

English

Oliver Twist (abridged version):

Reading:

- Identify how a writer uses language and punctuation to convey character.
- Predict what might happen next from details stated and implied.
- Use inference and deduction to work out the characterisations of different people from a story.
- Find and talk about how a writer uses vocabulary and grammatical features to create effects.
- To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Grammar and Punctuation:

- To use a wider range of conjunctions, such as: despite, nevertheless, although etc.
- To extend sentences by using a colon (de:de sentences).
- To use the correct verb tense (ing, ed sentences).

Writing:

- To plan their writing by discussing and recording ideas. (to create a play script for a scene from Oliver Twist).
- In non-narrative material, use simple organisational devices, such as: headline, picture, caption etc. (To create a non-fiction text about Manchester.).
- To plan their writing by discussing and recording ideas. (To create a narrative poem about the seaside).

Spelling

- Year 3/4 statutory word list.
- Year 3/4 high frequency words.

Expressive Arts and Design

Art and DT

- To sketch a coastal landscape.
- To be able to add watercolours to complete their composition.
- To research and create a first design of their lighthouse.
- Adapt and finalise their design of the lighthouse.
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].

Music (Lean On Me):

- Listen with attention to detail and recall sounds with increasing aural memory
- To play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Understanding of the World

Geography:

- To be able to name and locate geographical regions of the UK.
- To be able to identify characteristics and features of a coastline.
- To be able to compare the coastlines around the UK.
- To know how we can protect coastlines for future generations.

Computing (Animation):

- To discuss what makes a good animated film or cartoon and what their favourites are.
- To learn how animations are created by hand.
- To find out how 2Animate can be created in a similar way using the computer.
- To add backgrounds and sounds to animations.
- To be introduced to 'stop motion' animation.
- To share animation on the class display board.

Science:

- To identify common appliances that run on electricity.
- To know that a complete circuit is needed in order to make electrical devices work.
- To identify if a device will not work in simple series circuit.
- To recognise that a switch opens and closes a circuit.
- To understand how electricity flows and how a light bulb lights up.
- To investigate how they can change the brightness of a bulb in a simple circuit.
- To identify the dangers associated with electricity in the home.

Y4 Creative Curriculum Planner

Mathematics

- Complete shapes with respect to a line of symmetry.
- Recognise and compare acute and obtuse angles and angles of 90 degrees.
- Compare and classify triangles and quadrilaterals, based on properties including types of angles.
- Find the area of rectilinear shapes by counting squares.
- Measure and calculate the perimeter of a rectilinear figure.
- Identify equivalent fractions, including decimals.
- Recognise and write decimal equivalents.
- Find non-unit fractions of amounts.
- Solve fraction word problems.
- Add and subtract fractions with the same denominator.
- Count backwards through zero to include negative numbers.
- Word problems including addition and subtractions.
- To recognise Roman numerals.
- Order and compare numbers beyond a thousand.
- Multiply 2 digit and 3 digit numbers by a 1 digit number using formal written layout.
- Use place value, and known and derived facts, to multiply and divide mentally.
- Choose mental or written methods to solve addition, subtraction, division or multiplication word problems and calculations.
- Recognise and use factor pairs and commutativity in mental calculations.
- Read, write and convert time between analogue and digital, 12 and 24 hour clocks.
- To describe positions on a 2D grid as coordinates in the first quadrant.
- To describe movements between positions as translations of a given unit to the left/ right and up/ down.
- To plot specific points and draw sides to complete a given polygon.

Coasts



"Praying together,
Learning for life,
Caring for all"

Religion

The Way, The Truth and The Life - The Church

- Have the opportunity to understand that the Church is a family.
- To know the events of Pentecost.
- To be aware that we belong to the Church.
- Have the opportunity to understand that the Church is 'good news' for us.
- Have an opportunity to know about different seasons in the Church's year.
- To think about why these times are important for us.
- To know about the Sacred Heart (28th June).
- To celebrate the feast of St Peter and St Paul.
- To have the opportunity to know about the Communion of Saints
- To be aware of how they can help us.
- To know about the Holy Souls and how we can help them.
- Have the opportunity to know about God's call to individuals including Mother Teresa.
- To have an opportunity to deepen their understanding of Mary and to reflect on how she can help us.

Physical and Mental Development

Outdoor

- To demonstrate the skills we've learnt to date in PE, during sports day.
- To demonstrate our school values in PE; such as working together, being fair, thinking about others, working as hard as we can, respecting each other.
- To develop thinking and enquiring minds, with each child confident enough to ask questions and demonstrate when appropriate.

Curriculum Enrichment

- Science week.
- Manchester week.
- Games Day.
- Trip to Holy Family to take part in a collective worship.