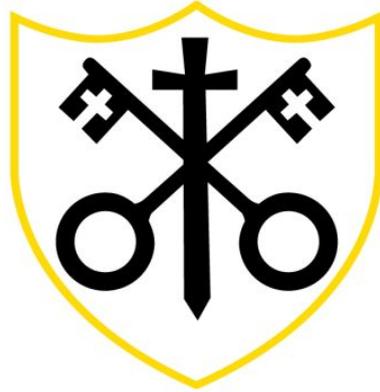


# SS Peter & Paul



## Year 4 Spring Curriculum Booklet 2023-2024

*Learning Together, Achieving Together, in Christ*

### **Staff:**

#### **St. Francis of Assisi:**

Mr. Humphrey and Mrs. Costigan  
[ihumphrey@sspp.merton.sch.uk](mailto:ihumphrey@sspp.merton.sch.uk)  
[ecostigan@sspp.merton.sch.uk](mailto:ecostigan@sspp.merton.sch.uk)

#### **St. Maximilian Kolbe:**

Mr. Genuardi  
[fgenuardi@sspp.merton.sch.uk](mailto:fgenuardi@sspp.merton.sch.uk)

**Support:** Mrs. Headley, Mr. Timlin and Mrs. Madden.



## P.E Days

P.E is on Tuesday and Wednesday for Year 4. Children are allowed to come into school on these days dressed in their kit and will not be required to change. We just ask that this is the correct kit and the children look smart.

## Homework

Children will receive a maths and a reading comprehension homework weekly, usually set on Friday. The maths homework will be set via the MyMaths website and the reading comprehension will focus on retrieval, vocabulary and inference skills.

It is an expectation that homework is completed on time in order for the class to go through and assess their homework together, usually the following Thursday or Friday.

Children will also receive a spelling homework ready for a test every Monday.



## Key Dates

We will endeavour to keep you updated with key dates on the calendar as they arise. The following dates are confirmed:

- Parent Maths Workshop  
**31st January**
- Viking Day: **1st February- approx £8**
- SSP Meetings with Parents- **27th February**
- Assessment Week- **wb 4th March**
  - World Book Day- **7th March**
  - Y4 Liturgy- **13th March**



## Key Skills

It is vitally important children read (both fiction and nonfiction) with an adult daily for approximately 20 minutes and this is to be recorded in their Reading Record. Asking your child about what they have read is a really useful way of checking their understanding.

At the end of Year 4, the children are expected to know all their times tables (up to 12x12) with the related division facts off by heart and they are tested on this in June in an assessment known as the Multiplication Tables Check. We ask that children practise their times tables as much as possible at home. Times Tables Rockstars is a great online resource.

# Our Curriculum

Through our curriculum, we aim to provide the pupils with the knowledge, the skills and the understanding to enable them to achieve their best, with Christ at the centre of all we do.

We have developed a bespoke curriculum that is diverse and reflective of the contexts of our pupils and the school community. Our children will become articulate, confident, resilient, self-managing and above all, supportive of others, living as true witnesses of Christ.

When reading our core texts as part of our Learning Journey, we always strive to make cross curricular links with other subjects. To make these links even clearer, each half term is titled *Enquire, Discover* and/or *Explore*.

Using these driver words promotes the idea of the children being active learners and taking the initiative, and you can find out more about these terms below.

## Discover

Acting like archeologists unearthing the secrets of the past, a 'discover' half term will have a **history** focus, putting the onus on the children to be dynamic discoverers.

## Enquire

Asking questions is the key to being a great learner. An 'enquire' half term will mean **science** is at the fore where children will carry out enquiries and investigations to find out more about the world we live in.

## Explore

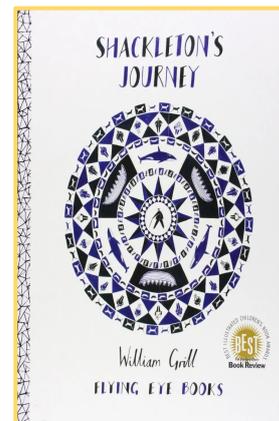
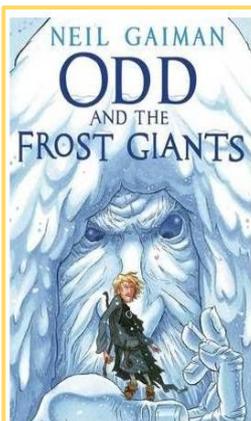
Exploring new countries, this half term will have a strong **geography** focus for the children to link to their main learning in English.

# Learning Journey

## Frozen Solid (Explore)

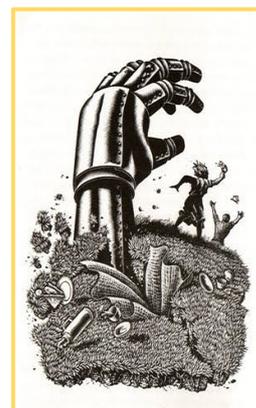
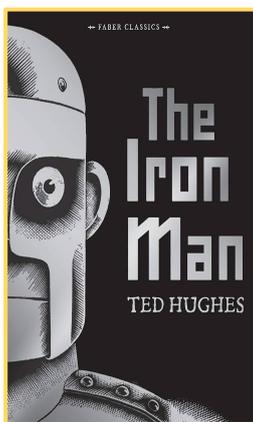
We begin the new year with *Odd and the Frost Giants*, Neil Gaiman's wonderful take on Norse mythology. Immersing themselves in the frozen landscape of Scandinavia, the children will write vivid setting descriptions, a letter detailing Odd's epic quest and a non chronological report on the Norse Gods and Goddesses. The book also makes a lovely link to our history studies on the Vikings.

Following this, we take a trip with legendary explorer Ernest Shackleton, reading *Shackleton's Journey*, all about his amazing journey to Antarctica.



## It's Electrifying (Enquire)

After half term, children will be studying *The Iron Man* by Ted Hughes. They will explore the devices of mystery and suspense, and write a range of different texts-types including letters, a news article, instructional text and a poem. We will combine our learning in English with a DT and Science project, creating a light up robot in the style of the Iron Man.



# R.E

This year we are continuing with the RE scheme, Come and See to deepen children's understanding of faith. Please see the details of the units we'll cover in Autumn term below:

**Community:** We will learn about life in the local Christian community: ministries in the parish.

**Giving and Receiving:** This unit is about the different elements of Mass and what they involve, especially the receiving of the Eucharist.

**Self Discipline:** Lent is when people unite themselves with Christ in order to grow in self-discipline through the practices of prayer, fasting and almsgiving. We celebrate growth of new life in Christ, in preparation for the feast of Easter.

## Catholic Social Teaching

Catholic Social Teaching (CST) is rooted in Scripture, formed by the wisdom of Church leaders, and influenced by grassroots movements. It is our moral compass, guiding us on how to live out our faith in the world. Our faith calls us to love God and to love our neighbours in every situation, especially our sisters and brothers living in poverty. Following in the footsteps of Christ, we hope to make present in our unjust and broken world, the justice, love and peace of God. CST reminds us of this mission.

Children at SS Peter and Paul will be introduced to these principles over the year and in order to help the children understand and remember them, each principle has a character which embodies, promotes and symbolises it. You can see these around this page.

Chikondi  
the Giraffe



Thinking of everyone  
(The Common Good)

Patariki  
the Penguin



Taking part  
(Participation)



Everyone is special  
(Human Dignity)



Everyone should have a say  
(The Common Good)



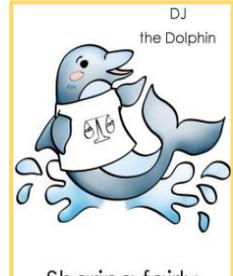
Caring for God's gifts  
(Stewardship)



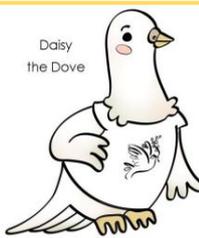
Putting people in  
most need first  
(Option for the Poor)



Showing we care  
(Solidarity)



Sharing fairly  
(Distributive Justice)



Being peacemakers  
(Promoting Peace)

On their class saint feast day, we ask that our children where something purple to celebrate and promote the special day.

# Grammar, Punctuation and Spelling

Grammar lessons are taught weekly and discreetly. Below is an overview of what will likely be covered week to week in these sessions over the Autumn term.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Spring 1</b>	Adjectives	Homophones	Commas after Fronted Adverbials	Expanded Noun Phrases	Editing and Evaluating	Assess and Review
<b>Spring 2</b>	Determiners	Word Families	Prepositional Phrases	Verb Tenses - Present	Inverted Commas	Assess and Review

New spelling patterns will be introduced weekly with a short activity during the grammar lesson to familiarise the children with the pattern and a subsequent homework set in which the children should practise the pattern in preparation for a spelling test. An overview of the weekly patterns are listed below.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Spring 1</b>	Homophones & Near Homophones	Homophones & Near Homophones	Nouns ending in the suffix -ation	Nouns ending in the suffix -ation	Adding the prefix sub- and adding the prefix super-	Plural Possessive Apostrophes with plural words
<b>Spring 2</b>	/s/ sound spelt with 'sc'	'Soft c' spelt with 'ce'	'Soft c' spelt with 'ci'	Common Words	Common Words	Statutory Spelling Challenge

## Recommended Reading

There is nothing more impactful on your child's future than regular reading at home. A rich reading diet of both fiction and nonfiction books is essential in providing your child with everything they need not only to become an excellent reader, full of knowledge and reading comprehension skills but also an excellent writer, capable of expressing themselves through the written word, using the influence of authors they've read to become effective writers.

However, we do understand that sometimes parents do find it difficult to engage children in reading at home.

[www.thereaderteacher.com](http://www.thereaderteacher.com) has excellent lists of recommended reading for every year group and it even includes lists specifically designed to engage reluctant readers.

[www.booksfortopics.com](http://www.booksfortopics.com) is also another excellent site.



BOOKS GIVE  
A SOUL TO THE  
UNIVERSE,  
WINGS TO THE MIND,  
FLIGHT TO THE  
IMAGINATION,  
AND LIFE TO  
EVERYTHING.

... PLATO ...

Reading is like breathing in, writing is like breathing out.

# Writing

In Year 4 children will:

- Organise paragraphs around a theme
- In narratives, create settings, characters and plot
- Proof-read for spelling and punctuation errors
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Use standard English forms for verb inflections instead of local spoken forms
  - Uses fronted adverbials
- Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use inverted commas and other punctuation to indicate direct speech



By the end of Y4, a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate. They should understand the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops.

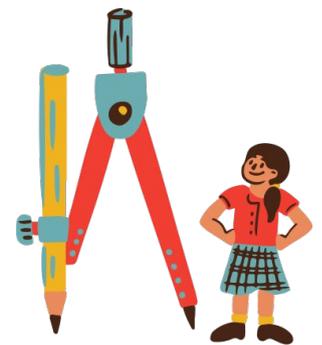
# Science

**STATES OF MATTER-** The children will compare and group materials together, according to whether they are solids, liquids or gases.

They will find that materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius ( $^{\circ}\text{C}$ )

Children will also identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

**ELECTRICITY-** Our children will be able to identify common appliances that run on electricity and construct a simple series electrical circuit, identifying and naming its basic parts. (cells, wires, bulbs, switches and buzzers).



## SCIENCE

IS THE PROCESS THAT TAKES US FROM CONFUSION TO UNDERSTANDING.

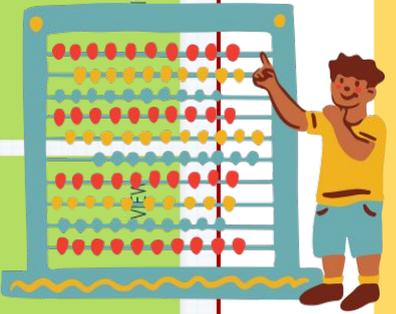
BRIAN GREEKE



# Mathematics

At St Peter and Paul our intent is to teach Maths Mastery and we have invested in the use of the White Rose Maths scheme of work in order to deliver our curriculum. As a result, reasoning and problem-solving tasks will be part of their weekly mathematical activities, set in a wide variety of contexts. Mastery is not just being able to memorise key facts and procedures and answer test questions accurately and quickly. It involves knowing 'why' as well as knowing 'what' and knowing 'how'. It means being able to use one's knowledge appropriately, flexibly and creatively, applying it in new and unfamiliar situations.

Below is an overview of the maths topics which will be covered and when in Year 4.

Week	Autumn term	Spring term	Summer term
Week 1	Number Place value	Number Multiplication and division B	Number Decimals B
Week 2	VIEW	VIEW	VIEW
Week 3	VIEW	VIEW	VIEW
Week 4	Number Addition and subtraction	Measurement Length and perimeter	Measurement Money
Week 5	VIEW	VIEW	VIEW
Week 6	Number Addition and subtraction	Number Fractions	Measurement Time
Week 7	VIEW	VIEW	Consolidation
Week 8	Measurement Area	VIEW	Geometry Shape
Week 9	Number Multiplication and division A	Number Decimals A	Statistics
Week 10	VIEW	VIEW	VIEW
	Consolidation		Geometry Position and direction

# NED and Growth Mindset

The St Peter & St Paul's Growth Mindset is a way of looking at learning - to encourage children to become more independent learners. At SS Peter & Paul's, we will be working with children to strengthen certain ways of working in order to help promote resilience and capacity to succeed both in school and beyond using the simple NED approach:



- Never Give Up
- Encourage Others
- Do your Best

Our children's understanding of our school motto:

**'Learning Together,  
Achieving Together in Christ'**

will ensure they exhibit the values of loving one another, being ready to learn, being respectful, keeping safe, collaborating, learning from their mistakes, rising to a challenge and taking risks.

Children will be rewarded for demonstrating this throughout the year through certificates, and postcards home. Do look out for these!



## Who you can talk to...

You should speak to your child's class teacher in the first instance if you have any worries or concerns about any aspect of your child's education here at St. Peter and St Paul. You are more than welcome to make an appointment to see the class teacher through the office or email for a more formal correspondence.

You can also talk to Mrs. Aransiola (Head teacher)

[office@sspp.merton.sch.uk](mailto:office@sspp.merton.sch.uk)

Mrs. Bimson (Assistant Head for Pastoral and Inclusion)

[pushpa.bimson@sspp.merton.sch.uk](mailto:pushpa.bimson@sspp.merton.sch.uk)

Or Mr. Humphrey (Assistant Head for Curriculum, Teaching and Learning)

[ihumphrey@sspp.merton.sch.uk](mailto:ihumphrey@sspp.merton.sch.uk)



Follow us at @ssppmitcham1  
We are... *"Something to post about!"*



Scan for more information about the Year 4 recommended reading list.