

Wouldham All Saints Church of England Primary School

Year 4

Curriculum



Statement of Curriculum Intent

January 2022

"Learning is Natural

A love of learning is Normal

Real learning is Passionate Learning"

Passionate learning values....

"Questions above answers

Individuality above conformity

Creativity above memorising facts

Excellence above all else"

At Wouldham All Saints Church of England Primary School we strive to live out all of the above – everyday! We aim to set our learners free, open minds and foster independence and fully recognise that a 'set' curriculum can constrain and restrict and so we work hard to avoid this.

Our purposeful and ambitious curriculum, combined with high quality teaching and flexibility, ensures that children are led to be well rounded, empathetic young people who have a genuine passion for learning and enabled to live life in all its fullness.

Children need to Fly HIGH which summarises our school mission to ...

- ✿ Be HAPPY to be God's special children
- ✿ Strive to be IMPROVING all of the time
- ✿ Work hard at being GOOD at communicating
- ✿ With HIGH expectations of ourselves and each other

We 'make our best our standard' – pushing for excellence in all things.

At Wouldham All Saints Church of England Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant to everyday life as possible. Great learning is highly memorable.

We provide a safe, calm, creative, inclusive and stimulating learning environment. Every child is recognised and valued as an individual – with interests, abilities and backgrounds that are unique. Teachers identify, support and capitalise on these qualities through their planning and selection of learning activities, involving each child as they journey together.

Being a Church of England school drives our Christian values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control which permeates all that we do – both in learning about ourselves and the wider world in which we live.

We are fortunate at Wouldham All Saints Church of England to have a modern, spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to foster respect for our world, and how we should care for it for the benefit of future generations, as well as our own.

Inviting classroom environments stimulate and support individuals as passionate learners – enabling independence, enquiry and creativity.

The curriculum is hung upon a contextual hook (aka our theme) which has been mapped in detail to ensure effective coverage, practice, application and transfer of skills – See it, Nail it, Use it and Move it! These themes change at least termly. The thematic approach allows the school to develop strong, memorable and meaningful learning across curriculum subjects.

All learning is routinely acknowledged and celebrated.

We embrace child initiated learning as well as learning beyond the classroom and school site. Activities to enrich and support learning go well beyond the classroom and include visits, community engagement, Forest School, library visits, cultural activities as well as visitors and specialists coming into the school.

We carefully structure activities that teach 'all of the children' and 'all of the child'.

We expect every child to:

- Enjoy learning
- Challenge themselves and engage with their learning
- Feel successful in their learning
- Show curiosity, creativity and independence in their learning
- Have time for learning skills, master them and then use and apply them effectively
- Have ownership of learning, enabling real passion
- Be able to evaluate and assess their own learning
- Recognise positive relationships and promote co-operation with others
- Explore Britain's cultural heritage and its significance for us today

All great journeys begin with a single step – we recognise that all of our children have individual starting points and that they need progressive steps that have been carefully planned out upon a clearly marked pathway to success. This pathway is driven by agreed 'way-points' of skills that are clearly defined targets to aim for.

We expect all children to work hard and demonstrate progress across all curriculum areas so that they are fully prepared for their 'next steps' in learning and ultimately the modern workplace. Where children face particular learning challenges we adapt our approach to meet their needs - supporting their individual achievement and progress without negatively impacting opportunities or their passion for learning.

Seen it Nailed it Used it Moved it

Children are introduced to new skills, ideas and experiences which are guided by our curriculum framework. (Seen it!)

Opportunity is provided to practice these skills and experiences effectively, demonstrating confidence and ability in this learning. (Nailed it!)

Children are then pushed to using these skills in context, explaining how their learning has influenced their thinking and decision making. (Used it!)

A fully proficient learner will then be able to demonstrate the transfer of these skills and experiences across wider learning and activity with appropriate independence. (Moved it!)

Year 4 English		
Reading	Writing	Speaking & Listening
<p><u>Decoding/Word Reading:</u> Children apply their growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet. They read a wide range of exception words (Yr ¾ list and similar) As decoding becomes more secure, children should become independent, fluent and enthusiastic readers</p> <p><u>Literal Understanding and Retrieval:</u> Children develop their reading retrieval skills, working across a wider range of text types with growing familiarity; they work with texts of increasing length, to retrieve information across the whole text as well as at a local level Children can skim a whole text first to select which paragraph or section of text an answer may be located in; they then scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary</p> <p><u>Inferential Reading Skills:</u> With growing confidence, gathering experience from texts, children learn to identify themes across the text Draw inferences such as inferring characters' feelings, thoughts and motives for their actions</p>	<p><u>Handwriting</u> Check and correct any errors in letter formation Ensure even sized lower-case letters Consider introducing ink pen – optional Check that lines are spaced sufficiently so that descenders and ascenders do not touch Build stamina and fluency to handwrite longer pieces</p> <p><u>Sentence Building:</u> Varies position of the main clause within sentences, either before or after the subordinating clause Successfully uses fronted adverbials to open sentences Writes more complex lists of longer items Includes dialogue within narratives Uses a range of tenses accurately, maintaining the chosen tense All sentences demarcated Commas between clauses Commas after fronted adverbials Uses a colon to introduce a long list Uses inverted commas accurately for dialogue Uses apostrophe for regular and irregular plurals</p> <p><u>Text Building:</u> With some independence, organise paragraphs around a theme</p>	<p><u>Key Skills</u> Focus Participate actively Collaborate Speculate and imagine Explore and express ideas Speak audibly Speak fluently</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English</p>

<p>Justify their inferences with textual evidence as a familiar exercise Predict what might happen from implied details In support of inference skills, children use dictionaries with growing independence, to define new vocabulary They discuss and explain and phrases to explore meanings in context</p> <p><u>Response to Text:</u> With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books They listen to others Develop their familiarity with texts including myths and legends Retell some of these orally With increasing awareness of authorial choice, discuss words and phrases which capture their interest Identify how language, paragraph structure and layout contribute to meaning</p> <p><u>Fluency and Phrasing:</u> Children learn to read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words Sight-read a wide range of exception words (Y3/4 list and similar) With support, notice where commas create phrasing within sentences</p>	<p>Create settings, characters and plot when writing stories, sometimes innovating with own ideas Independently include headings and sub-headings in non-narrative writing Use a wide range of conjunctions and adverbials to achieve cohesion, and to extend sentence complexity Independently use fronted adverbials to open some sentences Choose appropriate pronoun or noun within and across sentences, to aid cohesion and avoid repetition Maintain correct tense to achieve cohesion, sometimes managing change of tense when required Know and use some features of the chosen genre Write poems in different forms e.g. haiku / list / free verse / narrative poetry</p> <p><u>Authorial Effect:</u> Communicate coherently and effectively with the reader: know the purpose of the writing and who the audience will be read and discuss similar texts to consider the effect on the reader orally rehearse dialogue for effect; what does it tell the reader? use vocabulary to create mood and atmosphere e.g. of settings or feelings</p>	
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<p>Read with expression using the punctuation to support meaning, including multi-clause sentences</p> <p>Recite whole poems with growing awareness of the listener</p> <p>As decoding becomes more secure, become independent, fluent and enthusiastic readers</p>	<p>use new and less familiar vocabulary to add further detail and interest</p> <p>experiment with words and their placement, including in poetry, discussing the effect of making changes</p> <p>experience and discuss formality within texts, and how it contrasts with informality</p> <p>assess the effectiveness of their own and others' writing, and suggest/make improvements</p>	
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Year 4 Maths

The White Rose scheme of work for teaching mathematics is used by our school.

The in depth description for each area and the stage of the year it should be taught can be found on the school's Maths Long Term Overview and is supported on the White Rose maths website - [Maths resources for teachers | White Rose Maths](#)

Number	Geometry	Measure & Statistics
Place Value Addition and subtraction Multiplication and division Fractions Decimals	Properties of Shape Position and Direction	Statistics Money Length and Perimeter Area Time

Year 4 Science		
Branches of Science	Working Scientifically	History/ People
<p>Animals Including Humans Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Electricity Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Sound Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it</p>	<p>Ask relevant questions and using different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>William Beaumont (Surgeon who first observed and studied human digestion as it occurs in the stomach)</p> <p>Thomas Edison (Inventor of the lightbulb and power grid)</p> <p>Isaac Newton (Mathematician & Physicist who measured the speed of sound)</p> <p>Jacques Cousteau (Oceanographer and co-inventor of the aqualung)</p> <p>Joseph Priestley (Clergyman who discovered oxygen at about the same time as Carl Wilhelm Scheele)</p>

Find patterns between the volume of a sound and the strength of the vibrations that produced it

Recognise that sounds get fainter as the distance from the sound source increases.

Living things and their Habitats

Recognise that living things can be grouped in a variety of ways

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Recognise that environments can change and that this can sometimes pose dangers to living things.

States of Matter

Compare and group materials together, according to whether they are solids, liquids or gases

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

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Yr4 ART & DESIGN		
Materials	Techniques	Artists/ Established works*
<p>Drawing Will be reflective in the material they choose to use to develop and improve the quality of their work (e.g. select an appropriate grade of pencil for a particular purpose and be aware how to use one pencil to create different shades).</p> <p>Painting Use a brush with control to produce marks appropriate to the work, e.g. small brush for detail.</p> <p>Alternate brush size depending on background and foreground.</p> <p>Printing Confidently print using a variety of materials (i.e. Ink, block printing ink and paint), objects using these within techniques with increased understanding.</p> <p>Textiles/ collage To take care in choosing different types of fabrics as well as changing and modifying the threads & fabrics (knotting, fraying, fringing, pulling threads, twisting, plaiting) making sure it develops and improves art work to show different effects and textures.</p>	<p>Drawing Can make quick studies from observation.</p> <p>Will investigate and experiment with formal elements (line, tone, shape, texture, pattern, colour and form – 3D) to make drawings that convey meaning.</p> <p>Develop different drawing techniques (hatching, cross-hatching, stippling, blending, shading, erasing) and will be reflective upon choosing the best technique to develop their work.</p> <p>Develop use of scale, proportion and perspective.</p> <p><i>Uses drawing to design and plan sculptures, paintings or prints.</i></p> <p>Produce increasingly accurate drawings of people.</p> <p>Painting Confidently mix a range or primary, secondary and monochromatic colours, selecting and using colours to achieve the tasks aim.</p> <p>Use light and dark within painting and show an understanding of complementary colours.</p> <p>Printing</p>	<p>Continue to study the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to own work.</p> <p>Evaluate and analyse creative works using the language of art, craft and design and begin to use this in inspiration for their own work.</p> <p>Respond to art from other cultures and other periods of time.</p> <p>Suggested artist: -</p>

<p>Apply different decorations with greater confidence using a needle. (Different stitches, buttons, feathers, sequins etc.)</p> <p>Sculpture To have greater understanding of how different material work making sure they are able to secure work to continue at a later date.</p> <p>Work with a variety of different materials (natural, recycled and man-made to Produce and decorate models confidently.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p> <p>Resist printing including marbling and silkscreen.</p> <p>Textiles/ collage Use a variety of techniques with greater confidence, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Continue to develop experience in making, creating and applying colour on fabric independently with printing, tie dye, fabric pens, etc.</p> <p>Continue to explore how resist pate and techniques can change how fabric can be coloured and apply this to creating different textures and patterns.</p> <p>Record textile explorations and experimentations begin reflective as ideas are trialled.</p> <p>Sculpture Use equipment and media with confidence, safely and in an organised way.</p> <p>Join two parts of a sculpture successfully.</p>	
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	<p>Gain greater understanding towards how to adapt work when necessary and explain why.</p> <p><i>Potential techniques to be developed with greater understanding:</i> <i>Apply Modroc to a framework.</i> <i>Clay</i></p> <ul style="list-style-type: none">• <i>Produce more intricate surface patterns/ textures and use them when appropriate.</i>• <i>Produce larger pieces using pinch/ slab/ coil techniques.</i>• <i>Make a slip to join two pieces of clay.</i>	
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Year 4 Computing		
Programming / control	Applying Word/Typing; Data Handling; Animation; Video Photography / digital art; Sound	Safe and responsible use
<p>I can use simple selection in programs</p> <p>I can work with various forms of output</p> <p>I can use logical reasoning to systematically detect and correct errors in programs</p>	<p>I can use index fingers on keyboard home keys (f/j), use left fingers for a/s/ d/f/g, and use right fingers for h/j/k/l</p> <p>I can edit the style and effect of my text and images to make my document more engaging and eye-catching. For example, borders and shadows.</p> <p>I can use cut, copy and paste to quickly duplicate and organise text</p> <p>I can create my own online multiple choice questionnaire.</p> <p>I can input data into a spreadsheet and export the data in a variety of ways: charts, bar charts, pie charts. I understand how data is collected.</p> <p>I can take multiple animations of a character I have created and edit them together for a longer video.</p> <p>I can use software to create a 3D animated story.</p> <p>I can use line draw tool to create animations.</p> <p>I can add music and sound effects to my films</p> <p>I can add animated titles and transitions</p> <p>I can add simple subtitles to a video clip.</p> <p>I can use confidently use green screen adding animated backgrounds.</p> <p>I can enhance digital images and photographs using crop, brightness, contrast & resize</p> <p>I can manipulate shapes to create digital art.</p> <p>I can draw a series of images and export as an animated GIF</p>	<p>I can explain how my online identity can be different to the identity I present in 'real life'</p> <p>Knowing this,</p> <p>I can describe the right decisions about how I interact with others and how others perceive me</p>

	<p>Edit sound effects for a purpose. Create a simple four chord song following the correct rhythm. I can record a radio broadcast or audiobook.</p>	
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Year 4 Design & Technology		
Design	Evaluate	Techniques
<p><u>Context, uses and purpose:</u> Recap - Identify the maker of a product. Identify when a product was made and its purpose. Evaluate the product based on design and use. Research facts about around inventors or designers linked to the product. Understand and gather information about what a particular group of people want from a product. Investigate similar products to their ideas.</p> <p>Develop their own simple design criteria and use these to inform their ideas.</p> <p>Start to consider the purposes for which they are designing- link with Mathematics and Science. Learn about inventors, designers, engineers, chefs and manufacturers who have developed innovative products.</p> <p><u>Ideas:</u> Recap - Generate ideas considering the purposes for which they are designing.</p> <p>Make labelled drawings from different views showing specific features. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.</p>	<p><u>Own ideas and products</u> Recap - Discuss its purpose, appearance and the conservation of materials.</p> <p>Evaluate their products carrying out appropriate tests.</p> <p>Identify the strengths and areas for development in their ideas and products.</p> <p>Consider the views of others, including intended users, to improve their work.</p> <p>Refer to their design criteria as they design and make.</p> <p>Use their design criteria to evaluate their completed products.</p> <p><u>Existing products</u> Recap - Evaluate who designed and made the products. Evaluate how well products have been made. Evaluate why materials have been chosen. Evaluate how well products work. Evaluate how well products meet user needs and wants. Evaluate how well products have been designed</p> <p>Evaluate how well products achieve their purposes.</p>	<p>Recap - Select appropriate tools and techniques for making their product. Use finishing techniques with some accuracy including skills learnt in Art. Start to understand that mechanical systems such as levers and linkages or pneumatic systems create movement. Know how simple electrical circuits and components can be used to create functional products.</p> <p>Join and combine materials and components accurately in temporary and permanent ways.</p> <p>Sew using a range of different stitches, weave and knit.</p> <p>Measure, tape or pin, cut and join fabric with some accuracy.</p> <p>Use simple graphical communication techniques.</p> <p>Work safely and accurately with a range of simple tools.</p> <p>Select a wider range of tools and techniques for making their product safely.</p> <p>Understand how to reinforce and strengthen a 3D framework.</p>

<p>Evaluate products and identify criteria that can be used for their own designs. When planning explain their choice of materials and components according to function and aesthetic.</p>	<p>Evaluate investigate and analyse who designed and made the products.</p> <p>Evaluate where products were designed and made.</p> <p>Evaluate when products were designed and made.</p>	<p>Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p> <p><u>Cooking and Nutrition</u> Recap- Develop understanding that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Understand how to prepare and cook a variety of savoury and sweet dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Know that a healthy diet is made up from a variety and balance of different food and drink, as depicted in 'The Eat well plate'.</p> <p>Know that to be active and healthy, food and drink are needed to provide energy for the body.</p> <p>Analyse the taste, texture, smell and appearance of a range of food.</p> <p>Develop understanding of how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p> <p><u>Skills:</u> Press - using a garlic press. Peel - with a swivel peeler with supervision.</p>
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		<p>Spread - ingredients evenly over another food.</p> <p>Shape/mould - to create visually appealing products, e.g. mini cottage loaf or plait, wrap.</p> <p>Mix/stir - whisk foods using a hand-whisk.</p> <p>Spoon - to be able to use two spoons to transfer ingredients into different size/shape containers with minimal spillage, e.g. liquid foods into baking cases (muffin mixture).</p> <p>Measure - using digital scales with support to obtain accuracy.</p> <p>Grate - firmer foods, e.g. carrots, apples. Snip - with greater dexterity and control, e.g. to shred lettuce or cabbage leaves for salad.</p> <p>Cut - medium resistant or partly prepared foods using a bridge hold, e.g. cut half a tomato into a quarter, halve canned potatoes, halve large grapes.</p>
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Year 4 Geography		
Place and location knowledge	Human and Physical	Map work skills
<p>Using appropriate maps and atlases, identify where countries are within Europe; including Russia. Locate major rivers and cities, mountains and other topographical features</p> <p>Describe and explain how some regions of Europe are similar to and different from others using geographical language.</p>	<p>Understand key aspects of physical geography - rivers, mountains and the water cycle.</p> <p>Name and describe some of the processes associated with rivers, coasts and mountain environments.</p> <p>Using appropriate vocabulary, explain how the water cycle is linked to these environments.</p> <p>Suggest reasons for different types of settlement including looking at distribution of natural resources including energy, food, minerals and water</p> <p>Understand that there are different sources of energy (fossil fuels and renewable energy).</p>	<p>Use 8 compass points.</p> <p>Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Confidently match boundaries on different scale maps</p> <p>Confidently use index and contents page within atlases.</p>

Year 4 History		
Chronological Understanding	Historical Knowledge	Historical Enquiry and Interpretation
<p>Use words and phrases: century, decade, BC, AD, after, before, during.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Name and place dates of significant events from past on a timeline.</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied. Look for links and effects in time studied</p> <p>Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Describes how some of the past events and/or people affect life today.</p>	<p>Can understand the difference between primary and secondary sources of evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as ‘What was it like for a during?’</p> <p>Can suggest sources of evidence from a selection provided to use to help answer questions.</p> <p>Can give reasons why there may be different accounts of history.</p>

Year 4 French

Speaking and Listening

Repeat words and phrases modelled by the teacher, showing understanding by joining in and responding.
Pick out known words in a conversation.
Understand and respond to a range of familiar spoken words and short phrases.
Develop accuracy when pronouncing phrases.
Perform short role plays based on vocabulary learned.

Reading and Writing

Begin to recognise and understand simple written phrases.
Write simple words and phrases from memory.
Understand how a French-English dictionary works.

Intercultural Understanding

Appreciate stories, songs, poems and rhymes in French.
Understand what a typical school day is like in a French school.

Year 4 Music		
Listening & Exploring	Performing	Composing
<p><i>NC : Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</i></p> <p>Explain why silence is used in a piece of music and say what effect it has. Start to identify the character of a piece of music. Describe and identify the different purposes of music. Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition. Describe what they hear using a wide range of musical vocabulary. Recognise how the inter-related dimensions of music are used by composers to create different moods and effects. Understand the cultural and social meaning of lyrics. Appreciate harmonies, drone and ostinato. Understand the relationship between lyrics and melody.</p>	<p><i>NC : Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.</i></p> <p>Perform a simple part of an ensemble rhythmically. Sing songs from memory with increasing expression, accuracy and fluency. Improvise using repeated patterns with increasing accuracy and fluency. Use notation in a performance.</p>	<p><i>NC : Improvise and compose music for a range of purposes using the inter-related dimensions of music - (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.)</i></p> <p>Use notations to record and interpret sequences of pitches. Use notations to record compositions in a small group or on their own.</p>

Year 4 Physical Education		
Games	Movement & Athletics	Swimming, Outdoor & Adventure
<p>Use correct passes and make decisions about which is the best to use. (i.e chest, bounce or overarm for netball).</p> <p>Keep the ball under control when passing and receiving from team mates.</p> <p>Mark another player and begin to make interceptions.</p> <p>Attempt to score inside a designated scoring area.</p> <p>Begin to know what it means by forehand and backhand position.</p> <p>Send and return a ball over a net allowing for a bounce, hit technique.</p> <p>Bring the racket to meet the ball for a forehand or backhand hit.</p> <p>Begin to attempt to serve the ball or shuttlecock straight from hands, sometimes using one bounce when needed.</p> <p>Throw and catch the ball under pressure and be ready to change direction.</p> <p>Identify different positions in competitive games and know the roles of the positions.</p>	<p>Share ideas and give positive criticism/advice to self and others.</p> <p>Create and perform matching/mirroring sequences explaining how it be improved.</p> <p>Perform at least 3 different rolls (shoulder, forward, back) with some control.</p> <p>Link a roll with travel and balance using floor and different pieces of apparatus with good body control.</p> <p>Respond to stimuli related to character/music/story.</p> <p>Create and perform a pair/group dance utilising canon and unison, meet and part.</p> <p>Give and respond to peer feedback to improve with suitable dance terminology.</p> <p>Measure and set personal targets for different running distances and demonstrate good running technique in a competitive situation.</p> <p>Practice throwing with power and accuracy.</p>	<p>Follow simple orienteering maps – school site; local area; Shorne Wood (familiar locations)</p> <p>Fire craft – starting and managing. Fire safety.</p> <p>Operate kelly kettle. Make & cook simple bread dough.</p> <p>Prepare for and complete a trek of at least 5km.</p> <p>Compare seasonal changes of two landscapes.</p> <p>Observe and identify common British birds.</p> <p>Complete individual challenges.</p> <p>Swim England School Swimming & Water Safety Award Level 5</p>

<p>Learn the role of bowler.</p> <p>Bowl the ball accurately to a partner using correct technique.</p>	<p>Throw safely and with understanding of effective techniques.</p> <p>Understand which technique is most effective when jumping for distance i.e two feet, step, running jump.</p>	
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Year 4 PSHE

We use 'Jigsaw' as a whole-school approach as it embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Headings indicate the themed content with further details available through our subscription to the web resource.

Being Me In My World & Celebrating Difference	Dreams and Goals & Healthy Me	Relationship & Changing Me
<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p> <p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p> <p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>

Year 4 Religious Education

Old Testament	New Testament	Other Faiths
<p><u>Creation</u> - Children will learn that: God the Creator cares for the creation, including human beings. As human beings are part of God’s good creation, they do best when they listen to God. The Bible tells a story (Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘the Fall’). Humans cannot get close to God without God’s help and the bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short</p>	<p><u>Incarnation/God</u> - Children will learn that: Christians believe God is Trinity: Father, Son and Holy Spirit. Jesus the Son is seen by Christians as revealing what God the Father is like. They believe he promises to stay with them and Bible stories show how God keeps his promises. Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus <u>Gospel</u> - Children will learn that: Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people. Christians believe Jesus’ life shows what it means to love God (his Father) and love your neighbour. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</p>	<p><u>Hinduism</u> – Children will learn that: Describe puja and how it shows Hindu faith Make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. 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. 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. Describe how the life of Gandhi shows Hindu beliefs in action. <u>Universal</u> – Children will learn to: Describe how life is seen as a journey by some people. Think of reasons why some people have rituals to mark important life events. Describe two different Christian celebrations of belonging/initiation. Describe what happen at a Jewish Bar or Bat Mitzvah ceremony. Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha. Describe the significance of the Hindu sacred thread ceremony. Describe a wedding ceremony for two different religions.</p>

	<p><u>Salvation</u> – Children will learn that: The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>Consider questions about the importance and significance to Christians of different forms of baptism. Suggest reasons why some Christians baptise babies at birth and others have believer's baptism. Suggest reasons why these ceremonies are significant to Jewish people</p>
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