



UNITE

YEAR 4 AUTUMN 2023: Marian and Remembrance terms.



Staff members who work closely with your child: Mr. Clarke, Mrs. Clarke, Mrs. Jivan-Pengelly, Mrs. Rhodes, Mrs. Finch, Mrs. Leece, Mrs. Saxon, Mr. Manso

Important dates for your diary this term:

Unite Gathering: Monday 2nd October 2023

Music Recitals: Wednesday 25th October 2023 and Wednesday 20th December 2023

School Nativity: Tuesday 12th December 2023 at 2pm and 7pm

Parent/Teacher/Child Evening (Achievement, Wellbeing and Development Reviews): 8th November 2023

How can we unite to support learning this term?

Please try to ensure that your child accesses 'TT Rockstars regularly at home to build up pace and fluency in preparation for the times tables check in the Summer.

Children will be sent home weekly spellings to be completed and MyMaths tasks that will be set every Friday.

A weekly update, the Sacred Heart Standard, is uploaded to our website each Friday and a link is text to those registered with our text messaging service. Do not miss this important weekly newsletter. <https://www.sacred-heart.bolton.sch.uk/newsletters/>

Key information for this class:

PE days: Mondays and Thursdays (Both classes)

Reading books are changed on: Monday

Spelling test day: Fridays

Homework given on: Friday

Useful websites: <https://www.mymaths.co.uk>

<https://ttrockstars.com>



Curriculum Intent



The Curriculum intent for Sacred Heart aims to:

- Be a sacred experience, making Christ known, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners with high aspirations who know how to make a positive and transformational contribution to their community and wider global society.
- Be rooted in the principles of Catholic Social Teaching (*inspired by the example of St Teresa of Calcutta and teaching of Pope Francis*), encouraging our pupils to grow in self-awareness, and be the *living Logos*, becoming advocates of social justice, adaptable to any social context.
- Develop communication skills necessary for learning and life, promoting enjoyment, high expectations and standards in reading, writing and maths across all subject areas.
- Be memorable: providing diverse, SMSC rich opportunities from which children learn and develop a range of transferable skills.
- Raise aspirations, engender a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- Empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

LOVE ONE ANOTHER

SACRED HEART RC PRIMARY SCHOOL | WESTHOUGHTON | CURRICULUMINTENT



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Curriculum: Further information on our curriculum intent and the curriculum in each subject is available on our school website:

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RE: Season of Creation (A1 W1) UNIT 1: DOMESTIC CHURCH: FAMILY: PEOPLE (A1 W2) WORLD FAITHS – JUDAISM (A1 W6) UNIT 2: BAPTISM: CALLED (A1 W7) WORLD FAITHS – ISLAM (A2 W4) UNIT 3: ADVENT/ CHRISTMAS: GIFT (A2 W5)	English: Dark Eagle and Other Historical Stories by Neil Tonge The Promise by Nicola Davies Autumn 2 I Was a Rat by Philip Pullman Quest by Aaron Becker	Maths: Number and Place Value (Weeks 1-4) Addition and subtraction (Weeks 5 -7) Area (Week 8) Multiplication and division (Weeks 9 – 11) Consolidation (Week 12)	Science: Sound • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases Electricity • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors
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Computing: PM – Unit 2 (4 Weeks) Online safety To understand how children can protect themselves from online identity theft • To understand that information put online leaves a digital footprint or trail and that this can aid identity theft To identify the risks and benefits of installing software including apps To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health and the environment. • To understand the importance of balancing game and screen time with other parts of their lives. <u>Inspirational person</u> Grace Hopper (1 Week) <u>Big question</u> (1 Week) Can robots ever be better than a human?	Art & Design: Focus: Water Artist: Claude Monet / Berthe Morisot Key Skills: Wax Resist Batik, wax resist drawing. Media: Wax crayons, inks, hot iron Formal Elements: line, shape, form, texture, colour pattern Big Question: How can I create one of Gods elements using Wax Batik?	Design & Technology: LEVERS AND LINKAGES – Roman catapult Research – research Roman catapults. Look at how we make them, what they are used for and their purpose. Design – design a roman catapult, considering how you will get your pom pom the furthest. Skill practice – practice creating a small scale catapult – how can they use this testing to refine their design.	Music: Simple Accompaniments Children, learn to perform a short tune and chord accompaniment both as group and individually on a keyboard Topic Overview Children listen to a simple history of ‘western’ harmony. They then learn to play a short melody on the keyboard. While doing this, they will learn to play notes from the C major scale on keyboard with both left and right hand They try this played in unison, using organum, with a simple drone accompaniment, and finally with simple triad chords, practising simple triad chords, and moving between them. Element focus Know that combinations of notes played at the same time make chords Listening focus A brief history of harmony (Plainsong to pop song)
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History:
The Roman Empire and its impact on Britain.

SC: To research the invasions of Caesar and Cladius and know that Britain was a rich source of minerals.
Key Knowledge: The Romans tried to invade Britain twice under Julius Caesar but failed. They succeeded in 43 AD.
SC: To understand the life of a Roman soldier.
Key Knowledge: To know the Roman army was well organised, had superior training and weapons and treated their soldiers well.
SC: To research what Roman Britain looked like and what the natives thought of the Romans.
Key Knowledge: To know the Iceni rebelled against the Romans under Boudicca.
SC: To look at what sources of evidence give us clues as to how somebody might be interpreted.
Key Knowledge: To know that Cassius Dio was the main source of evidence that described Boudicca.
SC: To research the life of the Romans at Vindolanda based on the Vindolanda tablets.
Key Knowledge: To know that the Vindolanda tablets describe life at Hadrian's wall.
SC: To compare Celtic Britain to Roman Britain and to identify any features of Roman Britain we still use today.
Key Knowledge: The Romans believed in one community and brought many inventions we still used today like roads. brick homes and central heating.

Geography:
Rivers and Canals

What a river is.

How rivers are used.

The features of a river.

How rivers are affected by humans.

The impact of flooding.

Facts about the world's longest rivers.

French:
Yr4 Unit 6 Ça pousse! (Growing things)

- Responding to a story
- Buying things
- Ordering in a restaurant

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Physical Education:
Send and Receive

1. Receive from a variety of heights, speeds, distances and angles.
2. Maintain control when dribbling with the ball. Find space to pass and receive away from defending children. Pass in different directions to maintain possession.
3. Explain and apply receiving techniques. Find space to pass and receive away from defending children. Pass in different directions to maintain possession.
4. Apply a range of passes to help maintain possession whilst moving with the ball. Apply effective communication/signals to help the child in possession of the ball.
5. Apply a range of passes to help maintain possession whilst moving with the ball. Apply effective communication/signals to help the child in possession of the ball. Recognise when to dribble or when to pass.
6. Dribble and pass with control and accuracy. Perform a variety of passes both pushing and slapping motion with their stick. Pass with appropriate speed/weight.
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PSCE & RHE:

Module 1: Created and Loved by God

Unit 1: Religious Understanding

Session 1 – Get Up!

Unit 2: Me, My Body and My Health

Session 1 – We Don't Have to Be the Same

Session 2 – Respecting Our Bodies

Session 3 – What is puberty?

Session 4 – Changing bodies.

Autumn 2 – Speak Truth to Power

Educational Visits & Visitors:

Roman Trip (TBC)

River Trip (TBC)