



Grosvenor Road Primary School



Year 4 Curriculum

Be the best you can be

Introduction

At Grosvenor Road Primary School we deliver a **broad and balanced curriculum** that enables all children to 'be the best they can be.' The English and mathematics curriculum follows 'mastery principles': ensuring children have opportunities to embed learning before moving onto the next topic. The curriculum is inclusive and imaginative: stimulating young minds as well as preparing them for the modern world.

English

Literature lies at the heart of the school's English curriculum: the children read both contemporary and classical British authors as well as literature from around the world. In writing, each unit of work is split into three outcomes. Outcome 1 is scaffolded and modelled by the teacher. Outcome 2 allows the children to work independently on a similar genre and Outcome 3 gives the children the opportunity to apply their learning in a different curriculum area.

Mathematics

There is a termly plan for each year group from Year 1 to Year 6. Each term is split into twelve weeks. As part of each overview, a significant amount of time is devoted to developing key number concepts each year. This ensures students build their fluency as number sense will affect their success in other areas of mathematics. Students who are successful with number are much more confident mathematicians.

The wider curriculum

The National Curriculum subjects are taught discretely, this ensures children become skilled in Science, Computing and the foundation subjects. The school is committed to developing an appreciation of visual and performance art alongside inspiring the next generation of historians and geographers. Throughout the curriculum British values of: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance for those with different faiths and beliefs are interwoven.

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English

Term	<u>Autumn 1</u>	<u>Autumn 2</u>
Text Types	<p>Write to Entertain: Jack and the Beanstalk – rags to riches tale</p> <p>Write to Inform: Paperbag Prince – non-chronological report</p>	<p>Write to Entertain: Tin Forest - narrative</p> <p>Write to Inform: A Boy Called Christmas - advert</p>
Grammar and Vocabulary	<ul style="list-style-type: none"> ○ Explore and identify main and subordinate clauses in a complex sentence ○ Explore, identify and create complex sentences using a range of conjunctions e.g. while, since ○ Generate, select and effectively use prepositions in own writing e.g. <i>above, below, beneath, within, outside, beyond</i> ○ Independently, edit and improve own writing by strengthening the use of adverbs e.g. <i>swiftly, rudely, wearily, gingerly</i> ○ Use the perfect form of verbs where appropriate e.g. during dialogue ○ E.g. <i>He has disappeared</i> 	<ul style="list-style-type: none"> ○ Create and use sentences with an adverb starter e.g. <i>Cautiously, Lila approached the fire fiend.</i> ○ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into actions</i> ○ Identify, select and effectively use pronouns e.g. third person in narratives and newspapers (she, her, he, his, him, they, them, their, theirs, it, its) ○ Use nouns for precision e.g. burglar rather than man, bungalow rather than house. ○ Explore, identify and use Standard English verb inflections in writing e.g. <i>We were</i> instead of <i>. I was</i> instead of <i>I were</i>. <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> rather than <i>she seen it</i>.
Punctuation	<ul style="list-style-type: none"> ○ Use the comma to separate clauses in complex sentences where the subordinate clause appears first e.g. <i>While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads.</i> ○ Use inverted commas to punctuate direct speech (speech marks) in independent writing 	<ul style="list-style-type: none"> ○ Use a comma after an adverb starter ○ Use a comma after a fronted adverbial ○ Use inverted commas to punctuate direct speech (speech marks)

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Composition	<ul style="list-style-type: none"> ○ Identify purpose and audience for writing ○ Discuss the vocabulary, grammar and structural organisation needed for genre e.g. <i>opening ,build up, ending , adjectives and noun phrases to describe setting and character, a range of simple and compound sentences, occasional use of complex sentences using conjunctions, some dialogue</i> ○ Discuss and record ideas for planning ○ Create and develop settings for narrative – <i>precise nouns, adjectives, noun phrases, details relating to the five senses</i> ○ During and after composition, independently edit and improve own writing by using different sentence structures ○ Group related material into paragraphs in non-fiction – identify suitable heading and subheadings. 	<ul style="list-style-type: none"> ○ Identify and discuss the purpose and audience of the writing e.g. <i>to explain a process to our parents.</i> ○ Discuss the structure, vocabulary and grammar needed e.g. <i>Logically sequenced steps and technical vocabulary</i> ○ Discuss and record ideas for planning ○ Develop character using action, dialogue and description ○ Improvise and compose dialogue between two characters ○ Improve a passage prepared by the teacher (e.g. one written using simple and compound sentences only) with a focus on different sentence structures ○ Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when e.g. in newspapers <i>During the past few days, residents have reported vicious seagull attacks o tourists</i> ○ Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later.... Back at home</i>
Term	Spring	
Text Types	Write to Entertain: Crow Moon – suspense writing Write to Inform: La Luna and The Way Back Home – letter recount	Write to Entertain: Narnia – finding tale Write to Inform: Narnia - autobiography
Grammar and Vocabulary	<ul style="list-style-type: none"> ○ Create complex sentences using adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> ○ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> ○ Identify, select and effectively use pronouns e.g. second person in persuasion (you, you, yours) ○ Explore, identify, collect and use noun phrases e.g. <i>the pale-faced boy with hair like straw.</i> ○ Use Standard English Verb inflections for writing e.g. <i>We were</i> instead of <i>. I was</i> instead of <i>I were. I did</i> instead of <i>I done. She saw it</i> rather than <i>she seen it.</i> 	
Punctuation	<ul style="list-style-type: none"> ○ Use a comma to separate clauses ○ Use a comma after a fronted adverbial ○ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The teacher announced, “Be back here at four o’clock.”</i> 	

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Composition	<ul style="list-style-type: none"> ○ Identify and discuss the purpose and audience of the writing e.g. <i>to explain a process to our parents</i>. ○ Discuss the structure, vocabulary and grammar needed e.g. <i>Logically sequenced steps and technical vocabulary</i> ○ Discuss and record ideas for planning ○ Develop settings using vocabulary to create emphasis, humour, atmosphere and suspense. ○ Improvise and compose dialogue to show, or give clues about how a character is feeling e.g. <i>"You're dishonest and ungrateful!"</i> shouted the Pied Piper. ○ During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created. ○ Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect change of speaker, location and time. ○ Link ideas across paragraphs using fronted adverbials for where e.g. <i>Back at the bakery...</i> 	
Term	<u>Summer 1</u>	<u>Summer 2</u>
Text Types	<p>Write to Entertain: Harry Potter and the Philosophers Stone – conquering the monster tale</p> <p>Write to Inform: Harry Potter and the Philosophers Stone – school prospectus</p>	<p>Write to Entertain: The Black Hat - poetry</p> <p>Write to Inform: The Iron Man - newspaper</p>
Grammar and Vocabulary	<ul style="list-style-type: none"> ○ Create and use complex sentences with adverb starter in own writing e.g. <i>Patiently waiting by the harbour, the people gazed at the horizon</i>. Use a comma to separate the clauses ○ Create sentences using fronted adverbials for place and time e.g. <i>Moments later, Johns appeared. Above the cliffs, the seagulls soared</i>. Use a comma after fronted adverbials. ○ Identify, select and effectively use Pronouns e.g. first person for diaries, and first person narratives and recounts (I, me, mine, we, us, our ours) ○ Explore, identify, collect and use noun phrases e.g. <i>Meg watched the <u>boat out in the water</u>. Fran was particularly fond of the <u>folk from up the tree</u></i>. ○ <u>Consolidate learning from previous terms</u> 	
Punctuation	<ul style="list-style-type: none"> ○ Use inverted commas and other punctuation to indicate direct speech. ○ Start a new paragraph when a new speaker says something ○ Independently proofread and edit for Full stops, capital letters and apostrophes for singular possession and contractions. ○ <u>Consolidate learning from previous terms</u> 	

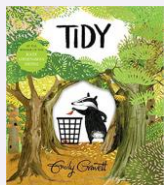
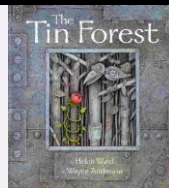
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Composition

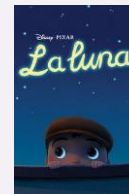
- Identify and discuss the purpose and audience for the writing e.g. *To make the children in Year 2 stop and think with our poems*
- Carefully consider the structure and vocabulary - precise nouns, alliteration, powerful verbs, and effective adjectives.
- During and after composition, independently edit and improve own writing
- **Consolidate learning from previous term**

TEXTS

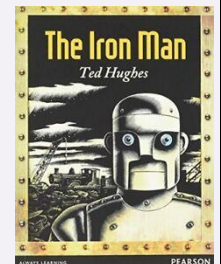
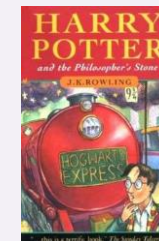
Autumn



Spring



Summer



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Reading

For more information on reading please see our Whole School Reading Journey

	Key Learning
Word Reading	<ul style="list-style-type: none"> ○ Use knowledge of root words to understand meaning of words ○ Use suffixes to understand meanings e.g <i>-ant -ance -ancy -ent -ence -ible-able -ibly -ably</i> ○ Read and understand words from the Year 5/6 word list
Reading Behaviour	<ul style="list-style-type: none"> ○ Recommend texts to peers with reasons for choice e.g. novels, newspaper articles, non-fiction ○ Express preferences about a wider range of texts including modern fiction, traditional stories and legends ○ Learn a wide range of poems by heart ○ Prepare poems and play scripts to read aloud and perform using correct intonation, tone to make the meaning clear to the reader.
Understanding Texts	<ul style="list-style-type: none"> ○ Explain the meaning of words within the context of the text ○ Use punctuation to determine intonation and expression when reading aloud ○ Check that text makes sense and demonstrate an understanding of what has been read ○ Demonstrate the use of taught reading strategies ○ Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence (PE) ○ Predict what might happen from information stated or implied ○ Re-read and read ahead to locate clues to support understanding ○ Explore themes within and across texts (link to writing : Overcoming the monster: Journey: Quest etc) ○ Make comparisons within a text – different characters view about the same topic ○ Understand and identify the information which is Fact and information that is Opinion ○ Scan the text to locate key information ○ Be able to summarise the main ideas from one or more paragraphs ○ Justify opinions with reference to the text ○ Understand, in a variety of different texts, how the structure and presentation contributes to the meaning
Evaluating author's use of language	<ul style="list-style-type: none"> ○ Explore, recognise and use the terms <i>simile, metaphor and imagery</i> and be able to find examples of these within texts ○ Explain what effect the authors choice of language has on the reader
Participating in discussion and debate	<ul style="list-style-type: none"> ○ Participate in discussion about books that they read or have been read to them, be able to challenge others views ○ Discuss texts as a group or class – <i>This reminds me of..... I think that I wonder</i>



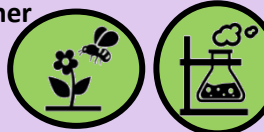
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Mathematics

	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 Area	Number Multiplication and division A			Consolidation
Spring	Number Multiplication and division B			Measurement Length and perimeter		Number Fractions			Number Decimals A			
Summer	Number Decimals B		Measurement Money		Measurement Time		Consolidation	Geometry Shape		Statistics	Geometry Position and direction	

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Science





Year	Key Skills			Key Topic Knowledge		
4	Using Investigative Approaches	Communicating and Collaborating	Working Critically with Evidence and Thinking Scientifically	Autumn 	Spring 	Summer 
	<p>Fair testing with support.</p> <p>Understand that if we want to know if one thing affects another, then THAT is the only thing we must change, or we won't know what caused that effect.</p> <p>Set up a fair test with limited support.</p> <p>Make careful, systematic observations and, where appropriate, take accurate measurements using standard units, using a</p>	<p>Begins to organise results and present them in different ways.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (e.g. bar charts, tables, labelled diagrams and keys).</p> <p>Record observations and measurements using appropriate report format.</p> <p>Construct own table/bar graph.</p> <p>Begin to introduce axis</p>	<p>With support, they are beginning to use key scientific ideas to explain what they see.</p> <p>Record and explain findings using simple but accurate scientific language.</p>	<p>Autumn 1</p> <p>Sound</p> <ul style="list-style-type: none"> • To understand how a sound is made associating to vibrating. • To explain how vibrations from sounds travel to the ear. • To explore the pattern between the pitch of a sound and the object that produced it. • To explore the correlation between the volume of a sound and the strength of the vibrations. • <u>To know what happens to a sound as it travels away from the source – correlation between distance and volume</u> • To investigate different materials that provide the best insulation from sound. • Optional scientist to explore is Alexander Graham Bell <p>Autumn 2</p>	<p>Spring 1 and 2</p> <p>States Of Matter</p> <ul style="list-style-type: none"> • To understand the properties of solids, liquids and gases. • To group and compare materials based on whether they are a solid, liquid or gas. • To know that a solid can change state to become a liquid (melting). • To know that a liquid can change state to become a solid (freezing). • To know that a liquid can change state to a gas (evaporation). • To observe evaporation over a period of time. • To know that a gas can change state to become a liquid (condensation). • To apply our knowledge of evaporation and condensation to the water cycle. • <u>To measure and research the</u> 	<p>Summer 1</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • To group living things in different ways. Vertebrates: Mammals, reptiles, amphibians, fish and birds Invertebrates: Snails and slugs, worms, spiders, insects. • To identify flowering and non-flowering plants. • To identify plant and animal habitats and observe how they change throughout the year. • To understand that animals can be classified and use classification keys to identify living things. • To recognise that environments can change and the impact this can have (dangers). • Pupils should explore examples of human impact both positive and negative on environment (nature reserves and littering)

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	<p>range of equipment, e.g. thermometers.</p>	<p>and line graphs.</p> <p>Continue to use Carroll and Venn diagrams.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results/conclusions.</p>		<p>Electricity</p> <ul style="list-style-type: none"> • <i>To identify appliances that run on electricity.</i> • <i>To know how to work safely with electricity.</i> • <i>To construct a simple series electrical circuit identifying and naming its basic parts including bulb, cells, wires, switches and buzzers.</i> • <i>To identify whether a lamp in a simple series circuit will light.</i> • <i>To recognise the function of a switch in a circuit and associate this with whether or not a lamp lights in a simple series circuit.</i> • <i>To recognise some common conductors and insulators and associate metals with being good conductors.</i> • <i>Optional scientist to explore Thomas Edison/ Lewis Latimer</i> 	<p><u><i>effect of temperature on the state of a material in degrees Celsius.</i></u></p> <ul style="list-style-type: none"> • <i>To understand that certain materials can be a solid, liquid and gas i.e. water.</i> • <i>To research the temperature at which materials change state in degrees Celsius.</i> 	<p><u>Summer 2</u></p> <p>Animals including humans</p> <ul style="list-style-type: none"> • <i>To name the parts of the digestive system and describe their function: mouth, tongue, teeth, oesophagus, stomach, small and large intestine.</i> • <i>To identify the different types of teeth in humans and their simple functions.</i> • <i>To compare the teeth of carnivores and herbivores and suggest reasons for differences.</i> • <i>To find out what can damage our teeth and how to look after them.</i> • <i>To construct food chains and identify producers, predators and prey.</i>
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History





Year	Key Skills				Key Topic Knowledge		
4	Knowledge Chronological Awareness	Knowledge and Understanding of significant aspects of history	Understand historical concepts	Organise, evaluate and communicate information	Autumn	Spring	Summer
	<p>Pupils can describe and compare different periods from the past. Pupils have some awareness of how people’s lives have shaped this nation.</p>	<p>Pupils can explain some of the main events and give reasons for, and results of, the changes. Can make connections between local, regional, national and international history</p>	<p>Pupils can understand more complex, abstract concepts, such as justice, law and democracy.</p>	<p>Pupils can understand that aspects of the past have been represented and interpreted in different ways.</p>	<p>Aut 1</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>The Roman Empire and the impact on Britain.</p> <ul style="list-style-type: none"> • To place the Roman period on a timeline. To know key events during the expansion of the Roman Empire, using specialist terms such as settlement and invasion. • To know key features about the Romans which have shaped the nation today. • To know facts about significant people in the Roman era i.e. Julius Caesar, Boudica. Hadrian • To know about life in the Roman army. • To know the roles of key figures in the amphitheatre. /Entertainment(Chester) 		<p>Sum 1</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>The Mayans</p> <ul style="list-style-type: none"> • To know where and when the remains of Mayan civilisation was discovered. • To know what was left behind in the abandoned cities and how this helped archaeologists to understand the Mayan way of life • To know how was Mayan society organised – key roles in the pyramid system • To know the main features of Mayan religion and beliefs • To know what the greatest achievements of the Mayan civilisation were and if any of these are relevant today?

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							<p>Sum 2</p>   <p>Invasion by The Normans 1066</p> <ul style="list-style-type: none"> • To know the meaning of terms such as invaders and motte and bailey. • To know the significance of William the Conqueror in the invasion of Britain. • <u>To know the events that occurred during the battles of 1066, using historical sources such as the Bayeux Tapestry.</u> • To know the features of a motte and bailey castle. • To know how the Normans made changes to life in Britain. • To know the key features of the Domesday Book.
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Geography

Year 4	Key Skills				Key Topic Knowledge		
	Locational Knowledge	Place Knowledge	Human and physical Geography	Geographical Skills & Fieldwork	Autumn	Spring	
	<p>Know about the local area and begin to appreciate the importance of wider geographical location in understanding places. Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p>	<p>Be aware that different places may have both similar and different characteristics.</p>	<p>Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments. Recognise how people try to improve and keep environments.</p>	<p>Use skills and evidence to answer a range of geographical questions. Begin to investigate answers and use the correct vocabulary to share findings.</p>	<p>Aut 1</p> <p style="text-align: center;"></p> <p>Somewhere to Settle</p> <ul style="list-style-type: none"> To explain why settlements develop in certain locations. To use maps to identify settlements built by invaders. To compare land use in different settlements. To use maps to identify links between settlements. To use the eight points of a compass to give directions. <u>To locate the countries in the Roman Empire and to compare these to countries in Europe in the present.</u> <p><i>compass, invasion, settlements, settlers, invaders, transport, resources</i></p>	<p>Spr 1</p> <p style="text-align: center;"> </p> <p>European countries and cities</p> <ul style="list-style-type: none"> To identify the countries that make up Europe. To explore tourism in the UK including the main holiday destinations and tourist attractions. (page 22 Collins atlas) To identify the main landmarks of a well-known city (Paris). To use appropriate symbols to represent physical and human features on a sketch map of an area in Paris. To identify similarities and differences between a European country (France) and the UK. To use four-figure grid references to identify places in Europe. <p><i>city, continent, country, human and physical features, grid references, landmarks, population</i></p>	<p>Spr 2</p> <p style="text-align: center;"></p> <p>Manchester and the UK - Local area study</p> <ul style="list-style-type: none"> To name and locate cities in the UK. To describe the main differences between towns and villages in Manchester. To study the distribution of natural resources. <u>To explain how Manchester has changed over time with reference to human features e.g settlement and land use.</u> To explore economic activity in Manchester (development and growth). To know the difference between the British Isles, Great Britain and UK. <p><i>city, economic activity, ethnic, population, tourism, village, natural resources, land use, settlement</i></p>

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Religious Education

Autumn 1 and 2		
Key question L2.8: What does it mean to be a Hindu in Britain today?		
Strand/Questions/Religions	Suggested content for learning <small>Teachers can select content from these examples and add more of their own</small>	Learning Outcomes (intended to enable pupils to achieve end of key stage outcomes):
<p>Strand: Living</p> <p>Questions in this thread:</p> <p>F5: Where do we belong?</p> <p>1.7 What does it mean to belong to a faith community?</p> <p>L2.7 What does it mean to be a Christian in Britain today?</p> <p>U2.6 What does it mean to be a Muslim in Britain today?</p> <p>3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p> <p>Religions and worldviews: Hindus</p>	<ul style="list-style-type: none"> • Find out about how Hindus show their faith within their families. Note that what RE calls ‘Hinduism’ is called ‘Sanatana Dharma’ within the tradition – i.e. ‘Eternal Way’. It is incredibly diverse as a whole way of life rather than a set of beliefs. What objects might you find in a Hindu’s home and why? E.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. What kinds of things would Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? • Look at the Ramayana, the story of Rama and Sita. Use it to explore ideas of dharma, karma, devotion, and good vs evil. • Explore Hindu ideas about the four aims of life (punusharthas) – dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth (reincarnation). Compare these with pupils’ goals for living. • Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why ‘snakes and ladders’ links with Hindu ideas of karma. • Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? E.g. visiting the temple/mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God; looking at Hindu iconography – how do the different images show the different characters and attributes of the deities? Ask some Hindu teenagers about how they show their faith. • Find out about some ways in which Hindus make a difference in the worldwide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale. 	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). • Ask good questions about what Hindus do to show their faith (B1). <p>Expected:</p> <ul style="list-style-type: none"> • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). • Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).

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Spring 1

Key question L2.9: What can we learn from religions about deciding what is right and wrong?

Strand/Questions/Religions	Suggested content for learning Teachers can select content from these examples and add more of their own	Learning Outcomes (intended to enable pupils to achieve end of key stage outcomes):
<p>Strand: Living</p> <p>Questions in this thread:</p> <p>1.8 How should we care for others and the world, and why does it matter?</p> <p>U2.7 What matters most to Christians and Humanists? 3.10</p> <p>Does religion help people to be good?</p> <p>Religions and worldviews: Christians, Jewish people, non-religious (e.g. Humanist)</p>	<ul style="list-style-type: none">• Explore teachings which act as guides for living within Judaism, Christianity, and a nonreligious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1– 22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living?• Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the ‘Fall’, and Jesus resisting temptation in Matthew 4.• Share teachings from different religions that give examples of how to live ‘a good life’, e.g. connect with Unit L2.10 to explore Jewish teachings about being thankful (the Talmud teaches that Jews should say thank you 100 times a day! The Siddur prayer book contains numerous ‘baruch atah Adonai’ prayers - ‘Blessed are you, King of the universe’); or Christian teaching from Jesus on the Beatitudes (Matthew 5:2–13).• Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? Note how there may be a difference between the teachings of organised worldviews and the personal worldviews of individuals within a tradition; not everyone follows all the teachings of their religion.• If religions say that God inspires their rules for living, where do non-religious people look for guidance? Find out about how Humanists decide about right and wrong.• Explore some dilemmas where children have to choose between different actions, where some are clear-cut right/wrong, and others are a bit less clear. Explore whether it would be easier for a religious believer to decide.• Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives.• Reflect on the value of love, forgiveness, honesty, kindness, generosity and service in pupils’ own lives and the lives of others, in the light of their studies in RE.	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none">• Recall and talk about some rules for living in religious traditions (B2).• Find out at least two teachings from religions about how to live a good life (C3). <p>Expected:</p> <ul style="list-style-type: none">• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).• Make connections between stories of temptation and why people can find it difficult to be good (A2).• Give examples of ways in which some inspirational people have been guided by their religion (B1).• Discuss their own and others’ ideas about how people decide about right and wrong (C3). Exceeding:• Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).• Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).

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Spring 2

Key question L2.3: Why is Jesus inspiring to some people?

Strand/Questions/Religions	Suggested content for learning Teachers can select content from these examples and add more of their own	Learning Outcomes (intended to enable pupils to achieve end of key stage outcomes):
<p>Strand: Believing</p> <p>Questions in this thread:</p> <p>F2 Which people are special and why?</p> <p>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p> <p>3.3 What is so radical about Jesus?</p> <p>Religions and worldviews: Christians</p>	<ul style="list-style-type: none"> • Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. • Recall stories of Jesus that pupils have learnt in previous units. Make some connections as you explore creatively some other words and actions of Jesus which continue to inspire Christians today e.g. parables of the kingdom of heaven (Matthew 13:1–45: sower, mustard seed, pearl etc.); parables of forgiveness (good Samaritan, Luke 10:29–37; two debtors, Luke 7:36–50; unforgiving servant, Matthew 18:21–35); hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils’ questions, then ask some Christians to explain how they interpret these stories. • Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; build on prior learning from Unit 1.6 and explore how the events of Holy Week are celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. (Note that celebrations vary between different Christian groups.) • Explore the question: why do Christians call Good Friday ‘good’? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus’ death and resurrection opens up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms). • Find out about the impact that believing in Jesus can have on a Christian’s life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others. • Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the ‘fruit of the Spirit’, Galatians 5:22–23). • Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus’ teachings and actions (e.g. love, fairness, service, sacrifice, joy), comparing these with what pupils believe to be most important. 	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus (B1). • Suggest some ideas about good ways to treat others, arising from their learning (C3). <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between some of Jesus’ teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make connections between the Easter story of Jesus and the wider ‘big story’ of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires Christians (A1). • Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).

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Summer 1

Key question L2.5a: How do people from religious and non-religious communities celebrate key festivals?

Strand/Questions/Religions	Suggested content for learning Teachers can select content from these examples and add more of their own	Learning Outcomes (intended to enable pupils to achieve end of key stage outcomes):
<p>Strand: Expressing</p> <p>Questions in this thread:</p> <p>F4 Which times are special and why?</p> <p>1.6 How and why do we celebrate special and sacred times?</p> <p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Religions and worldviews: Christians plus Jewish people Note: Schools may want to explore major festivals each year; if so, they should ensure that there is progression in pupils' learning across the age range. Note also this is offered as an alternative unit to unit L2.5. This unit offers a multidisciplinary focus using the lens of a sociologist and of a religious studies expert.</p>	<ul style="list-style-type: none">• Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. Are there similarities and differences in practices across the class? Why might this be?• Be a Religious Studies (RS) investigator: provide pupils with inference grids with pictures showing some Christmas celebration practices, religious and secular. Ask questions about what pupils can see, what they guess is happening, and questions they would like to ask.• Be a Religious Studies investigator: choose a series of Christmas practices to explore, at least one celebrated at church and one from home e.g. nativity service, Christingle service, decorating the house, carol singing. Find out information about how, why and by whom these are done. Plan one of these activities e.g. a nativity service, explaining why certain parts of the celebration happen, who might join in or not join in.• Be a Sociology investigator: look at information about how many people in the UK celebrate Christmas and how they say they celebrate. What is interesting or surprising? Create a questionnaire as a class to find out how people celebrate Christmas and what is important to them about Christmas. Ask a variety of people from different religious and non-religious worldviews. Analyse the results. Can pupils see any patterns? Do lots of people give similar information in their response? Are all the responses different?• Compare answers gathered on the celebration of Christmas using the two disciplines. How were they different or similar? RS can help us to look at evidence to find out how Christians celebrate at Christmas; we don't answer questions about Christmas from the point of view of a Christian when we look through an RS lens. In Sociology we can look at data (e.g. on how Christmas is celebrated in the UK) from large groups of people, or small groups or individuals.• Choose another festival from another religious or non-religious worldview to study and apply similar strategies e.g. look at a Jewish festival such as Chanukah or Sukkot and how that is celebrated by religious and secular Jews and Jewish people from different communities.• Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? • Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? Is there a 'real' meaning of a festival?	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none">• Recognise and identify some differences between religious festivals and other types of celebrations(B2).• Retell some stories behind festivals (e.g. Christmas, Chanukah) (A2). <p>Expected:</p> <ul style="list-style-type: none">• Describe how the way some people celebrate festivals might show something about their beliefs (A2).• Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3).• Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1).• Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1). <p>Exceeding:</p> <ul style="list-style-type: none">• Describe two different answers to 'How do people celebrate Christmas?' by a religious studies expert and a sociologist (C2).• Suggest how and why religious festivals are valuable to many people (B2).

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Summer 2

Key question L2.6: Why do some people think that life is a journey? What significant experiences mark this?

Strand/Questions/Religions	Suggested content for learning Teachers can select content from these examples and add more of their own	Learning Outcomes (intended to enable pupils to achieve end of key stage outcomes):
<p>Strand: Expressing</p> <p>Questions in this thread:</p> <p>FS: Which times are special and why?</p> <p>1.6 How and why do we celebrate special and sacred times?</p> <p>Religions and worldviews:</p> <p>Christians, Hindus and/or Jewish people</p> <p>NB Question U2.3 (What do religions say to us when life gets hard?) will explore beliefs about death and afterlife in Upper KS2, so this unit need only introduce some key ideas and ways believers mark the end of life.</p>	<ul style="list-style-type: none">• Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life?• Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community: in Christianity, confirmation and “believers’ baptism” or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made. How do non-religious people mark these moments? Find out about Humanist naming days.• What meaning do these ceremonies have to the individual, their family and their communities?• List, sort and order some different commitments held by believers in different religions – and by the pupils themselves (e.g. to pray every day, to read holy texts, to try to be good, to exercise regularly, to look after others, to treat the earth well, to follow God, to use words wisely, to practise kindness and generosity, etc.); comment on what difference they might make to someone’s personal worldview.• Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious’ traditions. What promises are made? Why are they important? Compare with non-religious ceremonies.• Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life?• Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life’s journey?• Create a ‘map of life’ for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life’s journey. Can anyone learn from another person’s ‘map of life’? Is a religion like a ‘map of life’?• Reflect on pupils’ own ideas about community, belonging and belief. Are these only parts of organised religions, or are they important for everyone?	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none">• Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).• Identify at least two promises made by believers at these ceremonies and say why they are important (B1). <p>Expected:</p> <ul style="list-style-type: none">• Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).• Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).• Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). <p>Exceeding:</p> <ul style="list-style-type: none">• Explain similarities and differences between ceremonies of commitment (B3).• Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).

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Modern Foreign Language (French)

Year 4	Key Skills 2022/23				Key Topic Knowledge 2022/23		
	Reading	Writing	Speaking	Listening	Autumn 	Spring  	Summer  
	<p>Can understand a familiar written text, reading and listening at the same time.</p> <p>Can use a bilingual dictionary to look up new and unfamiliar words.</p> <p>Can recognise subject pronouns and first, second and third personal singular forms of common present-tense verbs.</p> <p>Can identify common French sentence structures.</p>	<p>Can use knowledge of French phonics to spell familiar words.</p> <p>Can write simple sentences from memory about myself, my opinions and what I do.</p> <p>Can write simple sentences about friends and family members.</p> <p>Can write the correct form of some common present-tense verbs in the first person singular.</p>	<p>Can ask for and express simple opinions from memory with accurate pronunciation.</p> <p>Can talk about where they live and what they like to do, and describe friends and family members using simple adjectives.</p> <p>Can give simple instructions and use sentence structures that are different in French than in English.</p>	<p>Can recognise familiar words and phrases in spoken French.</p> <p>Can recognise who is being talked about from a pronoun.</p> <p>Can identify the gender of a noun from its article and understand that French sentence structure can differ from English sentence structure.</p>	<p>Autumn SALUT Unit B - Food</p> <ul style="list-style-type: none"> To know the names of food To say what you like to eat To say what you are eating Revision 	<p>Spring 1 SALUT Unit C – At School</p> <ul style="list-style-type: none"> To say how you get to school To know subjects taught in school To know items in a pencil case Revision 	<p>Summer SALUT Unit E – My Home</p> <ul style="list-style-type: none"> To say where you live To know the rooms in a house To talk about your daily routine Revision

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Art & Design


Yr	Key Skills								
	Generating Ideas	Making	Evaluating	Knowledge	Autumn	Spring	Summer		
4	Skills of Designing & Developing Ideas	Skills of making Art, Craft & Design	Skills of Judgement & Evaluation	Knowledge about art processes and context	Drawing				
					Experiment in ways which surface detail can be added to drawings. Use sketch books to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	<u>Lines and marks</u> Make lines and marks with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. experiment with different grades of pencil and other implements to create lines and marks.	<u>Form and shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	<u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone to a drawing in a simple way.	<u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.
	1. select and use relevant resources and references to develop their ideas. 2. use sketchbooks, and drawing, purposefully to improve	3. investigate the nature and qualities of different materials and processes systematically. 4. apply the technical skills they are learning to improve the	5. regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	6. Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.	Collier Campbell Zandra Rhodes <u>Textiles</u> Use a variety of techniques, e.g. dying, weaving and stitching to create different textual effects	Antoni Guadi mosaics → <u>3-D</u> Plan, design and make models from observation or imagination Join clay adequately and	Derek Gores Sigmar Polke (layers/pattern) <u>Collage</u> Experiment with a range of collage techniques such as tearing, overlapping and layering to create and represent textures		

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	<p>understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i></p>	<p>quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i></p>		<p>7. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.</p>	<p>Match the tool to the material</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with paste resist</p>	<p>construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object</p>	<p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>
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Computing




		Autumn	Spring	Spring/Summer	Summer
	Online safety	Digital Literacy/Non-negotiables	Computer Science/coding	Outcome 4	Information Technology
Y4 	Unit 4.2 Online safety Quality Texts: Chicken Clicking	<ul style="list-style-type: none"> • Create Powerpoint/slides document including text, images and animations • Touch typing practise (Big Brown Bear/BBC Bitesize) • Independent research using a search engine (Swiggle) and accessing different websites (not just Wikipedia) • Insert data into an excel/spreadsheet document – maths/science etc 	Unit 4.1 Coding 2Code	Powerpoint presentation Narrative/History/ Science/Geography	Unit 4.8 Hardware investigations

Year	Key Skills			Key Topic Knowledge		
	4	Digital Literacy	Computer Science	Information technology	Autumn	Spring
	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable	Design, write and debug programs that accomplish specific goals, including controlling or	Use search technologies effectively, appreciate how results are selected and ranked,	Resources: Quality Texts: Chicken Clicking 	Unit 4.1 Coding <ul style="list-style-type: none"> • To design and write a program that accomplishes a specific 	Unit 4.8 Hardware investigations <ul style="list-style-type: none"> • To understand the different parts that make up a computer.

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	<p>ptable behaviour; identify a range of ways to report concern about content and contact.</p>	<p>simulating physical systems..</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</p>	<p>and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>		<p>goal.</p> <ul style="list-style-type: none"> • To use variables and 'If/else' statements. • To use repetition and user input. • To debug. • To work with variables. • To use 2Code to make a control simulation. <p>Resources: 2Code</p>	<ul style="list-style-type: none"> • To recall the different parts that make up a computer.
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Design & Technology

Year 4	Key Skills			Key Topic Knowledge / Process		
	Design	Make	Evaluate	Autumn	Spring	Summer
	<ul style="list-style-type: none"> • Develop more than one design or adaptation of an initial design. • To plan a sequence of actions to make a product. • To record and plan by drawing annotated sketches. • To use prototypes to develop and share ideas. • Think ahead about the order of their work and decide upon tools and materials/ingredients. • Propose realistic suggestions as to how they can achieve their design ideas. • Consider aesthetic qualities of 	<ul style="list-style-type: none"> • Prepare pattern pieces as templates for their design. • Cut slots. • Cut internal shapes. • Select from a range of tools for cutting, shaping, joining and finishing. • Use tools with accuracy. • Select from techniques for different parts of the process. • Select from materials according to their functional properties. • Plan the stages of the making process. • Use appropriate finishing techniques. 	<ul style="list-style-type: none"> • Investigate similar products to the one to be made to give starting points for a design. • Draw sketch products to help analyse and understand how products are made. • Research the needs of the user. • Identify the strengths and weaknesses of their design ideas in relation to the purpose/user. • Decide which design idea to develop. • Consider and explain how the finished product could be improved. • Discuss how well the finished product 	<p>Electrical systems Table lamps/ lighthouse </p> <p>Discuss, investigate and, where practical, disassemble different examples of relevant battery-powered products.</p> <ul style="list-style-type: none"> • Develop vocabulary related to the project. • Investigate examples of switches. • Remind about the dangers of electricity. • Experiment making simple series circuits with batteries, switches and bulbs. • Discuss input and output devices. • Make a variety of switches that operate in different ways • Incorporate a circuit into a model. 	<p>Food </p> <p>Healthy Snack bars</p> <p>Children investigate a range of snack bars- yoghurt bars, energy/protein bars, granola and oat bars. Be aware of allergies.</p> <p>Link to principles of a varied and healthy diet.</p> <ul style="list-style-type: none"> • Develop sensory vocabulary/knowledge using smell, taste, texture and feel. Analyse the taste, texture, smell and appearance of a range of bars . • Follow instructions/recipes and Make healthy eating choices. Experiment with adding different ingredients to bars to try and make a healthier choice. 	<p>Structures </p> <p>Pencil Pot</p> <p>Children investigate a collection of different shell structures including packaging and pots. Use questions to develop children’s understanding</p> <p>Develop vocabulary related to the project.</p> <ul style="list-style-type: none"> • Children investigate a collection of different shell structures including packaging. Use questions to develop children’s understanding e.g. What is the purpose of the shell structure – protecting, containing, presenting? What material is it made from? How has it been constructed? Are the materials recyclable or reusable? How has it been stiffened i.e. folded, corrugated, ribbed, laminated? What

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	<p>materials/ingredients chosen.</p>		<p>meets the design criteria of the user.</p> <ul style="list-style-type: none"> Investigate key events and individuals in Design and Technology. 	<ul style="list-style-type: none"> Use electrical systems such as switches, bulbs and buzzers. <p>Evaluate throughout and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.</p>	<ul style="list-style-type: none"> Explore seasonality of vegetables and fruit. Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk. Plan the main stages of a recipe, listing ingredients, utensils and equipment. Join and combine a range of ingredients. Prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking. Prepare and make a tray bake to be set in a fridge. <p>Evaluate as the assignment proceeds and the final product against the intended purpose and user, reflecting on the design criteria previously agreed. Consider what others think of the product when considering how the work might be improved.</p>	<p>size/shape/colour is it? What information does it show and why? How attractive is the design?</p> <p>Children take a small package apart identifying and discussing parts of a net including the tabs e.g. How are different faces of the package arranged? How are the tabs used to join the 'free' edges of the net?</p> <ul style="list-style-type: none"> Create shell or frame structures. Children use kit parts with flat faces to construct nets. Practise making nets out of card, joining flat faces with masking tape to create 3-D shapes. Experiment with assembling in nets in numerous ways. Demonstrate skills and techniques of scoring, cutting out and assembling using pre-drawn nets. Then allow children to practise by constructing a simple box. Demonstrate how to use different ways of stiffening and strengthening their shell structures e.g. folding and shaping, corrugating, ribbing, laminating. Provide opportunities for the children to practise these and to carry out tests to
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						<p>find out where their structures might need to be strengthened or stiffened.</p> <ul style="list-style-type: none">• Children discuss and explore the graphics techniques and media that could be used to achieve the desired appearance of their products.• Practise using computer-aided design (CAD) software to design the net, text and graphics for their product purpose. (Use Tinker CAD) <p>Evaluate throughout and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.</p>
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Music

Y4	Key Skills			Key Topic Knowledge		
	Listening	Composing	Performing	Autumn	Spring	Summer
	<ul style="list-style-type: none"> -Recognising the use and development of motifs in music. -Identifying gradual dynamic and tempo changes within a piece of music. -Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). -Identifying common features between different genres, styles 	<ul style="list-style-type: none"> -Composing a coherent piece of music in a given style with voices, bodies and instruments. -Beginning to improvise musically within a given style. -Developing melodies using rhythmic variation, transposition, inversion, and looping. -Creating a piece of music with at least four different layers and a clear structure. 	<ul style="list-style-type: none"> -Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. -singing and playing in time with peers with accuracy and awareness of their part in the group performance. -Playing melody 	<p>(from Y3 Transition Unit) Ballads/Mountains/India</p> <p><u>Lesson 1-What is a Ballad?</u></p> <ul style="list-style-type: none"> -To sing a ballad and explain what it is <p><u>Lesson 2-Performing a Ballad</u></p> <ul style="list-style-type: none"> -To be able to perform a ballad with an understanding of style <p>-ballad, ensemble</p> <p><u>Creating compositions in response to an animation: Theme: Mountains</u></p> <p><u>Lesson 2- Creating a Soundscape</u></p> <ul style="list-style-type: none"> -to create a soundscape using percussion instruments <p><u>Lesson 4: Adding rhythm (Adapt the Attention grabber in this lesson to incorporate watching the story 'Escape' and identifying the key stages of the story, as outlined in Lesson 3 Story Sound Effects)</u></p> <ul style="list-style-type: none"> - To compose and perform a rhythm to accompany a story <p>-Influence, Listen, Dynamics, Timbre, Pitch, Repeated rhythm,</p>	<p><u>Body and Tuned Percussion. Theme: Rainforests.</u></p> <ul style="list-style-type: none"> -To identify structure and texture in music -To use body percussion -To create musical rhythms using body percussion -To create simple tunes -To build and improve a composition <p>-pitter, patter, raindrop, clapping, clicking, body</p>	<p><u>Changes in pitch, tempo and dynamics. Theme: Rivers.</u></p> <ul style="list-style-type: none"> -To sing in two parts using expression and dynamics -To recognise key elements of music -To perform a vocal ostinato -To create and perform an ostinato -To improve and perform a piece of music based around ostinatos <p>a cappella, breathing,</p>

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<p>and traditions of music.</p> <p>-Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>-Identifying scaled dynamics (crescendo/decrecendo) within a piece of music.</p> <p>-Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>-Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>-Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>-Suggesting improvements to others' work, using musical vocabulary.</p>	<p>parts on tuned instruments</p> <p>with accuracy and control and developing instrumental technique.</p> <p>-Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Pattern, Notation, Ensemble, Compose</p> <p><u>Traditional Instruments and Improvisation: Theme: India</u></p> <p><u>Lesson 1: Introducing Traditional Indian Music and Instruments</u></p> <p>-explain an opinion of Indian music</p> <p>-Sitar, Tanpura, Tabla, Tala, Rag, Tempo, Dynamics</p> <p><u>(from Y3 Transition Unit) Developing Singing Techniques- Theme: The Vikings</u></p> <p><u>Lesson 1- Here Come the Vikings</u></p> <p>-To sing in time with others</p> <p><u>Lesson 3- Viking Notation</u> In the Attention grabber, you could either teach the Viking rowing game if time allows (See instructions in Lesson 2: Sing like a Viking) or complete the vocal warm-ups</p> <p>-To recognise simple rhythmic notation by ear and by sight</p> <p><u>Lesson 4- Viking Battle Song</u></p> <p>-To use simple rhythmic notation to compose a Viking battle song</p> <p>-composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined</p>	<p>percussion, tempo, rhythm, boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, inspiration, keyboard</p>	<p>dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer</p>
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				<p>Pentatonic Melodies and Composition: Theme: Chinese New Year</p> <p>Lesson 2-Pentatonic scale</p> <p>-to play a pentatonic melody</p> <p>Lesson 3- Letter Notation</p> <p>-to write and perform a pentatonic melody</p> <p>Tempo, Crescendo, Dynamics, Timbre, Duration</p>		
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P.S.H.E.

(Personal, Social, Health and Economic Education)

YEAR 4

(inc. Statutory Relationships Education & Health Education)

Me and My Relationships

Autumn 1

- An email from Harold!
- Ok or not ok? (part 1)
- Different feelings
- Under pressure

Valuing Difference

Autumn 2

- Can you sort it?
- Friend or acquaintance?
- The people we share our world with

Keeping Myself Safe

Spring 1

- Danger, risk or hazard?
- Picture Wise
- How dare you!

Rights and Responsibilities

Spring 2

- Who helps us stay healthy and safe?
- How do we make a difference?
- Logo quiz

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Being my Best

Summer 1

- Making choices
- Harold's Seven Rs
- My school community (1)

Growing and Changing

Summer 2

- Moving house
- Secret or surprise? (from Y3)
- Together (marriage / different relationships)

Linked NC Science Objectives (Health Education):

Year 4 - Autumn 2: Identify the different types of teeth in humans and their simple functions (*suggesting reasons for differences; finding out what damages teeth and how to look after them.*)

Our School Values



At Grosvenor Road Primary, we have adopted twelve School Values, which we promote throughout all our activities in school. They are: Respect, Compassion, Trust, Helpfulness, Friendship, Fairness, Forgiveness, Courage, Thankfulness, Perseverance, Generosity and Truthfulness.

Throughout each half term, we focus on two of our values in assemblies and circle time sessions, so that our children understand what they mean and how they can show them - enabling all pupils to 'be the best they can be'!

Through continued teaching and reinforcement of these values in school, our children are becoming increasingly confident in talking about each one and we continue to encourage them to 'show their values' by awarding Values Stickers in class and in the playground.

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Physical Education

Year 4	Gymnastics/ Creativity	Invasion Games	Net and Wall	Striking and Fielding	Athletics
	<ul style="list-style-type: none"> To work in a controlled way with balance, coordination and agility. To perform leaping and jumping with control. To confidently travel in a range of ways. To include a change of speed and direction. To include a range of shapes. To work with a partner to create, repeat and improve a sequence with at least three phases. To use dance to communicate an idea. 	<ul style="list-style-type: none"> To catch with one hand. To throw and catch accurately. To hit a ball accurately with control. To vary tactics and adapt skills depending on what is happening in a game. To keep possession of the ball. To experience simplified versions of different types of games. <p style="color: red;">Fundamental movement skills – link and combine actions learnt in KS1 in preparation for sports specific skills. Experience modified versions of small sided games through handball, benchball, football and hockey.</p>	<ul style="list-style-type: none"> To hit a ball accurately with control. To vary tactics and adapt skills depending on what is happening in a game. To experience simplified versions of different types of games. <p style="color: red;">Fundamental movement skills – link and combine actions learnt in KS1 in preparation for sports specific skills. Experience modified versions of small sided games through tennis.</p>	<ul style="list-style-type: none"> To catch with one hand. To throw and catch accurately. To hit a ball accurately with control. To vary tactics and adapt skills depending on what is happening in a game. To keep possession of the ball. To experience simplified versions of different types of games. <p style="color: red;">Fundamental movement skills – link and combine actions learnt in KS1 in preparation for sports specific skills. Experience modified versions of small sided games through cricket and rounders.</p>	<ul style="list-style-type: none"> To run over a long distance. To sprint over a short distance. To throw in different ways and begin to be accurate. To hit a target. To understand measurements of time and distance. <p style="color: red;">Fundamental movement skills – link and combine actions learnt in KS1 in preparation for sports specific skills. Experience modified versions of athletic events including running, jumping and throwing.</p>

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