

Year 4 Curriculum – The Mead Academy Trust

Statutory Curriculum:

Art and Design
<p>Use a sketch book as a source of information for basic skills to show:-</p> <ul style="list-style-type: none">• Increased control of using marks and lines in a wide range of media• Developing drawing for a sustained period , whilst being introduced to different drawing techniques• Development of creating tone using a variety of media, showing an awareness of objects having a third dimension• Experimenting with textures using different effects and textures including blocking in colour, washes, thickened paint.• Use of specific language for colour and exploration of tertiary colours developing use of different brushes for specific purposes.• Understanding of pattern in Art by creating a doodle• Mood boards using the work of artists both past and present as a source of inspiration <p>Develop creativity and apply skills using a range of art processes to include:-</p> <ul style="list-style-type: none">• Creating different 2D pictures in a range of media (x3 across the year)• Designing and creating sculpture from imagination working collaboratively• Creating a relief tile to develop a print with two colour overlays• Designing and creating models for their own animations
Computing
<ul style="list-style-type: none">• Digital Literacy – understand online and offline responsibilities, what is personal information, what is cyberbullying, how do keywords vary search results and what is Plagiarism.• Physical Systems - design, write and debug programs that control or simulate physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs, whilst working with flowcharts.• Programming - use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Various forms of input and output sources on scratch whilst developing coding skills and computational thinking approaches.• Digital content – Dismantle a mobile phone and understand the basic components that make it work and how it may connect o to the Internet and display the World Wide Web. Develop understanding of the difference between the Internet and the World Wide Web. Use a combination of software programs to produce a digital project linked to topic learning.• Communication – Extend knowledge of communication and how this is linked to the internet. Communicate with each other in the classroom digitally. Retrieving data and analysing it (Google Forms). Email the results to others.
Dance
<ul style="list-style-type: none">• Further explore variations of basic actions, levels, direction and speed and combine these to create a more complex movement sequence• Perform movement sequences with increasing development of strength, co-ordination and control• Further explore quality of movement (e.g variations in movement flow and use of force, tension and weight)• Be able to recognise the principles of simple composition and choreography (the elements of dance) in order to use them to plan sequences and a range of movement patterns.• Be able to respond to a range of stimuli and accompaniment.• Be able to determine success criteria relating to the development of their performance using key words related to their activity.• Evaluate their own and others’ performance and ask relevant questions in order to improve and make progress.• Perform and develop an appreciation of movement from different traditions, times and places.• Be able to communicate ideas and emotions using gestures or other non-verbal signals to convey and enhance meaning.• Be able to represent and respond to information in different forms including pictures, sounds and symbols showing some awareness of the audience and purpose.
Design and Technology
<ul style="list-style-type: none">• Using research to develop functional, appealing designs aimed at particular groups or individuals.• Generate and develop ideas through discussion and annotated sketches also incorporating computing skills using CAD (computer Aided Design)• Select from a range of tools and equipment to perform tasks such as cutting, shaping, joining and finishing beginning to focus on accuracy• Select from a range of materials and components, selecting the most appropriate to fit the design criteria (functional properties and aesthetic qualities)• Investigate and analyse existing products, communicating their opinions• Carry out simple tests and evaluate the effectiveness of their products against the design criteria and consider how they could improve their work• Understand how individuals in design and technology have helped shape the world.• Explore ways to strengthen, stiffen and reinforce simple structures• Understand and include mechanical systems in their products such as gears and pulleys• Incorporate a simple circuit into a product• Apply basic understanding of the use of computers to program and control their products• Prepare and cook predominantly savoury dishes using appropriate ingredients and equipment• Begin to understand where food comes from and how different ingredients are grown, reared and caught

English (Years 3 and 4)

Spoken Language

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Word reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English 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.

Reading Comprehension

- Develop positive attitudes to reading and 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 [for example, free verse, narrative 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 one 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 Transcription

- 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.

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

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 (English Appendix 2)
 - Organising paragraphs around a theme
 - In narratives, creating settings, characters and plot
 - In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- 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
 - Proof-read for spelling and punctuation errors
 - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - Using the present perfect form of verbs in contrast to the past tense
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials
- Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:
 - Using commas after fronted adverbials
 - Indicating possession by using the possessive apostrophe with plural nouns
 - Using and punctuating direct speech
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Geography

- Locate North and South America, using maps, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- Locate the world's countries focusing on Europe, including Russia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- Understand geographical similarities and differences through the study of physical and human geography of a region of the United Kingdom and a region within North or South America
- Describe and understand key aspects of physical geography, including: rivers, mountains, volcanos, earthquakes
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use four figure grid references (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

History

British History:

- Britain's settlement by Anglo-Saxons and Scots: Scots invasions from Ireland to North Britain (now Scotland), Anglo Saxon invasions, Settlements and kingdoms: place names and village life linked to a local area study

World History:

- Achievements of earliest civilisations, for example Ancient Sumer, The Indus valley, Ancient Egypt, The Shang Dynasty

Historical Enquiry:

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Regularly address and sometimes devise, historically valid questions about change, cause, similarity, difference and significance
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand how knowledge of the past is constructed from a range of sources

Maths

Counting and the Number System:

- Count in Thousands, Hundreds, Fifties, Twenty-fives, Tens and Ones
- Continue linear number sequences
- count and record in pounds and pence

Number facts and calculation:

- Add and subtract with numbers up to 10 000
- Use the column method for addition and subtraction
- Learn mental methods for addition and subtraction
- Use the methods taught to solve word problems: visualising the problems using the bar model
- Multiply and divide by 6, 7, 9, 11 and 12
- Understand mathematical vocabulary such as 'quotient' in relation to division
- Calculate multiplication equations using multiplication facts
- Understand the difference between sharing and grouping
- Understand the commutative law in multiplication
- Solve problems involving multiplication and division
- Divide and multiply by 1 and 0
- Multiply three numbers together using prior knowledge of multiplication tables
- Use their tables and knowledge of place value to multiply multiples of ten/hundred leading to the multiplication of 2-digit/3 digit numbers using short multiplication
- Divide 2-digit numbers using chunking and short division (including remainders)
- Solve addition and subtraction word problems

Fractions and decimals:

- Learn about mixed number fractions and improper fractions
- Learn how to convert between mixed numbers and improper fractions
- Add and subtract fractions
- Round decimals to the nearest whole number
- Count, order and record decimals in different ways
- See equivalence between tenths and hundredths and will be able to compare and order the numbers

Measures:

- Interpret picture graphs and bar graphs
- Learn about line graphs and how they are used to measure change over time
- Interpret line graphs and use information collated in tables to draw line graphs
- Make predictions based on trends identified in data
- Learn about the 24-hour clock

- Convert between the 12-hour clock and the 24-hour clock
- Convert between units of time, such as minutes and seconds, and hours and minutes.
- Solve time problems involving conversions
- Calculate durations of time in relation to word problems
- Make links between tenths and hundredths and decimal notation for money
- Compare amounts of money by looking at significant digits and by converting amounts from pounds to pence and vice versa
- Round money to the nearest pound
- Estimate amounts and totals
- Find totals and calculating change
- Visualise a money problem using the bar model and will begin to explore unequal sharing in the context of money
- Estimate and measure mass, volume and length
- Convert units of measure from larger to smaller and vice versa
- Measure perimeter using cm and mm
- Use knowledge of measures to solve problems involving mass, volume and length
- Measure area by measuring surface coverage and multiplication
- Name and compare angles and use this information to help when classifying triangles and quadrilaterals
- Explore symmetry and symmetrical figures
- Draw lines of symmetry on shapes and figures
- Describe the positions of objects and figures
- Describe positions on grids using coordinates
- Learn about the x and y axes and will build an understanding of how coordinates are written
- Translate shapes using the language of 'left', 'right', 'upwards' and 'downwards'
- Learn to read and write Roman numerals

Modern Foreign Languages

Skills to be taught:

- Listen for specific words and phrases, Listen for sounds, rhyme and rhythm,
- Read and understand familiar written phrases / a short familiar text Read some familiar words and phrases aloud (pronounce them accurately) Write simple words / phrases using a model and write some words from memory
- Memorise and present a short spoken text, Ask and answer questions on several topics
- Learn about festivals (New Year, Mardi Gras and April fool's day) and how these are celebrated. Learn about simple food traditions in France.

Term 1 and 2:

- Name different members of the family using "j'ai" and words from family and extended family
- Ask and answer "Do you have brothers and sisters?"
- Count to 40
- Continue to learn and say months of the year and name your birthday month
- Ask and answer "How old are you?"
- Say and recognise days of the week
- Cultural understanding: To learn about French New Year and "Three Kings' day" traditions
- Salut ça va (lessons 7, 10)

Term 3 and 4:

- Name at least 15 different foods in French and use the definite article consistently and mostly correctly
- Ask others which foods they like/express own likes and dislikes of certain food
- Role play a scene in a café or snack bar, ordering a snack or a drink politely
- Cultural understanding: To learn about Mardi Gras, French April fool's day and French Easter traditions. To learn about some food traditions in France.
- Grammar: j'aime, je n'aime pas, tu aimes, le/la/les/du/des

Term 5 and 6:

- State which foods are health/unhealthy
- Talk about hobbies and sports
- Learn some parts of the body
- Cultural understanding: to learn about favourite French sports and sporting events
- Singing – heads, shoulders knees and toes. Writing vocabulary for parts of the body onto a diagram

Story making opportunity (Term 4) – Grande Monstre Vert (The Big Green Monster)

- Vocabulary: les cheveux, la tête, le visage, les yeux, le nez, la bouche, les oreilles
- Colours revisited
- Qu'est que c'est...
- C'est le/la..., ce n'est pas le/la...

Music

Singing skills

- Developing the ability to sing confidently with increasing control and expression
- Beginning to understand how parts fit together and an awareness of how songs are structured

Performing skills and knowledge of musical instruments

- Developing recorder performance skills by introducing the Treble Recorder or/and Ukulele
- Playing simple tunes in 2 parts for descant and treble. Playing chord sequences and tablature on the Ukulele.
- On-going skills maintaining simple musical parts on percussion instruments with an awareness of the whole ensemble

Improvising and composing skills

- Composing in a group setting using a variety of starting points. Increasing awareness of how sounds combine and layer to develop understanding of texture using class percussion and orchestral instruments
- Melodic improvisation using the pentatonic and other scales

Listening to music and appraising performances

- On-going listening skills developed with attention to detail and understanding of structure, orchestration and the period music is composed. Ability to recall and compare sounds
- Developing an understanding of what makes a successful performance or composition.

Understanding musical notation

- Children confident to compose and notate an 8 beat rhythm

- Using staff notation for recorders and tab for ukuleles
- Graphic scores to record sound pictures

Physical Education

- Through badminton, basketball, cricket, football, hockey, netball, rounders, tennis, athletics, gymnastics combine balance, agility co-ordination movements with control
- Jump: Combine a controlled jump with another movement (e.g. jumping and catching, jumping and throwing)
 - Catch: combine catching with running/jumping/bending. (E.g. fielding skills)
 - Throw: perform a correct technique for over arm throw using 1 hand. Accurate direction and varying distance
 - Running: perform correct arm and leg action for a varying speed and distance run
 - Hand-held equipment (e.g. hockey, tennis racket, rounders bat): Consistently make contact, vary direction and power and combine with movement e.g. running
- Direct Competition: Players compete in their own playing area and no contact between players (e.g. tennis/volleyball)
- Use my awareness of space and others to outwit opponents
- Smile when I don't win
- Know how often and for how long I should exercise to be healthy
- Regularly engage in a range of physical enrichment activities. (E.g. sports clubs)
- Know how to record and monitor how I am working including taking my own pulse
- Explain basic fitness components (speed, strength, stamina, suppleness)
- I have a good understanding of making healthy lifestyle choices
- Begin to take on a range of roles (e.g. referee, reporters)
- Give sensitive critical feedback on another's performance and accept and act on feedback from others

Swimming:

- Swim confidently over a distance of at least 30 metres
- Use a range of strokes confidently (front crawl, backstroke and breaststroke)
- Confidently swim a width in clothes

PSHEE

- Recognises that they are capable of making their own lifestyle choices (I can stop and think before I act)
- Explore the human life cycle
- Identify basic facts about puberty, reproduction and pregnancy.
- Explore physical changes associated with puberty.
- Begins to take responsibility for their safety
- Understands what influences people to spend or save
- understands why people spend or save
- Understands how others behaviour impacts on me and how to manage the situation.
- Applies the school rule and the charters.
- Contributes ideas of positive change to the school community.
- Elects and votes for a school councillor.
- Recognises how leaders show their skills and vote appropriately.

Religious Education

Wiltshire Syllabus for RE (three focus units per year)

- Why do some people think Jesus was inspirational? (visitor)
- Keeping the 5 Pillars of Islam: Muslim life today (visit/visitor)
- What can we learn from stories shared by Christians, Jews and Muslims?

Science

Scientific Enquiry:

- Ask relevant questions and using different types of scientific enquiry to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Use straightforward scientific evidence to answer questions or to support their findings

Living things and their habitats:

- Identify and name a variety of living things in the local and wider environment, using classification keys to assign them to groups
- Recognise that environments can change and that this can sometimes pose dangers to living things
- Recognise that living things can be grouped in a variety of ways

Animals (including humans):

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey

States of Matter:

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Sound:

- Identify how sounds are made, associating some of them with something vibrating.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that vibrations from sounds travel through a medium to the ear
- Recognise that sounds get fainter as the distance from the sound source increases

Electricity:

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators and associate metals with being good conductors

Non-statutory curriculum entitlement for The Mead Academy Trust:

Drama and Performance

- Create roles showing how behaviour can be interpreted from different viewpoints.
- Prepare a short play script to read aloud and perform.
- Develop scripts based on improvisation
- Demonstrate ideas about characters and situations, making deliberate choices of intonation, tone, volume and action in different roles and scenarios.
- Comment constructively on plays and performances, discussing effects and how they are achieved

Education for Sustainable Development

- Pollution and our environment
- The effects of climate change on our weather patterns and the relationship with fossil fuels
- Extreme weather patterns and their effect on our environment and safety
- How polluted is our school environment?
- Look at measures to reduce car pollution
- What is fair trade farming and why is it important to support fair trade products
- Food: growing, cooking and eating soft fruit (raspberries, strawberries, blackcurrants)
- Up cycling- how can you turn your old possessions into something new?
- Learning about and maintaining the pond in our school grounds.
- Exploring the issues around free and fair trade
- Maintain link with school in Europe (link with Geography)

Outdoor Learning

- Use the outdoor environment to support specific units of learning across the curriculum at least three times a year
- Science- Identify and name a variety of living things in the local and wider environment, using classification keys to assign them to groups
- Geography- Using maps and atlases
- Plant soft fruit (strawberries, raspberries) in the school grounds and poly-tunnels and be responsible for looking after them
- To take part in outdoor and adventurous activities challenging both individuals and within a team (with peers in Term 1 and with Year 1 in Term 5)
- Use the school grounds for orienteering using written and picture clues
- Navigate their way to safety, orienteering with compasses and maps around the school grounds

The Whole Child

- Children are happy to have a go and try new things
- Children can accept praise and critical feedback from others
- Children can show tolerance when working with others
- Children can take on different roles to support a group
- Children can use strategies for coping with situations that don't go their own way (e.g. staying calm, reacting positively)
- Children can use strategies to help others deal with their emotions
- Identifies and celebrates diversity
- Children can respect another person's opinions and beliefs
- Children can recognise where there is an issue in the classroom that needs solving
- Children can take responsibility for working towards a target
- Children can begin to use conflict management skills to help resolve conflict peacefully (e.g. peer mediation)
- Children can understand why making mistakes and experiencing failure are an essential part of learning.

Enrichment

- Trip or visitor in each term
- Wider Opportunities programme
- Descant and treble recorder
- Work with an artist
- Visit to hill fortress (iron/stone age)
- Visit to a Mosque
- Author visit
- Class assembly
- Theatre trip/visit
- Role play/small world play
- Bilingual Breakfast
- Sustain email link with French school
- Sports day
- Inter school competition
- Make links with a group from the community – eg Elderly
- Life bus
- Just Different
- Residential visit
- Forest Schools