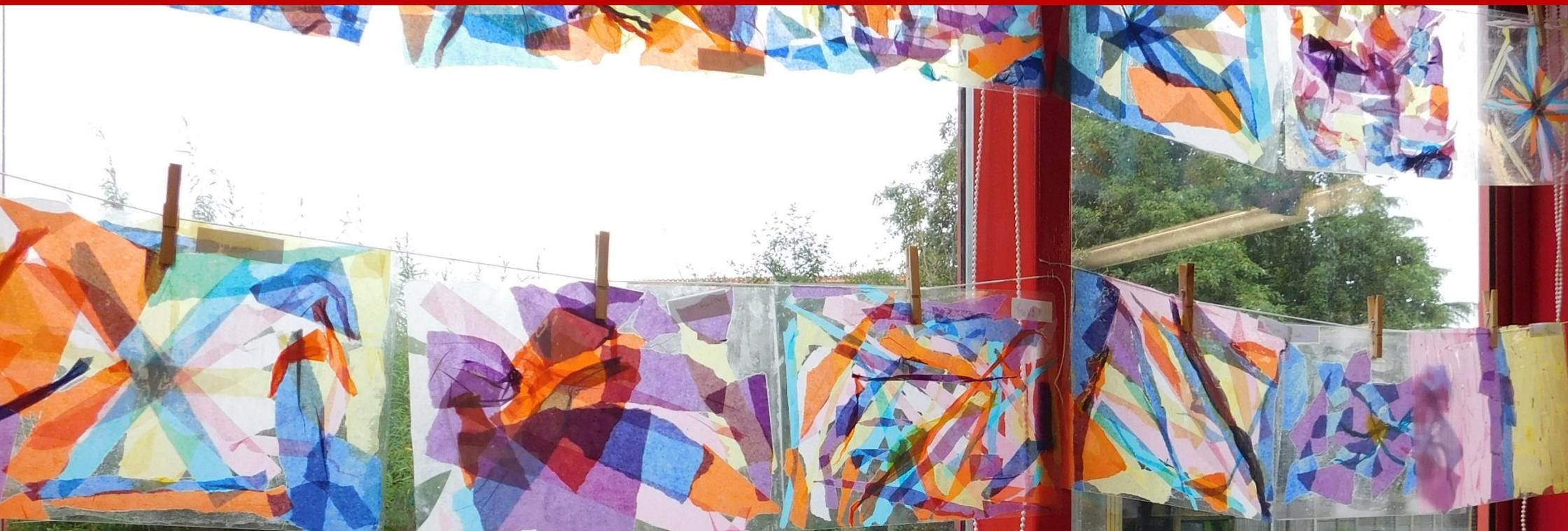


Sherwood Primary School

YEAR 4 CURRICULUM



Inspire • Explore • Achieve

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Curriculum Vision

We aim to provide a creative, vocabulary rich curriculum that inspires and challenges our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our children will have the opportunity to read widely, explore, ask questions and become knowledgeable, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

Year 4 Long Term Map

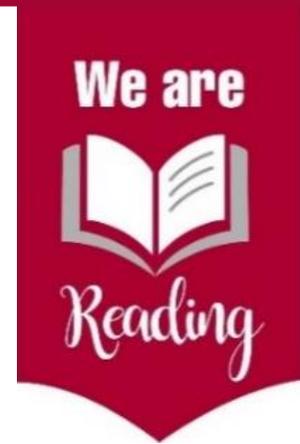
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GLP Themes	Diversity • Asylum Seekers • Conflict/Bullying					
English	Explanation text	Newspaper report	Debate	Information texts	Fiction playscript	Persuasive writing
	Issues & Dilemma story	Traditional tale	Novel as a theme	Folktale	Fantasy	Stories with a theme
Class Texts	A matter of Loaf or Death	The Pied Piper	The Dancing Bear	Under the Skin	Firework Makers Daughter	The Water Horse
Maths	Please see the Lancashire Mathematics Planning Overview					
Science	Electricity (DT link)	Digestive system and Teeth	Habitats (Animals including Humans)		Sound	States of Matter
	Non-negotiables: Identify and name a variety of common British Flora and Fauna (Garden Birds/British Birds of Prey)					
Physical Education	Year 3/4 Dance- Sparks Might Fly	Year 3/4 Dance- The Great Plague	Year 4 Target Games – Boccia	Year 4 Gymnastics Activities 2	Year 3/4 Striking and Fielding - Cricket	Striking and Fielding Games- Rounders
	Year 4 Invasion Games- Basketball	Year 4 Gymnastics Activities 1	Year 4 Invasion Games- Rugby	Games- Net and Wall Unit Core Task 2	Year 3/4 Athletics Activities	OAA- Team Work and Problem Solving
Art and Design	Collage	Textiles	Drawing	3D	Painting	Printing
Religious Education	Theme: Beliefs and Practices Religion: Buddhism	Theme: Christmas Religion: Christianity	Theme: Passover Religion: Buddhism	Theme: Easter Religion: Christianity	Theme: Rites of Passage and good works Religion: Buddhism	Theme: Prayer and Worship Religion: Christianity
Humanities	Rubbish and recycling – An environmental study	The Great Plague of 1665	Study of The Ribble Valley	The impact the Tudors had on Britain	Key aspects of Rivers and the water cycle Presenting the weather	Ancient Egypt
Computing	Prototyping an interactive toy	Editing and writing HTML	Developing a simple educational game	Producing a Wiki (Tudors)		We are musicians
Digital Literacy	Self Image and Identity	Online relationships	Health, Wellbeing and Lifestyle	Privacy and Security Managing Online Information	Online Bullying	Online Reputation
PSHE	What is diversity?	How can we be a good friend?	How can we achieve a balanced lifestyle?	How can we contribute to society?	How can we keep safe in our local area?	What is the difference between rights and responsibilities?
MfL	Mon corps	Bon anniversaire!	Encore	Quelle heure est-il?	On mange	Ou vas-tu?
DT	Mechanical- ICT Electricity		Structures- Pavilion Building		Textiles – Stiffening, seams, fastenings	
Music	Glockenspiel Stage 2 (Supplement with song from Mamma Mia)		Lean on me		Blackbird	

Reading in Year 4

We are committed to being a reading school and seeking out every opportunity to improve standards in reading within our school. We encourage reading for pleasure and enable children to read in depth in a wide range of subjects, deepening their knowledge and understanding across the curriculum. We work with other schools, our local library and other partners to promote reading as a life-long skill.

Pupils in Year 4 will have the opportunity to read a wide range of texts in small groups and independently. Pupils will also read and study the following books as a whole class:

- A matter of Loaf and Death
- The Pied Piper
- The Dancing Bear by Michael Morpurgo
- Firework Makers Daughter
- The Water Horse by Dick King-Smith
- Under the Skin
- The Big Book of Birds
- Egyptology
- The Everyday Journeys of Ordinary Things



Year 4 Writing Map

	Outcome	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	1	Issues & Dilemma story, 'Matter of Loaf and Death.'	Write a traditional tale based on the Pied Piper.	Novel as a theme, 'The Dancing Bear.'	Folktale based on the story of Brer Rabbit and Brer Fox.	Fantasy based on The Firework-Maker's Daughter	Stories with a theme based on The Mousehole Cat.
	2	Issues & Dilemma story based on new characters and setting.	Write a traditional tale based on a new character.	Novel as a theme with a new setting.	Create a folktale with different animal characters.	Fantasy story with a new setting.	Create a new story based on The Mousehole Cat
Poetry	1		Write a rhyming narrative poem about the Pied Piper.		Poems on a theme - narrative outcome e.g. eyewitness report	Haiku and Kennings poetry.	
	2		Write a rhyming narrative poem about a traditional tale.		Poems on a theme - narrative outcome e.g. letter	Haiku and Kennings poetry.	
Non-fiction	1	Explanation text. Based on Everyday Journey of Ordinary Things	Newspaper report on the Pied Piper of Hamelin.	Debate about keeping animals caged/ working animals.	Information texts based on the Tudors.	Fiction playscript- Firework Maker's Daughter	Persuasive travel brochure for Mousehole.
	2	Explanation text explaining how another machine works.	Newspaper report on Th Great Plague.	Debate about a new topic.	Information text based on British Birds.	Playscript with an PSHE theme.	Persuasive travel brochure for another destination.
Cross-curricular	3 (2 pieces)	<ol style="list-style-type: none"> Explanation text on how an electrical circuit works. Non chronological report on Environmental Issue 	<ol style="list-style-type: none"> Diary entry of a plague doctor. Write a digestive system explanation. 	<ol style="list-style-type: none"> Letter – Thank you letter to the Woodhouse for materials. Non chronological report on The Ribble Valley 	<ol style="list-style-type: none"> British Birds acrostic poem. Debate about Tudor Monarchs. 	<ol style="list-style-type: none"> Explanation - Water Cycle. Narrative poem – River Haiku. 	<ol style="list-style-type: none"> Explanation text on Mummification Non chronological report on Ancient Egypt.

Outdoor Learning, Educational Visits and Visitors

Year 4	Autumn	Spring	Summer
Outdoor Learning		Ribble Valley Study	River Study
Educational Visits	Science and Industry Museum		
Visitors	Recycling Champion		Author Visit or Playscript Theatre Visit

Year 4 Ribble Valley Fieldwork

Play/Exploring	Navigation including geographical skills
<ul style="list-style-type: none"> • Introduction to rules and boundaries • Promotion of free exploration • Promotion of independent learning opportunities/skills. • Appreciation of the Outdoor learning environment. • Work in a team to co-operate and communicate clearly. 	<ul style="list-style-type: none"> • Demonstrate an understanding of the concept of a basic map and its symbols. • Be able to orientate a simple map and set themselves for using it correctly. • Recognise some standard OS symbols. • Use the eight points of a compass. • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.

Global Learning Themes

Year Group	1	2	3	4	5	6
Global Learning Themes	Interdependence Conflict Resolution	Human Rights Diversity Interdependence	Social Justice Sustainability	Diversity Asylum Seekers Conflict/Bullying	Social Justice Human Rights Sustainability	Human Rights Sustainability Conflict

Year 4	Knowledge and Understanding	Values and Attitudes
Diversity	<ul style="list-style-type: none"> ▪ Diversity of cultures and societies within and beyond own experience. ▪ What contributes to self-identity and belonging. ▪ Contributions of different cultures to our lives. ▪ Nature of prejudice, racism and ways to combat these. 	<ul style="list-style-type: none"> ▪ Valuing others as equal and different ▪ Willingness to listen respectfully to the ideas and views of others even when ones disagrees. <ul style="list-style-type: none"> ▪ Willingness to learn from the experiences of others. ▪ Proactive inclusion of other people, especially those who face barriers to participating fully.
Conflict	<ul style="list-style-type: none"> ▪ Causes of disagreement and conflict at a personal, classroom and household level. ▪ Some ways of avoiding, managing and resolving conflict. ▪ Examples of conflict past and present in own society and others. 	<ul style="list-style-type: none"> ▪ Belief that people can make a difference, both on their own and when they work together.

Geography in Year 4

Counties and Cities of the UK Environmental Study

Geographical Enquiry

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
- Make comparisons with their own lives and their own situation.
- Show increasing empathy and describe similarities as well as differences.
- Identify and describe geographical features, processes (changes), and patterns.
- Use geographical language relating to the physical and human processes
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
- Use presentation/multimedia software to record and explain geographical features and processes.
- Use spreadsheets, tables and charts to collect and display geographical data.
- Make use of geography in the news – online reports & websites.

Geographical Skills

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Create maps of small areas with features in the correct place.
- Use plan views.
- Make a simple scaled drawing e.g. of the classroom.

Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Name and locate counties and cities of the United Kingdom. Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism.
- Describe and understand key aspects of environmental change through a study of rubbish and recycling: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Answer the question: What is sustainability?

Example activity for 'expected' standard

- Can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (NESW) and the names of nearby counties. Can locate and describe some human and physical characteristics of the UK and identify, compare and describe and sequence a range of settlement sizes village-city, can understand how human processes can cause hazards to people, can present information gathered in fieldwork using simple graphs and make sketch maps. (e.g. presenting a fieldwork document to show the environmental factors of the local area compared to other areas of the UK)

Geographical Enquiry

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
- Identify and describe geographical features, processes (changes), and patterns.
- Use geographical language relating to the physical and human processes
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
- Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.
- Use the zoom facility on digital maps to locate places at different scales.
- Add a range of text and annotations to digital maps to explain features and places.
- View a range of satellite images
- Add photos to digital maps.
- Draw and follow routes on digital maps.

Geographical Skills

- Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.
- Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Make and use simple route maps.
- Recognise some standard OS symbols.
- Use the eight points of a compass.
- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.
- Make links between features observed in the environment to those on maps and aerial photos.

Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Name and locate counties and cities of the United Kingdom. Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism.
- A region of the United Kingdom – The Ribble Valley and the River Ribble

Example activity for 'expected' standard

can use a range of digital maps, using the zoom function to locate and describe where the Ribble Valley is located and relate to continent, country, county, city/where they live using four-figure grid references, 8 compass points and largescale maps and compare to local area, can recognise patterns on maps and begin to explain what they show, can locate and describe some human and physical characteristics of the Ribble Valley and use simple geographical vocabulary to describe how they change, can make comparisons with different physical/human features, can present information gathered in fieldwork using simple graphs and maps. (e.g. Trip to the Ribble Valley, follow a local river downstream on an OS map, identify human and physical features along the river's course and record these with grid references)

Geographical Enquiry

- Identify and describe geographical features, processes (changes), and patterns.
- Use geographical language relating to the physical and human processes
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.
- Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.
- Use the zoom facility on digital maps to locate places at different scales.
- Add a range of text and annotations to digital maps to explain features and places.
- View a range of satellite images
- Add photos to digital maps.
- Draw and follow routes on digital maps.

Geographical Skills

- Recognise patterns on maps and begin to explain what they show.
- Use the index and contents page of atlases.
- Label maps with titles to show their purpose
- Recognise that contours show height and slope.
- Use 4 figure coordinates to locate features on maps.
- Link features on maps to photos and aerial views.
- Use a scale bar to calculate some distances
- Relate measurement on large scale maps to measurements outside

Knowledge and Understanding of Places/Patterns/Processes and Environmental Change/Sustainability

- Name and locate counties and cities of the United Kingdom. Describe and understand key aspects of: human geography, including: types of settlement and land use, business and economic activity/tourism.
- Describe and understand key aspects of: physical geography: rivers and the water cycle.

Example activity for 'expected' standard

Can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers, can describe how flooding can cause hazards and describe some advantages and disadvantages of living in hazard-prone areas, can use a globe and a range of maps to identify different rivers in different continents and carry out fieldwork in the local area selecting appropriate techniques and can understand the relationship between climate and vegetation (e.g. create a river in the playground using natural materials – using a watering can to form the river, observe and record what happens to the water over different materials; take photographs and label with key river features and processes, why do certain vegetation thrive near the river?).

History in Year 4

Year 4 History		
The impacts of the house of Tudor on Britain	The Great Plague of 1665	Ancient Egypt
Chronological Understanding		Knowledge and Understanding of Events, People and Changes
<ul style="list-style-type: none"> Place events, people and changes into correct periods of time. Use dates and vocabulary relating to the passing of time. Identify where some periods studied fit into a timeline by noting connections, trends and contrasts over time. 		<ul style="list-style-type: none"> To understand the effects of the Great Plague on the people of 16th century. To analyse sources of information about the Great Plague and learn about the key events of the epidemic. Describe the impacts that the Tudor period had upon the British nation. Understand the ways in which Henry VIII and Elizabeth I shaped the lives of the people living in the Tudor period. Features of the periods and societies studied, including beliefs, attitudes and experiences of men, women and children. Compare the Ancient Egyptian civilisation with other civilisations and understand how we have learned about the Egyptians, To understand the purpose of the pyramids and the lives of the Pharoahs within the Egyptian society.
Vocabulary		
Era, period, century, decade, Before Christ, AD after, before, during,		
Historical Interpretation	Historical Enquiry	Communication
<ul style="list-style-type: none"> Recognise the past is represented and interpreted in different ways, and give reasons for this. Recognis that different sources may give different pieces of evidence about an event. 	<ul style="list-style-type: none"> Use a variety of sources to find out about events, people, places and changes. Ask and answer questions about change, cause, similarity, difference and significance. Select and record relevant information. past. Choose suitable material that provides a picture of one aspect of life in the past. Use evidence to build up a picture of the 	<ul style="list-style-type: none"> Recall, select and organise information. Use dates and historical vocabulary to describe the period. Communicate their knowledge in a variety of ways.

Science in Year 4

Year 4 Scientific Enquiry

Questioning and Research		Planning and Recording	
<ul style="list-style-type: none"> I can ask relevant questions and use different types of scientific enquiries to answer them. I can begin to explore everyday phenomena and the relationships between living things and familiar environments. I can begin to develop ideas about functions, relationships and interactions. I can raise questions about the world around me. I can make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources. I am beginning to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. I can begin to decide when research will help in my enquiry. I can carry out simple research on my own. 		<ul style="list-style-type: none"> I am beginning to look for naturally occurring patterns and relationships and decide what data to collect to identify them. I help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. I can make systematic and careful observations. I can decide what to observe and how long to collect observations. I can look for patterns and relationships. I can help decide which variables to keep the same and which to change. I can use notes, simple tables and standard units and help to decide how to record and analyse their data. 	
Equipment and Measurement	Communicating and Presenting	Considering Evidence and Evaluating	
<ul style="list-style-type: none"> I can choose from a selection of equipment. I can decide which equipment to use and can use new equipment e.g. data loggers. I can take accurate measurements using standard units e.g. mm, cm, m, ml, l, °C, seconds and minutes. I can learn to use new equipment appropriately. I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. 	<ul style="list-style-type: none"> I can use some scientific language to talk and, later, write about what they have found out. I can use relevant scientific language. I can describe my observations and my findings. I can gather, record, classify and present data in a variety of ways to help in answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. 	<ul style="list-style-type: none"> I can talk about criteria for grouping, sorting and classifying and use simple keys. I can compare and group according to behaviour or properties, based on testing. I can talk about and identify differences and similarities in the properties or behaviour of living things, materials and other scientific phenomena. Using results to draw simple conclusions, I can make predictions for new values, suggest improvements and raise further questions. I can use straightforward scientific evidence to answer questions or to support their findings. 	

<ul style="list-style-type: none"> • Set up simple practical enquiries, comparative and fair tests. • I can recognise when a simple fair test is necessary and help to decide how to set it up. • I can think of more than one variable factor. 		<ul style="list-style-type: none"> • With help, I can look for changes, patterns, similarities and differences in my data in order to draw simple conclusions and answer questions. • I can say what I found out, linking cause and effect. • I can say how I could make it better. I can answer questions from what I have found out.
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Sherwood Science Non-Negotiables

Children have become disconnected from the natural world due to changes in Society. Sherwood has identified this as an area we want to readdress allowing the children to write with greater knowledge and experience of the natural world. Robert Macfarlane believes that children need to reconnect with the Natural world as studies show that children are better at identifying Pokémon characters than real animals and plants.

Cambridge researchers seeking to “quantify children’s knowledge of nature” surveyed a cohort of four- to 11-year-old children in Britain. This resulted in the forthright conclusion that “Young children clearly have tremendous capacity for learning about creatures (whether natural or manmade),” but they are presently “more inspired by synthetic subjects” than by “living creatures”.

Children in Year 4 will therefore be expected and encouraged to,

“ Identify and name a variety of common British Flora and Fauna. All of the British birds of Prey and a number of common British Songbirds will be identified by the children in Year 4 to include silhouettes and calls. A number of common British plants/trees and common UK animals may also be included”.

Physical Processes	Life Processes and Living Things	Materials and their Properties
<ul style="list-style-type: none"> • 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. • 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 the sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. • Describe the simple functions of the basic parts of the digestive system in Humans. • Identify the different types of teeth in Humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Design Technology in Year 4

Design and Evaluation		Technical Knowledge	
<p>Building on their previous skills, pupils in Year 4 will learn to:</p> <ul style="list-style-type: none"> • generate ideas, considering the purposes for which they are designing • make labelled drawings from different views showing specific features • develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail • evaluate products and identify criteria that can be used for their own design • Propose realistic suggestions as to how they can achieve their design ideas • Research needs of user • Draw/sketch products to help analyse and understand how products are made • Decide which design idea to develop • Reflect on work in relation to intended use (and users') and identify improvements needed • Recognise quality depends on how something is made and if it meets its intended use 		<p>Building on their previous knowledge, pupils in Year 4 will explore a range of products to develop their understanding of:</p> <ul style="list-style-type: none"> • a pavilion and its purpose • net structures and broadening knowledge of frame structures • architects and their consideration of light, shadow and patterns when designing • frame and shell structures • different types of fastenings and what they are • benefits and disadvantages of different fastening types • how electrical items work • different electrical products • what electrical conductors and insulators are • batteries which contain stored electricity and can be used to power products • the features of a torch and how it works 	
Working with tools, equipment, materials and components to make quality products			
Mechanical	Structures	Textiles	
<p>Pupils in Year 4 will have the opportunity to design and make a torch. They will learn to:</p> <ul style="list-style-type: none"> • develop vocabulary related to the project • use electrical systems such as switches, bulbs and buzzers • make a torch with a working electrical circuit and switch • use appropriate equipment to cut and attach materials • assemble a torch according to the design and success criteria <p>KEY VOCABULARY: SWITCHES, BULB, BUZZERS, TOGGLE SWITCH, PUSH SWITCH, CIRCUIT, WIRE STRIPPERS.</p>	<p>Pupils in Year 4 will have the opportunity to design and make a pavilion. They will learn to:</p> <ul style="list-style-type: none"> • create a range of different shaped frame structures • make a variety of free-standing frame structures of different shapes and sizes • select appropriate materials to build a strong structure and for the cladding • reinforce corners to strengthen a structure • create a design in accordance with a plan • create different textural effects with materials • measure and mark square sections, strip and dowel accurately to 1cm • build a frame structures designed to support weight <p>KEY VOCABULARY: PAVILION, CLADDING, ARCHITECT, CRAFT KNIFE, JUNIOR HACKSAW.</p>	<p>Pupils in Year 4 will have the opportunity to design and make a passport holder. They will learn to:</p> <ul style="list-style-type: none"> • understand seam allowance • join fabrics using running stitch, over sewing, blanket stitch • explore different ways to stiffen fabrics • research fastenings and their inventors and recreate some • use appropriate decoration techniques • measure, mark and cut fabric using a paper template • select a stitch style to join fabric, working neatly sewing small neat stitches • Incorporate fastening to a design <p>KEY VOCABULARY: BLANKET STITCH, OVER SEWING, STIFFENER, FASTENINGS, BUTTONS, VELCRO.</p>	

Personal, Social, Health and Relationships Education

Digital Literacy Education in Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What is diversity?	How can we be a good friend?	How can we achieve a balanced lifestyle?	How can we contribute to society?	How can we keep safe in our local area?	What is the difference between rights and responsibilities?
Context	Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes	Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback	To understand what affects their physical, mental and emotional health; to recognise and develop their own skills to make good choices	To develop and understanding of debt, loan and taxes; to learn how resources can be allocated in different ways and these choices affect individuals	Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe	About their responsibilities, rights and duties (home, school and the environment); resolving differences – agreeing and disagreeing
Relationships Education	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up		About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	

Digital Literacy	Self-Image and Identity	Online relationships	Health, Wellbeing and Lifestyle	Privacy and Security Managing Online Information	Online Bullying	Online Reputation
Pupils will be taught to:	<ul style="list-style-type: none"> • explain how my online identity can be different to my offline identity. • describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them. • explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this. 	<ul style="list-style-type: none"> • describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms) • give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. • explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs. 	<ul style="list-style-type: none"> • explain how using technology can be a distraction from other things, in both a positive and negative way. • identify times or situations when someone may need to limit the amount of time they use technology 	<ul style="list-style-type: none"> • describe strategies for keeping personal information private, depending on context. • explain that internet use is never fully private and is monitored, e.g. adult supervision. • describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites). • describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. 	<ul style="list-style-type: none"> • recognise when someone is upset, hurt or angry online. • describe ways people can be bullied through a range of media (e.g. image, video, text, chat). • explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). 	<ul style="list-style-type: none"> • describe how to find out information about others by searching online. • explain ways that some of the information about anyone online could have been created, copied or shared by others.

Art and Design in Year 4

Theme	Collage	Textiles	Drawing	3D	Painting	Printing
Context	Coloured tissue responses to Matisse; portraits in mixed media; Andy Warhol	Dip dyed and monoprinted fabric; dyed, printed and wrapped textile constructions	Mark-making in response to story; drawings of natural forms with a focus on line; linear drawings; lace drawings	Shoe models with gummed, brown paper; coil pots; fabric forming	Painting on different surfaces; overpainting with small brush strokes; artist responses	Monoprints Press Prints Collograph Blocks

Religious Education Overview

Y4	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religion	Judaism	Christianity	Judaism	Christianity	Judaism	Christianity
Theme	Beliefs and Practices	Christmas	Passover	Easter	Rites of Passage and good works	Prayer and Worship
Key Question	How special is the relationship Jews have with God?	What is the most significant part of the nativity story for Christians today?	How important is it for Jewish people to do what God asks them to do?	Is forgiveness always possible?	What is the best way for a Jew to show commitment to God?	Do people need to go to church to show they are Christians?

Music in Year 4

Year 4		Knowledge	Skills
Listen and appraise		LA1 To know 5 songs off by heart, who sang and wrote them; their style and meaning of lyrics LA2 To know what they are about; identify the main sections of the song and it's dimensions. LA3 Identify style indicators of a song.	To identify and confidently move to the pulse. Think about how a song makes them feel Listen carefully to others views about music. Use musical language.
Musical activities	Games	G1 To know how pulse, rhythm and pitch work to create a song To know pitch creates melodies. G2 How to keep an internal pulse. G3 To know that rhythms are different to steady pulse	To complete the progressive games in the teaching units. To use your voices to copy back using 'la' Copy and and play back using instruments. Create musical ideas for a group to copy.
	Singing	S1 To confidently sing or rap 5 songs from memory and sing in a choir or group means. S2 To listen to each other in a group, in unison. To rejoin a song if lost. S3 To pick songs which make you feel happy or sad.	To explore singing in simple two parts To follow a leader when singing To explore singing solo To become aware of being in tune.
	Playing instruments	PL1 To learn the names of notes in their instrument part from memory or when written down. PL2 To learn the names of tuned instruments they are playing	Play a tuned instrumental part with the song they perform from memory or musical notation. Play one or all differentiated parts. To experience leading the playing making sure everyone plays a section of the song.
	Improvisation	IM1 To know that everyone can improvise by making up something on the spot. Use two notes to improvise something that has not been written down. To understand you cannot make a mistake if you use the notes given. IM2	Improvise using three challenges <ol style="list-style-type: none"> 1. Clap and improvise 2. Sing, play and improvise 3. Improvise using one, two or three different notes or riffs.

	Composition	C1 C2	To know that composing is like writing a story and everyone can do it. Know there are different ways to record compositions (letter names, symbols, audio)	Help create a simply melody by using one, two or five different notes. Learn how the notes can be written down and changed. Record a composition making a link between sound and symbol. Listen to and reflect on the composition using musical vocabulary.
Performing and sharing		PE1 PE2	To perform and share with an audience. Plan a performance thinking about what you are communicating to the audience including people you do not know.	To choose a song, add their own ideas Plan and write a programme. Agree how you will stand and perform Record the performance. To say how they feel about their performance
Vocabulary: keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, temp, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electrical sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality				

Languages in Year 4

Speaking and Listening	Reading
<p>To explore the patterns and sounds of language through songs and rhymes</p> <ul style="list-style-type: none"> Learn the 'Bon Anniversaire' song <p>To engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <ul style="list-style-type: none"> Greet and say goodbye, ask someone's name and say your own Ask how someone is and respond Say your age and ask someone how old they are To ask for snacks and give basic opinions about food To ask 'What time is it?' and respond To ask how much something costs and respond <p>To speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <ul style="list-style-type: none"> To give and understand basic directions Talk about family members <p>To present ideas and information orally to a range of audiences</p> <ul style="list-style-type: none"> Present information to the rest of the class Present information to a wider audience (eg. to a different class, in assembly) <p>To appreciate stories, songs, poems and rhymes in French</p> <ul style="list-style-type: none"> Listen to and follow a French story Listen to a French poem/rhyme <p>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>To read carefully and show understanding of words, phrases and simple writing</p> <ul style="list-style-type: none"> Read and understand French words Read and understand French stories and poems <p>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <ul style="list-style-type: none"> Identify classroom objects (un and une) Identify colours Identify food items Count numbers 1-30 Recognise days of the week Recognise months of the year
Writing	
<p>To write phrases from memory, and adapt these to create new sentences, and to express ideas clearly</p> <ul style="list-style-type: none"> Write a conversation between two people Write opinions about food <p>To describe people, places, things and actions orally and in writing</p> <ul style="list-style-type: none"> To describe appearance To describe the weather <p>To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine, and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p> <ul style="list-style-type: none"> Use present tense verbs to describe activities 	

Computing Overview

Theme	4.2 We are toy designers	4.4 We are HTML editors	4.1 We are software developers	4.5 We are co-authors	4.6 We are meteorologists	4.3 We are musicians
Context	In this unit, the children work together to design a simple toy that incorporates sensors and outputs and then create an on-screen prototype of their toy in Scratch. Finally, they pitch their toy idea to a Dragons' Den-style panel.	In this unit the children learn about the history of the web, before studying HTML (hypertext mark-up language), the language in which web pages are written. They learn to edit and write HTML, and then use this knowledge to create a web page.	Pupils will play and analyse educational computer games, identifying successful features. Then, plan and design a game, for a clear target audience. They create a working prototype and develop it further to add functionality and improve the user interface. Finally test the game and make any necessary changes.	Wikipedia is a free online encyclopaedia that anyone can view and edit. In this unit, the pupils collaborate to create a 'mini Wikipedia'. They then go on to add or amend content on the real Wikipedia.	This unit brings together data measurement, analysis and presentation, as the children take on the role of meteorologists and weather presenters.	In this unit, the children produce music suitable for any purpose they choose.

Physical Education Overview

Year 4 PE	The INTENT at Year 3 and 4 in games is to develop children's attacking skills through a range of different sports and activities. However, this will be delivered through uneven sides i.e. 3v1, 4v2. They will also develop their knowledge of simple attacking tactics, which are transferable across similar categories of games i.e. (Target, Invasion Games, Net/Wall, Striking and Fielding). The INTENT at Year 3 and 4 in dance and gymnastics is to develop children's performance and sequencing skills.		
Target/Creative Games		Striking and Fielding Games	
In these units, children will learn how to apply simple tactics in a range of target games using a range of equipment. The children will learn how to play the Paralympic sport of Boccia and the target game of Dodgeball.		Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In Striking and fielding games, players learn to strike a ball and try to avoid fielders, so that they can run around bases to score runs. When fielding, they try to prevent runs or points being scored.	
Invasion Games	Net/Wall Games	OAA (Team Work and Problem Solving)	
Children will continue to learn simple attacking tactics using a range of equipment and sport specific skills. By playing small, uneven-sided games and think about how to use these skills, strategies and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the 'ball' and try to get into good positions for shooting or reaching the 'goal'.	Children will learn to develop the skills they require for net/wall games and on how to use these skills to make the game difficult for their opponent. They learn to direct the ball towards the target area and away from their opponent. The aim is to get the ball to land in the target area and make it difficult for the opponent to return it.	Children will be set physical challenges and problems to solve. They will take part in a range of communication activities to develop problem solving skills in some adventure games. These problem-solving tasks will require more teamwork, with clearly defined roles and responsibilities.	
Dance (The Great Plague, Superheroes)	Gymnastics Activities		Athletic Activities
Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control.	Children will learn to develop their skills with control and precision and combine these skills to create a sequence for a competition. They will extend their range of actions, balances, body shapes and agilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.		Children should concentrate on developing good basic running, jumping and throwing techniques. They will set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.