

YEAR 4: CURRICULUM

Bunbury Aldersey CE Primary School

Rural Church Schools Academy Trust

Year 4 Curriculum

LET YOUR LIGHT SHINE

Matthew v5:16

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the 'informal' programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – '**Let your Light shine**' Matthew v5:16

Our Mission – 'A Caring Christian Family Where We Grow Together'

Our Core Values – WE aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially. – *every child is a child of God, made to contribute to our world.*

WE aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards – *knowing the way, showing the way and going the way.*

WE aim to encourage caring, sensitive and inclusive attitudes where individuals feel secure, valued and respected by others. – *like Jesus showed us through his teachings*

WE aim to provide a broad and connected curriculum which challenges and develops the potential of each child – *as Jesus needed his disciples to support and guide, so we look to others with more knowledge*

WE aim to develop a positive relationship between home, school and our wider community- *as a family – as brothers and sisters.*

The RCSAT curriculum is designed to
Embody - the Christian values we live by
Enable – all children to flourish in mind, body and spirit
Ensure – that all pupils are given the experiences to ‘Let their Light Shine.’
Intent:

The schools within RCSAT are strongly committed to helping our children grow and develop the skills required to be successful in life. Our curriculum is designed to promote every child’s individuality giving them the skills, knowledge and understanding to prepare them for the future. At RCSAT, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum. As a trust, we provide varied opportunities throughout their time with us, which promote independent, interactive and collaborative learning that builds on the children’s natural curiosity and eagerness to learn. We teach children to aspire to be the best possible version of themselves through our key drivers.

Our key drivers are:

Inspirational and connected curriculum which instils a love of learning
 Curiosity and appreciation of God’s world through our Christian Values

A culture of care for everyone in our community and in the world around us (RRSA, Global Learning, British Values)

Aspiring to become the best person God created us to be – Let your light shine (Matthew 5:16)

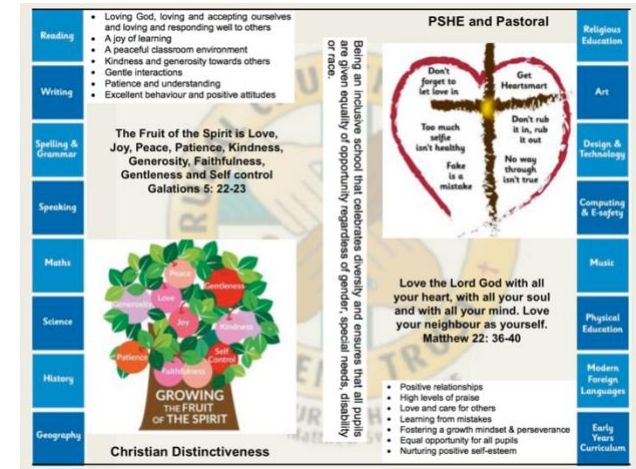
Academic success comes through creativity and problem solving; responsibility and resilience, as well as physical development, well-being and mental health all being key elements in supporting the whole child through their learning journey.

Our curriculum also celebrates diversity and utilises the skills and knowledge of the community to enhance our curriculum while supporting the children’s emotional and spiritual development.

Implementation:

Our curriculum is driven by a desire to develop the whole child and therefore delivers much more than just the National Curriculum. Our connected curriculum provides opportunities for the children to learn about managing themselves, relationships and situations. Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail – to be stored in our children’s long-term memories so that they can later build on it, forming an ever wider and deeper pool of knowledge. Our curriculum is connected. It is planned vertically between year groups, horizontally within the academic year and diagonally to build on prior knowledge.

Our connected curriculum stems from key questions linked to a specific concept which then underpins the children’s learning. Knowledge around this concept is delivered through primary sources such as high-quality texts, music, art and technologies, enabling connections to be made across a range of National Curriculum subjects. Our teachers skillfully plan to ensure the children in their class experience a curriculum that inspires a love for learning.



Our curriculum is organised around rich and engaging, high-quality texts, making links and connecting to all curriculum areas where relevant. Subject leads ensure progression and coverage of knowledge, skills and understanding are weaved into a meaningful and cohesive curriculum drawing in learning based on local, national and international events

Medium term plans outline the learning to take place for the term and are developed as mind maps using the phrases; As Artists, As Geographers, As Historians, As Writers, As Readers, As Mathematicians, As Musicians, As Programmers, As Designers, As Performers, As respectful, responsible citizens to frame ideas and concepts to be taught. The core basic skills of English and Maths are planned and delivered to reflect the National Curriculum 2014 changes and many elements of the new statutory orders are reflected in our practice.

We also feel that the following are necessary to support the implementation of our connected curriculum;

Learning Environment – We work hard to make sure that our learning environment supports the development of the whole child both inside, outside and beyond. Our classrooms are well organised and resourced allowing children to choose resources independently to support their learning.

Our outdoor areas have been developed to enhance our connected curriculum with developments such as: running paths, outdoor stage, mini woodland, outdoor reading provision, wilderness area and forest schools. This enables pupils to explore at break and lunch-times and gives teachers a range of resource to tap into to support teaching and learning at various points within the year.

Learning Partners – It is important that as a school we engage with external partner, locally, nationally and internationally to bring added dimensions to our curriculum offer. We partner with artists, musicians, coaches, poets, cultural organisations, engineers, other schools to bring expertise and difference to our curriculum offer. These may be short term projects over a few weeks or much longer endeavours. It is through these partnerships that we may light a spark of interest, enthusiasm and passion within our children that they may carry forward with them into their future lives and schooling.

New Pedagogies – As we continue to develop our curriculum, our approach to teaching and learning also develops. We take a blended learning approach where multiple disciplines will be touched upon within a lesson. It may be a ‘Science’ based lesson where problem solving, maths, literacy and art disciplines are enveloped within the taught session. Project based inquiry learning coupled with direct instruction ensure that our curriculum is relevant and provides children with opportunities to develop the skills of communication, collaboration, critical thinking, citizenship and creativity whilst also building their own character.

Impact:

Through our connected approach:

Our children will have the capacity to control and express their emotions, and handle interpersonal relationships whilst keeping themselves safe.

Our children will become confident and successful lifelong learners, demonstrating the Christian Values to ensuring they let their individual lights shine as they make the right choices about their learning.

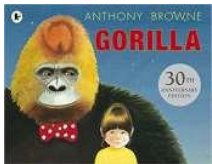
Our curriculum has an ambition for high achievement of all pupils irrespective of their background or starting point.






Our curriculum promotes a love of learning.

The curriculum also includes those features which produce the school's ethos (i.e. the ‘hidden curriculum’) such as the quality of relationships and the values exemplified by the way the school sets about its task.

Our aim is to provide a curriculum which will firstly expand the pupil’s knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every day. Worship is a time where we come together to reflect on the school’s vision and to learn about the ‘*person, love & work of Jesus*’ which is central to the school’s vision and curriculum. The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued high

 Year 4						
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	Gorilla by Anthony Browne The One and Only Ivan by Katherine Applegate	Greek Myths by Jean Menzies	Escape From Pompeii by Christina Balit Pompeii: A Roman Girl's Diary by Sue Reid	When the Giant stirred by Celia Godkin Journey to the Centre of the Earth Usborne Young Reader	Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green Journey to the River Sea by Eva Ibbotson	Blue John by Berlie Doherty Clockwork by Phillip Pullman or alternative Berlie Doherty novel
Writing outcome	Outcome Fiction: fantasy story Greater Depth Re-tell the story from dad's viewpoint or include speech	Outcome Recount /diary Greater Depth Recount /diary from a different POV	Outcome Fiction: historical narrative from character's point of view Greater Depth Write from the POV of the captain	Outcome Fiction: adventure story from POV of the boy Greater Depth Write from the POV of the God	Outcome Information board for a rainforest exhibition Greater Depth Include an interactive element	Outcome Letters Explanation – about cave formation for 2/3 days Greater Depth Use explanation with an element of persuasion
Topic headings	Fantastic Beasts		Romans Roaming Britain		Rainforests and rocks	
Courageous advocate	Jane Goodall		Local road maintenance/ Speed Roman Roads		Peaks conservations National Parks	
SCIENCE						
Science End Points	Living things: Recognise that living things can be grouped in a variety of ways and explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Human Body: describe the simple functions of the basic parts of the digestive system in humans and 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.	Sound: identify how sounds are made, associating some of them with something vibrating and 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 and 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.	States of matter: compare and group materials together, according to whether they are solids, liquids or gases and 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	Habitats: Recognise that environments can change and that this can sometimes pose dangers to living things.	Electricity: Identify common appliances that run on electricity and construct a simple series electrical circuit, identifying and naming its basic parts. Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery and recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.
Curriculum Objectives	Living things ① Recognise that living things can be grouped in a variety of ways. ② Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Animals including humans ① Describe the simple functions of the basic parts of the digestive system in humans. ② Identify the different types of teeth in humans and their simple functions. ③ Construct and interpret a variety of food chains, identifying producers, predators and prey.	Sound ① Identify how sounds are made, associating some of them with something vibrating. ② Recognise that vibrations from sounds travel through a medium to the ear. ③ Find patterns between the pitch of a sound and features of the object that produce it.	States of Matter ① Compare and group materials together, according to whether they are solids, liquids or gases. ② 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).	Living things ① Recognise that living things can be grouped in a variety of ways. ② Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Electricity ① Identify common appliances that run on electricity. ② Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzes.

	① Recognise that environments can change and that this can sometimes pose dangers to living things			① Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	① Recognise that environments can change and that this can sometimes pose dangers to living things	① 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. ② Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. ③ Recognise some common conductors and insulators and associate metals with being good conductors.
Working Scientifically	① Ask relevant questions about what they notice. ② Makes systematic and careful observations using a range of equipment. ③ Sets up simple practical enquiries, comparative and fair tests. ④ Identifies differences, similarities or changes related to simple scientific ideas and processes. ⑤ Uses test results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ⑥ Gathers, records and classifies data in a variety of ways to help in answering questions.					
	    					
HISTORY						
History End Points		Ancient Greece study of Greek life and achievements and their influence on the western world – compare some of the times studied with those of other areas of interest.	To develop knowledge of the Roman Empire and its impact on Britain, including significant events and people	To study Deva Chester and explain how the architecture played, and continues to play an integral part in the history of present day Chester through its legacy.		To explore the history of Mam Tor and Iron Age Hill Forts.
Curriculum objectives		Ancient Greece: ① Study of Greek life & achievements and their influence on the western world. ② Compare some of the times studied with those of other areas of interest around the world.	The Roman Empire and its impact on Britain ① Build an understanding of Britain's past and the wider world ② Make connections and contrasts e.g. change, cause, similarities and differences between different times in the past covered so far. ③ To describe how the past can be represented or interpreted in a few different ways. ④ Place events, artefacts and historical figures on a time line using dates and the concept of change over time	Local History ① Understand the history of Dewa Chester and impact the Roman architecture still has on Chester today ② Tell the past is different from today and explore how Chester has changes over time ③ Use artefacts, pictures, stories, online sources and databases to find out about the past ④ Use evidence to ask questions and find answers to questions about the past		① To briefly study the history of Mam Tor and the hilltop ② To understand the part Mam Tor played in early Celtic life ③ Place events, artefacts and historical figures on a time line using dates and the concept of change over time
History enquiry skills	① Use primary sources to ask and answer questions ② Find places Romans then Vikings settled on a map and suggest geographical reasons why this might be; ③ Ask different types of questions about the past and find answers to questions about the past; ④ Use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology; ⑤ Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past – think about how to share this clearly with other people					
GEOGRAPHY						
Geography End Points	To develop knowledge of the countries of Europe and their geographical features, using maps and sources to focus on land use, migration and the reasons people move between countries. Link with Where do gorillas live and why.	To develop knowledge of the countries of Europe and their geographical features, using maps and sources to focus on land use, migration and the reasons people move between countries.	Use map work and digital resources to identify the properties of volcanoes and earthquakes, including how they are formed, where they are present and the effect they have upon communities and land use around them.	Explore and describe how the city of Chester has changed over time, examining land-use patterns, human and physical geography and comparing mapwork and geographical data using atlases and digital resources.	To use geographical language, maps and atlases to describe and understand the location and key geographical features of the amazon Rainforest	To study the UK physical features of the Peak District (Mam Tor)– understanding the physical and topographical characterises of its hills and mountains
Curriculum objectives	European Countries ▪ Name and locate the countries of Europe and identify their main physical and human characteristics, major cities and different environmental regions using maps to focussing on ▪ Time zones	European Countries ▪ Name and locate the countries of Europe and identify their main physical and human characteristics, major cities and different environmental regions using maps to focussing on Greece ▪ Time zones	Human and Physical Geography ▪ Describe and understand key aspects of volcanoes and earthquakes. ▪ Identify how volcanoes are formed ▪ Identify and label the parts of a volcano ▪ Land patterns and settlements	Local Geography ① Understand the locality of Chester and how this land-use has changed over time ② Use fieldwork to observe, measure, record the human and physical features in of Chester using a range of methods, including sketch maps, plans and graphs, and digital technologies	Location Knowledge ① Identify the main physical and human characteristics North and South America rainforest ② Explore the climate zones and vegetation belts of the Amazon Rainforest and the impact these changing conditions have on the animals that call this place home	Human and physical Geography ① To explore the physical features of a region of the UK. Understanding the different characteristics of mountains and hills ② Explore the land-use of this region and the important topographical characteristics ③ Use maps, atlases, globes and digital/computer mapping to locate and describe features

Geography Fieldwork and Skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

DESIGN and TECNOLOGY

<p>D&T End Points</p>			<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Gears, pulleys, levers and linkages Possible ideas: catapults.</p>		<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Cutting and joining Possible ideas: Rainforest Diorama</p>	<p>Children can discuss the possible products that they might want to design, make and evaluate and who the products will be for. They can agree on design criteria that can be used to guide the development and evaluation of the products e.g. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? Electrical Systems – simple circuits and systems Possible ideas Make a head torch to see in a cave</p>
<p>Curriculum objectives</p>			<p>Designing ① Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. ② Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. Making ① Plan the order of the main stages of making. ② Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. ③ Explain their choice of materials according to functional properties and aesthetic qualities. ④ Use computer-generated finishing techniques suitable for the product they are creating. Evaluating ① Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding ② Develop and use knowledge of pulleys and levers. ③ Develop and use knowledge of how to use pulleys and levers to create a catapult ④ Know and use technical vocabulary relevant to the project.</p>		<p>Designing ① Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. ② Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. Making ① Plan the order of the main stages of making. ② Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. ③ Explain their choice of materials according to functional properties and aesthetic qualities. ④ Use computer-generated finishing techniques suitable for the product they are creating. Evaluating ① Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. ② Test and evaluate their own products against design criteria and the intended user and purpose. Technical knowledge and understanding ① Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. ② Develop and use knowledge of how to construct strong, stiff shell structures. ③ Know and use technical vocabulary relevant to the project.</p>	<p>Designing ① Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. ② Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Making ① Order the main stages of making ② Select from and use tools and equipment to cut, shape, join and finish with some accuracy ③ Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Evaluating ① Investigate and analyse a range of existing battery-powered products. ② Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. Technical knowledge and understanding ② Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. ③ Apply their understanding of computing to program and control their products. ④ Know and use technical vocabulary relevant to the project.</p>

ART

Art End Points	Gorillas – Painting I can design a monochrome acrylic painting using the artwork of Anthony Browne as a starting point.	Manipulate malleable materials for a purpose. Mosaic.	Volcano Sculpture – Nick Rowland I can create a 3D volcano sculpture using card, paper, glue and paint. I can develop my sculpture to reflect the nature of the volcano study linking to the artist.	Collesum line drawings. Make marks and lines. Plan a photostory of trip to DEVA.	Rainforest colour mixing and artwork making based on the work of artist John Dyer. I can design an acrylic painting using the artwork of John Dyer	Drawing hills and mountains at Mam Tor lead into material canvas of hills and mountains. Use textiles and digital media to create a scene. Topographical artwork with mixed media
Curriculum objectives	*Experiment with different effects and textures including washes and thickened paint. *Work on range of scales including thin brushes on small pictures. Colour *Use more specific colour language including colour names. *Mix and use a range of tints and shades.	*Manipulate malleable materials for a purpose e.g. pot/tile. *Further develop skills in using clay to join pieces together: score and slip. Texture *Mix and use a range of glazes. *Produce intricate surface patterns and textures in malleable media.	*Manipulate malleable materials for a purpose e.g. pot/tile. *Further develop skills in using clay to join pieces together: score and slip. Texture *Mix and use a range of glazes. *Produce intricate surface patterns and textures in malleable media.	*Use sketchbooks to collect and develop ideas. *Work from a variety of sources including observation. *Work in a sustained way to create detailed drawings. *Develop close observational skills using a variety of view finders. *Understand proportions. Lines, Marks, Tone, Form and Texture *Use dry and wet media to make different marks, lines, patterns and shapes within a drawing. *Explore colour mixing with coloured pencils. *Use different techniques for different purposes: shading, hatching.	*Experiment with different effects and textures including washes and thickened paint. *Work on range of scales including thin brushes on small pictures. Colour *Use more specific colour language including colour names. *Mix and use a range of tints and shades.	*Plan a photostory. *Record and collect visual information using digital cameras. *Combine and present recorded visual images using Photostory software. *Create and use dyes for different effects i.e. onion skins, tea *Change and modify threads and fabrics: knotting, fringing, twisting and plaiting. *Match the tool to the material. *Develop skills in stitching, cutting and joining.

- *Select and record ideas from observation, experience and imagination.
- *Question and make thoughtful observations about the work of famous artists, craftspeople, designers and famous works of art.
- *Select ideas from art work studied to use in their own work.
- *Explore the roles, purposes and work of artists, craftspeople and designers working in different times and cultures and different art work.
- *Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- *Adapt their work according to their views and describe how they might develop their work further.
- *Annotate work in sketchbooks.

MUSIC: Love Music Trust Scheme of Work

Music End Points	Folk Music	Countdown to Christmas	Paint a Picture	Vikings	Adverts	Say hello, Wave Goodbye
Curriculum objectives	Continue to sing a broad range of unison songs with the range of an octave (Y4 P) Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (Y4 P) Perform in 2 or more parts from simple notation (Y4 P) Combine known rhythmic notation with letter names to create short (pentatonic) phrases using a limited range of 5 pitches (Y4 C) Arrange individual notation cards of known note values (minim, crotchet, quavers and crotchet rests) to create 4 bar phrases consisting of different note values with 2, 3 or 4 beats per bar (2/4, 3/4, 4/4) (Y4 C) Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology (Y4 C) Read and perform pitch notation within a defined range (octave) (Y4 C) Identify chordal accompaniment and melody understanding static and moving parts when listening (Y4 U) Copy short melodic phrases including those using the pentatonic	Continue to sing a broad range of unison songs with the range of an octave (Y4 P) Sing rounds and partner songs in different time signatures (Y4 P) Perform in a variety of settings with an awareness of occasion and audience (Y4 P) Perform in 2 or more parts from simple notation (Y4 P) Use rhythmic notation to transcribe simple words and phrases (Y4 C) Introduce and understand the relationship between minims, crotchets, paired quavers and rests (Y4 U) Identify and discuss the interrelated dimensions of music when listening to a piece of music (Y4 L)	Play and perform melodies following stave notation using a small range of notes (Y4 P) Use music technology e.g., keyboards, Garage Band, electronic sounds when composing (Y4 C) Begin to make decisions about the overall structure of compositions (Y4 C) Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C) Include a range of different instruments to create small ensembles when composing (Y4 C) Record creative ideas using graphic symbols, rhythm notation and time signatures, stave notation, technology (Y4 C) Identify and discuss the interrelated dimensions of music when listening to a piece of music (Y4 L) Listen to a broad range of music from different times and places (Y4 L) Identify and name crotchet and quavers in rhythmic patterns	Improvise on a limited range of pitches on any melodic instrument, making use of staccato (detached) and legato (smooth) (Y4 C) Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C) Follow and perform simple rhythmic notation to a steady beat (Y4 C) Introduce major and minor chords and use technology to demonstrate e.g interactive keyboard (Y4 U) Identify chordal accompaniment and melody understanding static and moving parts when listening (Y4 U) Introduce the term 'chromatic' (Y4 U) Identify and discuss the interrelated dimensions of music when listening to a piece of music (Y4 L) Begin to identify key stylistic features within a genre of music	Play and perform melodies following stave notation using a small range of notes (Y4 P) Perform in 2 or more parts from simple notation (Y4 P) Use music technology e.g., keyboards, Garage Band, electronic sounds when composing (Y4 C) Begin to make decisions about the overall structure of compositions (Y4 C) Combine known rhythmic notation with letter names to create short (pentatonic) phrases using a limited range of 5 pitches (Y4 C) Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C) Introduce major and minor chords and use technology to demonstrate e.g interactive keyboard (Y4 U) Identify chordal accompaniment and melody understanding static and moving parts when listening (Y4 U) Introduce and understand the relationship between minims, crotchets, paired quavers and rests (Y4 U) Copy short melodic phrases including those using the pentatonic (Y4 L) Identify and discuss the interrelated dimensions of music when listening to a piece of music (Y4 L)	Continue to sing a broad range of unison songs with the range of an octave (Y4 P) Perform in a variety of settings with an awareness of occasion and audience (Y4 P) Use the inter-related dimensions of music when composing music to create a specific mood (Y4 C) Introduce major and minor chords and use technology to demonstrate e.g. interactive keyboard (Y4 U) Identify chordal accompaniment and melody understanding static and moving parts when listening (Y4 U) Introduce and understand the relationship between minims, crotchets, paired quavers and rests (Y4 U) Copy short melodic phrases including those using the pentatonic (Y4 L) Identify and discuss the interrelated dimensions of music when listening to a piece of music (Y4 L)

COMPUTING: Purple Mash Scheme of Work

Computing End points Purple Mash	Unit 4.1 Coding Unit 4.2 Online Safety	Unit 4.3 Spreadsheets	Recap Unit 4.2 Online Safety Unit 4.4 Writing for Different Audiences	Unit 4.5 Logo Unit 4.6 Animation	Recap Unit 4.2 Online Safety Unit 4.7 Effective Searching Unit 4.8 Hardware Investigators	Unit 4.9 Making Music
Curriculum objectives	To begin to understand selection in computer programming. To understand how an IF statement works. To understand how to use co-ordinates in computer programming. To understand the 'repeat until' command. To understand how an IF/ELSE statement works To understand what a variable is in programming. To use a number variable. To create a playable game To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.	To format cells as currency, percentage, decimal to different decimal places or fraction. To use the formula wizard to calculate averages. To combine tools to make spreadsheet activities such as timed times tables tests. To use a spreadsheet to model a real-life situation. To add a formula to a cell to automatically make a calculation in that cell.	To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives. To explore how font size and style can affect the impact of a text. To use a simulated scenario to produce a news report. To use a simulated scenario to write for a community campaign	To learn the structure of the coding language of Logo. To input simple instructions in Logo. Using 2Logo to create letter shapes. To use the Repeat function in Logo to create shapes. To use and build procedures in Logo. To discuss what makes a good animated film or cartoon. To learn how animations are created by hand. To find out how animation can be created in a similar way using the computer. To learn about onion skinning in animation. To add backgrounds and sounds to animations. To be introduced to 'stop motion' animation. To share animation on the class display board and by blogging	To understand how children can protect themselves from online identity theft. To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. To identify the risks and benefits of installing software including apps. To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives. To locate information on the search results page. To use search effectively to find out information. To assess whether an information source is true and reliable. To understand the different parts that make up a computer. To recall the different parts that make up a computer.	To identify and discuss the main elements of music. To understand and experiment with rhythm and tempo. To create a melodic phrase. To electronically compose a piece of music.
PE: Complete PE Scheme of Work						
PE End points	Invasion: Netball Gymnastics: Bridges	Invasion: Handball OAA: communication	Invasion: Basketball Dance: Cats	Invasion: Tag Rugby Dance: Space	Net/wall Tennis OAA: Problem Solving	Striking and Fielding Rounders: Athletics
Curriculum objectives	Netball *refine passing and receiving *Develop passing and dribbling creating space *Develop passing, moving and shooting *Refine passing and shooting *Develop footwork Bridges *Introduction to bridges *Application of bridges learning onto apparatus *Develop sequences with bridges *Sequence formation *Sequence completion	Handball *refine passing and receiving *develop passing and creating space *develop passing, moving and shooting *combine passing and shooting *introduce defending	Basketball *refine dribbling – refine passing and receiving *refine passing and dribbling creating space *refine passing and dribbling creating shooting opportunities *introduce marking Cats *Responding to stimuli working together *Extending sequences with a partner in character *Exploring two contrasting relationships and interlinking dance moves	Tag Rugby *Develop passing, moving and creating space *Apply learning in 3x3 mini games *Develop defending in game situations *Combine passing and moving to create an attack and score Space *Extending sequences with a partner in character *Developing sequences with a partner in character that show relationships and interlinking dance moves *Sequences, relationships, choreography and performance	Tennis *Developing the forehand *Creating space to win a point using a racket *Introduce the backhand *Applying the forehand and backhand in game situations *Applying the forehand and backhand creating space to win a point Problem solving (School Fest/residential) *Benches and mats challenge *Round the clock card challenge *The pen challenge *The river rope challenge *Caving challenges	Rounders *Develop fielding and bowling with a backstop *Introduce batting *Develop batting when and why *Introduce and apply basic fielding tactics Athletics *Develop running at speed *Exploring our stride pattern *Exploring running at pace *Understand and apply tactics when running for distance *Javelin *Standing triple jump
MFL: Language Angels Scheme of Work						
MFL End points	Spanish Phonetics 1-2 – La fonetica Learn a selection of the key phonemes to facilitate accurate and authentic pronunciation.	Spanish Fruits – La Fruta Learn 10 fruits and be introduced to the simple opinions 'I Like' and 'I do not like'	Spanish Vegetables – Las verduras Learn 10 common vegetables in their plural form with their definite articles in Spanish.	Spanish Presenting Myself – Me present Develop the knowledge and skills to present themselves orally and in written form in	Spanish My Family - Mi familia Develop the knowledge and skills to make a presentation about their own/ fictitious family	Spanish In the classroom – La clase Develop the knowledge and skills to present orally and in written form about what they

	<p>I know how – Se Learn 10 familiar activities in Spanish and use the negative form building interesting sentences using conjunctions.</p>	<p>Christmas</p>	<p>Learn basic transactional language required to take part in role play activity on buying fruit from a vegetable stall</p>	<p>Spanish. Develop an understanding of grammar to manipulate the language and start to create sentences of their own using a range of personal details.</p>	<p>in both spoken and written form in Spanish. To demonstrate and increasing knowledge of grammar and the use of the possessive in Spanish. Develop the change from 1st person to 3rd person singular.</p>	<p>have and do not have in their pencil cases and/or school bag in Spanish. Demonstrate an understanding of the negative form.</p>
	<p>*Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. *Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. *Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. *Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. *Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. *Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. *Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. *Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. *Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). 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