



Curriculum overview Year 4

Term:

<p>Equality and Justice</p> <p>Exploring Human Rights</p> <ul style="list-style-type: none"> Begin to understand the universality of rights through an awareness of the UN CRC and that not all children in the world have their rights respected Understand that sometimes rights can be in conflict and that certain skills are required to resolve conflict in these situations. <p>Promoting Equality</p> <ul style="list-style-type: none"> Begin to explore the concept of unfair discrimination and prejudice Critically reflect on stories/poems about people who have encountered unfair discrimination and confronted it positively <p>Explore Democratic Process</p> <ul style="list-style-type: none"> Understand how democracy works within a school Begin to understand how the democratic process in the UK works at a local community/school level Engage in local issues <p>Activating Equality through positive action</p> <ul style="list-style-type: none"> participate in a human rights climate in class express views by writing letters to elected representatives develop an anti-racist charter learn about people who have made a difference through campaigning and protesting actively support fair trade 	<p>Belief Systems</p> <p>Key figures</p> <ul style="list-style-type: none"> Identify the sacred writings associated with key religious figures Know the stories associated with how these writings emerged <p>Rites and Ceremonies</p> <ul style="list-style-type: none"> Categorise a variety of marriage and/or funeral rites Examine the links between religious rites and ceremonies and their beginnings in older traditions such as Celtic traditions <p>Celebrations</p> <ul style="list-style-type: none"> Research the diversity of traditions associated with specific festivals in different denominations and cultures globally Explore common links between these traditions and the traditions of other belief systems <p>Beliefs and Values</p> <ul style="list-style-type: none"> Identify that there are key values associated with a range of religious codes of conduct Examine how these codes of conduct impact on how people behave 	<p>Moral and Spiritual</p> <p>Exploring Moral Development</p> <ul style="list-style-type: none"> Deepen their understanding of making personal and individual social choices and recognition of what is appropriate behaviour Begin to apply moral principles, insights and reasoning to decision making Take responsibility and accept consequences for his/her own actions within a safe climate that provides him/her opportunity for a dignified re-entry <p>Cultivating Spiritual Growth</p> <ul style="list-style-type: none"> Continue the search for understanding of his/her different life experiences, developing the ability to question and reflect on such experiences Understand and be sensitive to how these life experiences can impact in a range of different ways on individuals 	<p>Ethics and the Environment</p> <p>Knowledge and awareness of environmental issues</p> <ul style="list-style-type: none"> Understand the impact of the actions of people on the environment through the generations Explore how we can enhance our environment for the future Further develop the concept of waste management through creating awareness of the Recycling Centres and special bins in the locality Set up recycling areas in the school Understand the need to reduce, reuse and recycle <p>Responsibility and stewardship</p> <ul style="list-style-type: none"> Participate in an environmental project e.g. Green School Participate in drawing up a school environmental charter Discover ways to move towards an environmentally friendly lifestyle such as turning off lights, reducing the amount of water used, recycling paper in the classroom and home
<p>Maths</p> <p>Number - number and place value/addition and subtraction/ multiplication and division</p> <ul style="list-style-type: none"> count in multiples of 6, 7, 9, 25 and 1,000 find 1,000 more or less than a given number count backwards through 0 to include negative numbers order and compare numbers beyond 1,000 and recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) round any number to the nearest 10, 100 or 1,000 read Roman numerals to 100 (I to C) + and - numbers with up to 4 digits using the columnar written methods recall multiplication and division facts for multiplication tables up to 12 x 12 use place value, known and derived facts to multiply and divide mentally multiply 2 and 3 digit numbers by a 1 digit number using formal written layout solve 2 step problems in contexts, deciding which operations and methods to use and why <p>Number - fractions (including decimals)</p> <ul style="list-style-type: none"> recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities add and subtract fractions with the same denominator recognise and write decimal equivalents to 1/4, 1/2, 3/4 and any number of tenths or hundreds find the effect of dividing a one- or two-digit number by 10 and 100 round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places <p>Measurement</p> <ul style="list-style-type: none"> convert between different units of measure measure and calculate perimeter in centimetres and metres and area by counting squares estimate, compare and calculate different measures read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving time <p>Geometry - properties of shapes/position and direction</p> <ul style="list-style-type: none"> compare and classify geometric shapes identify acute and obtuse angles and compare and order angles by size identify lines of symmetry in 2-D shapes describe positions on a 2-D grid as coordinates describe movements between positions to the left/right and up/down plot specified points and draw sides to complete a given polygon <p>Statistics</p> <ul style="list-style-type: none"> interpret and present discrete and continuous data using appropriate graphical methods solve comparison, sum and difference problems using information presented i 	<p>English</p> <p>Reading - word reading/comprehension</p> <ul style="list-style-type: none"> apply their knowledge of root words, prefixes and suffixes read further common exception words develop positive attitudes to reading, and an understanding of what they read use dictionaries to check the meaning of words that they have read identify themes and conventions in a wide range of texts discuss words and phrases that capture the reader's interest and imagination ask questions to improve their understanding of a text draw inferences and justify these giving evidence predict what might happen from details stated and implied retrieve and record information from non-fiction texts participate in discussion about books <p>Writing - transcription/spelling</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them spell further homophones and words that are often misspelt place the possessive apostrophe accurately check the spelling of a word in a dictionary write from memory simple sentences <p>Writing - Handwriting/composition/vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> use diagonal and horizontal strokes needed to join letters increase the legibility, consistency and quality of their handwriting plan their writing by discussing similar writing and recording their ideas compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme evaluate and edit their own writing, suggesting improvements and changes proof read for spelling and punctuation errors extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although use the present perfect form of verbs in contrast to the past tense use conjunctions, adverbs and prepositions to express time and cause use fronted adverbials use a range of punctuation e.g. commas after fronted adverbials, speech marks 	<p>Science</p> <p>Working scientifically</p> <ul style="list-style-type: none"> 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 gather, record, classify and present data in a variety of ways to help in answering questions report on findings from enquiries, including 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 <p>Living things and their habitats</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things recognise that environments can change and that this can sometimes pose dangers 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 <p>States of matter</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled identify the part played by evaporation and condensation in the water cycle <p>Sound</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases <p>Electricity</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts identify whether or not a lamp will light in a simple series circuit recognise that a switch opens and closes a circuit recognise some common conductors and insulators 	



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<p style="text-align: center;"><u>Humanities</u></p> <p><u>History</u></p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history <p><u>Geography</u></p> <p>Locational knowledge</p> <ul style="list-style-type: none"> use maps to locate countries; concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, identifying key geographical features and how these have changed over time <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of physical and human geography <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, grid references, symbols and key to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods 	<p style="text-align: center;"><u>Creative Arts</u></p> <p><u>Music</u></p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music develop an understanding of the history of music <p><u>Art and Design</u></p> <ul style="list-style-type: none"> develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design create sketch books to record their observations and use them to review and revisit ideas improve their art and design techniques learn about great artists, architects and designers in history <p><u>Design Technology (DT)</u></p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design products generate, develop, model and communicate own ideas select from and use a wider range of tools and equipment to perform practical tasks select from and use a wider range of materials and components, including construction materials, textiles and ingredients investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria understand how key events and individuals in design and technology have helped shape the world apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical and electrical systems in their products apply their understanding of computing to program, monitor and control their products 	<p><u>Computing</u></p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals use sequence, selection, and repetition in programs use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks, including the internet, the services and opportunities they offer for communication and collaboration use search technologies effectively 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 use technology safely, respectfully and responsibly <p><u>PE</u></p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best <p><u>Swimming and water safety</u></p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations <p><u>Foreign Language</u></p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language engage in conversations speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied
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