

**CURRICULUM INFORMATION: JUNIOR 4**  
**TRINITY TERM 2023**



Mathematics	English	Science
<p><b>Topic/s:</b> Decimals, Time, Measurement of money; Statistics; Geometry - Properties of Shape and Position.</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To tell the time on a digital and analogue clock.</li> <li>To calculate time intervals accurately.</li> <li>To interpret and present data using appropriate graphical methods, including bar charts and time graphs.</li> <li>To identify, compare and order angles by size using mathematical vocabulary.</li> <li>To compare and classify shapes based on their properties and sizes.</li> <li>To describe positions on a grid and describe movements between positions as translations.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b>            Applying the four number operations to practise fluency and mastery through reasoning and problem solving; investigating shape, data and time problems.</p> <p><b>Subject teacher/s:</b> Mrs Jackson-Mayne – Mrs Roberts – Mr Stedeford</p>	<p><b>Topic/s:</b> Presentations to the whole class; Explore the genre of picture books and fables.</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To plan and edit an organised and informative presentation.</li> <li>To speak with clarity using appropriate intonation, controlling tone, volume so that the meaning is clear.</li> <li>To listen carefully and be able to identify specific information demonstrating understanding through questioning.</li> <li>To compose and rehearse sentences orally, progressively building up a varied and rich vocabulary and an increasing range of sentence structure.</li> <li>To identify how language, structure and presentation contribute to meaning.</li> <li>To have experience of a range of texts and identify vocabulary, themes and conventions in a wide range of books.</li> <li>To develop character description.</li> <li>To use poetic language devices to improve writing.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b>            Spelling and grammar through evaluating and editing the effectiveness of their own writing; proof-reading for spelling and punctuation errors; practising the present perfect form of verbs in contrast to the past tense. To identify and use a range of examples of figurative language.</p> <p><b>Subject teacher/s:</b> Mrs Jackson-Mayne – Mrs Roberts – Mr Stedeford</p>	<p><b>Topic/s:</b>            Power it up:</p> <ul style="list-style-type: none"> <li>Identify common appliances that run on electricity.</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>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.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>Recognise some common conductors and insulators and associate metals with being good conductors.</li> </ul> <p>The Big Build-            In this topic, children learn about building towers and bridges, starting with constructing tall towers, then exploring bridges, next they look at animals as builders and finally engage in researching famous engineers and architects and the structures they built.</p> <ul style="list-style-type: none"> <li>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b>            Applying scientific knowledge to both raise and answer questions; predicting based on none knowledge; using results to interpret and draw simple conclusions; gathering, recording and presenting data.</p> <p><b>Subject teacher/s:</b> Mrs Roberts and Mr Stedeford</p>
History	Geography	RE
<p><b>Topic/s:</b> The Vikings and the Normal Conquest</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To be able to understand why the Vikings first came to Britain?</li> <li>To know where the Vikings settled in Britain and their impact and legacy.</li> <li>To be able to use primary and secondary sources to find information about Viking way of life.</li> <li>To appreciate that the Vikings became an integral part of Britain and the wider world.</li> <li>To be able to discuss and illustrate what happened in 1066 that changed the face of Britain for ever.</li> </ul>	<p><b>Topic/s:</b> Environment – Climate Change – Global Warming</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li></li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b></p> <p><b>Subject teacher/s:</b> Mrs Roberts– Mr Stedeford</p>	<p><b>Topic/s:</b> Easter; Pentecost; Sharing in the Life of Christ; Special Roles and Responsibilities.</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To be able to compare the different Gospel accounts of the resurrection of Christ and know the transforming effect it had on the disciples.</li> <li>To know the feast of Ascension and Pentecost.</li> <li>To know religious beliefs in the universal church and around the world.</li> <li>To know some religious customs from different parts of the world.</li> <li>To know the different roles within the church and the special role of a priest.</li> </ul>

<p><b>Skills: <i>Through their learning pupils will develop the skills of:</i></b> Extending historical knowledge using research, discussion, group cooperation and investigation.</p> <p><b>Subject teacher/s:</b> Mrs Roberts– Mr Stedeford</p>		<ul style="list-style-type: none"><li>• To understand the term 'vocation'.</li></ul> <p><b>Skills: <i>Through their learning pupils will develop the skills of:</i></b> Religious knowledge through research skills; map work; listening and interpreting symbols.</p> <p><b>Subject teacher/s:</b> Ms McAloon – Mrs Jackson-Mayne</p>
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Music	PE & Games (boys)	PE & Games (girls)
<p><b>Topic/s:</b> Young Voices and Lion King</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To know all the songs for Young Voices and to take part in the performance in Birmingham on 20<sup>th</sup> May.</li> <li>To be know all the songs for 'Lion King' and to be an active part of the ensemble for the Summer Production in June.</li> <li>To be able to sing in parts and to learn dances associated with various songs in the show.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Performing and working as an ensemble.</p> <p><b>Subject teacher/s:</b> Mrs Olden</p>	<p><b>Topic/s:</b> Cricket / Athletics</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To develop hand-eye coordination skills for the activities listed that can be transferred into various sports</li> <li>To develop the correct technique for hitting and throwing further with direction and accuracy.</li> <li>To develop the ability to bowl correctly and with improved accuracy</li> <li>To use running, jumping, throwing, and catching in isolation and in combination in game situations.</li> <li>To be physically active for sustained periods of time.</li> <li>To develop power based and distance activities and skills.</li> <li>To engage in competitive sports and activities.</li> <li>To develop flexibility, strength, technique, control and balance.</li> <li>To develop the ability to analyse and assess own and others' performance in order to improve techniques.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Performing actions with more consistent control and quality; planning, using and adapting strategies and/or tactics for activities; applying rules and conventions for different activities; identifying what makes a performance effective.</p> <p><b>Subject teacher/s:</b> Mr Cottrill, Mr Stedeford</p>	<p><b>Topic/s:</b> Cricket / Athletics</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To develop hand-eye coordination skills for the activities listed that can be transferred into various sports</li> <li>To develop the correct technique for hitting and throwing further with direction and accuracy.</li> <li>To develop the ability to bowl correctly and with improved accuracy</li> <li>To use running, jumping, throwing, and catching in isolation and in combination in game situations.</li> <li>To be physically active for sustained periods of time.</li> <li>To develop power based and distance activities and skills.</li> <li>To engage in competitive sports and activities.</li> <li>To develop flexibility, strength, technique, control and balance.</li> <li>To develop the ability to analyse and assess own and others' performance in order to improve techniques.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Performing actions with more consistent control and quality; planning, using and adapting strategies and/or tactics for activities; applying rules and conventions for different activities; identifying what makes a performance effective.</p> <p><b>Subject teacher/s:</b> Mrs Roberts, Mrs Thomas, Mrs Vaughan</p>
Art	Design & Technology	Computing
<p><b>Topic/s:</b> Anglo Saxon/ Viking Treasures</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To research authentic designs from the Viking period.</li> <li>To design own amulet.</li> <li>To make amulet based on own designs.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Identifying and resolving design problems; selecting and using specialist tools</p> <p><b>Subject teacher/s:</b> Mrs Clark</p>	<p><b>Topic/s:</b> Clock Design</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To explore and evaluate existing clock designs.</li> <li>To design own clock, with end user in mind.</li> <li>To be able to develop a design, thinking about the product being fit for purpose and aesthetically pleasing.</li> <li>To make and decorate a clock.</li> <li>To evaluate own design.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Creativity; evaluation; design; fine motor; problem solving.</p> <p><b>Subject teacher/s:</b> Mrs Clark</p>	<p><b>Topic/s:</b> The Internet and the World wide Web and creating computer animations.</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To understand computer networks including the internet and the opportunities they offer for communication and collaboration.</li> <li>To create narratives and combine them with artwork to make their own animated stories.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software to design and create a range of programs.</p> <p><b>Subject teacher/s:</b> Mrs Burley – Mrs Roberts</p>
French	Mandarin	Drama
<p><b>Topic/s:</b> Sport</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To learn vocabulary for types of sport in French</li> <li>To give opinions on sport</li> <li>To find out about sporting events such as the Tour de France</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Listening, speaking, reading and writing in French. Developing a respect for others and our cultural differences.</p> <p><b>Subject teacher/s:</b> Mme Westerman</p>	<p>Mandarin is not taught to pupils in Junior 4.</p>	<p><b>Topic/s:</b> Rehearsing for the Summer Show (Peter Pan), considering and evaluating performance'.</p> <p><b>Aim/s:</b> Increased confidence when performing to others.</p> <ul style="list-style-type: none"> <li>To participate in presentations, performances and discussions.</li> <li>To gain, maintain and monitor the interest of the listener.</li> <li>To listen, consider and build upon the contributions of others.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Developing competence in spoken and physical language; listening, to enhance the effectiveness with which to communicate.</p> <p><b>Subject teacher/s:</b> Mrs Wildey</p>

RSHE/PSHECE	Home School links	Homework
<p><b>Topic/s:</b>            Family, Friends and Others            When Things Feel Bad            When Things Change            Sharing Online            Chatting Online            Physical Contact            We don't have to be the same            Respecting Our Bodies            What is Puberty?            Changing Bodies            Boy/Girl Discussion Groups (optional)            Menstruation            What Am I Feeling?            What Am I Looking At?            I Am Thankful!            Life Cycles            Trinity House            Where is Church?            Kester's Adventures            The Sacraments            The Gift of Sight            What Kind of Farming?            Charitable Giving through History            History of the Olympics            Immigration: Coming to Britain</p> <p><b>Skills: <i>Through their learning pupils will develop the skills of:</i></b>            Developing tolerance and understanding of another point of view;            promoting an awareness of differences and respect for others.</p> <p><b>Subject teacher/s:</b> Mrs Roberts – Mr Stedeford</p>	<ul style="list-style-type: none"> <li>• Tell the time regularly and use games and recommended websites.</li> <li>• Follow recipes and make a selection of meals.</li> <li>• Read and share stories with your child to widen vocabulary.</li> <li>• Play a board game once a week.</li> </ul>	<ul style="list-style-type: none"> <li>• Monday – English</li> <li>• Tuesday – Reading and spellings practice</li> <li>• Wednesday – Maths</li> <li>• Thursday – Mathematics</li> <li>• Friday – Weekend homework (e.g. Bond paper)</li>   <li>• Weekly practise of times tables/division facts for test on Friday</li> <li>• Weekly practise of spellings for test on Friday</li> <li>• Weekly practise of maths passport targets for weekly testing</li> <li>• Daily reading to an adult</li> </ul>