



St. Ambrose Barlow

Catholic Primary School

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Dear Parents

Year 4 Curriculum Overview

Autumn Term:

R.E.

Creation Stories

The story of Abraham to Joseph

Miracles and the Sacrament of the sick

Avent

Maths:

Numbers to 10 000

Counting in multiples of 25, 100 and 1000

Complete number sequences within 10 000.

Place value up to 4 digits

Link numbers in numerals and words

Compare numbers using greater, smaller, less and more.

Complete number patterns

Rounding numbers to the nearest 1000, 100 and 10.

Finding approximate, total and finding the difference.

Addition and subtraction within 10 000

Finding sums

Adding without renaming

Adding using mental strategies

Finding differences

Subtracting without renaming

Subtracting using mental strategies

Solving word problems

Multiplication and division

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Multiply and divide by 6, 7, 9, 11 and 12
Dividing with a remainder
Solving word problems
Calculating equations using multiplication facts they already know
Finding the difference between sharing and grouping

Further multiplication
Multiplying by 0 and 1
Dividing by 1
Multiplying the same two numbers
Multiplying multiples of 10
Multiplying 2-digit numbers without renaming
Multiplying 2-digit numbers with renaming
Multiplying 3-digit numbers without renaming
Multiplying 3-digit numbers with renaming
Dividing 2-digit numbers
Dividing 3-digit numbers
Solving word problems

Literacy:

Explanation

Listen to, read and discuss a range of explanation texts.

Analyse and evaluate texts looking at language, structure and presentation.

Analyse and evaluate how specific information is organised within an explanation text.

Explain how paragraphs are used to order an explanation text.

Fantasy

The Firework Makers Daughter

Regularly listen to whole novels read aloud by the teacher.

Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.

Make predictions based on information stated and implied.

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Demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions, construct images.

Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.

Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.

Film and Play scripts

Listening to, reading and discussing a range of plays.

Analysing and evaluate texts looking at language, structure and presentation.

Preparing playscripts to read aloud, showing understanding through intonation, tone, volume and action.

Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.

Fairy Tales

Listen to, read and discuss a fairy tale.

Retell a fairy tale.

Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust*.

Explain the meaning of key vocabulary within the context of the text.

Make predictions based on information stated and implied.

Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.

Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action.*

Use commas to mark clauses in complex sentences.

Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."*

Read and analyse a fairy tale in order to plan and write their own versions.

Discuss and record ideas for planning e.g. *chunk a plot*.

Classic Narrative Poetry

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Listen to, read and discuss a classic narrative poem.
Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.
Explain the meaning of key vocabulary within the context of the text.
Demonstrate active reading strategies e.g. generating questions, finding answers, constructing images.
Prepare a poem to read aloud, showing understanding through intonation, tone, volume and action.
Learn a poem by heart and rehearse for performance.

Science:

Living things and their habitats:

To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to help group, name and identify a variety of living things in my local and wider environment.

States of matter:

To compare and group materials together according to whether they are solids, liquids or gases. To compare and group materials together according to whether they are solids, liquids or gases by investigating gases and their uses.

Animals, including humans:

To describe the simple functions of basic parts of the digestive system in humans in the context of identifying the parts of the digestive system.

To describe the simple functions of the basic parts of the digestive system in humans by explaining the functions of the different parts of the digestive system.

Electricity

To report on findings, including oral and written explanations in the context of preparing a presentation on how electricity is generated. To identify common appliances that run on electricity by learning to distinguish between appliances that use electricity and do not use electricity. To know and distinguish between the different types of electricity. To identify how to stay safe when using electricity.

Sound

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LO: To identify how sounds are made, associating some of them with something vibrating. LO: To identify how sounds are made, associating some of them with something vibrating. To find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that vibrations from sounds travel through a medium to the ear.

Art:

Drawing Outlines In Felt Tip

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

2. Drawing Body Shapes In Charcoal

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

Drawing Bodies In Pen

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.

I can create a range of visual information through observing and recording from my experiences across the curriculum.

Making Body Maquettes

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I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.

I can create a range of visual information through observing and recording from my experiences across the curriculum.

Making Figures in Clay

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

Making Paper Clothes

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks.

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.

I can use exploration and imagination to solve design problems related to real-life situations.

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work.

DT

Mechanical posters

Investigate and analyse a range of existing products, in the contexts of investigating existing lever and linkage mechanisms. I can investigate mechanical systems. Understand and use mechanical systems in their products (for example levers and linkages), in the context of making a mechanism which uses levers and linkages. I can make mechanical systems which use levers and linkages. Use research and develop design criteria to inform the design of

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innovative, functional and appealing products that are fit for purpose, aimed at individuals or groups, in the context of developing design criteria and design ideas for a moving poster to promote recycling. I can develop design criteria to help me design innovative product. Generate, develop, model and communicate ideas through discussion, annotated sketches, and prototypes, in the context of generating and developing ideas to make a moving poster. I can use sketches to develop and communicate ideas. Generate, develop, model and communicate ideas through discussion, annotated sketches, and prototypes, in the context of using the moving poster design to create a prototype. I can use prototypes to develop my ideas. Select from and use a wider range of tools and equipment to perform practical tasks accurately, in the context of selecting and using the correct tools and equipment make a moving poster. I can select and use the correct tools and equipment accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities, in the context of selecting materials to produce a high quality finish on a moving poster. I can carefully select materials and use different techniques. Understand and use mechanical systems in their products (for example levers and linkages), in the context of knowing the name and function of the parts of a lever and linkage system. I can name the parts and functions of a lever and linkage mechanical system. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work, in the context of evaluating their moving poster. I can evaluate my poster.

History:

Ancient Greece- was the Ancient Greek civilisation the most influential civilisation in history?

Who were the Ancient Greeks?

Why were the Ancient Greek empire organised into city states? What were the achievements of the Ancient Greeks?

Religious beliefs

Using historical terminology

Making links with other historical periods

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Geography:

UK Knowledge:

To know geographical regions of England can be divided into smaller areas. To name and locate regions of the United Kingdom.

To understand and know the difference between the terms biome and habitat.

To know the major characteristics of eight different land based biomes.

To know the location of the Amazon Rainforest and the countries it spans. To study the Amazon rainforest ecosystem and give examples of how organisms have adapted to this habitat.

To understand how the earth is made up of tectonic plates and how earthquakes are formed. To understand the damage that can be caused by an earthquake and how earthquakes can create tsunamis.

PE

Computing

Multi-media fact file about rainforests. Create a fact file with hyperlinks, video and sounds using J2e5. Collecting, evaluating and presenting information

What is computer technology. Looking at computers to understand what a computer is made up of, how the components all work together to provide access to the technology we use today. Computer science and programming unit.

French

To know the names for types of transport and identify them in conversation To be able to ask for directions

To be able to give directions

To know the days of the week and identify them in conversation

To count to 30

PE

Striking and fielding skills and athletics

Fundamentals

To use running, jumping, throwing and catching in isolation and in combination.

To use running, jumping, throwing and catching in isolation and in

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combination.

To develop flexibility, strength, technique, control and balance. To compare performances with previous ones and demonstrate improvement to achieve personal best.

Relay Running

To use running, jumping, throwing and catching in isolation and in combination.

To develop flexibility, strength, technique, control and balance. 4. Standing

Triple Jump

To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination.

To compare performances with previous ones and demonstrate improvement to achieve personal best.

Pull It

To develop flexibility, strength, technique, control and balance. To use running, jumping, throwing and catching in isolation and in combination.

Pentathlon

To use running, jumping, throwing and catching in isolation and in combination.

To compare performances with previous ones and demonstrate improvement to achieve personal best.

Swimming

Spring Term

R.E.

The role of the angels in the story of Christmas

Jesus the Light of the World

The Jewish Religion

Lent

Literacy

Maths:

Graphs

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Interpreting picture graphs and bar graphs
Drawing and reading pictograms and bar graphs
Drawing and reading line graphs
Reading line graphs and measuring change over time
Fractions
Counting in hundredths
Writing mixed numbers
Showing mixed numbers on a number line
Finding equivalent fractions
Simplifying mixed numbers
Simplifying mixed numbers
Simplifying improper fractions
Adding fractions
Subtracting fractions
Solving word problems

Time
Telling time on a 24-Hour clock
Converting time in minutes to seconds
Converting time in hours to minutes
Solving problems on duration of time
Converting years to months and weeks to days
Decimals
Writing tenths
Writing hundredths
Writing decimals
Comparing and ordering decimals
Making number patterns
Rounding decimals
Writing fractions as decimals
Dividing whole numbers by 10 and 100

Money
Writing amounts of money
Comparing amounts of money

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Rounding amounts of money

Solving problems involving money

Estimating amounts of money

Literacy

Issues and Dilemmas

Create complex sentences with adverb starters e.g. *'Silently trudging through the snow, Sam made his way up the mountain.'*

Use inverted commas and other punctuation to indicate direct speech e.g. *'The tour guide announced, "Be back here at four o' clock."'*

Read and analyse narrative in order to plan and write their own versions.

Discuss and record ideas for planning e.g. *story mountain, story board, boxing-up.*

Develop characterisation using vocabulary to create atmosphere, suspense.

Plan and write an opening paragraph which combines the introduction of a setting and character(s).

Organise paragraphs in narrative.

Link ideas within paragraphs, e.g. *complex sentence with adverb starters*

Persuasion

Identify, select and effectively use pronouns.

Read and analyse persuasive texts in order to plan and write their own versions.

Identify and discuss the purpose, audience, language and structures of persuasion.

Discuss and record ideas for planning e.g. *boxing-up text types to create a plan.*

Generate and select from vocabulary banks e.g. *persuasive phrases, alliteration* appropriate to persuasion.

Discuss and propose changes with partners and in small groups.

Improve writing in light of evaluation.

Use appropriate intonation, tone and volume to present their writing to a range of audiences.

Novel as a Theme

Create sentences with fronted adverbials for 'where'.

Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones.*

Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was*; *I was* instead of *I were*; *I did* instead of *I done*.

Read and analyse narrative in order to plan and write own version.

Identify and discuss the purpose, audience, language and structures of narrative.

Discuss and record ideas for planning e.g. *story board, boxing-up text types to create a plan.*

Plan and write an opening paragraph which combines the introduction of a setting and character/s.

Link ideas within paragraphs e.g. *fronted adverbials for when and where.*

Generate and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases*

Non-Chronological Reports

Listen to, read and discuss a range of non-fiction in different forms e.g. *advertisements, formal speeches, leaflets, magazines, electronic texts*

Analyse and evaluate texts looking at language, structure and presentation.

Explain the meaning of key vocabulary within the context of the text.

Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.

Identify main ideas drawn from more than one paragraph and summarise these e.g. *Clitheroe Castle is a worthwhile place to visit because... 1/2/3 reasons across a text.*

Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.*

Scan for dates, numbers and names.

Navigate texts to locate and retrieve information in print and on screen.

Science:

Living things and their habitats:

To explore and use classification keys to help group, identify and name a variety of invertebrates in my local environment. To explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment by creating classification keys.

States of Matter:

LO: To explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment by creating

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classification keys. To explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment by creating classification keys.

Sound:

To explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment by creating classification keys. To explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment by creating classification keys.

Animals including humans:

To explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment by creating classification keys. To explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment by creating classification keys. To ask relevant questions and use different types of scientific enquiries to answer them. To identify the different types of teeth in humans and their simple functions. To make systematic and careful observations. To use results to draw conclusions.

Electricity:

To construct a simple series electrical circuit, identifying and naming its basic parts including cells, switches and buzzers. To 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. To construct a simple series circuit identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Recognise some common conductors and insulators and associate metals with being good conductors.

History

Anglo-Saxons

Geography

To understand the Northern Hemisphere is the part of the Earth that is north of the Equator and the continents within this. To be able to name at least three European historical landmarks and the country in which they are located. To be able to identify these locations on a map of Europe and name the capital city of the corresponding country.

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To know that climate plays a huge role in the determination of biomes. Pupils will know that organisms are adapted physically and behaviourally to their biome and habitat.

To know the epicentre of an earthquake is the area on the surface, above the point where the earthquake originated. To learn about the location of earthquakes and will identify these regions on world maps. Pupils will learn that almost 80% of all the worlds earthquakes occur along the rim of the Pacific Ocean, called the ring of fire.

Art

European Art

To learn about great artists, architects and designers in history in the context of Anselm Kiefer.

I can tell you about the artist Anselm Kiefer.

To improve mastery of art and design techniques, including drawing in the context of drawing buildings.

I can draw a building.

To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity.

I can use my sketchbook.

To improve mastery of art and design techniques, including painting in the context of painting from below.

I can paint like a famous artist.

To learn about great artists, architects and designers in history in the context of Michelangelo.

I can tell you about the artist Michelangelo.

To learn about great artists, architects and designers in history in the context of Le Corbusier.

I can tell you about the architect Le Corbusier.

To improve mastery of art and design techniques, with a range of materials in the context of using 2D shapes.

I can make a shape house.

To improve mastery of art and design techniques in the context of drawing.

I can draw a portrait

To learn about great artists, architects and designers in history in the context of Rembrandt.

I can tell you about the artist Rembrandt.

To create sketch books to record observations and use them to review and revisit ideas in the context of drawing experiments.

I can use a sketchbook.

To improve mastery of art and design techniques, including painting in the context of modelling.

I can make a hat.

To improve mastery of art and design techniques, with a range of materials in the context of Coco Chanel.

I can tell you about the designer Coco Chanel.

To learn about great artists, architects and designers in history in the context of Salvador Dali.

I can tell you about the artist Salvador Dali.

To improve mastery of art and design techniques, including drawing in the context of drawing.

I can make a moustache picture.

DT

The Great Bread Bake Off

Understand how key events and individuals in design and technology have helped shape the world in the context of the history behind Warburtons.

- I can find out about important people and events in the past that have shaped the way bread is made and sold today.

Investigate and analyse a range of existing products in the context of different breads made by Warburton

- I can investigate and analyse existing products according to their characteristics.

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups in the context of creating a design criteria for a new type of bread. Select from and use a wider range of tools and equipment to perform practical tasks for example shaping accurately in the context of shaping salt dough.

- I can develop a design criteria. • I can shape dough

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Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of creating initial designs for a new bread product.

- I can think of original ideas for a product based on my design criteria.

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion and annotated sketches in the context of designing a new bread product.

- I can develop designs based on my design criteria and clearly communicate my final design.

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques in the context of making a new bread product. Select from and use a wider range of equipment to perform practical tasks accurately. Evaluate their ideas and products against their own Design Criteria.

- I can select ingredients and kitchen equipment to help me follow a bread making recipe.
- I can knead and bake.

Computing

Creating and interrogating simple databases. Design a simple database and interrogate data using sort and search functions. Data handling unit.

Scratch programming from algorithm to code. Explore inputs and outputs within programs using scratch3. Use broadcast, repetition and controlled count loops to control events.

PE

Gymnastics .

Jumps and Leaps

Develop flexibility, strength, technique, control and balance by learning and performing a range of different jumps and leaps. To perform a range of jumps and leaps.

Rolls

Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls.

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To perform a straddle forward roll and a backward roll to straddle correctly.

Vaulting

Develop flexibility, strength, technique, control and balance by learning and performing different vaulting movements.

To perform a straddle on vault correctly.

Develop flexibility, strength, technique, control and balance by learning and performing a lunge into cartwheel.

To perform a lunge into cartwheel correctly.

Linking Movements

Develop flexibility, strength, technique, control and balance by choosing effective linking moves to create sequences of movement.

To link movements together by performing a straight jump full turn, a cat leap half turn and a pivot.

Performance

To compare performance with previous ones and demonstrate improvement to achieve their personal best by adapting, improving and performing a movement sequence.

To work in a small group to create and perform

AVFC Coaching

Summer Term

R.E.

Easter

Pentecost

Moses-King David

Sharing in the life of Christ

Literacy

Stories with a Theme

Demonstrate active reading strategies e.g. *generating questions, finding answers, refining thinking, modifying questions, constructing images.*

Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.

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Develop, agree on and evaluate rules for effective discussion.

Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles*.

Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth*.

Create sentences with fronted adverbials for where e.g. *In the distance, a lone wolf howled*.

Use commas to mark clauses in complex sentences.

Read and analyse narrative, in order to plan and write their own.

Discuss and record ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up*.

Develop settings and characterisation using vocabulary to create emphasis and atmosphere.

Link ideas within paragraphs e.g. *fronted adverbials for where*.

Generate and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration* appropriate to text type.

Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

Poems with a Structure

Use suffixes to understand meanings e.g. *-ssion, -cian*.

Listen to, read and discuss poetry in different forms.

Analyse different forms of poetry e.g. *haiku, limericks, kennings*.

Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes*.

Learn a range of poems by heart and rehearsing for performance.

Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.

Explain the meaning of key vocabulary within the context of the text.

Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones*.

Read and analyse poetry in order to plan and write their own.

Identify and discuss the purpose, audience and language structure in poetry for writing.

Generate and select from vocabulary banks appropriate to text type.

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Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

Discuss and propose changes with partners and in small groups.

Improve writing in light of evaluation.

Use appropriate intonation, tone and volume to present their writing to a range of audiences.

Information Booklets

Use prefixes to understand meanings e.g. *sub-*, *inter-*.

Read and understand meaning of words on Year Three/Four word list.

Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

Listen to, read and discuss a range of non-fiction in different forms e.g., *brochures, leaflets, electronic texts*.

Analyse and evaluate texts looking at language, structure and presentation.

Read books and texts for a range of purposes and respond in a variety of ways.

Explain the meaning of key vocabulary within the context of the text.

Identify main ideas drawn from more than one paragraph and summarise these.

Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.

Scan for dates, numbers and names.

Explain how paragraphs are used to order ideas, and how they are linked.

Navigate texts to locate and retrieve information in print and on screen.

Use commas to mark clauses in complex sentences.

Read and analyse non-fiction in order to plan and write their own.

Identify and discuss the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.

Discuss and record ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan*.

Organise paragraphs in non-fiction.

Generate and select from vocabulary banks e.g. *technical language, persuasive phrases, alliteration* appropriate to text type.

Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

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Maths

Mass, volume and length

Measuring mass

Converting units of mass

Measuring volume

Converting units of volume

Measuring height

Measuring length

Converting units of length

Measuring perimeter in different units

Solving problems involving scale reading

Areas of figures

Measuring the surface that an object covers

Measuring an area

Applying knowledge to finding figures in different orientations

Geometry

Knowing types of angles

Comparing angles

Classifying triangles

Classifying quadrilaterals

Identifying symmetrical figures

Drawing lines of symmetry

Completing symmetrical figures

Sorting shapes

Position and movement

Describing position

Plotting points

Describing position

Describing movements

Introducing the x and y axes

Roman numerals

Writing roman numerals for 1 to 20

Writing roman numerals to 100

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Science

Sound: To explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment by creating classification keys. To recognise that vibrations from sounds travel through a medium to the ear, by making a musical instrument and explaining how it works. To find patterns between the pitch of a sound and features of the object that produced it, by making a musical instrument and explaining how it works.

Electricity:

To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

Animals, including humans

To construct and interpret a variety of food chains, identifying producers, predators and prey.

Living things and their habitats

To recognise that environments can change and that this can sometimes pose dangers to living things by identifying changes and dangers to the local environment. To recognise that environments can change and that this can sometimes pose dangers to living things by learning about environmental dangers and endangered species.

States of matter

To associate the rate of evaporation with the temperature by investigating the effect of temperature on drying washing. To identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle.

History

Revisit topics: Stone Age, Ancient Egypt, Great Women in History.

Geography

To be able to name at least three countries in South America and name the capital cities of USA and Canada.

To consider how humans are responding to the destruction of the Amazon rainforest. They will consider this at a global level and a local level. Pupils will learn how the food we consume is global in nature and the desire of companies and consumers to pay as little as possible and consider the impact this has on farmers. As an example, pupils will study the production of palm oil and the impact of the Amazon rainforest – Chester Zoo Palm Oil Project. To learn about Fairtrade and its work in promoting sustainable farming

Pupils will learn that earthquakes can destroy communities, injure people and lead to deaths. Often earthquakes are only the beginning of the damage that can occur. Pupils will learn about the tsunami on December 26 2004. A tsunami was triggered following a massive earthquake in the Indian Ocean. Pupils will learn that not all earthquakes harm people. There are about 500,000 earthquakes a year around the world. About 100,000 of those can be felt, and only 100 or so cause damage each year.

Art

Insects

To improve mastery of art and design techniques, including drawing in the context of pencil drawings. I can draw an insect in pencil. To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. I can use my sketchbook. To improve mastery of art and design techniques, including drawing in the context of oil pastel and coloured pencil. I can show colours. To improve mastery of art and design techniques, including collage in the context of insect mosaic patterns. I can design a mosaic. To learn about great artists, architects and designers in history in the context of Louise Bourgeois. I can tell you about the artist Louise Bourgeois. To improve mastery of art and design techniques, including collage in the context of insect shadow puppets. I can make a puppet. To improve mastery of art and design techniques, including sculpture in the context of modelling insects. I can make a 3D model. To learn about great artists, architects and designers in history in the context of Jennifer Angus. I can tell you about the artist Jennifer Angus. To improve their mastery of art and design techniques in the context of modelling insects. I can finish a 3D model.

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DT

Battery Operated Lights

Understand how key events and individuals in design and technology have helped shape the world in the context of looking at technological developments in the way we light our homes. I can explain how key events and individuals in design and technology have helped shape the world. Understand and use electrical systems in their products (for example, series circuits, incorporating switches, and bulbs) in the context of understanding how a series and parallel circuit can be used to light a bulb. I can make and represent different types of circuits. Understand and use electrical systems in their products (for example, incorporating switches) in the context of understanding how switches can be made and used in circuits. I can make and use switches. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups in the context of developing design criteria for a light. I can develop design criteria and a design. Generate, develop, model and communicate their ideas through annotated sketches and cross sectional in the context of sketching a design for a light. I can develop and communicate a design for my light. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities in the context of choosing materials and components to make the main structure of the light. I can select materials and components to make my light. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities in the context of selecting materials and components which will create a well finished light. I can create a well finished product. Evaluate their ideas and products against design criteria and consider the views of others to improve their work in the context of evaluating a battery operated light. I can complete a detailed evaluation of my finished product.

Computing

On the move with programming. Introduce movement blocks and conditional statements to control events in Scratch3 reinforcing sequence, selection and repetition. Computer science and programming unit.

Digital literacy. Using project evolve tool kit to deliver online safety lessons.

PE

Athletics

To develop individual and partner balances.

To develop control in performing and landing rotation jumps.

To develop the straight, barrel, forward and straddle roll.

To develop the straight, barrel, forward and straddle roll.

To develop strength in inverted movements.

To be able to create a partner sequence to include apparatus.

Can identify some muscle groups used in gymnastic activities. Plan and perform sequences with a partner that include a change of level and shape.

Can provide feedback using appropriate language relating to the lesson. Can safely perform balances individually and with a partner.

Can watch, describe, and suggest possible improvements to others' performances and my own. To understand how body tension can improve the control and quality of my movements.



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