
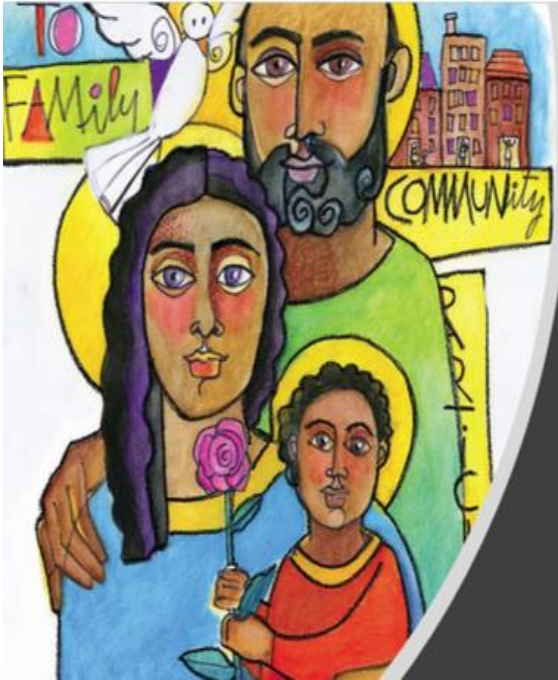




<p>Year 4 Autumn 1</p>	<h1>Community</h1>		<p>Year A</p>
<p>Intent</p>	<p>Scripture Passage <b>'A friend loves at all times'</b> <i>Proverbs 17:15</i></p>		<p>Inspirational Quote <b>'Service to others is the rent you pay for your room here on earth.'</b>  <i>Mohammed Ali</i></p>
<p><i>At Our Lady of Fatima, we strive to instil in our children a sense of wonder and awe in their journey through life. The importance of God's creation, being inspired by those before and around us and being inspirational to others.</i></p> <p><i>We inspire our children to be stewards of God, know that all have a right in this world and the importance of family and community and their role in them.</i></p>	 <div data-bbox="1150 680 1520 1356" style="background-color: #333; color: white; padding: 10px;"> <p><b>FAMILY, COMMUNITY and PARTICIPATION</b></p> <p>God made us to be part of a family, a community and a country. So that we can share and help each other.</p> </div>		<p><b>At the end of the half term children will:</b></p> <p><i>Wider understanding of community and the joy and responsibilities of being members of God's family.</i></p> <p><i>A deeper understanding of the pursuit of the common good in the local and wider community.</i></p> <p><i>Shared understanding and practical ways the school family can reach out to the weak and vulnerable in society</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Exploring this theme will have an impact on our Mental Wellbeing by thinking about our journey through life and meditating on how we can positively influence ourselves; drawing strength from the teachings and love of Christ.</b></p> <p><b>Meet you Brain</b> – get to know ourselves, our emotions and our impact on others</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p><i>Our actions have an impact on everyone. When we make decisions, we should consider the good for all.</i></p>	<p>Opportunities to share our Catholic Values with the community</p> <ul style="list-style-type: none"> <li>• <i>Common Good</i></li> <li>• <i>Peace throughout the world</i></li> </ul> <p><b>Black History Month- Solidarity- All Together / Respect</b></p>	<p><b><i>How was the Church developed by Roman Britain? (History)</i></b></p> <p><b><i>What are we taught about how to respect others? (RE)</i></b></p>

<p>Year 4 Autumn 2</p>	<p>Celebrations</p>			<p>Year A</p>
<p>Intent</p>	<p>Scripture Passage</p> <p><b>The LORD has done great things for us; We are glad.</b></p> <p><i>Psalm 126:3</i></p>		<p>Inspirational Quote</p> <p><i>'Life is too short not to celebrate nice things!'</i></p> <p><i>Jurgen Klopp</i></p>	<p>Impact</p>
<p><i>At Our Lady of Fatima, we strive to expose the children to the life and example of Jesus Christ – focussing on the lasting memory and love that our faith provides to us.</i></p> <p><i>Children will use the celebrations throughout the liturgical year to explore their meaning and how they help to shape their lives as disciples of God – continuing his good work and having a positive impact on those around them.</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>A greater understanding of the celebrations and feast days in the Liturgical Year.</i></p> <p><i>Particular understanding of Advent as the preparation for the celebration of Christmas: the birth of Jesus and the promise of the second coming.</i></p> <p><i>Deeper understanding of the Mass as a celebration of the sacrifice and love of God.</i></p> <p><i>Wider understanding of the traditions and customs of the community of Catholics around the world and, also the celebrations of other faiths.</i></p> <p><i>Practical ways for us to reach out to those in need as part of our mission and spiritual preparation during Advent</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Exploring this theme will have an impact on our Mental Wellbeing by reflecting and meditating on past events to see how we can grow from these with the help and love of Christ's message.</b></p> <p><b>Celebrate</b> our minds, ourselves and also use this positivity with those around us</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <ul style="list-style-type: none"> <li>• <b>Eternal rest</b></li> <li>• <b>Prayer to the Guardian Angel</b></li> <li>• <b>The Memorare</b></li> </ul>	<p>Opportunities to share our Catholic Values with the community</p> <ul style="list-style-type: none"> <li>• <b>Stewardship</b></li> <li>• <b>Care of the creation</b></li> </ul>	<p><b>How does the past inform the present?</b></p> <p><b>What does respect mean to us?</b></p> <p><b>How can we look after one another?</b></p>

<b>Subject</b>	<b>Content</b>
<b>Religious Education</b>	<p data-bbox="472 165 1071 194"><b>Creation and the Story of Abraham to Joseph</b></p> <ul data-bbox="520 204 1953 354" style="list-style-type: none"><li data-bbox="520 204 1749 233">• know the stories of creation, Abraham and Isaac, Jacob and Joseph from the Old Testament.</li><li data-bbox="520 243 1953 315">• they will understand from the story of creation that human beings are made in God's likeness and that this needs to be valued and respected in other people.</li><li data-bbox="520 324 1640 354">• they will be able to identify how God called and protected both Abraham and Isaac.</li></ul> <p data-bbox="472 363 861 393"><b>Jesus teaches us how to pray</b></p> <ul data-bbox="520 402 1965 552" style="list-style-type: none"><li data-bbox="520 402 1965 509">• know that Jesus prayed to the Father and they will be able to identify some of the prayers that he learnt growing up in the Jewish faith. They will be able to explain why it is important to call and to pray to God the Father.</li><li data-bbox="520 519 1797 552">• they will know some of the traditional prayers of the Church including the prayer of the Rosary.</li></ul> <p data-bbox="472 561 575 591"><b>Advent</b></p> <ul data-bbox="520 600 1940 789" style="list-style-type: none"><li data-bbox="520 600 1310 630">• know that Jesus was descended from the House of David.</li><li data-bbox="520 639 1869 711">• Know some stories about some of Jesus' ancestors and will be able to recognise how important their relationship with God was to them.</li><li data-bbox="520 721 1940 789">• Able to place some of the characters into an historical sequence and will identify some important symbols for these different people as featured on the Jesse Tree.</li></ul>

## English

### Reading

- can identify key points when reading appropriate texts and understand the significant ideas, themes, events and characters
- can use evidence from the text to justify opinions
- can locate and use information from a range of sources, both fiction and non-fiction
- used inference and deduction to work out the characteristics of different people from a story
- able to compare fictional accounts in historical novels with the factual account
- compares the language in older texts with modern standard English
- appreciate the bias in persuasive writing, including articles and advertisements
- can identify aspects of the way of life within the story that are different from their own experiences using the text to support them
- can skim, scan and organise non-fiction information under different headings
- can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce

### Writing:

#### Stories in familiar settings

- make up sentences with prepositional phrases
- write about settings using extended descriptive language
- write sentences using adverbs to describe how characters do something

#### Non-chronological reports

- experiment with different conjunctions in sentences
- discuss differences between fiction and non-fiction
- discuss the different ways in which information can be presented in books.
- write using extended sentences of more than one clause

#### Recounts

- look at the features of recounts in detail
- change adjectives into adverbs by adding
- begin to learn about the perfect form of verbs

#### Poetic form

- describe the structure of a haiku poem
- list the past tense forms of irregular verbs
- discuss ways in which syllables can be added to or removed from a line of syllabic poetry

### **Grammar, Punctuation and Spelling:**

- understand and use the term “tense” in relation to verbs.
- know that one test of whether a word is a verb is whether or not its tense can be changed.
- compare sentences from different text types e.g. narrative in past tense, explanations in present tense, forecasts/directions in the future tense.
- develop an awareness of how tense relates to purpose and structure of text.
- identify possessive apostrophes when reading and to whom or what they refer.
- understand the basic rules for apostrophising singular nouns, e.g. nouns ending in “s”
- distinguish between uses of the apostrophe for contraction and possession.
- understand what homophones are and know the spellings of homophones.
- understand what a double consonant is and to use it within their spellings.
- recognise the pattern within words, understand some suffixes and uses them within their writing.

<b>Mathematics</b>	<p><b>Place Value</b></p> <ul style="list-style-type: none"> <li>• count in multiples of 6, 7, 9, 25 and 1000.</li> <li>• find 1000 more or less than a given number</li> <li>• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)</li> <li>• order and compare numbers beyond 1000</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• round any number to the nearest 10, 100 or 1000</li> <li>• solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>• count backwards through zero to include negative numbers</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• estimate and use inverse operations to check answers to a calculation</li> <li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b>Length and Perimeter</b></p> <ul style="list-style-type: none"> <li>• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>• convert between different units of measure [for example, kilometre to metre]</li> </ul> <p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>• count in multiples of 6, 7, 9, 25 and 1000</li> <li>• use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers solve problems involving multiplying and adding, including using the distributive law to multiply two- digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul>
<b>Physics</b>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases</li> </ul>



<b>Biology</b>	<p><b>Living things and their Environments</b></p> <ul style="list-style-type: none"><li>• explore and compare the differences between things that are living, that are dead and that have never been alive</li><li>• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</li><li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li><li>• explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and microorganisms</li><li>• recognise that environments can change and that this can sometimes pose dangers to living things</li><li>• describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death)</li></ul>
<b>Computing</b>	<p><b>We are software developers</b></p> <ul style="list-style-type: none"><li>• develop an educational computer game using selection and repetition</li><li>• understand and use variables</li><li>• start to debug computer programs</li><li>• recognise the importance of user interface design, including consideration of input and output</li></ul>

### **We are toy designers**

- ☐ **design and make an on-screen prototype of a computer- controlled toy**
- ☐ **understand different forms of input and output (such as sensors, switches, motors, lights andspeakers)**
- ☐ **design, write and debug the control and monitoring program for their toy**

### **Creative Curriculum**

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

## YEAR A

### Autumn 1 : Community

**Main focus:** Geography- Settlements We will compare a village and city settlement and begin understand the necessary features of successful settlements.

- explain about key natural resources e.g. water, food, fuel in the locality and how communities developed around these important resources
- know how communities develop around the important resources for life e.g. water, food, fuel
- understand the effect of landscape features on the development of a locality
- understand why there are similarities and differences between places
- recognise that people have differing quality of life living in different locations and environments

**Secondary focus:** History Roman Britain-Invasion and settlement We will learn about a the structure of communities in Roman Britain

- communicate his/her learning in an organised and structured way, using appropriate terminology
- use a variety of resources to find out about aspects of life in the past
- place some Roman Britain in a chronological framework

## YEAR B

### Autumn 1 : Journeys

**Main focus:** History – Roman Britain-transport and journeys

- place some Roman Britain in a chronological framework
- use sources of information in ways that go beyond simple observations to answer questions about the past
- communicate his/her learning in an organised and structured way, using appropriate terminology
- use historic terms related to the period of study
- understand that sources can contradict each other
- use a variety of resources to find out about aspects of life in the past

**Secondary focus:** Geography

- use maps, atlases and a globe to locate countries in Europe
- recognise the different shapes of continents
- draw accurate maps with more complex keys and / or demonstrate patterns
- know how the locality is set within a wider geographical context

## **YEAR A**

### **Autumn 2 : Celebrations**

Main focus: Design Technology - make a Pop– up Book

We will explore books with moving parts and learn techniques for making varied movements.

- make labelled drawings and ICT modelling to show a design from different views
- develop a clear idea of what has to be done, planning how to use materials, equipment and processes
- evaluate products and identify criteria that can be used for their own designs
- select appropriate tools and techniques for making their product
- measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
- join and combine materials and components accurately in temporary and permanent ways
- evaluate their work both during and at the end of the project

## **YEAR B**

### **Autumn 2 : Memories**

Main focus: Design Technology - make a Photograph Frame

- make labelled drawings and ICT modelling to show a design from different views
- develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail
- evaluate products and identify criteria that can be used for their own designs
- select appropriate tools and techniques for making their product
- measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
- join and combine materials and components accurately in temporary and permanent ways
- to measure, tape or pin, cut and join fabric with some accuracy
- evaluate their work both during and

at the end of the assignment

<p><b>Physical Education</b></p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• perform correct back crawl arm action</li> <li>• perform correct back crawl leg action</li> <li>• regulate breathing</li> <li>• evaluate their own performance</li> <li>• discuss safe self-rescue</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• accelerate and decelerate whilst travelling</li> <li>• develop some knowledge of Rhythmic Gymnastics</li> <li>• perform a roll using control, body tension and flow</li> <li>• use equipment within a sequence</li> <li>• identify well performed skills when watching other groups</li> </ul> <p><b>Invasion</b></p> <ul style="list-style-type: none"> <li>• know when to move within a game</li> <li>• know when to pass during a game</li> <li>• show an awareness of space and know how to use it in games</li> <li>• travel using change of direction and speed easily</li> <li>• describe what happens to their bodies when warming up</li> </ul>
<p><b>PSHE</b></p>	<p>MyHappyMind Topics: Meet your brain &amp; Celebrate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How to train their minds to focus on whatever they want. They will learn that this is Neuroplasticity, and they can do anything they put their mind to.</li> <li>• How they use each part of Team H-A-P and reflect on when they use them to develop their understanding.</li> <li>• How the Amygdala reacts to real and perceived danger.</li> <li>• About what triggers their own Amygdala to fight, flight and freeze and how they can train their brain to calm their Amygdala down.</li> <li>• About the brain's structure and how neurons carry messages to create neural pathways.</li> <li>• How neural pathways help us to form habits.</li> <li>• More about how to look after their brains and what happens if we don't. They will learn how our minds can feel like a Snow globe, leaving us unable to see clearly.</li> </ul>

	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• Scientists have discovered that we all have 24-character strengths, but in different amounts.</li> <li>• Why strength spotting is so powerful and how the best way to learn about strengths is by noticing them.</li> <li>• How when we spot strengths over and over, we will build neuropathways to create a habit.</li> <li>• That strengths can help them solve problems and that everyone uses different strengths. That strengths can always help them.</li> <li>• That Team H-A-P loves it when we use our strengths because Dopamine gets released in the brain to help us perform at our best</li> </ul>
<b>MFL</b>	<p><b>Phonetics</b></p> <ul style="list-style-type: none"> <li>• Children will learn and repeat different phonics sounds in French to support their early language development.</li> <li>• Focus sounds: ch, ou, on, oi.</li> <li>• Children then progress onto intermediate sounds: in, l, ique, ille, eau, eux, e, e, e</li> <li>• Children will then progress onto progressive teaching sounds: qu, gne, en, an, é, è, ç</li> </ul>
<b>Music</b>	<p>Autumn 1  <b>Unit:</b> Mamma Mia  <b>Style:</b> ABBA  <b>Topic and cross-curricular links:</b> Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p> <p>Autumn 2  <b>Unit:</b> Glockenspiel Stage 2  <b>Style:</b> Learning basic instrumental skills by playing tunes in varying styles  <b>Topic and cross-curricular links:</b> Introduction to the language of music, theory and composition.</p>