

**Big Questions**  
**How can we care for God's world?**  
**Who is your female role model?**



## Year 4

### Autumn 1

### ESSENTIAL KNOWLEDGE

By the end of this half term, the children will know...

- That the church teaches Creation is the common work of the Holy Trinity
- Ways we can care for our Common Home
- How to maintain consistent verb tense when writing
- The place value of numbers to 10,000
- How to add and subtract 4-digit numbers
- Different animal groups and how to group and classify them
- What a solid, liquid and gas is
- How and why the Romans invaded Britain
- How the Romans changed Britain, including how they settled and how society changed
- The components of a computer network
- How to use a range of joining and strengthening techniques to make a structure stronger
- How artists tell stories through imagery
- How to create simple tunes with structure and texture using body and tuned percussion

### Caritas Theme

#### Dignity of the Human Person

I have been given a special gift for the world.

### CST

#### September - Season of Creation

UN International Day of Peace  
 21<sup>st</sup> September

Fairtrade Fortnight  
 22/9/25 – 6/10/25

Harvest Festival  
 5<sup>th</sup> October

Recycle Week

### Holy Days

Feast of St. Vincent De Paul  
 26<sup>th</sup> September

St. Luke's Feast Day  
 18<sup>th</sup> October

Our Lady of the Rosary  
 7<sup>th</sup> October

### Celebrations

European Day of Languages  
 26<sup>th</sup> September

October – Month of the Holy Rosary

World Mental Health Day  
 10<sup>th</sup> October

Diwali  
 20<sup>th</sup> October

United Nations Day  
 24<sup>th</sup> October

# Core Subjects

## Religion

### Branch One: Creation and Covenant

#### Hear

- That the Creation stories in Genesis use symbolism to explain the relationship between God, human beings, and the world.
- That in the first account of the Creation one day is 'made holy' (Gen 2:3).
- That the Church teaches that 'Creation is the common work of the Holy Trinity'.

By the end of this unit of study pupils will have encountered the following key texts:

- The first account of the Creation, Genesis 1:1-2:4.
- Extracts from either Psalm 8 or 19 in praise of Creation.
- In an age-appropriate way, LS 66 and 88.

**Believe** - By the end of this unit of study, pupils will know that the Church teaches:

- God is the Creator of the Universe who made everything out of 'free and unselfish love' (YC 2).
- That all human beings are made in God's image and all people have dignity and are created equal.
- A way in which human beings' image (imitate) God is through care for each other, and that caring for Creation is one of the ways we care for each other. Additionally, failing to care for Creation is a way people turn away from God's love.
- The dignity of all human beings is one of the principles of Catholic Social Teaching.

**Celebrate** - By the end of this unit of study, pupils will know:

- Extracts from a psalm of Creation.
- How the praise of Creation is expressed in the prayer and Liturgy of the Church (e.g., St Francis's Canticle of the Creatures; the Offertory prayers; a Prayer for our Earth in Laudato Si').

**Live** - By the end of this unit of study, pupils will know:

- Ways in which we can show care for God's world (stewardship) as part of our care for each other.
- Ways in which people can give thanks for the blessing of Creation, including spending time in prayer.

## Maths

### Place Value

- Represent and partition numbers to 1,000
- Number line to 1,000
- Thousands, hundreds, tens and ones
- Represent and partition numbers to 10,000
- Flexibly partition numbers to 10,000
- Find 1, 10, 100 or 1,000 more or less
- Estimate on a number line to 10,000
- Compare and order numbers to 10,000
- Roman numerals
- Round to the nearest 10, 100, 1,000

### Addition and Subtraction

- Add and subtract 1s, 10s, 100s and 1,000s
- Add up to two 4-digit numbers – with no exchange, one exchange and more than one exchange
- Subtract two 4-digit numbers – with no exchange, one exchange and more than one exchange
- Efficient subtraction
- Estimate answers
- Checking strategies

## English

### Spelling

- Reinforce Year 3: suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable consonant not doubled e.g. garden becomes gardening/gardener
- Reinforce Year 3: Adding suffixes beginning with vowel letters (e.g. -ed, -ing, -er) to words of more than one syllable (doubling the consonant) e.g. begin becomes beginners/beginning
- Reinforce Year 3: Suffix -ly starts with a consonant letter added straight onto most root words
- Reinforce Year 3: Exception 1: Suffix -ly root word ending in -y with a consonant letter before it. The y is changed to an i (only if root word has one than one syllable)
- Reinforce Year 3: Exception 2: Suffix -ly -le root word ending with -le (-le is changed to -ly)
- Reinforce Year 3: Exception 3: Suffix -ly root word ends with -ic, -ally is added rather than just -ly
- Reinforce Year 3: Exception 4: Suffix -ly other examples truly, duly, wholly
- Reinforce Year 3: Words with the /s/ sound spelt sc
- Reinforce Year 3: Words with the /sh/ sound spelt ch
- Reinforce Year 3: Words with the /k/ sound spelt ch
- Reinforce Year 3: Words with the /ai/ sound spelt ei, eigh or ey
- Statutory Word List Words: accident(ally), actual(ly), occasion(ally), therefore, believe, question, calendar, circle, build, suppose, various

### Writing

#### The Whale by Vita Murrow

**GENRE**- Narrative – Description Recount

**GENRE**- Newspaper Report

**GPS**- Verb tense, conjunctions, possessive apostrophes, prefix -dis

## Science

### Group and Classify Living Things

- Group animals
- Vertebrates and invertebrates
- Classification keys (animals)
- Group plants
- Classification keys (plants)

Stewardship

*The world has been given to us as a gift, to enjoy and care for*

### Data Collection

- Data collection
- Analyse data

### States of Matter

- Explore solids, liquids and gases
- Think differently – solids, liquids and gases
- Change states

# Foundation Subjects

## History

### The Romans

Concepts: **Settlement, Technological Advancement, Trade, Invasion, Empire, Conflict, Society, Religion and Beliefs**

- To recall what life was like in Britain in 43A.D
- To know what life was like in Rome in 54B.C
- To know why the Romans wanted to invade Britain
- To know how and when the Romans invaded Britain
- To know why the Roman army was so successful
- To know why the Romans built roads and how they constructed their towns
- To know how society changed under Roman rule

Family and Community

*The human person is scared and social. Organisation of society has an impact on the growth of each person – consider how the Romans did this*

## Computing

### Connecting Computers

#### The Internet

- To describe how networks physically connect to other networks
- To recognise how networked devices make up the internet
- To outline how websites can be shared via the World Wide Web (WWW)
- To describe how content can be added and accessed on the World Wide Web (WWW)
- To recognise how the content of the WWW is created by people
- To evaluate the consequences of unreliable content

## Art and Design

### Drawing and Sketchbooks

#### Storytelling Through Drawing

- To explore the work of artists who tell stories through imagery.
- To use toys, poetry, and my own text to create a richly illustrated narrative in a single drawing.
- To create a finished piece which contains sequenced images to describe a narrative.
- To display the work made through the half term and reflect on the outcomes.

## Design Technology

### Structures

- To explore, appreciate and evaluate a range of European landmarks and structures and their architects
- To know how to use folding, layering, corrugating, ribbing, laminating and corrugating to strengthen and support a structure
- To design a structure of a European landmark that stands alone
- To make a structure of a European landmark that stands alone using a range of joining and strengthening techniques
- To evaluate their finished structure

## Physical Education

### Rugby

- Select different ways to evade a defender when attacking.
- Make appropriate decisions in possession of the ball to score a try.
- Understand how to play attacking and defensive roles in 2v1 and 2v2 games.

## Music

### Body and Tuned Percussion

- Identify structure and texture in music
- Use body percussion
- Create musical rhythms using the body
- Create simple tunes
- Build and improvise a composition