

Class 4 Curriculum

RE: Class 4

| | Christianity | Judaism | Islam | Hinduism | Humanist |
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| Class 4 | <ul style="list-style-type: none"> o Explain the Christian Salvation story and that it makes four main claims: God created a perfect the world. Humanity went wrong. To save humanity God had a salvation plan. God enters into the world as Jesus Christ who saves humanity. o Recall stories from the Bible of Jesus miracles- what do they say about Jesus? e.g. the centurion's servant Luke 7:1-10 o Understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God. o Raise and suggest answers to relevant questions in response to their enquiry into the accounts of these miracles and what Christians say about who Jesus is. o Christians try to be like Jesus and obey his teachings in the things that they think and do. o Recall the story of the Good Samaritan Luke 10:25-37. Man attacked on dangerous road, left without anything – even clothes; he is seen by a Priest and Levite (respected members of community). Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks, taken to inn and pays for stay. o Know the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour. o Understand background to the story: Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word 'Samaritan', the people who walked by had good reason (muggers still around; might be a trap; he might be dead anyway (cleansing process); road called 'red road' for good reason. o How does this and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing. o Support their attempt to answer the relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and information to support their views. o Recall what Jesus said about selfless, unconditional love in the Beatitudes (Matthew 5.1-12 & 43-46). o Give examples of what Christians are doing today to live out these beliefs. (AMV units 2,4,6,8) o Jesus told his followers, "As I have loved you, so you must love one another." John 13.35. Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today. E.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners and addicts, helping the homeless, | <ul style="list-style-type: none"> o Know the Torah is written in Hebrew. o Raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah. o Attempt to support their answers using reasons and/or information. o Recall that Jewish scriptures are called the Tenakh, which are made up of 3 sections: Torah, Nevi'ism and Ketuvim. The word Tenakh, is made up of these 3 types of writing. o Know that the Torah is the most important because it tells Jews what God is like and how they should live. o Know that the teachings in the Torah are summed up in the Shema, which is kept on the doorpost of Jewish homes. It says "Hear O Israel, the Lord our God, the Lord is one ..." o Understand that there is also a collection of writings called the Talmud. These contain the teaching of rabbis over many years. It gives more details about how to put the rules found in the Torah into practice. o Attempt to support their answers using reasons and/or information. o Understand the meaning of Simchat Torah: a ceremony at the end of Sukkot, when the final part of Deuteronomy and the first part of Genesis is read to show that the reading of the Torah never stops. It reminds | <ul style="list-style-type: none"> o Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah. o Identify the two main beliefs of Islam as: the belief in only one God, and the belief that Muhammad is the Messenger of God. o Understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah. They do this by: Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path. o The Sujud position (prostration) reflects Muslim submission as a physical act. o Salah can take place anywhere, as God created everything. o Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah. o Attempt to support their answers using reasons and/or information. o Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur'an. o Know that Muslims believe that the angel Gabriel was 'sent down' with God's holy book – the Mother of the Book. This was the book that was shown to Muhammad. So the Qur'an is a copy of God's holy book. o Understand that the Qur'an is treated with great respect by Muslims, including that it is often kept in a stand, kept | <ul style="list-style-type: none"> o Recognise a form of Hindu worship (called puja) using a special tray called 'a puja thali' with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time. o Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti. o Know that Hindus have a special place at home for performing puja once a day. o Understand that Puja helps Hindus be quiet enough to 'hear' God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir. o Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity, and Atman. o Attempt to support their answers using reasons and/or information. <p>AMV unit 2.3 Lesson 2 onwards.</p> | <ul style="list-style-type: none"> o Be familiar with the concepts 'material world' and 'secular'. Know that 'secular' means 'concerned with the material world' and 'not concerned with religion'. o Be able to tell another person what is meant by 'Humanist' and 'atheist'. o Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world o Have had the opportunity to talk with members of a Humanist family. o Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies. They should know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrong-doing will be judged and/or punished by a god or gods. o Be familiar with what the 'happy human' symbol means to Humanists. <p>LKS2 Humanism AMV unit</p> |

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| <p>street pastors, promoting fair trade, aid work, education and working with youth.</p> <ul style="list-style-type: none"> ○ Raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do these things set an example and cut across expectations? ○ Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God. <p>UC 2A.1 Digging Deeper UC 2B.5 UC 2A.4 Digging Deeper</p> | <p>Jews that it is important to study and obey the Law throughout their lives.</p> <ul style="list-style-type: none"> ○ Raise and suggest answers to relevant questions in response to the idea of being able to put into practice the teachings of the Torah. <p>All covered in Unit 2.7b AMV</p> | <p>above all other books, is sometimes wrapped in a cloth, a Muslim will wash their hands before touching the book.</p> <ul style="list-style-type: none"> ○ Know that God's message is known as the 'Straight Path' or the Shariah <p>Unit 2.2 AMV</p> | | |
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Possible Big Questions:

| WINDOW | Mirror | DOORS |
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| Can science explain everything? | What do you believe? | Should I treat everyone the same way? |
| Why are there religions? | Is belief in something important? | Who inspires me to stand up for what is right? |
| Why is there illness? | Don't we deserve to be happy? | How do we show respect for others? |
| What do you think of zoos? | How do you know you are alive? Do you think a tree or a cat knows? | How can you help others? How about those you will never meet? |
| Can you love something ugly? | Are the opinions of my friends important to me? | Can I care sincerely for those I have never met? |
| | Is being a good friend easy? | What would you change about our world? |
| | What helps you through hard times? | Why is there poverty? |
| | What are feelings? | |
| | What do I deserve in life? | |
| | What is mental health? Can you help your own? | |
| | Does being thankful make you happier? | |
| | What difference does being loved make? | |

Science: Class 4

| Biology | | Chemistry | Physics | |
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| Animals, including humans | All living things and their habitats | States of Matter | Electricity Forces | Sound Earth and Space |
| <ul style="list-style-type: none"> • Digestive system • Food chains • The circulatory system | <ul style="list-style-type: none"> • Grouping living things • Classification keys • Adaptation of living things | <ul style="list-style-type: none"> • Compare and group materials • Solids, liquids and gases • Changing state • Water cycle | <ul style="list-style-type: none"> • Uses of electricity • Simple circuits and switches • Conductors and insulators • Electrical components • Fuses and voltage • Forces and motion of mechanical devices | <ul style="list-style-type: none"> • How sounds are made • Sound vibrations • Pitch and Volume • Movement of the Earth and the planets • Movement of the Moon • Night and day |
| <ul style="list-style-type: none"> • Identify and name the parts of the human digestive system • Know the functions of the organs in the human digestive system • Use and construct food chains to identify producers, predators and prey • Identify and name the main parts of the human circulatory system • Know the function of the heart, blood vessels and blood • Know the ways in which nutrients and water are transported in animals, including humans | <ul style="list-style-type: none"> • Use classification keys to group, identify and name living things • Know how changes to an environment could endanger living things | <ul style="list-style-type: none"> • Know the temperature at which materials change state • Know about and explore how some materials can change state • Know the part played by evaporation and condensation in the water cycle • Group materials based on their state of matter (solid, liquid or gas) | <ul style="list-style-type: none"> • Identify and name appliances that require electricity to function • Construct a series circuit • Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) • Predict and test whether a lamp will light within a circuit • Know the function of a switch • Know the difference between a conductor and an insulator; giving examples of each • Compare and give reasons for why components work and do not work in a circuit • Draw circuit diagrams using correct symbols • Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer • Explain how levers, pulleys and gears allow a smaller force to have a greater effect | <ul style="list-style-type: none"> • Know how sound is made, associating some of them with vibrating • Know how sound travels from a source to our ears • Know the correlation between pitch and the object producing a sound • Know the correlation between the volume of a sound and the strength of the vibrations that produced it • Know what happens to a sound as it travels away from its source • Know about and explain the movement of the Earth and other planets relative to the Sun • Know about and explain the movement of the Moon relative to the Earth • Know and demonstrate how night and day are created • Describe the Sun, Earth and Moon (using the term spherical) |

Working Scientifically

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| <ul style="list-style-type: none"> Ask questions such as: <ul style="list-style-type: none"> Why are steam and ice the same thing? Why is the liver important in the digestive systems? What do we mean by 'pitch' when it comes to sound? | <ul style="list-style-type: none"> Gather and record information using a chart, matrix or tally chart, depending on what is most sensible |
| <ul style="list-style-type: none"> Use research to find out how much time it takes to digest most of our food | <ul style="list-style-type: none"> Group information according to common factors e.g. materials that make good conductors or insulators |
| <ul style="list-style-type: none"> Use research to find out which materials make effective conductors and insulators of electricity | <ul style="list-style-type: none"> Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings |
| <ul style="list-style-type: none"> Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water | <ul style="list-style-type: none"> Present findings using written explanations and include diagrams, when needed |
| <ul style="list-style-type: none"> Set up a fair test with more than one variable e.g. using different materials to cut out sound | <ul style="list-style-type: none"> Write up findings using a planning, doing and evaluating process |
| <ul style="list-style-type: none"> Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures | <ul style="list-style-type: none"> Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned |
| <ul style="list-style-type: none"> Measure carefully (taking account of mathematical knowledge up to Year 4/5) and add to scientific learning | <ul style="list-style-type: none"> When making predictions there are plausible reasons as to why they have done so |
| <ul style="list-style-type: none"> Use a data logger to check on the time it takes ice to melt to water in different temperatures | <ul style="list-style-type: none"> Able to amend predictions according to findings |
| <ul style="list-style-type: none"> Use a thermometer to measure temperature and know there are two main scales used to measure temperature | <ul style="list-style-type: none"> Prepared to change ideas as a result of what has been found out during a scientific enquiry |

Art: Class 4

Evaluating and reflecting

Regularly reflect on the success of their own work. Take account of what they hoped to achieve.
Reflect and adapt their work as their artwork progresses.
Begin to critique other artist's work, giving reasons for their views.

Drawing

Draw for sustained periods of time.
Use a sketchbook to collect and develop ideas.
Develop close observation skills.
Know how to use marks and lines to show texture.
Use sketches to develop their ideas.

Key Vocabulary

Scale, proportion, refine, alter, accurate preparation, perspective, comparison, contrast, foreground, background.

Painting

Create different effects and textures including blocking colour, washes, thickened paint, creating textural effects, adding depth and distance.
Use sketchbooks to record information about colour mixing, brush marks etc.
Use tints, shades and hues.

Key Vocabulary

Blocking, paint wash, shade, tint, colour match, colour for purpose, technique, paint properties, colour spectrum, hue.

Printmaking

Create printing blocks using a relief or impressed method.
Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future work.
Demonstrate experience in 3 colour printing.
Demonstrate experience in combining prints taken from different objects to produce an end piece.

Key Vocabulary

Printing blocks, combining, 2D printing.

Sculpture

Plan a sculpture through drawing and other preparatory work.
 Shape, form, model and construct from observation and imagination.
 Use a range of materials, both natural and man-made, to create sculptures e.g. Mayan masks.
 Produce patterns and textures in malleable materials.
 Develop skills in using clay e.g. slip, slabs and coils.
 Explore the work of artists.

Key Vocabulary

Opaque, transparent, slip, coil, casting.
 Develop the language of analysis and interpretation of sculpture e.g. symbolic, patterned/ textured, complex, uneven, busy/ plain, delicate, simple, intricate.

Collage and Textiles

Use a variety of techniques with fabric e.g. printing, dyeing, weaving, stitching to create different textural effects.
 Develop skills in stitching, cutting and joining.
 Show an awareness of different fabrics.
 Add collage to a printed or painted background.
 Use different techniques, colours, textures when designing and making pieces of work.

Key vocabulary

Compare and name fabrics, embellish, design, mood, textural art.

Digital Media

Explore ideas using digital sources e.g. internet, photos, National Gallery of Art.
 Record, collect and store visual information digitally.
 Present recorded visual images using software e.g. iMovies and Google Slides.
 Use a graphics package to create images and effects with lines, shapes, colours, and textures and manipulate and create images.

Key Vocabulary

Digital media/ art, Google Slides, presentation, graphics, iMovies.

Key artists

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| <p>Cycle 1 Hokusai- The Great Wave- Japanese Art (Wonderful World) Henri Rousseau- Post Impressionism (Rainforest) Goldworthy - Contemporary Sculpture (Text link to Brightstorm by Vashti Hardy) Goudi- Mosaic/ Modernista Peter R. Mason- Mosaic/ Post Pop Art</p> | <p>Cycle 2 Goudi- Mosaic/ Modernista Peter R. Mason- Mosaic/ Post Pop Art Tingatinga-painting and sculpture. David Hockney-Pop Art/ Landscape (Mountains) Various- Islamic art within buildings (Bahrain) Famous architects- architecture of famous buildings around the world *Christopher Wren St Paul's Cathedral *Ivan Barma and Postnik Yakouleu St Basil's Cathedral *Ustad Ahmad Lahouri Taj Mahal *Jorn Utzan Sydney Opera House (Building a Village/ Vikings)</p> |
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Glossary of Terms

There are 7 elements of art that children should be exposed to and encouraged to use and discuss.

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| Colour | Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are 4 properties of colour: <ol style="list-style-type: none"> 1. Hue: the name we give to colours. 2. Intensity: the vividness of the colour. Is sometimes referred to its saturation or its strength. 3. Value: how light or dark it is. The terms shade and tint refer to value changes in colour. Shades are created by adding black. Tints are created by adding white to a colour. 4. Complementary colours: these are the colours opposite each other on the colour wheel. |
| Line | Lines and curves are marks that span a distance between two points. In art, line is the use of various marks, outlines, and implied lines during artwork and design. |
| Form | The form of work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. However, two-dimensional can achieve the illusion of form with the use of perspective and/ or shading or modelling techniques. |
| Space | Space is any conductive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distance or areas around, between and within things. There are two types of space: <ol style="list-style-type: none"> 1. Negative space: the area in between, around, through, within an object. 2. Positive space: the areas that are occupied by an object or form. |
| Texture | Describes how something feels or looks. It can be simulated or real. |
| Shape | Shape refers to a 2-dimnsional, enclosed area. Shape could be geometric, such as squares, circles, triangles etc. |
| Value | This is the degree of lightness and darkness in colour. The difference in value is called contrast. Value can relate to shades, where colour gets darker by adding black to it (shade), or tints, where a colour gets lighter by adding white to it. |

Knowledge and skills as an artist (Sticky Knowledge)

At KS2, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.

| Using Sketchbooks | Drawing, painting and sculpture | Study of great artists |
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| <ul style="list-style-type: none"> • Create sketchbooks to record their observations and use them to review and revisit ideas | <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials | <ul style="list-style-type: none"> • Great artists, architects and designers in history |
| <p>Know how to integrate digital images into artwork. Use sketchbooks to help create facial expressions. Use sketchbooks to experiment with different texture and media. Know how to use images created, scanned and found; altering them where necessary to create art.</p> | <p>Know how to show facial expressions and body language in sketches and paintings. Know how to use lines and marks to show texture in art. Know how to use shading to create mood and feeling. Know how to use line, tone, shape, colour to represent figures and forms in movement. Know how to print onto materials using at least 3 colours. Know how to create an accurate print design following given criteria. Know how to sculpt clay and other mouldable materials.</p> | <p>Know when art is from different cultures. Experiment with styles used by other artists. Explain some features of art from historical periods. Research an artist. Know how different artists developed their specific techniques. Begin to express their ideas and thoughts about an artist's work.</p> |

DT: Class 4

Developing, Planning and Designing

Understanding contexts, users and purposes. Generating, developing, modelling and communicating ideas.

Begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.

When planning, start to explain their choice of materials and components, including function and aesthetics.

Explain how particular parts of their products work.

When designing, explore different initial ideas before coming up with a final design.

Use annotated sketches, and cross-sectional drawings to communicate their ideas.

Test ideas through use of prototypes.

Use computer-aided design to develop and communicate their ideas.

Learn about some inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.

Key Vocabulary

Plan • Organise • Prototype • Initial ideas • Criteria • Diagrams • Labels • Annotate
• Brief • Product • Consumer • Customer • Target audience • Purpose • Application
• Constraints • Client

Making

Planning and practical skills and techniques.

Plan:

With growing confidence, carefully select from a range of tools and equipment, explaining their choices.

Select from a range of materials and components according to their functional properties and aesthetic qualities.

Plan the main stages of making in a systematic order.

Practical Skills and Techniques:

Learn to use hand tools and kitchen equipment safely and appropriately, and learn to follow hygiene procedures.

Use a wider range of materials and components, including textiles and food ingredients, construction materials and kits, and mechanical and electrical components.

With growing independence, measure, and mark out to the nearest centimetre and millimetre.

Cut, shape and score materials with some degree of accuracy.

Demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product.

Join textiles with an appropriate sewing technique.

Begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, fabric paints and digital graphics.

Key Vocabulary

Materials • Mould • Liquid • Solid • Form • Shape • Adhesive • Lattice • Mass-produce
• Hand-made • Packaging • Presentation • Machine made • Dimensions • Durable

Evaluating: Evaluating their own ideas and existing products.

Own Ideas and Products:

Evaluate their product against the original design criteria. How well does it meet its intended purpose?

Consider the ideas of others to improve their work.

Consider their design criteria as they make progress and are willing to alter their plans.

Existing Products:

Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet its intended purpose. Including

-how well have products been made

-what methods of construction have been used

-how well products work and achieve their purposes

-how well products meet user's need and wants

-who designed and made the products

-where products were designed and made

-when products were designed and made

-whether products can be reused or recycled

Evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world e.g. Sir Isaac Newton, Wright Brothers, Brunel etc.

Key Vocabulary

Effective • Fit for purpose • Design criteria • Alternatives • Models • Quality • Function • Functionality

Technical Knowledge: Knowing how products work.

Know how to use learning from science and mathematics to help design and make products that work.

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Know that materials have both functional properties and aesthetic qualities.

Know how mechanical systems such as cams or pulleys or gears create movement.

Understand and demonstrate how mechanical and electrical systems have an input and output process.

Know how simple electrical circuits and components can be used to create functional products.

Use mechanical and electrical systems in their products.

Know how to program a computer to control their products.

That a single fabric shape can be used to make 3D textiles products.

That food ingredients can be fresh, pre-cooked and processed.
Use the correct technical vocabulary for the projects they are undertaking.

Key Vocabulary

Use vocabulary associated for all the areas of D: Designing, Making, Evaluating and Cooking and Nutrition.

Cooking and Nutrition

Knowing where food comes from. Knowing about food preparation, cooking and nutrition.

Know where foods come from:

Start to know when, where, and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world.

Know that foods are grown (crops) reared (livestock) and caught (fish).

Food preparation, cooking and nutrition:

Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically.

With support, use a heat source to cook ingredients showing awareness of the need to control temperature of the hob, oven or grill.

Use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking.

Explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes.

Prepare ingredients using appropriate cooking utensils.

Measure and weigh ingredients to the nearest gram and millilitre.

Start to independently follow a recipe.

Start to understand seasonality.

Key Vocabulary

Healthy • Unhealthy • Balanced • Vitamins • Disease • Nutrition • Healthy eating • Hygiene • Diet • Cross contamination • Grams • Storage • Presentation • Taste • Texture
• Flavour • Disinfect • Bacteria

Sticky Knowledge

Design Technology (Sticky Knowledge)

At KS2, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.

| | Designing | Making | Evaluating | Technical Knowledge | Food Technology |
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| | Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, | Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wide | Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, | Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand |

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| | develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. | range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. | how key events and individuals in design and technology have helped shape the world. | pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. | seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. |
| Class 4 | <ul style="list-style-type: none"> • come up with a range of ideas after collecting information from different sources • produce a detailed, step-by-step plan • explain how a product will appeal to a specific audience • design a product that requires pulleys or gears | <ul style="list-style-type: none"> • use a range of tools and equipment competently • make a prototype before making a final version • make a product that relies on pulleys or gears | <ul style="list-style-type: none"> • suggest alternative plans; outlining the positive features and draw backs • evaluate appearance and function against original criteria | <ul style="list-style-type: none"> • links scientific knowledge to design by using pulleys or gears • use IT, where appropriate, to add to the quality of the product | <ul style="list-style-type: none"> • be both hygienic and safe in the kitchen • know how to prepare a meal by collecting the ingredients in the first place |

Geography: Class 4

Locational Knowledge

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| <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. | <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. | <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). | |
| Class 4 | <ul style="list-style-type: none"> Know and locate the names of and locate at least eight major capital cities across the world. | <ul style="list-style-type: none"> Know the names of and locate at least eight counties in England. Know where the main mountain regions are in the UK. | <ul style="list-style-type: none"> Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. Know what is meant by the term 'tropics'. |

Place Knowledge

Human and Physical Geography

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| <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 within North or South America. | <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. | <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. | |
| Class 4 | <ul style="list-style-type: none"> Know key differences between living in the UK and in a country in either North or South America. | <ul style="list-style-type: none"> Know what causes an earthquake. Label the different parts of a volcano. Know the names of a number of the world's highest mountains. Know layers of a rainforest and know what deforestation is. | <ul style="list-style-type: none"> Know why countries need trade links with other countries. |

Map skills and Fieldwork skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-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.
- 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.

Class 4

Map Skills:

Using Maps:

- Compare maps with aerial photographs.
- Follow a route on a large scale map.
- Locate places on a range of maps (variety of scales).
- Identify features on an aerial photograph, digital or computer map.
- Select a map for a specific purpose.
- Begin to use atlases to find out other information (e.g. temperature).
- Know and name the 8 compass points and use four figure grid references to identify features on a map. Begin to use 6 figure grid references.

Map Knowledge:

- Begin to name & locate some of the counties and cities of the UK.
- Use maps and globes to locate the Equator and the Tropics of Capricorn and Cancer.
- Name and locate countries in South America and their capitals cities.

Making Maps:

- Recognise and use OS map symbols, including completion of a key and understanding why it is important.
- Draw a sketch map using symbols and a key.
- Begin to learn some atlas symbols.

Fieldwork Skills:

Gather Information:

- Ask geographical questions.
- Use a database to present findings.
- Record findings from fieldtrips.
- Use graphs to present data collected.

Sketching:

- Draw an annotated sketch from observation including descriptive / explanatory labels and indicate direction.

Audio/Visual:

- Make a judgement about the best angle or viewpoint when taking an image independently.
- Add titles and labels giving date and location information.
- Locate position of a photo on a map.

History: Class 4

| CHRONOLOGY (Stone age to 1066) | Beyond 1066 | LOCAL STUDY |
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| <ul style="list-style-type: none"> To include: Stone age to Iron age Romans Anglo-Saxons Vikings | <ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 | <ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066 |
| <ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Use a time line to show when the Anglo-Saxons were in England | <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England. Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework Know how Britain has had a major influence on the world | <ul style="list-style-type: none"> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time |
| CIVILIZATIONS from 1000 years ago | HISTORICAL ENQUIRY SKILLS | |
| <ul style="list-style-type: none"> Choose one of: Mayans Islamic Civilizations Benin Civilization | <ul style="list-style-type: none"> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance | |
| <ul style="list-style-type: none"> Know about the impact that one of the following ancient societies had on the world: the Mayan civilization Know why they were considered an advanced society in relation to that period of time in Europe | <ul style="list-style-type: none"> Describe events from the past using dates when things happened. Know how an event or events from the past has shaped our life today – The Space Race | |
| | <ul style="list-style-type: none"> Research in order to find similarities and differences between two or more periods of history. Modern 20th C Space Race and Mayans. Know about the main events from a period of history, explaining the order of events and what happened – Space Race Know that many of the early civilizations gave much to the world - Mayans | |

- ❑ Sticky Knowledge: Know about, and name, some of the advanced societies that were in the world about 3000 years ago, Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or, the Benin, Know where the Vikings originated from and show this on a map, Know that the Vikings and Anglo-Saxons were often in conflict, Know why the Vikings frequently won battles with the Anglo-Saxons, Know that Britain has had a major influence on the world including colonisation and the slave trade

Music: Class 4

| Performing | Compose | Listen |
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| <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> | <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> | <i>listen with attention to detail and recall sounds with increasing aural memory</i> |
| <ul style="list-style-type: none"> • sing songs from memory with accurate pitch • maintain own part whilst others are performing their part | <ul style="list-style-type: none"> • use notation to record compositions in a small group or individually • compose music which meets specific criteria • choose the most appropriate tempo for a piece of music | <ul style="list-style-type: none"> • explain why silence is often needed in music and explain what effect it has • repeat a phrase from the music after listening intently. |
| Use and understand | Appreciate | History of music |
| <i>use and understand staff and other musical notations</i> | <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> | <i>develop an understanding of the history of music</i> |
| <ul style="list-style-type: none"> • use notation to record and interpret sequences of pitches • use music diary to record aspects of the composition process | <ul style="list-style-type: none"> • identify and describe the different purposes of music • describe, compare and evaluate music using musical vocabulary • explain why they think music is successful or unsuccessful | <ul style="list-style-type: none"> • study the work of at least one famous composer such as Mozart • contrast the work of a famous composer with another and explain preferences |

Computing: Class 4

Objectives can be taught through the use of the [NCCCE Teach Computing Units of Work](#)

| | Create programs | Develop programs | Reasoning | Networks | Sticky Knowledge |
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| | <i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i> | <i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i> | <i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i> | <i>Pupils should be taught to understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</i> | |
| Class 4 | Use block-based | experiment with | make an accurate prediction and | know how to search for specific | Know how to program an |
| | Search engines | Using programs | Safe use | Sticky Knowledge | |
| | <i>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (Discovery Education Coding Level 4/5 and Lego WeDo Programmable toys)</i> | <i>Pupils should be taught to develop a program that has specific variables identified (Discovery Education Coding Level 4/5 and Lego WeDo Programmable toys)</i> | <i>(Discovery Education Coding Level 4/5 and Lego WeDo Programmable toys) Pupils should be taught to select, use and combine a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i> | <i>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i> | Know how to publish sound and multimedia presentation |
| Class 4 | select and use software to accomplish given goals Capture and edit audio to produce a podcast, ensuring that copyright is considered (Audacity) Manipulate digital images, and reflecting on the impact of | produce and upload a podcast (Audacity) Produce a multimedia presentation (Google Slides) Recognise how and why data is collected over time, before using data loggers to carry out an investigation (iPad-Data logger app) Manipulate digital images (paint.net app) Use a database to order data and create charts to answer questions (J2e.com) Y5 | recognise acceptable and unacceptable behaviour using technology understand that they must make choices when using technology and that not everything is true and/or safe (National Online Safety) | | Know how to publish sound and multimedia presentation Know their responsible choices online |

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| | changes and whether the required purpose is fulfilled (Chromebook- paint.net app) | | | |
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Vocabulary

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| Class 4 | <p>Algorithm, coding, programming, cyberbullying, e-safety, debug, input device, network, output device, sequence, search engine, icon, download, emoji, email, username, password, attachment, data, graphs and charts, spreadsheet, online, permission, personal information, trusted adult, edit, film, social media, content</p> <p><i>Transition, share, code block, variable, position, design, embed, hyperlink, insert, copyright, bot, influencer, live stream, pop ups, sponsored, upload</i></p> |
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MFL: Class 4

| Units of study | Monster pets (5 lessons) | Space explorers (5 lessons) | Shopping (5 lessons) | French speaking world (5 lessons) | A week in the life (5 lessons) | Meet the family (5 lessons) |
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| | Children use their 'detective skills' to extract information, identify and sort nouns by their gender, develop their understanding of sentence structure and describe their own monster pet in writing | Children develop their scientific vocabulary as well as their grammar, write their own poems using figurative language and develop their sentence structure by adding adjectives, making comparisons and giving reasons using 'because' | Pupils develop vocabulary associated with a trip to France, as well as building their understanding of sentence structures, questions and phrases. They also apply their language detective skills when faced with an unfamiliar text | Pupils learn to give and follow directions in French and to use comparative language, which they practise as they explore different French speaking countries | Pupils learn the verbs 'avoir' and 'être', identify the infinitive and other forms of verbs, and learn to use the correct verbending for different subject pronouns, whilst recognising that some verbs are irregular | Pupils learn how to describe family members and what they like and dislike, using the correct form of mon, ma and mes, and making sure of adjectival agreement, before preparing a short written presentation |
| Content | <p>Speaking and Listening Literacy Understanding a non-fiction text</p> <p>Speaking and Listening Literacy Body parts and descriptions</p> | <p>Literacy Writing explanations</p> | <p>Speaking and Listening Asking for things and quantities of things</p> <p>Speaking and Listening Literacy Numbers 1 to 100 and beyond, working with Euros</p> | <p>Speaking and Listening Literacy Intercultural understanding French speaking countries</p> <p>Comparing physical features and climate</p> | <p>Speaking and Listening Literacy Days and times</p> <p>Speaking and Listening Literacy Regular verb forms</p> | <p>Speaking and Listening Literacy Introducing family members</p> <p>Speaking and Listening Literacy Comparing what people like</p> |
| Skills | <p>Speaking and Listening Literacy Describing things orally and in writing</p> <p>Literacy Understanding and responding to written language from an authentic source</p> | <p>Speaking and Listening Exploring patterns and sounds of language</p> <p>Speaking and Listening Reading carefully and showing understanding of simple writing</p> | <p>Literacy Developing an appreciation of a range of writing</p> <p>Speaking and Listening Developing the ability to understand new words</p> | <p>Speaking and Listening Literacy Describing places orally and in writing</p> <p>Speaking and Listening Developing accurate pronunciation</p> | <p>Literacy Listening attentively to spoken language</p> <p>Speaking and Listening Literacy Understanding basic grammar – verbs</p> | <p>Speaking and Listening Literacy Expressing opinions and responding to those of others</p> <p>Speaking and Listening Speaking in sentences using familiar vocabulary</p> |
| Links | | Science | | Geography | | |

| Class 4 | Topics | PSHE: Class 4 | |
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| | <p>Being Human/AD900 (Mayans)</p> <p>Going Global/Space Explorers</p> <p>Full Power/What a Wonderful World/Rainforest (IOW week)</p> <p>Fairgrounds/Weather and Climate</p> <p>Building A Village/Vikings/Mountains</p> <p>The Holiday Show/Bahrain/Investigators</p> | <p>PSHE/International</p> <ul style="list-style-type: none"> • About a major global health problem • About our needs and wants, and how they compare with the needs and wants of others • About the work of international charities • How some people are suffering as a result of the global market • How Fair Trade helps the lives of farmers and producers in poorer countries • About media products (such as film, television and music) and how countries are affected by media globalisation • Finding out about the International Space Station (ISS) • About local and global environmental issues • How different international aid groups and charities are helping those affected by environmental issues • Finding out about climate and environmental problems in our home and host countries • Finding out what simple things we can do to help improve our environment • What makes a good global traveller • About extra services for our local area • What the 'global village' is and how it affects us <p>See SCIENCE</p> <ul style="list-style-type: none"> • External human body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. <p>Mental wellbeing</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • the benefits of physical exercise, time outdoors, community participation on mental wellbeing and happiness. • varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). | <p>RHE</p> <p>Families and people who care for me</p> <p>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Caring friendships</p> <p>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships</p> <p>the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</p> <p>the conventions of courtesy and manners</p> <p>the importance of self-respect and how this links to their own happiness</p> <p>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Being safe</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including digital context).</p> <p>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> |

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| | <ul style="list-style-type: none"> it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough <p>Physical health and fitness</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. <p>Healthy eating</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. <p>Health and prevention</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. <p>Basic first aid</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. | |
| | <p>British Values</p> <ul style="list-style-type: none"> Mutual respect for and tolerance for those with different faiths and beliefs and for those without faith Tolerance Mutual respect Individual responsibility Democracy Law-abiding Individual liberty | <p>Online Safety/Safeguarding</p> <p>Online relationships</p> <ul style="list-style-type: none"> .that people sometimes behave differently online, including by pretending to be someone they are not that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met how information and data is shared and used online <p>Internet safety and harms</p> |

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| | | | <p>that for most people the internet is an integral part of life and has many benefits.</p> <p>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>why social media, some computer games and online gaming, for example, are age restricted.</p> <p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>where and how to report concerns and get support with issues online.</p> |
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Physical Education: Class 4

| Games | | Athletics | Gymnastics | Dance |
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| <i>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i> | | <i>Use running, jumping, throwing and catching in isolation and in combination</i> | <i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i> | <i>perform dances using a range of movement patterns</i> |
| Class 4 | <ul style="list-style-type: none"> vary tactics and adapt skills depending on what is happening in a game use skills with coordination, control and fluency Take part in competitive games with a strong understanding of tactics Apply basic skills for attacking and defending Practice skills in isolation | <ul style="list-style-type: none"> sprint over a short distance and show stamina when running over a long distance jump in different ways with control perform a running jump with more than one component e.g. hop, skip, jump throw in different ways and hit a target, when needed Can use equipment safely and with good control | <ul style="list-style-type: none"> link skills with control, technique, coordination and fluency develop strength, technique and flexibility throughout performances move in a controlled way include change of speed and direction in a sequence explore balancing, jumping and rolling on the floor and on apparatus carry out balances with and without a partner | <ul style="list-style-type: none"> confidently improvise with a partner or on their own begin to create longer dance sequences in a larger group demonstrate precision and some control in response to stimuli use dance to communicate an idea |
| Outdoor Adventurous Activities | | Swimming | Evaluation | Healthy Lifestyles |
| <i>take part in outdoor and adventurous activity challenges both individually and within a team</i> | | <i>swim competently, confidently and proficiently over a distance of at least 25 metres</i> | <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i> | <i>lead healthy, active lives</i> |
| Class 4 | <ul style="list-style-type: none"> follow a map into an unknown location follow a route within a time limit plan a route and a series of clues for someone else communicate with others and share roles chose effective strategies and make changes when they don't work | <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 [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. | <ul style="list-style-type: none"> watch and describe performances accurately begin to think about how they can improve their own work work with a partner or small group to improve their skills make suggestions on how to improve their work, commenting on similarities and differences | <ul style="list-style-type: none"> Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. understand the need to warm up and cool down understand how exercise can help support mental wellbeing. understand the importance of exercise and sport in social environments |