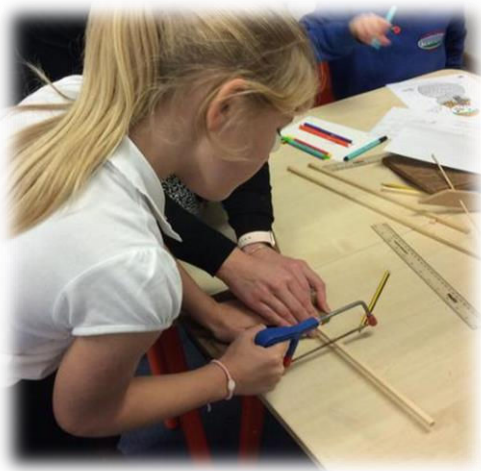


# Kirkby Stephen Primary School

## Year 4 Curriculum



**Enthuse. Explore. Enrich.**



# Year 4 Curriculum Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<h2>World War 2</h2> <p>We will be learning all about the history of World War 2. We will look at what life was like for children at significant points during the war. We will look at different sources of information about the war and evaluate their usefulness. Later on in the term we will be designing and making our own bomb shelters.</p> 		<h2>Extinction</h2> <p>We will be looking at animals and the habitats they live in around the world. We will be focusing on environmental issues and how these are impacting on animals habitats and the impact these are having on our world. We will go out into the school grounds and look for living things and use our knowledge and observations to classify animals using classification keys. We will create our own classification keys.</p> 		<h2>Anglo-Saxons and Vikings</h2> <p>We will be looking at life through the Anglo-Saxon and Viking age. We will find out about their lives and how they differ to our lives now. We will be studying how Anglo-Saxons and Vikings lived in our local area and study local relics and place key events on a timeline.</p> 		<h2>The Eden Valley</h2>  <p>We will be looking at our local area focussing specifically on local landmarks. We will be studying the history and geography of our local area. We will go out into the countryside and use our local area to ask geographical questions and to create our own artwork.</p> <p>In science we will be looking at the water cycle and how this links into our local river – The Eden. We will be looking at the course of a river and learning the different parts. We will be taking part in an outdoor education visit on water.</p>

# Year 4

## Reading Expectations



Reading – Word Reading	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Phonics and Decoding</b>	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.			
<b>Common Exception Words</b>	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.			
<b>Fluency</b>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

# Year 4

## Reading Expectations



Reading – Comprehension	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Comparing, Contrasting and Commenting</b>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>			
<b>Words in Context and Authorial Choice</b>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>			
<b>Inference and Prediction</b>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>			

# Year 4

## Reading Expectations



Reading – Comprehension	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
Poetry and Performance	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.			
Non-Fiction	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.			

# Year 4

## Writing for a Purpose



	World War 2	World War 2	Extinction	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Purpose</b>	Write to Inform	Write to Entertain	Write to Inform	Write to Persuade	Write to Entertain	Writing to Entertain Writing to Explain
<b>Text Types/Text Features</b>	Newspaper Article	Diary Entry	Information Text	Persuasive Speech/Poster Extinction (local focus, e.g. white-clawed crayfish, red squirrel)	Myths and Legends	Poetry – Based on rivers.  Explanation – The Water Cycle.
<b>Key Skills KSPS Non Negotiable</b>	<ul style="list-style-type: none"> <li>- Use fronted adverbials</li> <li>- Write in paragraphs</li> <li>- Use conjunctions to extend sentences with more than one clause</li> <li>- Inverted commas for speech</li> </ul>	<ul style="list-style-type: none"> <li>- Use expanded noun phrases</li> <li>- Use fronted adverbials</li> <li>- Use standard English verb inflections</li> <li>- Appropriate choice of nouns and pronouns to aid cohesion</li> </ul>	<ul style="list-style-type: none"> <li>- Use simple organisational devices eg. Headings and subheadings, bullet points, technical words in bold</li> <li>- Use paragraphs</li> <li>- Appropriate choice of nouns and pronouns to aid cohesion</li> </ul>	<ul style="list-style-type: none"> <li>- Use rhetorical questions</li> <li>- Use fronted adverbials</li> <li>- Use commas after fronted adverbials</li> <li>- Use conjunctions to extend sentences with more than one clause</li> </ul>	<ul style="list-style-type: none"> <li>- Create settings, characters and plot.</li> <li>- Use fronted adverbials</li> <li>- Use commas after fronted adverbials</li> <li>- Use paragraphs</li> <li>- Inverted commas for speech</li> <li>- Use expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Use expanded noun phrases</li> <li>- Use fronted adverbials</li> <li>- Use standard English verb inflections</li> <li>- Appropriate choice of nouns and pronouns to aid cohesion</li> </ul>

# Year 4

## Writing Expectations



Writing: Transcription, Spelling	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Phonics and Spelling Rules</b>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>			
<b>Common Exception Words</b>	To spell all of the Y3 and Y4 statutory spelling words correctly.			
<b>Prefixes and Suffixes</b>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>			



# Year 4

## Writing Expectations



	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Further Spelling Conventions</b>	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).  To use their spelling knowledge to use a dictionary more efficiently.			



# Year 4

## Writing Expectations



Writing: Transcription Handwriting	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Letter Formation, Placement and Positioning</b>	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].			
<b>Joining Letters</b>	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.			

# Year 4

## Writing Expectations



Writing: composition	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Planning, Writing and Editing</b>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>			
<b>Purpose and Structure</b>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>			

# Year 4

## Writing Expectations



Writing: Vocabulary, Grammar and Punctuation	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Sentence Construction</b>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>			
<b>Use of Phrases and Clauses</b>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>			

# Year 4

## Writing Expectations



Writing: Vocabulary, Grammar and Punctuation	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Punctuation</b>	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.			
<b>Use of Terminology</b>	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.			

# Year 4

## Maths Scheme of Learning, Yearly Overview



	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and Perimeter		Number: Multiplication and Division		
Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions				Number: Decimals		Consolidation	
Summer	Number: Decimals		Measurement: Money		Measurement: Time		Statistics	Geometry: Properties of Shape		Geometry: Position and Direction		Consolidation

# Year 4

## Maths Expectations



	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Place Value: Counting</b>	Count in multiples of 6, 7, 9, 25 and 1000. Count backwards through zero to include negative numbers.			
<b>Place Value: Represent</b>	Identify, represent and estimate numbers using different representations. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.			
<b>Use Place Value and Compare</b>	Find 1000 more or less than a given number. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). Order and compare numbers beyond 1000.			
<b>Place Value: Problems and Rounding</b>	Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers.			

# Year 4

## Maths Expectations



	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Addition and Subtraction: Recall, Represent, Use</b>	Estimate and use inverse operations to check answers to a calculation.			
<b>Addition and Subtraction: Calculations</b>	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction.			
<b>Addition and Subtraction: Solve Problems</b>	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.			
<b>Multiplication and Division: Recall, Represent, Use</b>	<p>Recall multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p>			
<b>Multiplication and Division: Calculations</b>	Multiply two-digit and three-digit numbers by a one-digit number using a formal written layout.			



# Year 4

## Maths Expectations



	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Multiplication and Division: Solve Problems</b>	Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.			
<b>Fractions: Recognise and Write</b>	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.			
<b>Fractions: Compare</b>	Recognise and show using diagrams families of common equivalent fractions.			
<b>Fractions: Calculations</b>	Add and subtract fractions with the same denominator.			
<b>Fractions: Solve Problems</b>	Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number.			

# Year 4

## Maths Expectations



	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Decimals: Recognise and Write</b>	Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ .			
<b>Decimals: Compare</b>	Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal place up to two decimal places.			
<b>Decimals: Calculations and Problems</b>	Find the effect of dividing a one or two digit number by 10 and 100, identifying the value of the digits in the answer as ones , tenths and hundredths.			
<b>Fractions, Decimals and Percentages</b>	Solve simple measure and money problems involving fractions and decimals to two decimal places.			
<b>Measurement: Using Measures</b>	Convert between different units of measure (eg kilometre to metre; hour to minute). Estimate, compare and calculate different measures.			
<b>Measurement: Money</b>	Estimate, compare and calculate different measures, including money in pounds and pence.			

# Year 4

## Maths Expectations



	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Measurement: Time</b>	Read, write and convert time between analogue and digital 12 and 24 hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.			
<b>Measurement: Perimeter, Area and Volume</b>	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares.			
<b>Geometry: 2D shapes</b>	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2D shapes presented in different orientations.			
<b>Geometry: Angles and Lines</b>	Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2D shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.			
<b>Geometry: Position and Direction</b>	Describe positions on a 2D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon.			

# Year 4

## Maths Expectations



	World War II	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b>Statistics: Present and Interpret</b>	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.			
<b>Statistics: Solve Problems</b>	Solve comparisons, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.			

# Science in Year 4

As scientists in Year 4 the children will...



World War 2	World War 2	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<p><u>Sound</u></p> <p>Identify that sounds made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Learn how to find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p> <p><u>Key Vocabulary</u></p> <p>Vibrating, pitch, volume, insulation, outer, middle and inner ear, cochlea, auditory, frequency and hammer.</p>	<p><u>Electricity</u></p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p><u>Key Vocabulary</u></p> <p>Circuits, buzzers, conductors, battery, cells, switch, socket, appliance, appliance series circuit, insulator.</p>	<p><u>Living things and their environment.</u></p> <p>Know how to recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</p> <p><u>Key Vocabulary</u></p> <p>Vertebrates, invertebrates, biome, habitat, omnivore, nutrition, organism, mammals, classification, key, microhabitat, life processes, excretion.</p>	<p><u>Animals including humans</u></p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p><u>Key Vocabulary</u></p> <p>Pancreas, oesophagus, intestine, organ, molar, canine, food chain, predators, prey, salivary gland.</p>	<p><u>States of matter</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>Key Vocabulary</u></p> <p>Water vapour, condensation, precipitation, evaporation, substance, matter, solid, liquid, gas.</p>

# Science in Year 4 – Working Scientifically

## As scientists the children will.....



Sort / group / compare / classify / identify	Research	Modelling	Recording of 'Explore / Observe'	Questioning	Planning
<ul style="list-style-type: none"> <li>Make a simple guide to local living things.</li> <li>Use guides or simple keys to classify / identify [local small invertebrates].</li> <li>Use their observations] to identify and classify.</li> <li>Record similarities, differences or changes related to simple scientific ideas or processes or more complex groups of objects/living things/events and begin to give reasons for these.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.</li> <li>Create/invent/ design something based on what they have found out applying both research and/or practical experiences. (Y3/4).</li> <li>Find out about the work of famous scientists (historical &amp; modern day) (Y3/4).</li> </ul>	<ul style="list-style-type: none"> <li>Make a visual representation or a model of something to represent something they have seen or a process that is difficult to see.                             <ul style="list-style-type: none"> <li>Suggest their own ideas on a concept and compare these with models or images.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Suggest their own ideas on a concept and compare these with what they observe / find out.</li> <li>Develop simple descriptions from their observations use relevant scientific language to discuss their ideas.</li> <li>Observe and record relationships between structure and function (Y3/4).</li> <li>Observe and record changes /stages over time (Y3/4).</li> <li>Explore / observe things in the local environment / real contexts and record observations (Y3/4).</li> </ul>	<ul style="list-style-type: none"> <li>Choose/select a relevant question that can be answered [by research or experiment/test].</li> <li>Ask/raise their own relevant questions with increasing confidence and independence about what they observe and about the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the effect of something on something else.</li> <li>Start to make their own decisions about the most appropriate type of science enquiry they might use to answer scientific questions [is a fair test the best way to investigate their question].</li> <li>Recognise when a test is necessary.</li> <li>Carry out simple fair tests [with increasing confidence and make some of the planning decisions about what to change and measure/observe].</li> </ul>
Equipment and measurement	Communicating Recording	Considering the results of an investigation / writing a conclusion			Collaborating
		Describe results	Explain results	Trusting my results	
<ul style="list-style-type: none"> <li>Begin to identify where patterns might be found and use this to begin to identify what data to collect.</li> <li>Make more of the decisions about what observations to make, how long to make them for and the type of equipment that might be used.</li> <li>Learn how to use new equipment, such as data loggers &amp; measure temperature in degrees Celsius (°C) using a thermometer.</li> <li>Understand precautions for working safely.</li> <li>Collect and record data from their own observations and measurements, using notes/simple tables/standard units, to help to make decisions.</li> <li>Make accurate measurements using standard units [and more complex units and parts of units] using a range of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Record findings using simple scientific language and vocabulary, including discussions, oral and written explanations, notes, drawings (annotated), pictorial representations, labelled diagrams, tables and bar charts [where intervals and ranges agreed through discussion], displays or presentations.</li> <li>Begin to select the most useful ways to record, classify and present data from a range of choices.</li> <li>Make decisions on how best to] communicate their findings in ways that are appropriate for different audiences. (Y3/4)</li> </ul>	<ul style="list-style-type: none"> <li>Notice/find patterns in their observations and data.</li> <li>Describe the effect of something/different factors on something else.</li> <li>Help to make decisions about how to analyse their data.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop their ideas about relationships and interactions.</li> <li>Reporting on findings from enquiries [beginning to identify the scientific facts in their data].</li> <li>Use relevant scientific language to discuss, communicate, report their findings.</li> <li>Read and spell scientific vocabulary correctly and with confidence (Y3/4).</li> </ul>	<ul style="list-style-type: none"> <li>Use results to suggest improvements, new questions and predictions for setting up further tests.</li> <li>With help, pupils should look for similarities and differences in their data [between different groups of results].</li> </ul>	<ul style="list-style-type: none"> <li>Make a visual representation or a model of something to represent something they have seen or a process that is difficult to see.</li> <li>Suggest their own ideas on a concept and compare these with models or images.</li> </ul>

# History in Year 4

As historians the children will...



World War 2	World War 2	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<p><u>Historical Knowledge</u> World War II Know about the impact that this period of history had on the world. Offer a reasonable explanation for the causes and consequences of significant events. Use evidence to construct an informed response about everyday life in WWII, with a focus on evacuee children.</p> <p><u>Chronology</u> Place events and historical figures from period studied on a timeline. Use terms related to the period and know dates of significant events.</p> <p><u>Historical Enquiry and Interpretation</u> Know the difference between primary and secondary evidence and begin to evaluate the usefulness of different sources. Investigate different accounts or versions of the same historical event. Identify differences and explain some of the reasons why the accounts may be different. Use evidence from a wide range of sources (maps, photos, video, written accounts, artefacts, text books, library, internet) to build up an picture of a past event. Choose relevant source material to research and present a picture of what life was like for evacuee children in WWII.</p> <p><u>Organisation and Communication</u> Present findings to an audience. Written and map work (independent and in groups).</p> <p><u>Key Vocabulary</u> Axis, Allies, Nazi, Hitler, evacuation, evacuee, Blitz, propaganda, rationing, Holocaust, Jewish, refugees, 20th century, decade, primary evidence, secondary evidence.</p>		<p><u>Historical Knowledge</u> Theme beyond 1066: climate activism since 1970. Significant individuals/groups could include: James Lovelock, Green Party, Greta Thunberg, Extinction Rebellion, local rewilding projects, Great Green Wall</p> <p><u>Chronology</u> Sequence significant events using dates. Timeline</p> <p><u>Historical Enquiry and Interpretation</u> Know the difference between primary and secondary sources of evidence Investigate different accounts of historical events and explain why the accounts may be different. Construct informed responses about one aspect of life.</p> <p><u>Organisation and Communication</u> Class debate, timeline</p> <p><u>Key Vocabulary</u> Climate, climate change, activist, protest, political, campaign, change</p>	<p><u>Historical Knowledge</u> - The Anglo-Saxons and Vikings in our local area: <a href="#">Know how Britain changed from the end of the Roman occupation to the Norman Conquest in 1066.</a> - <a href="#">Know where Anglo-Saxons and Vikings originate from.</a> - <a href="#">Know about how the Anglo-Saxons attempted to bring law and order into the country.</a> - <a href="#">Know that during this period Britain was divided into many kingdoms.</a> - <a href="#">Know that the Vikings and Anglo-Saxons sometimes were in conflict.</a></p> <p><u>Chronology</u> - Place periods and events from the first millennium AD on a timeline.</p> <p><u>Historical Enquiry and Interpretation</u> - Use a range of sources to collect information about the Anglo-Saxons and Vikings (including Cumbrian toponymy e.g. beck, dale, fell, thwaite, kirk, by) - Know the difference between primary and secondary sources of evidence. - Ask a variety of questions about the history of our local area and study significant local relics (Loki Stone, hogback stones)</p> <p><u>Organisation and Communication</u> "Viking" visitor/day Loki Stone/hogback stones visit</p> <p><u>Key Vocabulary</u> Archaeologist, archaeology, raids, Angles, Saxons, hogback stone, longhouse, longship, Scandinavia, invaders, raiders, settlers, Danelaw, Loki, primary evidence, secondary evidence.</p>	Continued from Summer 1



# Geography in Year 4

As geographers the children will...



World War 2	World War 2	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<p><b>Map Skills</b></p> <ul style="list-style-type: none"><li>-Use maps, atlases, globes and digital computer/computer mapping to locate countries and describe features studied.</li><li>-Locate places on large scale maps</li></ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"><li>-Name and locate counties and cities in the UK.</li><li>-Know countries that make up Europe.</li><li>- Know the names of and locate at least eight major capital cities.</li><li>-Find 6 cities in the UK on a map.</li></ul> <p><b>Subject Specific Vocabulary</b></p> <p>Europe United Kingdom, city, county, country, key, capital city.</p>	<p><b>Map Skills</b></p> <ul style="list-style-type: none"><li>-Use four compass points well and begin to use 8 compass points.</li><li>-Locate places on large scale maps.</li><li>-Use large and medium scale OS maps, junior atlases and map sites on the internet.</li><li>-Identify features on aerial, oblique and satellite images and photographs.</li><li>-Know why a key is needed and begin to recognise symbols on an OS map.</li><li>-Begin to use four figure grid refs.</li></ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"><li>-Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on world map.</li><li>- Know what is meant by the term ‘tropics’</li></ul> <p><b>Subject Specific Knowledge</b></p> <p>Compass, direction, navigate, countries, continents, aerial, oblique, satellite, equator, Tropics.</p>	<p><b>Map Skills</b></p> <ul style="list-style-type: none"><li>-Use large and medium scale OS maps, junior atlases, map sites on the internet.</li><li>-Locate places on large scale maps.</li><li>-Locate Europe on a large scale map.</li><li>-Name and locate countries in Europe and their capital cities.</li></ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"><li>-Explain the difference between the British Isles, GB and the UK.</li><li>-Name and locate some of the main islands that surround the UK.</li><li>- Know how to plan a journey within the UK, using a road map.</li></ul> <p><b>Subject Specific Vocabulary</b></p> <p>Europe, countries, Great Britain, United Kingdom, island, key, Ordinance Survey, Symbol.</p>	<p><b>Map Skills</b></p> <ul style="list-style-type: none"><li>-Follow a route on a large scale map.</li><li>-Draw a sketch map from a high view point.</li></ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"><li>- Know, name and locate the main rivers in the UK.</li><li>-Name and locate many of the world’s most famous rivers in an atlas.</li><li>- Locate a photo on a map.</li></ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"><li>-Draw an annotated sketch from observation including descriptive/explanatory labels and indicating direction.</li><li>-Make a judgement about the best angle or viewpoint when completing a sketch.</li><li>-Evaluate a sketch against set criteria and improve it.</li><li>-Select views to photograph.</li><li>-Add titles and label giving date and location information.</li><li>-Consider how photos provide useful evidence and use a camera independently.</li><li>-Evaluate usefulness of images.</li><li>-Ask and respond to geographical questions and offer own ideas.</li><li>- Collect and record evidence with help.</li><li>-Use a simple database to present findings.</li><li>-Collect and accurately measure information e.g. rainfall, temperature, noise levels etc.</li></ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"><li>- Know and label the main features of a river.</li><li>- Know the name of and locate a number of the world’s longest rivers.</li><li>- Explain the features of a water cycle.</li><li>- Know why most cities are located in the river.</li></ul> <p><b>Subject Specific Vocabulary</b></p> <p>Key, Ordinance Survey, symbol, grid reference, sketch map, Viewpoint, river, estuary, mouth. Aerial, oblique, satellite, village, town, city, settlement, land use.</p>	

# Art in Year 4

As artists the children will...



## World War 2

## World War 2

## Extinction

## Anglo-Saxons and Vikings

## The Eden Valley

### Henry Moore - Making People Sculptures

#### Exploring and Developing Ideas

- Adapt and refine ideas.
- Use sketchbooks to record ideas.

#### Drawing

- Experiment with showing line, tone and texture with different hardness of pencils.
- Use shading to show light and shadow effects.
- Show an awareness of space when drawing.
- Begin to show facial expression and body language in drawings.

#### Sculpture

- Research the work of different sculptors.
- Can make a sculpture from a range of materials.
- Cut make and combine shapes to create recognisable forms.
- Add materials to the sculpture to create detail.
- Build up from a flat surface to make masks and panels. Cover with tissue paper and glue.

#### Work of other Artists

##### **Henry Moore**

- Use inspiration from famous artists to replicate a piece of work.
- Reflect upon their work inspired by a famous notable artist and the development of their art skills.
- Express an opinion on the work of famous, notable artists and refer to techniques and effect.

#### Subject Specific Vocabulary

Line, pattern, form, light, dark, tone, shadow, shape, sculpture, 3D.

### Animal Printing

#### Exploring and Developing Ideas

- Use sketchbooks to record ideas.
- Explore ideas from first hand observations.
- Adapt and refine ideas.

#### Printing

- Can print using 4 colours.
- Can create accurate print designs.
- Can print onto different materials.
- Use more than one colour to layer in a print.
- Can replicate patterns from observations and make repeated patterns with precision.
- Can make printing blocks.

#### Work of other Artists

##### **Clare Burchell**

##### **Jackie Martin**

- Use inspiration from famous artists to replicate a piece of work.
- Reflect upon their work inspired by a famous notable artist and the development of their art skills.

#### Subject Specific Vocabulary

Line, pattern, texture, colour, shape, block printing, ink, repeat, nature, relief.

### Exploring and Developing Ideas

Use sketchbooks to record ideas.

- Adapt and refine ideas.

#### Drawing

- Use different materials to draw eg. pastels.
- Show an awareness of space when drawing.
- Explain why they have chosen specific materials to draw with.

#### Collage

- Select colours and materials to create effect, giving reasons for their choices.
- Refine work as they go to ensure precision.
- Use ceramic mosaic to produce a piece of art.
- Learn and practice a variety of techniques, eg. overlapping, tessellation, mosaic and montage.

#### Work of other Artists

- Explore work from different cultures and time periods.

#### Subject Specific Vocabulary

Portrait, light, dark, tone, oil pastels, shadow, line, pattern, texture, outline, form, shape, mosaic.

### Landscape Painting/River Sewing

#### Exploring and Developing Ideas

- Use sketchbooks to record ideas.
- Adapt and refine ideas.

Explore ideas from first hand observations.

#### Drawing

- Use mirrors, viewfinders, magnifying glasses etc to aid observation.
- Show reflections.

#### Painting

- Mix different thicknesses of paint.
- Use varied brush techniques to create shapes, textures, patterns and lines.
- Create different textures and effects with paint.

#### Textiles

- Select appropriate materials giving reasons.
- Use a variety of techniques, eg. Weaving, tie-dye and stitching.
- Develop skills in stitching, cutting and joining.
- Create a textile piece.
- Use textile skills in a project.

#### Work of other Artists

##### **Frank Auerbach**

##### **Vincent Van Gogh (Very briefly)**

##### **Michael Brennand-Wood**

##### **Gunta Stolz**

- Express an opinion on the work of famous, notable artists and refer to techniques and effect.

#### Subject Specific Vocabulary

Colour, foreground, background, middle ground, warm, blend, thread, needle, textiles, texture, pattern.

# Design and Technology in Year 4

As design technologists the children will...



## World War 2

## World War 2

## Extinction

## Anglo-Saxons and Vikings

## The Eden Valley

### Bomb Shelters

#### Bomb Shelters

##### Designing

-Describe the purpose of their product within the context of home and the past.

- Indicate the design features of their products that appeal to the intended user.
- Explain how particular parts of their product work.
- Gather information about the needs and wants of particular individuals and groups.
- Use annotated sketches and cross-sectional drawings to develop and communicate their ideas.

##### Making

- Follow procedures for safety.
- Apply a range of finishing techniques.
- Select appropriate tools and techniques for making their product
- Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
- Join and combine materials and components accurately in temporary and permanent ways

##### Evaluating

- Identify the strengths and areas for development.
- Use their design criteria to evaluate their product during and after completion.
- Evaluate their products carrying out appropriate tests

##### Technical Knowledge.

- Make strong, stiff shell structures.

##### Subject Specific Vocabulary

Shelter, strong structure, testing, saw, safety, process, permanent bonding.

### Electrical Circuits – Burglar Alarms

##### Designing

- Develop their own design criteria.
- Model their ideas using prototypes.
- Generate realistic ideas focusing on the needs of the user.

##### Making

- Select materials and components suitable for the task.
- Explain their choice of materials and components according to functional properties and aesthetics.
- Use a wider range of materials than KS1 including electrical components.

##### Evaluating

- Refer to their design criteria as they design and make.
- Analyse how products have been designed and made and why materials have been chosen.
- Analyse what methods of construction have been used.
- Analyse how well products work, achieve their purpose and meet user needs and wants.

##### Technical Knowledge

Use learning from science to help design and make products that work.  
 -That mechanical and electrical systems have an input, process and output.  
 -The correct technical vocabulary for the projects they are undertaking.  
 -How simple electrical circuits and components can be used to create functional products.

##### Subject Specific Vocabulary

Electrical, circuit, flow, buzzer, bulb, torch, design.

### Viking Recipes

#### Cooking and Nutrition

##### Designing

- 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 designs.

##### Making

- Order the main stages of making.
- Follow procedures for hygiene.
- Use a wider range of materials and components than KS1 including food ingredients and cooking techniques.
- prepare and cook a variety of predominantly savoury dishes safely and hygienically including the use of a heat source.
- How to use a range of techniques including, peeling, chopping, mixing, spreading, kneading and baking.

##### Evaluating

- Evaluate their products carrying out appropriate tests

##### Subject Specific Vocabulary

Recipe, cooking, Viking, chopping, mixing.

### River inspired bag – Sewing

##### Designing

- Share and clarify ideas through discussion.
- Model their ideas using prototypes and pattern pieces.
- Make design decisions that take account of the availability of resources.
- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes.
- Evaluate products and identify criteria that can be used for their own designs

##### Making

- Use a wider range of materials and components than KS1 including textiles that require different stitches, weave and knit
- Measure, tape or pin, cut and join fabric with some accuracy

##### Evaluating

- Identify the strengths and areas for development in their ideas and products.
- Evaluate their work during and at the end of the assignment.

##### Technical Knowledge

-That materials have both functional properties and aesthetic qualities.

##### Subject Specific Vocabulary

Collage, sew, needle, textiles, materials, stitch, river.

# Music in Year 4

As musicians the children will...



World War 2	World War 2	Extinction	Anglo-Saxons and Vikings	The Eden Valley
	Knowledge	Skills		
Listen and Appraise	-To know five songs from memory and who sang/wrote them and to know the style. -To talk in particular about one song (lyrics, style, texture, dynamics, tempo, rhythm and pitch. -Identify the main sections of a chosen song. -Name some of the instruments they can hear in chosen song.	-To confidently identify and move to the pulse. -To discuss how songs make them feel. -Listen carefully and respectfully to other people’s thoughts about the music. -Use musical vocabulary when talking about music.		
Games	-Know how pulse, rhythm and pitch work together. -Find the pulse and talk about the rhythm. -Know the difference between pulse and rhythm. -Know about the pitch, high and low sounds that create melodies.			
Singing	-Singing in a group can be called a choir. -Know about the leader or conductor, the person who the group follow. -Songs can make you feel different things e.g. happy, energetic, sad. -Texture: How a solo singer makes a thinner texture than a large group. -To know why you must warm up your voice.	-To sing in unison and in simple two-parts and enjoy exploring singing solo. -To demonstrate good singing posture. -To follow a leader when singing. -To sing with an awareness of being ‘in tune’ -To re-join the song if lost and listen to the group when singing.		
Playing	-To know and talk about the instruments used in school. -To know and talk about other instruments they might play or be played in a band or orchestra or by their friends.	-Treat instruments carefully and with respect. -Play any one or all of four differentiated parts on a tuned instrument . -To rehearse and perform their part within the context of a unit song. -Listen to and follow musical instructions from a leader. -To experience leading the playing.		
Improvisation	-To know that improvisation is making up your own tunes on the spot. -When someone improvises they make up their own tune that has never been heard before. It is not written down and belongs to them. -To know that using one or two notes confidently is better than using five. -To know that if you improvise using the notes you are given, you can’t make a mistake.	-Improvise using instruments in the context of the song they are learning to perform.		
Composition	-To know and talk about a composition which is music created by you and kept in some way. -Different ways of recording compositions (letter names, symbols, audio).	-Help create at least one simple melody using one, three or five different notes. -Plan and create a section of music and talk about how it was created. -Listen to and reflect upon a developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. -Record the composition in any way appropriate using symbols.		
Performance	-To know that performing is sharing music with other people, an audience. -You need to know and have planned everything that will be performed. -You must sing or rap the words clearly and play with confidence. -A performance can be a special occasion and involve an audience.	-To choose what to perform and present a musical performance to capture an audience. -To communicate the meaning of words and clearly articulate them. -To talk about the best place to be when performing and how to stand or sit. -To record the performance and say how they felt, what they were pleased with and what they would change.		
Musical Vocabulary	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics.			

# PE Expectations in Year 4

As sports stars the children will...



	World War 2	World War 2	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<b><u>Being a Sports Star</u></b>	<ul style="list-style-type: none"> <li>Describe how the body reacts at different times and how this affects performance.</li> <li>Explain why exercise is good for your health.</li> <li>Know some reasons for warming up and cooling down.</li> <li>Perform and apply skills and techniques with control and accuracy.</li> <li>Take part in a range of competitive games and activities</li> <li>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>Modify their use of skills or techniques to achieve a better result.</li> </ul>				
<b><u>Dance</u></b>	<ul style="list-style-type: none"> <li>respond imaginatively to a range of stimuli related to character and narrative</li> <li>use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group</li> <li>refine, repeat and remember dance phrases and dances</li> <li>perform dances clearly and fluently</li> <li>show sensitivity to the dance idea and the accompaniment</li> <li>show a clear understanding of how to warm up and cool down safely</li> <li>describe, interpret and evaluate dance, using appropriate language</li> </ul>				
<b><u>Gymnastics</u></b>	<ul style="list-style-type: none"> <li>perform actions, balances, body shapes and agilities with control</li> <li>plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement</li> <li>adapt their own movements to include a partner in a sequence</li> <li>understand that strength and suppleness can be improved</li> <li>lead a partner through short warm-up routines</li> <li>recognise criteria that lead to improvement, eg changing a level; watch, describe and suggest possible improvements to others' performances</li> <li>suggest improvements to their own performance</li> </ul>				
<b><u>Outdoor Adventurous Activity</u></b>	<ul style="list-style-type: none"> <li>identify where they are by using simple plans and diagrams of familiar environments</li> <li>use simple plans and diagrams to help them follow a short trail and go from one place to another</li> <li>respond to a challenge or problem they are set</li> <li>begin to work and behave safely</li> <li>work increasingly cooperatively with others, discussing how to follow trails and solve problems</li> <li>recognise that different tasks make their body work in different ways</li> <li>comment on how they went about tackling tasks</li> </ul>				

# PE Expectations in Year 4

As sports stars the children will...



	World War 2	World War 2	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<u>Swimming</u>	<ul style="list-style-type: none"> <li>Swim between 10m and 20m unaided in shallow water, using one basic method to achieve the distance.</li> <li>Use floats to swim longer distances with a more controlled leg kick.</li> <li>Join in all swimming activities confidently.</li> <li>Put face under the water and blow bubbles (begin to do this whilst swimming).</li> <li>Explore how to move in and under water.</li> <li>Recognise how swimming affects breathing.</li> <li>Identify and describe differences between different leg and arm actions.</li> <li>Understand water can be dangerous and repeat what to do when in difficulty.</li> </ul>				
<u>Ball Skills</u>	<ul style="list-style-type: none"> <li>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.</li> <li>Accurately serve underarm.</li> <li>Build a rally with a partner.</li> <li>Use at least two different shots in a game situation.</li> <li>Use hand-eye coordination to strike a moving and a stationary ball.</li> <li>Develop different ways of throwing and catching</li> </ul>				
<u>Games</u>	<ul style="list-style-type: none"> <li>Move with the ball using a range of techniques showing control and fluency.</li> <li>Pass the ball with increasing speed, accuracy and success in a game situation.</li> <li>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</li> <li>Make the best use of space to pass and receive the ball.</li> <li>Use a range of attacking and defending skills and techniques in a game.</li> <li>Use fielding skills as an individual to prevent a player from scoring.</li> </ul>				
<u>Athletics</u>	<ul style="list-style-type: none"> <li>understand and demonstrate the difference between sprinting and running for sustained periods</li> <li>know and demonstrate a range of throwing techniques</li> <li>throw with some accuracy and power into a target area</li> <li>perform a range of jumps, showing consistent technique and sometimes using a short run-up</li> <li>play different roles in small groups</li> <li>relate different types of activity to different heart rates and body temperatures, and use some of these activities when warming up</li> <li>compare and contrast performances using appropriate language</li> </ul>				

# Computing in Year 4

As computer users the children will...



World War 2	World War 2	Extinction	Anglo-Saxons and Vikings	The Eden Valley
<p><b>World War 2 Powerpoints</b></p> <p><b><u>Information Technology</u></b></p> <p>-To collaborate to create a document, giving thought to its audience and including links/images/embedded media (PPT)</p> <p><b><u>Key Skills</u></b></p> <p>-Use windows snipping tool to capture and annotate work.</p> <p>-Continue to practice touch typing</p> <p>-Use more than two fingers to type</p> <p>-To develop further basic drafting and editing skills and editing skills.</p> <p>-Edit and top copy literacy work using Word/PPT/Publisher.</p> <p>-Use spell checker</p> <p>-Delete, insert and replace text using mouse and arrow keys.</p> <p><b><u>Information Technology</u></b></p> <p>-To understand that ICT allows us to make improvements to our work quickly and efficiently.</p> <p><b><u>Online Safety</u></b></p> <p>-Safe use of search engines.</p> <p><b><u>Subject Specific Vocabulary</u></b></p> <p>Links, images, powerpoint, embedded media, touch typing, snipping tool, word, publisher, spell checker, delete, insert, search engines.</p>		<p><b><u>Excel – Rates of extinction</u></b></p> <p><b><u>Information Technology</u></b></p> <p>-To continue to use technology to create graphs and present data in different ways.</p> <p>-To deign and create a basic database.</p> <p>-To use a database to answer questions that have been constructed.</p> <p>-To enter data into a spreadsheet.</p> <p>-To change data and observe changes in results.</p> <p><b><u>Key Skills</u></b></p> <p>-To develop further basic drafting and editing skills and editing skills.</p> <p>-Edit and top copy literacy work using Word/PPT/Publisher.</p> <p>-Use spell checker</p> <p>-Delete, insert and replace text using mouse and arrow keys.</p> <p><b><u>Information Technology</u></b></p> <p>-To understand that ICT allows us to make improvements to our work quickly and efficiently.</p> <p><b><u>Online Safety</u></b></p> <p>-Safe use of search engines.</p> <p><b><u>Subject Specific Vocabulary</u></b></p> <p>Graphs, data, database, spreadsheet, spell checker, word, powerpoint, publisher, delete, insert, arrow keys, search engines.</p> <p><i>Quiz game (Scratch)</i></p> <p><b><u>Information Technology</u></b></p> <p>To use online dictionary/thesaurus.</p> <p>To use ctrl+alt+prntscrn to take a picture of the whole screen and paste it into paint and adapt it.</p> <p><b><u>Computer Science</u></b></p> <p>To design a quiz game including sprites, backgrounds, scoring and/or timers.</p> <p>To change algorithms/condition al statements and investigate the effect this has e.g. use of ‘if’ and ‘then’.</p> <p>To create variable interaction in quizzes and games using a combination of selection, conditional statements and variables (Data blocks in scratch)</p>		
		<p><b><u>Online Safety</u></b></p> <p><b><u>Digital Literacy</u></b></p> <p>-To open/read and reply to email (independently)</p> <p>-Identify a range of ways to report concerns about digital content.</p> <p>-Recognise acceptable/unacceptable behaviour.</p> <p><b><u>Online Safety</u></b></p> <p>-Acceptable use Policy: ways to report online safety issues.</p> <p>-Safe use of search engines.</p> <p>-Anti-bullying (issues linked to social networking including online bullying).</p> <p>-Internet safety (inappropriate contact including grooming).</p> <p>-Keeping safe and collaborating.</p> <p>-What age (appropriate ages for games and websites).</p> <p>-Communication and collaboration activities (positive use of the internet and networks; understand that information on the web is owned/copyrighted).</p> <p><b><u>Subject Specific Vocabulary</u></b></p> <p>Email, online safety, search engines, anti-bullying, cyber bullying, social networking, age appropriate.</p> <p><b><u>Scratch river project</u></b></p> <p><b><u>Computer Science</u></b></p> <p>-To develop their understanding of how technology works and how computers process instructions and commands.</p> <p>-To create a program which can be controlled by external inputs (scratch) to program river creatures to navigate a river with an input using control device.</p> <p>-To change algorithms/conditional statements and investigate the effect this has e.g. use of ‘if’ and ‘then’.</p> <p><b><u>Subject Specific Vocabulary</u></b></p> <p>Instructions, commands, programs, external inputs, algorithms, conditional statements.</p>		



# French in Year 4

As French speakers the children will...



World War 2	World War 2	Extinction		Anglo-Saxons and Vikings	The Eden Valley
<p><b><u>Welcome to our School</u></b></p> <ul style="list-style-type: none"> <li>-Children will revisit how to greet people and use familiar language to introduce themselves.</li> <li>- To revisit numbers 1-10 and learn numbers to 30.</li> <li>-To recall months of the year and be able to order them.</li> <li>-To begin to write the date in French.</li> <li>-To learn nouns for classroom items.</li> </ul> <p><b><u>Subject Specific Vocabulary</u></b></p> <p>Greetings, numbers 1 - 10, numbers 11-30, months of the year, dates, classroom items.</p>	<p><b><u>Robot Town</u></b></p> <ul style="list-style-type: none"> <li>-Children to revisit familiar commands.</li> <li>-Introduce and develop understanding of new commands and directions.</li> <li>-To understand and respond to simple movement commands. –To write a sequence of simple directions.</li> <li>-To ask the question “Where is...?” and give simple directions.</li> <li>-To learn the nouns of places you might visit in a town.</li> </ul> <p><b><u>Subject Specific Vocabulary</u></b></p> <p>Commands, directions, sequences, Where is?, shops and places in a town.</p>	<p><b><u>Meet the Family</u></b></p> <ul style="list-style-type: none"> <li>-To learn the nouns for members of the family.</li> <li>-To learn how to introduce member of the family and ask questions to find out who someone is.</li> <li>-To explore nouns for parts of the face and revisit gender and colour adjectives.</li> <li>-Write simple sentences to describe the faces.</li> </ul> <p><b><u>Subject Specific Vocabulary</u></b></p> <p>Members of the family, parts of the face.</p>	<p><b><u>Parts of the Body</u></b></p> <ul style="list-style-type: none"> <li>-To recap animals and adjectives used to describe them.</li> <li>-To develop understanding of nouns for parts of the body and adjectives (colour and size)</li> <li>-To understand and recap movement commands.</li> <li>-To form simple sentences using adjectives and nouns.</li> <li>-To write and read aloud sentences to describe an alien’s or monster’s body.</li> </ul> <p><b><u>Subject Specific Vocabulary</u></b></p> <p>Animals, adjectives, parts of the body, colours, commands.</p>	<p><b><u>Feeling Unwell</u></b></p> <ul style="list-style-type: none"> <li>-Revisit language for parts of the body.</li> <li>-Learn how to say something hurts and where it hurts.</li> <li>-Play listening and responding games based on illness.</li> </ul> <p><b><u>Jungle</u></b></p> <ul style="list-style-type: none"> <li>-To explore masculine and feminine nouns.</li> <li>-To know the nouns for some jungle animals.</li> <li>-To listen to and join in with simple stories.</li> <li>-To write simple descriptive sentences about a jungle animal.</li> </ul> <p><b><u>Subject Specific Vocabulary</u></b></p> <p>Parts of the body, illnesses and injuries, masculine, feminine, jungle animals, description.</p>	<p><b><u>Weather</u></b></p> <ul style="list-style-type: none"> <li>-To understand simple sentences about the weather.</li> <li>-To read and say simple sentences about the weather.</li> <li>-To speak and write simple sentences about the weather.</li> <li>-Explore the weather forecast and types of weather in France.</li> <li>-Listen to and join in with stories.</li> </ul> <p><b><u>Ice Creams</u></b></p> <ul style="list-style-type: none"> <li>-Explore ice cream flavours.</li> <li>-To understand some popular ice cream flavours.</li> <li>-To be able to ask for an ice cream.</li> <li>-Take part in a simple dialogue to buy an ice cream.</li> <li>-Write simple descriptions of ice creams.</li> </ul> <p><b><u>Subject Specific Vocabulary</u></b></p> <p>Weather, weather forecast, ice cream flavours.</p>

For Specific Vocabulary taught please refer to key word document which is found in the French folder on the school server. This also includes the correct pronunciation of words and correct spelling.

# RE in Year 4

In RE the children will...



World War 2	World War 2	Extinction		Anglo-Saxons and Vikings	Raging Rivers
<p><b><u>Theme: Beliefs and Practices</u></b></p> <p>Key Question: How special is the relationship Jews have with God? Religion: Judaism</p> <p>Religion: Judaism</p> <p><b><u>Suggested Teaching:</u></b> Study original covenant and try to imagine a modern version – what would God promise for his people now – what would he expect in return from his people? Children to explore the ten commandments (child friendly), ordering them in accordance to how important they think they are. Work out which were for God and which were for humans.</p> <p>Why might it matter if someone breaks a promise to you? How would you feel?</p>	<p><b><u>Theme: Christmas Concept: Incarnation</u></b></p> <p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p><b><u>Suggested Teaching:</u></b> Comparison of most significant events in nativity. Justify and discuss opinions. Using an actual nativity scene, remove different parts of the scene and explore with the children what that would mean for the original story, e.g. if the wise men hadn't followed the star, if there had been room at the inn? Link to reasoning of most significant event.</p>	<p><b><u>Theme: Passover</u></b></p> <p>Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism</p> <p>Children to have a selection of photos/words of people they will recognise, e.g. a family member, the Queen, a well-known sports personality, a singer, friend, teacher, police officer etc. Can the children rank them in accordance to those they would listen to/do as asked, the most/least, giving their reasons?</p> <p>Draw and label the Seder plate and write about the significance of the different foods. What might certain things taste like? How might this link to the story? Why is it important for Jews to remember the story today?</p> <p>Passover treasure hunt – hide fact cards/ customs/ and or objects which the children have to find and tick off their Passover list. Once all the objects have been found, ask the children to discuss the significance of each one.</p> <p>Make a poster, choosing one of the rights of the child that you feel is the most important and why? Do you think that this right is always upheld and if not, when might this be the case?</p>	<p><b><u>Theme: Easter Concept: Salvation</u></b></p> <p>Key Question: Is forgiveness always possible for Christians? Religion: Christianity</p> <p><b><u>Suggested Teaching:</u></b> Acrostic poem using the word 'forgive'. Children to illustrate Jesus' teachings of forgiveness then discuss - Why do they forgive? Link it back to Jesus' words and actions. What was he like as a role model? If Jesus forgave people who hurt him, what does this tell us about how he wants Christians to behave? What is the point of forgiveness? How can you make things right after you have made a mistake? Look at a personal example- reflect on behaviour at home, school etc – how could we make things right?</p>	<p><b><u>Theme: Rites of Passage and good works</u></b></p> <p>Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism</p> <p><b><u>Suggested Teaching:</u></b> Children to make a class commitment poster, thinking of something they can commit to, to make the classroom a better place to be/learn. Children to use photos/drawings to illustrate these points. Tie in to the Tu B'Shevat tree planting ceremony – what could they do to look after their class, school, home and local environment?</p> <p>Children to make a list of their daily commitments and keep a log for a week.</p>	<p><b><u>Theme: Prayer and Worship</u></b></p> <p>Key Question: Do people need to go to church to show they are Christians? Religion: Christianity</p> <p><b><u>Suggested Teaching:</u></b> Make a large collage of the features of churches, labelling them/writing captions about the significance/symbolism. Explore the benefits of worshipping in a church (community, belonging, being with other Christians)</p>

# RE in Year 4

In RE the children will...



World War 2	World War 2	Extinction		Anglo-Saxons and Vikings	Raging Rivers
<p><b><u>Theme: Beliefs and Practices</u></b></p> <p><b><u>Questions to support Greater Depth</u></b> What makes a promise more believable and harder to break?</p> <p>Can you think of any formal promises that people make?</p> <p>Can you think of any symbols that are used to represent promises that have been made e.g. wedding rings, certificates, badges etc ?</p> <p>Do you have to trust someone to make an agreement and keep it? What affirmation would you like to make and why? Why do Jewish people believe they have a special relationship with God? What helps strengthen this relationship? Can you recall any of the customs and rules that Jews follow which shows they have a 'special' relationship with God? How important are Moses and Abraham in this relationship? Why did God give Moses the Ten Commandments?</p>	<p><b><u>Theme: Christmas Concept: Incarnation</u></b></p> <p><b><u>Questions to support Greater Depth</u></b> What do the parts of your Christingle represent? Is there any part of your Christingle that represents a part of the original nativity story? What part of the Christmas story do you think might be the most important for a Christian and why? What does the concept of Incarnation mean? Do you have any questions about this concept? What do you think about incarnation?</p>	<p><b><u>Theme: Passover</u></b></p> <p>Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism</p> <p><b><u>Questions to support Greater Depth</u></b> Can you think of anyone that may have a restricted diet or chose to eat/not eat certain foods because of their beliefs?</p> <p>When did this special relationship/covenant Jews have with God come about?</p> <p>Can you describe some of the things that Jews chose to do because God has asked them to?</p> <p>Why do you think it is important for Jews to do this?</p> <p>Why is the Passover festival significant for a Jewish person? Can you recall any of the food on the Seder plate and what it symbolises? What do you think is the most/least important way for Jews to show respect to God? Why do you think this? How important do you think it is for a Jew to show respect to God? Which article of the Rights of the Child do you feel is important and why?</p>	<p><b><u>Theme: Easter Concept: Salvation</u></b></p> <p>Key Question: Is forgiveness always possible for Christians? Religion: Christianity</p> <p><b><u>Questions to support Greater Depth</u></b> Why is forgiveness such a strong theme in the Easter story? What does Jesus teach about forgiveness? What did Jesus mean when he said that we should forgive even if it is 70x7 times? Why do you think Jesus wanted people to follow his example and show forgiveness?</p>	<p><b><u>Theme: Rites of Passage and good works</u></b></p> <p>Key Question: What is the best way for a Jew to show commitment to God?  Religion: Judaism</p> <p><b><u>Questions to support Greater Depth</u></b> Can you think of anything that you need to wait till you are older to be allowed to do?</p> <p>Why do certain things have age limits e.g. films, alcohol?</p> <p>What is commitment?</p> <p>What do you have/show commitment for/to?</p> <p>How easy or difficult is it to show commitment to something?</p> <p>Do you show the same level of commitment for all areas of your life? If not, why?</p> <p>What can sometimes challenge a sense of commitment?</p> <p>What helps you to show commitment?</p> <p>Why do we commit to something?</p> <p>Can you think of ways that a Jewish person shows a commitment to God?</p> <p>Is it just one way or lots of ways that show a Jew's commitment to God?</p>	<p><b><u>Theme: Prayer and Worship</u></b></p> <p><b><u>Questions to support Greater Depth</u></b> Where is your special place? What is special about the place? Is it the people there, where it is, or what you do there? How do you act in your special place? How do Christians show their faith? Where can they practise their faith? Do all Christians go to church and if not why? How did you feel when you visited the church? Why? Did it still feel special even for those who are non-Christians? How should we act in someone's special place, (both religious and non-religious)? Discuss the importance of being respectful!</p>

# PSHE in Year 4

In PSHE the children will...



WW2		Extinction		Anglo-Saxons and Vikings	Raging Rivers
What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs	Relationships Respect for self and others; courteous behavior; safety; human rights	Health and wellbeing Feelings and emotions; expression of feelings; behaviour	Health and wellbeing Basic first aid, accidents, dealing with emergencies	Living in the wider world Caring for others; the environment; people and animals; shared responsibilities; making choices and decisions	Health and wellbeing Keeping safe; out and about; recognising and managing risk
<ul style="list-style-type: none"> <li>-How to recognise personal qualities and individuality</li> <li>-To develop self-worth by identifying positive things about themselves and their achievements.</li> <li>-How their personal attributes, strengths, skills and interests contribute to their self-esteem.</li> <li>-How to set goals for themselves</li> <li>-How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking.</li> </ul>	<ul style="list-style-type: none"> <li>-How other people's behaviour affects themselves and others including online.</li> <li>-How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return.</li> <li>-About the relationship between rights and responsibilities.</li> <li>-About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (eg. If someone is being upset or hurt)</li> <li>-The rights that children have and why it is important to protect these.</li> <li>-That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination.</li> <li>- How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) and how to report concerns.</li> </ul>	<ul style="list-style-type: none"> <li>-How everyday things can affect feelings.</li> <li>-How feelings change over time and can be experienced at different levels of intensity.</li> <li>-The importance of expressing feelings and how they can be expressed in different ways.</li> <li>-How to respond proportionately to and manage feelings in different circumstances.</li> <li>-Ways of managing feelings at time of loss, grief and change.</li> <li>-How to access advice and support to help manage their own or others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-How to carry out basic first aid, including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</li> <li>-That if someone has experienced a head injury, they should not be moved.</li> <li>-When it is appropriate to use first aid and the importance of seeking adult help.</li> <li>-The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.</li> </ul>	<ul style="list-style-type: none"> <li>-How people have a shared responsibility to help protect the world around them.</li> <li>-How everyday choices can affect the environment.</li> <li>-How what people choose to buy or spend money on can affect others or the environment (eg. Fairtrade, single use plastics, giving to charity).</li> <li>-The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues.</li> <li>-How to show care and concern for others (people and animals).</li> <li>-How to carry out personal responsibilities in a caring and compassionate way.</li> </ul>	<ul style="list-style-type: none"> <li>-How to recognise, predict, assess and manage risk in different situations.</li> <li>-How to keep safe in the local environment and less familiar locations (eg. Near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about).</li> <li>-How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.</li> <li>-How people's online actions can impact on other people.</li> <li>-How to keep safe online, including managing requests for personal information and recognizing what is appropriate to share or not share online.</li> <li>-How to report concerns, including about inappropriate online content and contact.</li> <li>-That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.</li> </ul>

# Year 4

## Our Nine Standard Challenge



At the end of year two the children will...

Sew a button	Improve a habitat for wild animals (eg build a bug hotel, bird/squirrel feeder)	Know home phone/mobile number	Random act of kindness (eg donating to a charity shop, carrying someone's shopping)	Cook a simple hot meal	Fold, tidy and put away your own clothes	Explain how to deal with choking	Skim a stone	Watch live music
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