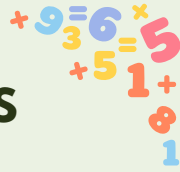


MATHS



- All times tables to 12
- Fractions and Decimals
- Money
- Time
- Geometry- angles and 2D shapes
- Statistics
- Geometry- position and direction



RE

To The Ends of The Earth

- Make links between Jn 20:1-10 and Peter's declaration of faith in Matt 16:13-20 and/or between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15-17).
- Find connections between Jesus' words to Peter as the rock (Matt 16:18),
- John's account of Peter, and the role of the Pope as Peter's successor.
- Explain the term 'apostle' and explain why the Church is 'apostolic'.
- Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians.
- Explain how the one, holy, Catholic, and apostolic Church is structured.
- Describe some ways in which the Church today (locally or globally) continues the work of Jesus.
- Describe what is meant by the 'communion of saints' and recognise that the Church teaches Mary has a special place within this communion as Queen of Heaven.

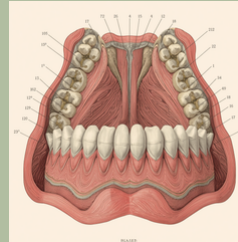


FRENCH IN THE CLASSROOM

SCIENCE

The Digestive System & Teeth

- **Teeth: carnivores, herbivores and omnivores**
- **The digestive system**
- **Human teeth**
- **Layers of the teeth**
- **Tooth decay**



Habitats & Food Chains

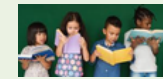
- **Living things and their habitats**
- **Human impact on habitats**
- **Classification of plants**
- **Classification of animals**
- **What is a food chain?**
- **Interpret food chains**



RSHE

Created to Live in Community

Exploring the individual's relationship with the wider world. We will explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.



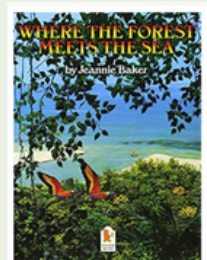
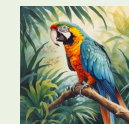
LITERACY

WHERE THE FOREST MEETS THE SEA BY JEANNIE BAKER



Non-chronological report writing

- Build a varied and rich vocabulary
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Use paragraphs to organise information and ideas around a theme
- Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular
- Recognise the grammatical difference between plural and possessive 's'
- Use specific vocabulary, e.g. fruit bats, and some technical vocabulary, e.g. nocturnal, mammal
- Use precision in technical vocabulary
- Write in present tense
- Use layout features, e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas and diagrams
- Read for a range of purposes
- Use dictionaries to check the meaning of words
- Explain meaning of words in context
- Predict from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise
- Identify how language, structure and presentation contribute to meaning
- Retrieve and record information from non-fiction





LOCAL HISTORY

RICHARD TREVITHICK



- As part of our history curriculum, pupils will take part in a local history depth study focused on Richard Trevithick, a pioneering engineer from Cornwall who played a key role in the development of the steam engine and early rail transport.
- Tracing changes over time in our locality
- Exploring how Cornwall's mining heritage shaped the region, and how Trevithick's inventions contributed to industrial advances. They will learn how steam power transformed transport and industry, connecting our local area to wider national developments during the Industrial Revolution.
- Trevithick's life and achievements, including his work on the first high-pressure steam engines and the world's first steam railway locomotive. helping children understand why this period is significant in our area.
- Through this unit, children will develop an understanding of how local history connects to national change, and how individuals from our region have had a lasting impact on the wider world.

GEOGRAPHY EARNING A LIVING

We will learn to:

- Understand what earning a living means
- Identify different types of jobs
- Know that jobs vary depending on where people live
- Explore how location and resources affect work
- Compare jobs in the UK and other countries

We will practise:

- Using maps to find where jobs happen
- Asking questions and collecting simple data
- Talking about how jobs affect people and the environment



- Observe and draw plants carefully
- Use different materials (pencil, paint, collage)
- Explore pattern, shape, and texture in plants
- Learn about artists inspired by nature
- Create our own plant-inspired artwork
- Sketching from real plants
- Mixing colours and adding detail
- Evaluating and improving our work



ART PLANT ART

COMPUTING

AI & MICRO:BIT

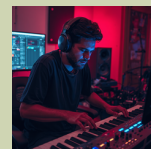
- Understand what AI (Artificial Intelligence) is and where it is used
- Give clear instructions (algorithms) to control a BBC micro:bit
- Use inputs (e.g. buttons, sensors) and outputs (e.g. lights, sounds)
- Create simple programs using Purple Mash
- Understand how data is used by AI systems
- Writing and debugging simple code
- Testing and improving programs
- Using logical thinking to solve problems
- Designing simple projects (e.g. step counter, reaction game)



MUSIC

CREATING MUSIC

- Create simple rhythms and melodies
- Understand pitch, tempo, and dynamics
- Use voices and instruments to compose music
- Explore patterns and structure in music
- Listen to and improve our compositions
- Performing our own music
- Working together to create pieces
- Using simple notation or symbols
- Sharing and evaluating our work



PE

ATHLETICS & CRICKET



- Develop basic batting, bowling, and fielding skills
- Understand simple rules and how to play a game
- Use teamwork and communication
- Apply tactics to score runs and get players out
- Run, jump, and throw with control and coordination
- Use different techniques (e.g. sprinting, long jump, throwing)
- Understand how to improve speed, distance, and accuracy
- Take part in races and challenges



St Augustine Year 4

Curriculum Coverage for The Summer Term



St John's
Catholic Primary School

