
Christleton Primary School
Connected Curriculum
Year 4

Curriculum Design

Look up

Look out

Look beyond

Curriculum Delivery

Ignite

Introduction of the Context for Learning

A question is used to spark interest.

Pre-planning.

Describe, list, outline, find, label, draw, match.

Pre-planning questions are used to shape how learning takes place, drawing objectives from the national curriculum and key skills from our skills progression documents.

Explore

Exploration of the Context for learning

Sequence, classify, compare and contrast, explain (cause and effect), analyse, organise, distinguish, question, relate, apply, link prior learning.

The planned sequence of learning is followed to provide the children with the knowledge and skills required. Additions may be made in response to events, further questions, assessments or responding to the interests of the children.

Reflect

Reflection on the Context for Learning

Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, design, construct, perform.
The children are able to communicate their learning to others via a variety of means.

Year Four	Autumn Term		Spring		Summer	
	First	Second	First	Second	First	Second
	Exploring an ancient society		Developing an Empire		Cestrian Life	
Main Texts used	**Gorilla**	**Greek Myths Poetry: The Lost Lost – Property Office**	**Escape from Pompeii**	**When the Giant stirred Poetry: Windrush Child**	**Where the forest meets the Sea Rainforests in 30 seconds**	**Blue John Poetry: Haiku**
Science	Animals including humans	States of matter	Sound	Living things and their habitats		Electricity
History	Ancient Greece – looking at architecture, democracy, the Olympic Games and other influences on life in the western world		The Roman Empire and its impact on Britain The Roman invasion and the importance of Hadrian's wall The significance of roads in Roman Britain		A local history study; the Roman invasion of Chester	
Geography	Rivers – what are rivers and how are they used?		Volcanoes – Why do people live near volcanoes?		Rainforests – why are rainforests important to us?	
Computing	Computing systems and networks – The Internet	Creating media - Audio production	Programming A – Repetition in shapes	Data and information – Data logging	Creating media – Photo editing	Programming B – Repetition in games
D&T		Pneumatic Systems – Making a moving monster		Simple programming and control (using microbits)		Make an electric buzz wire game
Art	Ancient Greece Pottery Designs Drawing and painting and printing Karen Lederer		Mosaics linked to the Romans		Henri Rousseau – collage Tropical forest with apes and snakes Tiger in a tropical storm	
PE	Ball Skills Gymnastics	Gymnastics Tag Rugby	Netball Dance	Dance Swimming	Athletics Batting and Fielding games; Cricket	Rounders Football
RE	Judaism How do Jews demonstrate their faith through their communities?	Christianity Why do Christians think about Incarnation at Christmas? What is the Trinity?	What is a worldview?	Christianity What can I learn from Christian art about Christian beliefs about Easter, salvation and the Trinity?	Humanism How do Humanists arrive at their views about the world?	Hinduism How do Hindus worship in their daily lives?
Music	Term 1 – Title: Mamma Mia	Unit Theme: Abba's Music Term 2 – Title: NOT Glockenspiel	Term 3 – Title: NOT Stop!	Term 4 – Title: Lean on Me Unit Theme: Soul / Gospel music and helping one another	Term 5 – Title: NOT Blackbird	Term 6 – Title: Reflect, Rewind and Replay Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music
			Wider opportunities instrument			
MFL	Days of the week	Christmas	Numbers 13-31	Dates	Birthdays	Weather
PSHE/RSE	Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	
No Outsiders	Dogs don't do ballet	King and King	The Way Back Home	The Flower	Red: A crayon's story	
British Values	Rule of Law	Mutual Respect	Democracy		Individual liberty	Tolerance of those of different faiths and beliefs
Residential	Pentre					
Trips / visitors		Xplore! Science		Delamere Forest Trip		Roman Chester Class Trip
Whole school events	International day of democracy National Poetry Day Harvest Festival	Bonfire night (Fire safety) Anti-Bullying Week Remembrance Day Christmas Jumper Day Christmas Performances / Service	National Handwriting Day Big Garden Birdwatch Story Telling Week Safer Internet Day	Shrove Tuesday World Book Day Mother's Day Good Friday Easter Service	Health week Walk to School Week Outdoor Classroom Day	Pride Month
Events	McMillan Coffee morning	Children in Need	Mental Well-being week		Race for Life Den Day	

English

Reading
Word reading - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Comprehension • Develop positive attitudes to reading, and an understanding of what they read, by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry • Understand what they read, in books they can read independently, by: - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than 1 paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing

Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

- Proofread for spelling and punctuation errors
- Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Transcription

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Common Exception Words					
accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	although
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between **plural** and **possessive** *–s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, *Later that day*, *I heard the bad news.*]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Maths

Number

Number and Place Value

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

Addition and Subtraction

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Multiplication and Division

- recall multiplication and division facts for multiplication tables up to 12 × 12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to ¼; ½; ¾
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places

Measure

- convert between different units of measure
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12 and 24-hour clocks
- solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Geometry, Position and Direction

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Science

Working Scientifically			
Plan	**Do**	**Record**	**Review**
ask relevant questions **set up simple practical enquiries, comparative and fair tests** begin to choose ways to try and answer a question put forward own ideas and make some planning decisions suggest ways of making the test fair or if it can't be fair how they will answer it by looking for a pattern from a selection say what equipment is needed suggest the type of data needed to be collected make simple predictions based on everyday experience and knowledge	**Making systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers** carry out a fair test or pattern seeking enquiry with help compare 3 or more things use simple standard measures; m, cm, mm, kg, g, cm3, minutes, seconds, Newton. measure to the nearest whole or half unit or mixed units. read scales to the nearest division labelled and unlabelled.	**gathering, recording, classifying and present data in a variety of ways to help in answering questions** **recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables** construct a simple 2 column table draw bar charts 1:1, 1:2, 1:5 and 1:10 scale & begin to plot line graphs	**reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, making predictions for new values** **using results to draw simple conclusions and suggest improvements, and raise further questions new questions** **identifying differences, similarities or changes related to simple scientific ideas and processes** say what they have found out and give an explanation for observations and simple patterns based on everyday experience

Science

Living Things and Their Habitats

- Can I recognise that living things can be grouped in a variety of ways?
- **Can I explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment?**
- **Can I recognise that environments can change and that this can sometimes pose dangers to living things?**

States of Matter

- Can I compare and group materials together, according to whether they are solids, liquids or gases?
- **Can I 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)?**
- **Can I identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?**

Electricity

- Can I identify common appliances that run on electricity?
- **Can I construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers?**
- Can I 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?
- **Can I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit?**
- **Can I recognise some common conductors and insulators, and associate metals with being good conductors?**

Animals Including Humans

- **Can I describe the simple functions of the basic parts of the digestive system in humans?**
- **Can I identify the different types of teeth in humans and their simple functions?**
- Can I construct and interpret a variety of food chains, identifying producers, predators and prey?

Sound

- Can I identify how sounds are made, associating some of them with something vibrating?
- **Can I recognise that vibrations from sounds travel through a medium to the ear?**
- **Can I find** patterns between the pitch of a sound and features of the object that produced it?
- **Can I find patterns between the volume of a sound and the strength of the vibrations that produced it**
- **Can I recognise that sounds get fainter as the distance from the sound source increases?**

Vocabulary

classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate
digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain
solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle
electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol
sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation

Progression in identification and classification

By the End of Year Two	By the End of Year Four	By the end of Year Six
Identifying and classifying • compare observable and behavioural features of living things, materials and objects • sort and group in own way using both observable and behavioural features even when differences are slight • answer simple yes/no questions about a mystery object they have chosen • sort into two groups in which one group has a feature and the other doesn't • once they have decided sorting criteria explain where further additional items could be placed • use simple Venn diagrams to help sort things and record the groupings	**Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions** • use Carroll and Venn diagrams to help sort things and record the groupings, sometimes re-sorting using different criteria • make simple branching data bases/ classification keys to for a few (3-6) things with easily observable differences and that can be named • use simple classification keys/ branching data bases to identify unknown items that have easily observable differences in their features • Carry out simple tests and sort and group based on the evidence of the results found.	**Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.** • Be aware of the term kingdom and know that most scientists classify things into five kingdoms. • Through direct observations where possible classify animals into vertebrates and invertebrates. • make keys and branching databases with 4 or more items • evaluate how well keys and databases work and make changes to improve them • explain why it is important to classify and why it is useful to scientists • plan what to test, how to test and collect evidence in order to classify

Art

Drawing	Painting	Printing	Sketch books
☐ Can I choose specific materials to draw with for a striking effect? ☐ **Can use line, tone, shape and colour to create mood and feeling?** ☐ Can I ensure my work is precise? ☐ Can I experiment with scale and proportion? ☐ Can I create accurate observational drawings? ☐ Can I produce drawings using IT? ☐ Can I develop techniques to create intricate patterns using a range of media?	☐ **Can I use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines?** ☐ **Can I mix colours effectively for a purpose?** ☐ Can I experiment with colour to create mood? ☐ Can I observe colour and suggest why it has been used? ☐ Can I independently choose the right paint and / or equipment for the task? ☐ Can I begin to discuss how I am influenced by the work of another artist?	☐ **Can I make printing blocks to create an accurate print design?** ☐ Can I accurately make repeating patterns? ☐ Can I begin to experiment printing using multiple colours?	☐ **Can I adapt and refine ideas as they progress?** ☐ Can I annotate sketches with simple explanations of ideas?
			3D

Textiles	Collage	Use of IT	Knowledge
	☐ Can I combine pattern, colour and shape? ☐ Can I independently select a range of media to produce a collaged image? ☐ Can I add collage to a painted, printed or drawn background to enhance work?	☐ **Can I use the printed images I take with a digital camera and combine them with other media to produce art work?** ☐ Can I use the web to research an artist or style of art? ☐ Can I present a collection of my work on a slideshow?	☐ Can I explore work from other cultures and artists including Henri Rousseau? ☐ **Can I create original pieces that are influenced by studies of others?** ☐ Can I comment on artworks using visual language?

Vocabulary

Drawing: Line, tone, shape, colour, mood, feeling
Painting: Shape, texture, pattern, lines, brush techniques
Printing: Printing blocks repeating patterns
Collage and Textiles: Pattern, colour, shape

Computing

Functional Skills (used throughout all areas of Computing)	Computer Science	Digital Literacy	Information Technology
☐ Can I use more than two fingers to enter text? ☐ **Can I use keyboard function keys e.g. shift, caps lock, num lock, space bar, return?** ☐ Can I rename a previously saved digital document or file appropriately?	☐ Can I design, test and amend programs to achieve an intended objective, including controlling an external output? ☐ Can I use nested loops to increase the efficiency of a program? ☐ **Can I use and change a pre-written function?** ☐ Can I understands a wider range of 'events' such as sprite interactions and button presses, and use them within programs? ☐ **Can I find errors in a program of my own design, and successfully debug to achieve a specific goal?**	☐ Can I evaluate how appropriate a website is? ☐ Can I work collaboratively with others online, with support? ☐ **Can I search for and select relevant information (pictures and text) to use in other software?** ☐ Can I predict the effect(s) of changing the variables in digital simulations and observe the results? ☐ **Can I understand the reasons for using strong passwords?** ☐ Can I be aware of ways in which we interact with online communities and be able to suggest and use strategies for dealing with cyberbullying?	☐ Can I use a range of features of layout and design such as text boxes, columns and borders? ☐ Can I make use of a range of visual effects such as filters, hues, saturation, contrast and combining images to give different effects? ☐ **Can I create and add text, video, sound and other graphic effects to a video?** ☐ Can I layer sounds using music composition software? ☐ Can I collect snapshot data from data loggers, selecting the appropriate tool to generate graphs or charts? ☐ Can I create a branching database to sort and identify objects?

Vocabulary

Account, consequence, communication, consent, cyberbullying, download, permission, personal information, private, public, profile, search engine, web browser, SMART = Safe, Meet, Accept, Reliable, Tell
Algorithm, instructions, program, code, sequence, event, predict, explain, bug, debug, input, output, repetition loop, condition, action, if/else command, variable, backdrop, blocks, sprite
Search engine, web page, World Wide Web, internet, computer network, evaluate, relevant,
client, router, server, DNS, save, import, edit, image, video, audio, web browser HTML, collaborative, heading, subheading, paragraph, font, image, link, layout, upload

Design and Technology

Designing

- **Can I start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science?**
- Can I confidently make labelled drawings from different views showing specific features?
- Can I develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail?
- **Can I identify the strengths and areas for development in my ideas and products?**
- Can I consider, when planning, the views of others, including intended users, to improve my work?
- Can I learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products?
- When planning explain their choice of materials and components according to function and aesthetic.

Making

- Can I select a wider range of tools and techniques for making their product safely?
- Can I measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques?
- Can I start to join and combine materials and components accurately in temporary and permanent ways?
- **Can I understand how mechanical systems such as CAMS create movement?**
- **Can I understand how simple and more complex electrical circuits and components can be used to create functional products?**
- Understand how to reinforce and strengthen a 3D framework.
- Begin to use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.

Food and Nutrition

- Can I understand that a healthy diet is made up from a variety and balance of different food and drink?
- Can I understand that to be active and healthy, food and drink are needed to provide energy for the body?

Evaluating

- **Can I evaluate my products by carrying out appropriate tests?**
- Start to evaluate their work both during and at the end of the assignment.
- **Be able to disassemble and evaluate familiar products and consider the views of others to improve them.**

Vocabulary

Labelled diagrams, specific features, materials, processes, components, function, aesthetic
Tools, techniques, cam, follower, crank, shaft, saw, triangular corners,
Disassemble, evaluate, improve
Balanced, healthy diet.

Geography

Location Knowledge	Places Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
☐ **Can I use maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human features and capital cities of Europe?**	☐ Can I compare the Northwest of England with the Naples Bay area of Italy?	☐ **Can I (focusing on Europe), identify types of settlements, land use, trade links, natural resources, including energy food, minerals and water?**	☐ Can I use eight points of a compass to build knowledge of the U.K. and Europe?
☐ Can I name and locate Roman cities and counties of the Northwest of England and identify how settlements changed during Roman times?		☐ Can I identify physical geography of Europe including rivers, mountains, volcanoes, earthquakes and the water cycle?	☐ **Can I use four figure grid references, symbols and keys to build my knowledge of the U.K. and Europe?**
☐ **Can I identify the position and significance of oceans, the Equator, Northern and Southern Hemisphere, Arctic and Antarctic Circles?**			☐ **Can I use maps atlases, globes and digital mapping to locate countries and describe features studied?**
			☐ Can I use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies?

Vocabulary

Countries and capital cities of Europe (including Russia)Counties and cities of Roman Britain
Key physical and human geographical language including but not limited to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Types of settlement, land use, trade, economic activity, energy, minerals, mountains, topographical, earthquake, volcano, environment
8 points of compass, globe, atlas, maps, digital mapping, key, symbol, 4 figure grid reference, aerial photograph, atlas, sketch maps.

History

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
☐ **Can I describe events from the past using dates when things happened?**	☐ Can I begin to picture what life would have been like for the early settlers?	☐ Can I research more than one version of an event and say how they differ?
☐ Can describe events and periods using the words: BC/BCE, AD/CE?	☐ **Can I recognise that Britain has been invaded by several different groups over time?**	☐ **Can I give more than one reason to support an historical argument?**
☐ Can I describe events and periods using the words: ancient and century?	☐ Can I suggest why certain events happened as they did in history?	☐ Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?
☐ **Can I use a timeline within a specific time in history to set out the order things may have happened?**	☐ Can I suggest why certain people acted as they did in history?	☐ Can I use my 'information finding' skills in writing to help me write about historical information?
☐ Can I use my mathematical knowledge to work out how long ago events would have happened?	☐ **Can I explain how events from the past have helped shape our lives?**	
☐ Can I use my mathematical skills to round up time differences into centuries and decades?	☐ Can I explain the impact of invaders of native communities?	
☐ Can I begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?	☐ **Can I describe (in some detail) the significant achievements of the Ancient Greeks?**	

Vocabulary

BC – Before Christ, BCE – Before Common Era AD – Anno Domini, CE – Common Era Timeline, Ancient Greece, Ancient Egypt, decade, century, millennium, ancient
Empire, settlers, invasion, conversion, raids, achievements, impact, change, migration, Christianity, resistance, Athens, legacy, effects, civilisation, Roman withdrawal, settlements reputation, democracy
Culture, myths and legends
Amphitheatre, city-state, democracy, empire, honour, Olympics, philosopher, Zeus aqueduct, barbarian, emperor, legion, senate, consul, gladiator
Anachronism, infer, effects, consequences, cause/s My conclusion is…

Modern Foreign Languages (MFL)

Listening	Speaking	Reading	Writing
Understand a range of familiar spoken phrases including: ☐ Days of the week ☐ Christmas ☐ Numbers 13-31 ☐ Dates ☐ Birthdays ☐ Weather	Answer simple questions and give basic information including: ☐ Days of the week ☐ Christmas ☐ Numbers 13-31 ☐ Dates ☐ Birthdays ☐ Weather	Understand and read out familiar written phrases including: ☐ Days of the week ☐ Christmas ☐ Numbers 13-31 ☐ Dates ☐ Birthdays ☐ Weather	Can write one or two short sentences to a model and fill in the words on a simple form including: ☐ Days of the week ☐ Christmas ☐ Numbers 13-31 ☐ Dates ☐ Birthdays ☐ Weather
Vocabulary			
Les mois, les nombres ,Joyeux anniversaire, les jours de la semaine, Quelle est la date aujourd-hui? Quel temps fait-il, Joyeaux Noel!			

Music

Singing	Performing	Composing	Listening and Appraising
☐ **Can I sing in unison maintaining the correct pitch and using increasing expression?**	☐ **Can I play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics?**	☐ Can I create rhythmical and simple melodic patterns using an increased number of note? ☐ Can I join layers of sound, thinking about musical dynamics of each layer and understanding the effect? ☐ Can I comment on the effectiveness of one's work, identifying and making improvements based on its intended outcome? ☐ Can I understand how different musical elements are combined and used expressively? ☐ Can I understand and begin to use established and invented musical notations to represent music?	☐ Can I recognise and explore the ways sounds can be combined and used expressively and comment on this effect? ☐ **Can I listen to and recall patterns of sounds with increasing accuracy?** ☐ Can I listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians?

Vocabulary
Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion

Physical Educaiton (PE)

Health and Fitness

- ☐ Can I explain why warming up is important?
- ☐ **Can I explain why keeping fit is good for my health?**
- ☐ Can I explain what effect exercise has on my body?

Acquiring and Developing

- ☐ **Can I select and use the most appropriate skills, actions or ideas?**
- ☐ Can I make up my own small-sided game?
- ☐ Can I show good control in my movements?

Dance

- ☐ Can I take the lead when working with a partner or group?
- ☐ Can I make sure my dance moves are clear and fluent?
- ☐ **Can I work on my movements and refine them?**
- ☐ Can I compose my own dances in a creative and imaginative way?
- ☐ Can I control my movements?

Games

- ☐ Can I hit a ball accurately and with control?
- ☐ Can I keep possession of the ball?
- ☐ Can I vary tactics and adapt skills according to what is happening?
- ☐ **Can I choose the best tactics for attacking and defending?**

Gymnastics

- ☐ Can I include change of speed?
- ☐ Can I include change of direction?
- ☐ Can I include a range of shapes?
- ☐ **Can I follow a set of 'rules' to produce a sequence?**
- ☐ Can I combine action, balance and shape?

Swimming

- ☐ Can I swim between 25 and 50metres unaided?
- ☐ **Can I keep swimming for 30 to 45 seconds, using swimming aids and support?**
- ☐ Can I use a variety of basic arm and leg actions when on my front and on my back?
- ☐ **Can I swim on the surface and lower myself under water?**
- ☐ Can I take part in group problem-solving activities on personal survival?
- ☐ Can I recognise how my body reacts and feels when swimming?
- ☐ Can I recognise and concentrate on what I need to improve?

Evaluating and Improving

- ☐ Can I explain how my work is similar and different from that of others?
- ☐ **Can I use my observations to improve my work?**

Athletics

- ☐ **Can I sprint over a short distance?**
- ☐ **Can I throw in different ways?**
- ☐ Can I hit a target?
- ☐ **Can I jump in different ways?**
- ☐ Can I combine running and jumping?

Outdoor Adventurous Activities

- ☐ Can I follow a map in a more demanding familiar context?
- ☐ **Can I move from one location to another following a map?**
- ☐ **Can I use clues to follow a route?**
- ☐ Can I follow a route accurately, safely and within a time limit?

Vocabulary

Games: Throw, catch, control, awareness of space, support, opposition, strike and field, accuracy, rules, possession, adapt tactics.
Gymnastics: Adapt sequences, apparatus, criteria, strength, suppleness, performance, compare and contrast, sequences, stamina, improve.
Dance: Changing speed and direction, share and create, phrases, plan, repeat, remember and perform, phrases, communicate.
Athletics: Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best.
Outdoor and Adventurous: Follow, route, appropriate equipment, safely, familiar context, manage risks/problems.
Swimming: Swim, unaided, basic stroke, movements, coordinate breathing, surface

Personal, Social, Health, Citizenship Educaiton (PSHCE)

Families and Relationships	Health and Wellbeing	Safety and the Changing Body
☐ Recapping learning in PSHE from the previous year and how we can help everyone to learn effectively in these lessons ☐ To develop understanding of courtesy and manners in a range of situations. ☐ **To begin to understand the physical and emotional boundaries in friendships.** ☐ To understand that my behaviour can have an impact on others. ☐ **To understand the impact of bullying and the responsibility of bystanders to help.** ☐ To explore stereotypes in fictional characters and think about how these might influence us. ☐ **To recognise that stereotypes can relate to a number of factors.** ☐ To begin to understand that families are very varied, in this country and across the world. ☐ To explore how we can help following a bereavement.	☐ To understand how we can look after our teeth. ☐ To understand what relaxation feels like. ☐ **To develop a growth mindset and understand that mistakes are useful**. ☐ To identify my own strengths and begin to see how they can affect others. ☐ To identify what's important to me and to take responsibility for my own happiness. ☐ To understand a range of emotions. ☐ **To begin to understand what mental health is and who can help if I need it.**	☐ To understand that age restrictions are designed to protect us. ☐ To understand the benefits and risks of sharing material online. ☐ To understand how to help someone with asthma. ☐ **To develop understanding of privacy and the difference between secrets and surprises.** ☐ To understand that not all information on search engines is valuable. ☐ To recognise that change is part of growing up. ☐ To recognise the physical differences between children and adults. ☐ To begin to understand the risks of smoking and the benefits of being a non smoker.

Economic Wellbeing	Citizenship
☐ To begin to understand what makes something good value for money. ☐ **To begin to understand the importance of keeping track of money**. ☐ To understand ways money can be lost and how this makes people feel. ☐ **To understand that people's decisions about their careers can be influenced by a variety of things.** ☐ To understand that many people will have more than one job or career.	☐ **To begin to understand the Human Rights convention.** ☐ To understand how reusing items benefits the environment. ☐ To understand the role of groups in the wider community. ☐ To understand the contribution groups make to a community. ☐ **To understand the value of diversity in a community.** ☐ To develop an understanding of the role of local government.

Vocabulary
Love, healthy, emotions, secrets, private, safe, secrets, support, kind, unkind, family, uncomfortable, strategy

Religious Education (RE)

Sikhism	Hinduism	Islam	Judaism
	☐ **Can I give an example on how to explain the Hindu concept of God and the cycle of Create, Preserve and Destroy?** ☐ Can I explain how Hindus worship at home and in the Mandir and the associated symbols and gestures? ☐ Can I explain the Hindu festival of Holi and why it is celebrated?		☐ **Can I talk about how Jews worship at home and in the Synagogue and different events and festivals which are celebrated?**

Skills	Christianity
☐ Can I give thoughtful responses using different forms of expression? ☐ **Can I discuss why worshippers choose to attend a particular place of worship and what it means to belong?** ☐ Can I describe religions and world views, connecting my ideas and prior learning? ☐ Can I consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means? ☐ **Can I observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities?**	☐ Can I explain what the term "Incarnation" means and how this is an important concept for Christianity? ☐ **Can retell a range of parables and have a go at telling the meaning?** ☐ Can I give my reasons for why Easter was part of a plan, why it happened and why Jesus died? ☐ Can I explain the role of art and symbolism to aid prayer, worship as well as recall? ☐ Can I describe what sin, suffering and sacrifice mean?

Vocabulary

Christianity: Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, stewardship, evolution, good news, bible, Lost Parables, prodigal son

Judaism: Judaism, Jew, Torah, Hebrew, Synagogue, Shabbat, Hanukkah, Shema, Covenant, Israel, Pesach, Rabbi, Bar/Bat Mitzvah, Yahweh

Hinduism: Hindu, Brahman, Vishnu, Shiva, Brahma, Rama, Sita, Hanuman, Diwali, Holi, Puja, Vedas, Mandir, Reincarnation, Karma, Aum, Dharma, Samsara, Moksha

Sex and Relationship Education (SRE)

SRE	Communication Development (by the end of Year 4)		Personal Development (by the end of Year 4)	
To explore the human lifecycle Describe the main stages of the human lifecycle Describe the body changes that happen when a child grows up To identify some basic facts about puberty Discuss male and female body parts using agreed words Know some of the changes which happen to the body during puberty To explore how puberty is linked to reproduction Know about the physical and emotional changes that happen in puberty Understand that children change into adults so that they are able to reproduce.	To listen carefully and understand	• Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Understand the meaning of some phrases beyond the literal interpretation.	To Try New Things	• Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others.
			To Work Hard	• Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard
	To develop a wide and interesting vocabulary	• Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.	To Concentrate	• Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest.
	To speak with clarity	• Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud.	To Push Oneself	• Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt.
	To tell stories with structure	• Bring stories to life with expression and intonation. • Read the audience to know when to add detail and when to leave it out.	To Imagine	• Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas.
			To Improve	• Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements
	To hold conversations and debates	• Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alternative.	To Understand Others	• Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others.
			To Not Give Up	• Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky.

Christleton 21

In pursuit of both excellence and equity, Christleton Primary School is committed to providing all children with experiences that underpin and expand on their in-class education, increasing their range of skills and knowledge and giving them a richer tapestry on which to build.

Build a den	Plant it, grow it, eat it	Cook on fire
Learn the cookery basics	Paddle in the sea	Learn basic first aid
Learn to swim and be safe on water	Learn to ride a bike and be safe on the road	Learn to play a musical instrument
Do something for charity	Perform on stage	Try food from a different country
Build a sandcastle	Get a postcard from school	Have a responsibility
Create a piece of art from nature	Visit a museum	See a play in a theatre
Go on an overnight school trip	Visit an art gallery	Learn from failure

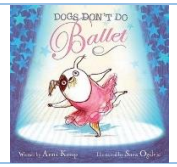
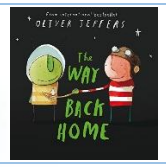
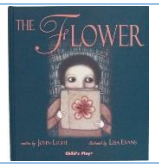
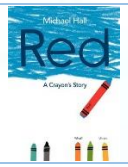
No Outsiders

The No Outsiders programme helps the school to teach the Equality Act.

Learning Intentions

To promote diversity	To stand up to discrimination	To challenge the causes of racism	To consider how my life may change as I grow up	To recognise my freedom

Key texts used

				
Dogs don't do ballet	King and King	The Way Back Home	The Flower	Red: A crayon's story

British Values

Autumn Term	Spring Term	Summer Term
Rule of Law	Democracy	Individual Liberty
Mutual Resect		Tolerance of those of different faiths and beliefs

Learning Powers

Autumn Term	Spring Term	Summer Term
Managing Distractions (Resilience Muscle)	Imagining (Resourceful Muscle)	Perseverance (Resilience Muscle)
Reasoning (Resourceful Muscle)	Meta-Learning (Reflective Muscle)	Empathy and Listening (Reciprocal Muscle)

Residential Visits and Trips

Autumn Term	Spring Term	Summer Term
	Roman Class Trip	Residential

Kagan Structures

Kagan structures are taught throughout the school. The aim of including Kagan structures within the curriculum is to increase academic achievement, improve relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues

Previously taught strategies

Rally Robin	Stand up-Hand up-Pair up	Quiz-Quiz-Trade	Timed Pair Share
Talking Chips	Simultaneous Round Table	Write Round Robin	Jigsaw

Cooperative strategies introduced and mastered in this year group

Numbered Heads	Rally Coach

Whole School Events

Autumn Term		Spring Term		Summer Term	
International day of democracy	Bonfire night (Fire safety)	National Handwriting Day	Shrove Tuesday	Health week	Pride Month
National Poetry Day	Anti-Bullying Week	Big Garden Birdwatch	World Book Day	Walk to School Week	
Harvest Festival	Remembrance Day	Story Telling Week	Mother's Day	Outdoor Classroom Day	
	Christmas Jumper Day	Safer Internet Day	Good Friday		
	Christmas Performances / Service		Easter Service		

Charity Events

Autumn Term		Spring Term		Summer Term	
McMillan Coffee morning	Children in Need			Race for Life	
				Den Day	