





<p>Year 4 Spring 1</p>	<h1 style="text-align: center;">Leaders</h1>			<p>Year A</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p style="text-align: center;">'Do to others as you would like them to do to you.'</p> <p style="text-align: center;">Luke 6:31</p>		<p>Inspirational Quote</p> <p style="text-align: center;">'Earn your leadership everyday'</p> <p style="text-align: center;">Michael Jordan</p>	<p style="text-align: center;">Impact</p>
<p><i>At Our Lady of Fatima, we strive to help our children to understand both the necessity of water for life and the spiritual symbolism in our faith.</i></p> <p><i>The children will find out more about leaders in our school, church, country and the wider global community. They will explore the qualities and responsibilities of good leadership to support them in their journey of faith.</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Deeper understanding of the role of leaders and their impact on the people.</i></p> <p><i>A deeper understanding of the responsibility of leaders to the common good.</i></p> <p><i>A deeper spiritual understanding of vocation as a way of living out our Catholic faith each day.</i></p> <p><i>Children understand practical ways that they can be examples of leaders of their faith at home and in school by their actions.</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p>Exploring this theme will have an impact on our Mental Wellbeing by ...</p> <p>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</p> <p>Appreciate ourselves and those around us</p> <p>Meditation/ calming sound of water.</p> <p>Time for reflection/ calm when entering collective worship- blessing of water.</p> <p>Water of plants.</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>Feast of the Baptism of the Lord.</p> <p>Acts of the Apostles – Go forth and make disciples of all the nations.</p>	<p>Opportunities to share our Catholic Values with the community</p> <p>Litter picking around the community – help improve the local area</p>	<p>What is the significance of the symbol of water at Jesus' Baptism?</p> <p>How can we be stewards of the earth?</p>

<p>Year 4 Spring 2</p>	<p>Lent</p>		<p>Year A</p>	
<p>Intent</p>	<p>Scripture Passage</p> <p>'We adore you and we bless you, Lord Jesus Christ, here and in all the churches which are in the whole world, because by your holy cross you have redeemed the world.'</p> <p>Stations of the Cross</p>		<p>Inspirational Quote</p> <p>'He knows your weakness. He only wants your love, he wants the chance to love you.'</p> <p>Saint Mother Teresa.</p>	<p>Impact</p>
<p><i>At Our Lady of Fatima we strive to understand the importance of Lent in our lives today.</i></p> <p><i>Through this unit we will have a deeper understanding behind the meaning of Jesus' sacrifice, the actions of the disciples and Jesus' family around him. We hope to use these examples in our daily lives to have a positive impact on those around us and globally</i></p>			<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding of the impact of their actions. How their actions and choices impact those around them</i></p> <p><i>Show the power of change by their actions on the local community and globally.</i></p> <p><i>Understand the importance of alms giving to support those close and afar.</i></p>	

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</p> <p>Appreciate ourselves and those around us</p> <p>Power of Prayer through the Stations of the Cross</p>	<p>Holy Week</p> <p>Garden of Gethsemane</p>	<p>Support in the outreach of the school – alms giving to the charities chosen by their peers.</p> <p>Supporting those in the parish during Lent – outreach of communication and visits</p>	<p>What sacrifices are made for our loved ones?</p> <p>How do our words impact our peers?</p> <p>How can we follow in Jesus' example?</p>

Year 4 Spring Term

Subject	Content
Religious Education	<p>Christmas</p> <ul style="list-style-type: none"> • show a deeper knowledge of the stories of the birth of John the Baptist and the birth of Jesus • explore the part of the angels in the stories above and know that they are heralds of important messages • consider ways in which Christians today are heralds of the message of Christ • know and be able to explain some of the Church’s customs for celebrating the birth of Christ <p>Jesus: Light of the World and Beloved Son</p> <ul style="list-style-type: none"> • know the stories of the Baptism, Presentation and Transfiguration of Jesus. • understand that at these events Christ is revealed as the Light of the World and the Beloved Son of God. • know that through Baptism, Christians become the Children of God. • identify symbols from the Baptismal liturgy that express this belief. <p>Lent: Living As Followers of Jesus Today</p> <ul style="list-style-type: none"> • know some reasons associated with the Church’s practice of prayer, fasting and almsgiving during the season of Lent • know some of Jesus’ teaching about forgiveness and will understand that this is a gift God freely gives • know the Sacrament of Reconciliation is a celebration of this gift • know that Christians are called to follow Christ by the way they live their lives • understand that the Beatitudes of Jesus provide a guide for this <p>Holy Week</p> <ul style="list-style-type: none"> • have a good knowledge of the story of Holy Week and will be able to explain some reasons for the death of Jesus
RSE	<p>Created and Loved by God</p> <ul style="list-style-type: none"> • In these sessions we explore understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.
English	<p>Reading</p> <ul style="list-style-type: none"> • can show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest • can refer to the text to support predictions and opinions • can show by their answers that they have read beyond the text • can recognise complex sentences • can understand how the meaning of sentences is shaped by punctuation, word order or connectives

- can talk about the author's techniques for describing characters, settings and actions
- considers different ways in which information can be presented, focusing on process, classification chronology and the implications for effective reading
- identify similarities and differences in the range of available dictionaries, thesauruses, etc., and evaluate their usefulness
- can compare the openings of a particular novel with the beginning of other novels read recently
- can locate relevant information and fuse findings coherently

Writing:

Myths and legends

- understand what a legend is
- begin to understand, recognise and use the present perfect form
- identify powerful adjectives and verbs in a written description

Stories about times past

- discuss the old-fashioned language used in texts
- recognise powerful verbs used in a story
- identify other features used by an author for imagery
- compare direct speech with indirect or reported speech

List poems and kennings

- identifying features of list poems
- discussing concrete and abstract ideas
- discussing the use of hyphens in kenning (and list) poems

Grammar, Punctuation and Spelling

- collect and classify examples of adverbials
- investigate the effects of substituting adverbs in clauses or sentences
- uses adverbs with greater discrimination in own writing
- extend knowledge, understanding and use of expressive and figurative language in stories and poetry through; adjectival phrases, comparative and superlative adjectives, comparing adjectives on a scale of intensity, relate them to suffixes and adverbs
- to use commas to mark grammatical boundaries within sentences link this to work on editing and revising their own writing

Mathematics	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for multiplication tables up to 12×12 • 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 • recognise and use factor pairs and commutativity in mental calculations • multiply two digit and three digit numbers by a one-digit number using formal written layout • 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 <p>Area</p> <ul style="list-style-type: none"> • find the area of rectilinear shapes by counting squares <p>Fractions</p> <ul style="list-style-type: none"> • recognise and show, using diagrams, families of common equivalent fractions • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number • add and subtract fractions with the same denominator <p>Decimals</p> <ul style="list-style-type: none"> • recognise and write decimal equivalents of any number of tenths or hundredths • find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths • solve simple measure and money problems involving fractions and decimals to two decimal places • convert between different units of measure [for example, kilometre to metre]
Chemistry	<p>States of Matter</p> <ul style="list-style-type: none"> • 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 ($^{\circ}\text{C}$) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

	<ul style="list-style-type: none"> • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • demonstrate that changes of state are reversible changes
Physics	<p>Electricity</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple 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 • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram
Computing	<p>Unit 4 – Writing for Different Audiences</p> <p>Criteria 1 Font Styles</p> <ul style="list-style-type: none"> • Children can look at and discuss a variety of written material where the font size and type are tailored to the purpose of the text. • Children can use text formatting to make a piece of writing fit for its audience and purpose. <p>2 & 3 Using a Simulated Scenario to Produce a News Report</p> <ul style="list-style-type: none"> • Children can role-play the job of a journalist in a newsroom. • Children can interpret a variety of incoming communications and use these to build up the details of a story. • Children can use the incoming information to write their own newspaper report. <p>4 & 5 Writing for a Campaign</p> <ul style="list-style-type: none"> • Children can use 2Connect to mind-map ideas for a community campaign.

- Children can use these ideas to write a persuasive letter or poster as part of the campaign.
- Children can assess their texts using criteria to judge their suitability for the intended audience.

Unit 5 – Logo Lesson Title

Introduction to 2Logo

- Children know what the common instructions are in 2Logo and how to type them.
- Children can follow simple 2Logo instructions to create shapes on paper.
- Children can follow simple instructions to create shapes in 2Logo.

Creating Letters using 2Logo

- Children can create 2Logo instructions to draw patterns of increasing complexity.
- Children understand the pu and pd commands.
- Children can write 2Logo instructions for a word of four letters.

Using the ‘Repeat’ Command in 2Logo

- Children can follow 2Logo code to predict the outcome.
- Children can create shapes using the Repeat command.
- Children can find the most efficient way to draw shapes.

Using Procedures

- Children can use the Procedure feature.
- Children can create ‘flowers’ or ‘crystals’ using 2Logo.

Unit 6 – Animation Lesson

Animating an Object

- Children have put together a simple animation using paper to create a flick book.
- Children understand animation frames.
- Children have made a simple animation using 2Animate.

2Animate Tools

- Children know what the Onion Skin tool does in animation.
- Children can use the Onion Skin tool to create an animated image.
- Children can use backgrounds and sounds to make more complex and imaginative animations.

Stop Motion Animation

- Children know what 'stop motion' animation is and how it is created.
- Children have used ideas from existing 'stop motion' films to recreate their own animation.
- Children have shared their animations and commented on each other's work using display boards and blogs in Purple Mash.

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

Spring 1: Leaders

Main focus: History Exploring the hierarchy of the leadership in Ancient Rome using evidence from Pompeii

- place some historical periods 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

YEAR B

Spring 1: Water

Main focus: Geography - Exploring Europe – weather patterns, lakes and rivers

- explain about key natural resources e.g. water in the locality
- explore weather patterns around parts of the world
- understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc

	<ul style="list-style-type: none"> • understand that sources can contradict each other • use a variety of resources to find out about aspects of life in the past <p>Secondary focus: Geography - Exploring Europe – weather patterns,</p> <ul style="list-style-type: none"> • explore weather patterns in Europe • understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc • use maps, atlases and a globe to locate places that made up the Roman Empire and compare with Europe today • recognise the different shapes of continents • draw accurate maps with more complex keys and / or demonstrate patterns 	<ul style="list-style-type: none"> • understand the effect of landscape features on the development of a locality • identify where countries are within Europe; including Russia • understand why there are similarities and differences between places • recognise that people have differing quality of life living in different locations and environments <p>Secondary focus: History- investigating Pompeii- a natural disaster</p> <ul style="list-style-type: none"> • communicate his/her learning in an organised and structured way, using appropriate terminology • understand that sources can contradict each other • use a variety of resources to find out about aspects of life in the past 	
<p>Year A and B</p> <p>Spring 2: Lent</p> <p>Main focus: Art - Exploring Lent through Art – Garden of Gethsemane</p> <ul style="list-style-type: none"> • select and record from first hand observation, experience and imagination, and explore ideas in a sketch book • compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them 			

	<ul style="list-style-type: none"> • alter and refine drawings and describe changes using art vocabulary <p>Secondary focus: Design and Technology- Exploring lent through D and T</p> <ul style="list-style-type: none"> • 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 • to measure, tape or pin, cut and join fabric with some accuracy • evaluate their work both during and at the end of the assignment 	
Physical Education	<p>Invasion Games (Hockey)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • to know when to move within a game. • to know when to pass during a game. • show an awareness of space and know how to use it in games. • to travel using change of direction and speed easily. • describe what happens to their bodies when warming up. <p>Net Games</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • to develop reaction time and agility. • to explore backhand hitting. to attempt an overhand serve in tennis. • to develop knowledge of returning & rallying. • to attempt to 'Spike' in volleyball. 	
MFL	<p>Presenting myself</p> <ul style="list-style-type: none"> • Count to 20. • Ask somebody how they are feeling, their age, name and where they live. • Say how we are feeling, how old we are, what our name is and where we live. • Apply rules of adjectival agreement when saying our nationality. 	

	<p>Family</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> • Continue applying the knowledge, skills and understanding of the language covered in unit one. • Say the nouns in French for members of their family. • Tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. • Continue to count, reaching 100, to enable students to say the age of various family members. • Understand the concept of mon, ma and mes in French.
PSHE	<p>MyHappyMind Topic Appreciate</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • That we can forget to appreciate what is around us and that Happy Breathing can help us appreciate the little things we may forget. • That the more they show gratitude, the easier it is - like Neuroplasticity. • How to develop an Attitude of Gratitude, what happens when we give gratitude and how the giver and receiver feel. • That Dopamine gets released in their brain when they give gratitude and that this helps Team H-A-P work together. • How Dopamine can especially help the Amygdala stay calm and that even the thought of gratitude can release Dopamine. • How when they appreciate themselves and feel good about their strengths, they will use them even more. They can use characters' strengths as a way to appreciate others too.
Music	<p>Unit: Stop!</p> <ul style="list-style-type: none"> • Style: Grime, Classical, Bhangra, Tango, Latin Fusion • Topic and cross-curricular links: Composition, Bullying. <p>Spring 2</p> <p>Unit: Lean On Me</p> <p>Style: Gospel</p>

Topic and cross-curricular links: Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.

Links to other units:

A New Year Carol - Gospel version - KS2/ages 7-11 (Scheme Year 6)

Reflect, Rewind and Replay - History of Music