maps, atlases, globes and digital mapping to locate countries and describe features Use a range of resources to identify the key physical and human features of a location Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns;</p>	<p><b><u>Human &amp; Physical Geography</u></b></p> <p><b>Erosion and deposition:</b> Rivers: Recognise the stages of a river identify patterns between rivers and erosion identify similarities and differences in erosion and deposition Coasts: recognise how waves erode coasts identify patterns between erosion rates at coasts and weather compare erosion and deposition in coasts and rivers Management: Explain why erosion is more prevalent at the Holderness coastline than any other area in Europe Organise new information about sea defences Explain why some defences are used even though they may not look attractive Compare and contrast different sea defences</p> <p><b>Disciplines:</b> Name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries.</p>	<p><b><u>Locational Geography</u></b></p> <p><b>South America:</b> Population: interpret population data Classify areas of South America Summarise information about population diversity Rivers: Compare and contrast the locations into which the Amazon and Volga rivers discharge compare and contrast the physical features of the Parana and the Volga river basins Mountains: Explain why geographers use certain map types when navigating. Give an overview of geographical distribution of mountain ranges in South America. Compare and contrast the physical features of cities in South America.</p> <p><b>Disciplines:</b> Name and locate the countries of South America and identify their main human and physical features. Explain own views about locations, giving reasons Settlements and land use Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and wider world Ask and answer questions about the physical and human characteristics of a location</p>	

	and understand how some of these aspects have changed over time.			
History			<p><b>The Vikings</b></p> <p>The Viking from the Kingdom of England to the time of Edward the Confessor</p> <p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the from the past affect/influence life today.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p> <p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p><b>Mayan Civilisation</b></p> <p>AD 900; Mayan civilization</p> <p>Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p> <p>Look at different versions of the same event in history and identify differences.</p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>
Art	<p><b>The Lion King-Animals from the Savannah</b></p> <p>Research and describe some of the key ideas, techniques and working practices of <b>Paul Caulfield</b> and learn about his artwork and techniques</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</p> <p>Use taught technical skills to adapt and improve his/her work.</p> <p><b>Disciplines:</b></p> <ul style="list-style-type: none"><li>Use shading to add interesting effects to drawings, using different grades of pencils.</li></ul>	<p><b>Vikings</b></p> <p>Research and describe some of the key ideas, techniques and working practices of <b>Georgia O’Keeffe &amp; Henry Rousseau</b> and learn about their artwork and techniques</p> <p><b>Disciplines:</b></p> <ul style="list-style-type: none"><li>Create colours by mixing to represent images in the natural and man-made world.</li><li>Combine colours and create tints, tone and shades to reflect the purpose of the work</li></ul>	<p><b>Printing on fabric</b></p> <p>Print on fabrics using tie-dyes or batik.</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.</p> <p><b>Disciplines:</b></p> <p>Use shading to add interesting effects to drawing, using different grades of pencil</p> <p>Draw with a range of different drawing mediums including oil pastels</p>	

	<ul style="list-style-type: none"> <li>• Draw with a range of different drawing mediums including oil pastels.</li> <li>• Use shading to show shadows and reflections.</li> <li>• Select appropriate drawing pencil grades for purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix and match colours to objects in the natural or man-made forms</li> <li>• Observe colours on hands and faces - mix a range of flesh colours</li> </ul> <p style="text-align: center;"><b>Sculpture</b></p> <p style="text-align: center;">Research and describe some of the key ideas, techniques and working practices of <b>Li Hongbo &amp; Brian Dettmer</b></p> <p style="text-align: center;">and learn about their artwork and techniques</p> <p>Disciplines:</p> <ul style="list-style-type: none"> <li>• Shape, form, model and construct sculptures from paper</li> <li>• Explore paper techniques such as origami to create 3D models</li> <li>• Use paper maché to create 3D models</li> <li>• Explore and experiment with other forms of sculpture</li> </ul>	<p>Select appropriate drawing pencil grades for purpose</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Design Technology</b>	<p style="text-align: center;"><b>Food and nutrition</b></p> <ul style="list-style-type: none"> <li>• To know that the amount of an ingredient in a recipe is known as the 'quantity' • To know that it is important to use oven gloves when removing hot food from an oven • To know the following cooking techniques: sieving, creaming, rubbing method, cooling • To understand the importance of budgeting while planning ingredients for biscuits</li> </ul> <p>Disciplines:</p> <ul style="list-style-type: none"> <li>• Designing a biscuit within a given budget, drawing upon previous taste testing • Following a baking recipe • Cooking safely, following basic hygiene rules • Adapting a recipe • Evaluating a recipe, considering: taste, smell, texture and appearance • Describing the impact of the budget on the selection of ingredients • Evaluating and comparing a range of products • Suggesting modifications</li> </ul>	<p style="text-align: center;"><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• To know that a fastening is something which holds two pieces of material together for example, a zipper, toggle, button, press stud and velcro • To know that different fastening types are useful for different purposes • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions</li> </ul> <p>Disciplines:</p> <ul style="list-style-type: none"> <li>• Writing design criteria for a product, articulating decisions made • Designing a personalised book sleeve • Making and testing a paper template with accuracy and in keeping with the design criteria • Measuring, marking and cutting fabric using a paper template • Selecting a stitch style to join fabric, working neatly sewing small neat stitches • Incorporating fastening to a design • Testing and evaluating an end product against the original design criteria • Deciding how many of the criteria should be met for the product to be considered successful • Suggesting</li> </ul>	<p style="text-align: center;"><b>Materials / structures / Mechanisms</b></p> <ul style="list-style-type: none"> <li>• To understand what a frame structure is • To know that a 'free-standing' structure is one which can stand on its own • To know that a Mayan temple is a decorative building or structure • To know that cladding can be applied to structures for different effects. • To know that aesthetics is how a product looks • To know that a product's function means its purpose • To understand that the target audience means the person or group of people a product is designed for</li> </ul> <p>Disciplines:</p> <ul style="list-style-type: none"> <li>• Designing a stable structure that is aesthetically pleasing and selecting materials to create a desired effect • Building frame structures designed to support weight • Creating a range of different shaped frame structures • Making a variety of free standing frame structures of different shapes and sizes • Selecting appropriate materials to build a strong structure and for the cladding • Reinforcing corners to</li> </ul>

			modifications for improvement • Articulating the advantages and disadvantages of different fastening type		strengthen a structure • Creating a design in accordance with a plan • Learning to create different textural effects with materials • Evaluating structures made by the class • Describing what characteristics of a design and construction made it the most effective • Considering effective and ineffective designs	
Music	<b>Mamma Mia</b> Pulse, rhythm, pitch, tempo, dynamics, structure, improvise. Listen to and appraise music using musical language. Listen to and copy vocal sounds and rhythms with increasing aural memory. Improvise simple rhythms using body percussion. Develop an understanding of written dot notation on rhythm grids.	<b>Composing &amp; Performing</b> Pulse, rhythm, compose, unison. Compose rhythms using dot notation on rhythm grids as individuals and in groups. Rehearse and perform body percussion rhythms as a soloist and as a group and evaluate performances.  <b>Christmas Performance</b> Rehearse and perform songs from memory as a class and as part of a larger ensemble, with increasing confidence to a variety of audiences.	<b>Listen Out</b> <b>Un-tuned Percussion Instruments</b> Texture, timbre. Listen to and appraise different music, identifying individual instruments. Recognise and play a range of un-tuned percussion instruments. Copy increasingly challenging rhythms using un-tuned percussion instruments. Perform by ear and from rhythm grids	<b>Viking Saga Songs</b> <b>Performance Skills</b> Dynamics, texture, timbre. Understand the need to warm up the voice as an instrument. Learn about performance skills. Explore using different tones, two-note chants, dynamics and echoes with voices to convey atmosphere and portray characters when singing. Use facial expressions and body language to develop performance skills. <b>Easter Musical Production</b> Perform songs from memory as part of an ensemble with confidence and precision, to portray the Easter Story.	<b>Glockenspiel Project 1</b> <b>Tuned Percussion Instruments</b> Stave, bar, time signature, note duration, rest. Develop an understanding of formal written notation including semibreves, minims, crochets and rests. Play and perform tuned percussion instruments as a group in unison, from formal written music, in 2 parts, using minims and 2 notes.	<b>Glockenspiel Project 1</b> <b>Tuned Percussion Instruments</b> Stave, bar, time signature, note duration, rest. Explore different styles of music in backing tracks. Improvise and copy simple melodic patterns on instruments, recalling patterns with increasing aural memory. Perform pieces in unison from formal written music, using 3 notes and minims, crochets and semibreves.
PE	<b>Dance</b> -Improve a sense of rhythm, co-ordination, group work and fitness -Emphasise and use various body movements (graceful, expressive and fitting to the music) -Demonstrate and refine own movements -Share ideas -Perform in small groups and critique	<b>Hockey</b> I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and	<b>Swimming</b> I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations I can swim competently, confidently and proficiently over a distance of at least 25 metres I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] I can perform safe self-rescue in different water-based situations		<b>Rounders</b> I am able to bowl a ball with some accuracy, and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise	<b>Tag Rugby</b> - throwing, catching and running with the ball. To develop an understanding of how to defend using tagging rules. To begin to use the 'forward pass' and 'offside' rule. To develop movement skills to dodge a defender. To track an opponent and begin to defend as a team.

		<p>understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p><b>Healthy living:</b></p> <p>-Begin to work out the amount of exercise needed to burn off food by using up calories</p>		<p>and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can strike a bowled ball with adapted equipment (e.g. a tennis racket).</p> <p>I can use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>I share ideas and work with others to manage our game.</p>	<p>To apply the rules and skills you have learnt and play in a tag rugby tournament.</p>
<b>PSHE and Citizenship Ten: Ten</b>	<p><b>Module 1: Created and loved by God</b></p> <p><b>Unit 3</b></p>	<p><b>Module 1: Created and loved by God</b></p> <p><b>Unit 4</b></p>	<p><b>Module 2: Created to love others.</b></p> <p><b>Unit 3</b></p>	<p><b>Module 2: Created to love others.</b></p> <p><b>Unit 4</b></p>	<p><b>Module 3: Created to live in community</b></p>	<p><b>Module 3: Created to live in community</b></p>
<b>MFL</b>	<p><b>Spanish</b></p> <p>-Asking &amp; saying how you feel</p> <p>-Asking &amp; saying your name</p> <p>-Numbers 1 to 10 &amp; colours introduction</p> <p>-Consolidation of colours plus</p> <p>-In this lesson we look at the phonemes: CH, J, Ñ, LL, RR</p> <p>-In this lesson we look at the phonemes: CA, CE, CI, CO, CU</p>	<p><b>Spanish</b></p> <p>-In this lesson we look at the phonemes: GA, GE, GI, GO, GU</p> <p>-In this lesson we look at the phonemes: B, V, CC, QU, Z</p> <p>-Fun worksheet activities</p> <p>-End of unit assessments</p>	<p><b>Animals</b></p> <p>- Introduce first 5 animals</p> <p>-Introduce next 5 animals</p> <p>-Consolidation of all 10 animal nouns with related article</p> <p>-Focus on the spelling animal nouns and use of the correct article</p> <p>-Introduction of 'soy...'</p> <p>-End of unit assessments</p>	<p><b>I can</b></p> <p>-Introduce first 5 activities / verbs</p> <p>-Introduce next 5 activities / verbs</p> <p>-Introduction of 'puedo'</p> <p>-Reading &amp; listening exercises around 'puedo'</p> <p>-Consolidation of 'puedo'</p> <p>-End of unit assessments</p>	<p><b>Fruit</b></p> <p>-First five fruits introduced in the singular form</p> <p>-Next five fruits introduced in the singular form</p> <p>-Changing our Spanish fruit nouns from the singular form to the plural form</p> <p>-Introduction of a positive opinion using "Me gustan..." (I like...)</p> <p>-Introduction of a negative opinion using "No me gustan..." (I do not like...)</p> <p>-End of unit assessments</p>	<p><b>Vegetables</b></p> <p>-First five vegetables introduced</p> <p>-Next five vegetables</p> <p>-Adding a weight to our vegetable phrases</p> <p>-Adding another weight to our vegetable phrases plus extra phrases to make up longer related sentences</p> <p>-Revisiting and using all of the language (plus a little bit more) in an expansive role-play activity</p> <p>-End of unit assessments</p>
<b>Enrichment</b>	<p><b>NSPCC Personal Safety</b></p>	<p><b>Christmas Production 'Musicals' Celebration</b></p>	<p><b>British Science Week</b></p>	<p><b>Science week Road Safety Internet safety 'Viking' Celebration</b></p>	<p><b>Residential – May 2023 Story telling day</b></p>	<p><b>Diversity week First aid 'Mayan' Celebration Cadbury World School Trip</b></p>