



Welcome to Year 4



THE SCHOOL CURRICULUM

This booklet gives you information about the Year 5 curriculum. These are all the skills which your child will learn over this year, as well as practising previously taught skills. If you have any questions, please make sure you get in touch.

Name:

Class:

KLZ parent log in: _____ **@klz.org.uk**

Password: _____

www.klz.org.uk

Bug Club username: _____

Password: _____

School code: cljp

www.activelearnprimary.co.uk

WHO'S WHO

Miss Sam Coomber
Mrs Mary Shears

Adder Class and Phase Leader
Grass Snake Class

WAYS TO GET IN TOUCH

There are plenty of ways to get in touch. We have an open-door policy which means we want to hear from you, especially if you have a worry or problem.

- The daily Meet & Greet playground at the beginning or end of the day
- Visit the admin team in the main reception
- Come in and ask to speak to a member of staff (*someone will see you*)
- Ring on **01634 333820** and ask to speak to a member of staff (*someone will speak to you*)
- email on **office@oaklands.medway.sch.uk**
- Use the contact section on website **www.oaklands.medway.sc.uk**
- Tweet on **@oaklands_sch_CC**
- Facebook on **@OSandCC**

WHO TO SPEAK TO FOR ENQUIRIES

Liz Stamp School Business Manager

Leigh Cawe Attendance

Diane Mills Admissions

Carol Curtis Family Liaison Officer (*FLO*)

SENIOR LEADERSHIP TEAM

Barry Symons Headteacher

Catherine McLaughlin Deputy Headteacher

Louisa Jones Assistant Headteacher (*Teaching*)

Gillie Russell Assistant Headteacher (*Inclusion*)

PARENT HANDBOOK

Download the parent handbooks at www.oaklands.medway.sch.uk/parents/

PE TIMETABLE

Your child will have PE on **Thursday** and **Friday**.

It is best to bring your PE in on a Monday and have your PE kit in all week and then take it home at the end of the week.

Your child will swim on **Thursdays** every week.



SEPTEMBER 2018 TO JULY 2019

Term 1

INSET 1: Monday, 3 September 2018 (RWI training)

INSET 2: Tuesday 4 September 2018

Start: Wednesday, 5 September 2018

Finish: Thursday, 18 October 2018

INSET 3: Friday, 19 October 2018 (RWI training)

Autumn break: Monday, 22 October 2018 to Friday, 26 October 2018

Term 2

Start: Monday, 29 October 2018

Finish: Wednesday, 19 December 2018

Christmas break: Thursday, 20 December 2018 to Wednesday, 2 January 2019

Term 3

INSET 4: Thursday, 3 January 2019

Start: Friday, 4 January 2019

Finish: Friday, 15 February 2019

February break: Monday, 18 February 2019 to Friday, 22 February 2019

Term 4

Start: Monday, 25 February 2019

Finish: Friday, 5 April 2019

Spring break: Monday, 8 April 2019 to Thursday, 18 April 2019

Good Friday: 19 April 2019

Easter Monday: 22 April 2019

Term 5

Start: Tuesday, 23 April 2019

Finish: Friday, 24 May 2019

Early May bank holiday: Monday, 6 May 2019

Late May bank holiday: Monday, 27 May 2019

May break: Tuesday, 28 May 2019 to Friday, 31 May 2019

Term 6

INSET 5: Monday, 3 June 2019

Start: Tuesday, 4 June 2019

Finish: Tuesday, 23 July 2019

Term 1

Where is America?

The children will travel around America learning about the cities, people and culture. They will look at the differences between North and South America as well as the difference in the wildlife in the two continents.

Term 6

What mountain ranges are in America?

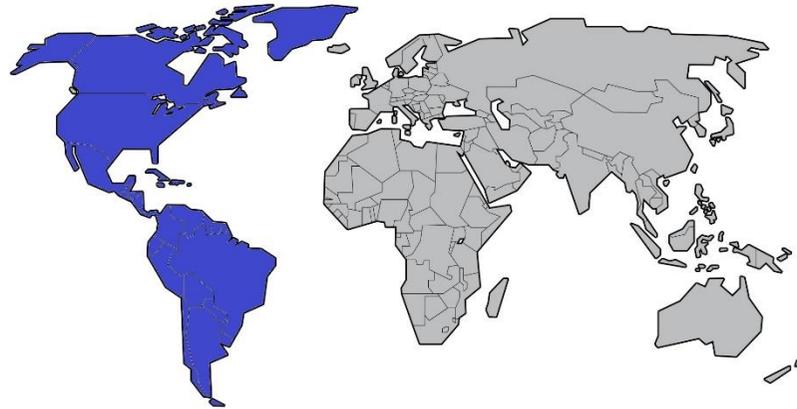
The children will study the physical geography of North and South America and especially the mountain ranges and how these are formed.

Term 2

Why do people change locations?

We will be looking at migration and invasion. The children will look at how Vikings 'invaded' the UK and look at how pilgrims 'travelled' to the Americas and how these two differ and are the same.

Year 4



The Americas

Term 5

What was life like in 1066?

The children will compare life in 1066 in the Europe and the Americas? They will learn what cultures and conflicts were like for these two different continents and how this effected modern day.

Term 3

Who were the heroes and villains in America?

The children will look at Rosa Parks and her work in gaining equal rights. The children will learn how people were treated differently purely on the colour of her skin and how we can fight against intolerance and prejudice.

Term 4

What does Art tell us about the past?

We will be looking at famous artists in America's history and how their world reflects what happened in the past. The children will be looking a range of art include physical art and movement.

READING

'Being a Reader' Pupils should be taught:

READING FOR PLEASURE/ DECODING

- a. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.
- b. Continue to develop a positive attitude to reading a range of appropriate texts fluently and accurately and understand what is read.
- c. Participate in discussion about both books that are read to them and that they can read for themselves, taking turns and listening to what others say.
- d. Meet Yr 4 spelling expectations (see Appendix A)
- e. Read more exception words, noting the usual correspondences between spelling and sound and where these occur in the word.
- f. Apply knowledge of root words and suffixes and understand the meaning of new words created. Read books that are structured in different ways and read for a range of purposes.

DEDUCE AND INFER

- a. Retrieve and record information from non-fiction texts.
- b. Predict what might happen from details stated and implied.
- c. Refer to the text to support opinions.
- d. Discuss their understanding and explain the meaning of words in context
Draw inferences such as inferring character's feelings, thought and motives from their actions, and justifying inferences from evidence.

LANGUAGE FOR EFFECT

- a. Identify how language, structure and presentation contribute to meaning.
- b. Explore the meaning of adventurous vocabulary.
- c. Use the structure of the word and knowledge of etymology to find the meaning of unknown words.

THEMES

- a. Identify main themes/ideas based on evidence drawn from different points in the text.
- b. Compare the structure of different stories to discover how they differ in pace, build-up, sequence, complication and resolution.

WRITING

'Being a Writer' Pupils should be taught:

TRANSCRIPTION

- a. Meet Year 4 spelling expectations (see Appendix A).
- b. Understand homophones and near homophones correctly.
- c. 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.
- d. Increase the legibility, consistency and quality of handwriting.
- e. Ensure lines are spaced sufficiently so that ascenders and descenders of letters do not touch.
- f. Can use the first three letters of a word to check the spellings of new words.

SENTENCE

- a. Can use the present perfect form of verbs in contrast to the past tense.
- b. Can use pronouns appropriately to avoid repeating the noun.
- c. Can express time, place and cause using conjunctions, adverbs or prepositions.
- d. Can use a variety of sentences with more than one clause.
- e. Can use paragraphs as a way to group related material.
- f. Can use fronted adverbials.
- g. Can write, from memory, sentences dictated by the teacher, with correct punctuation.

VOCABULARY, GRAMMAR AND PUNCTUATION

- a. Can use inverted commas to punctuate direct speech

- b. Can use commas after fronted adverbials.
- c. Can use a comma to mark a pause in a complex sentence.
- d. Can indicate possession by using the possessive apostrophe with plural nouns.
- e. Can indicate omission by using the ommissive apostrophe.
- f. Can use specific nouns and powerful verbs effectively and purposefully.
- g. Can use pronouns to avoid repetition or ambiguity.
- h. Explain and demonstrate the difference between plural and possessive 's'.
- i. Can use the standard English forms verb inflection (e.g we were not we was)
- j.

COMPOSITON

- a. Identify the features for a range of genres and use this to plan my writing.
- b. Organise my writing in paragraphs around a clear theme.
- c. Suggest changes to grammar and punctuation to improve clarity of writing.
- d. Create settings, character and plot in narrative writing, with a clear thread.

Y4 SPELLING WORD LIST

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

NUMBER

'Being a Mathematician' Pupils should be taught:

NUMBER – NUMBER AND PLACE VALUE

- a. count in multiples of 6, 7, 9, 25 and 1000
- b. find 1000 more or less than a given number
- c. count backwards through zero to include negative numbers
- d. recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- e. order and compare numbers beyond 1000
- f. identify, represent and estimate numbers using different representations
- g. round any number to the nearest 10, 100 or 1000
- h. solve number and practical problems that involve all of the above and with increasingly large positive numbers
- i. read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

NUMBER – ADDITION AND SUBTRACTION

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

NUMBER –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 three 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 one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

NUMBER – FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)

- 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 one hundred and dividing tenths by ten.
- 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 $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- 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 one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

MEASUREMENT

MEASUREMENT

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- 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

GEOMETRY – PROPERTIES OF SHAPES

- 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 two 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.

GEOMETRY – POSITION AND DIRECTION

- 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

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.
- c. Pupils understand and use a greater range of scales in their representations.
- d. Pupils begin to relate the graphical representation of data to recording change over time..

SCIENCE

'Being a Scientist' Pupils should be taught:

SCIENCE.L-KS2.1. ASKING QUESTIONS

Ask relevant questions and use different types of scientific enquiries to answer them.

SCIENCE.L-KS2.2. INVESTIGATING

Set up simple practical enquiries, comparative and fair tests

SCIENCE.L-KS2.3. OBSERVING

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

SCIENCE.L-KS2.4. RECORDING

Gather, record, classify and present data in a variety of ways to help in answering questions and record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

SCIENCE.L-KS2.5. ANALYSING DATA

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

SCIENCE.L-KS2.6. DRAWING CONCLUSIONS

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.

'Knowledge, skills & understanding'

YEAR 4. Pupils should be taught:

SCIENCE.Y4.1. Living things and their habitats

- a. Recognise that living things can be grouped in a variety of ways
- b. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- c. Recognise that environments can change and that this can sometimes pose dangers to living things.

SCIENCE.Y4.2. Animals, including humans

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

SCIENCE.Y4.3. States of matter

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

SCIENCE.Y4.4. Sound

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

SCIENCE.Y4.5. Electricity

- a. Identify common appliances that run on electricity
- b. Construct a simple series electrical circuit, identifying and naming its basic parts,
- c. including cells, wires, bulbs, switches and buzzers
- d. 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
- e. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- f. Recognise some common conductors and insulators, and associate metals with being good conductors.

DESIGN & TECHNOLOGY

'Being a Designer' Pupils should be taught:

DT.KS2.1. Design

- a. 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.
- a. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

DT.KS2.2. Make

- a. select from and use a wider range of tools and equipment to perform practical tasks accurately.
- b. select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

DT.KS2.3. Evaluate

- a. investigate and analyse a range of existing products.
- b. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- c. understand how key events and individuals in design and technology have helped shape the world.

'Knowledge, skills & understanding'

YEAR 4 should be taught:

DT.Y4.1.

understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].

COMPUTING

'Being a Programmer' Pupils should be taught:

'Being a Programmer' Pupils should be taught:

COMPUTING. KS2.1.

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

COMPUTING. KS2.2.

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

COMPUTING. KS2.3.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

'Knowledge, skills & understanding'

YEAR 4. should be taught:

COMPUTING. Y4.1.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

HISTORY

HISTORY.KS2.1. Chronology

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

HISTORY.KS2.2. Historical Comparison

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

HISTORY.KS2.3. Historical Enquiry

- a. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

- b. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- c. They should understand how our knowledge of the past is constructed from a range of sources.

HISTORY.KS2.4.

a local history study: a depth study linked to one of the British areas of study listed below. This could include: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) or a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

'Knowledge, skills & understanding'

YEAR 4 Pupils should be taught:

HISTORY.Y4.1.

the Roman Empire and its impact on Britain.

HISTORY.Y4.2.

Britain's settlement by Anglo-Saxons and Scots.

HISTORY.Y4.3.

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

GEOGRAPHY

'Being a Geographer' Pupils should be taught:

GEOGRAPHY.KS2.1. Geographical locations

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

GEOGRAPHY.KS2.2. Physical Geography

describe and understand key aspects of Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

GEOGRAPHY.KS2.3. Human Geography

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

GEOGRAPHY.KS2.4. Map Skills

- a. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- b. use the 8 points of a compass, 4- and 6-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

GEOGRAPHY.KS2.5. Geographical fieldwork

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

'Knowledge, skills & understanding'

YEAR 4 should be taught:

GEOGRAPHY.Y4.1

locate the world's countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

GEOGRAPHY.Y4.2

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America

RE

'Being an Informed & Tolerant Individual' Pupils are taught:

RE KS2.1. Learning about religion.

- a. describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;
- b. describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected to, beliefs and teachings;

- c. identify and begin to describe the similarities and differences within and between religions;
- d. investigate the significance of religion in the local, national and global communities;
- e. consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them;
- f. describe and begin to understand religious and other responses to ultimate and ethical questions;
- g. use specialist vocabulary in communicating their knowledge and understanding;
- h. use and interpret information about religions from a range of sources.

RE KS2.2. Learning about religion.

- a. reflect on what it means to belong to a faith community, communicating their own and others' responses;
- b. respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways;
- c. discuss their own and others' views of religious truth and belief, expressing their own ideas;
- d. reflect on ideas of right and wrong and their own and others' responses to them;
- e. reflect on sources of inspiration in their own and others' lives.

RE KS2.3. Breadth of Study

- a. encountering religion through visitors and visits to places of worship, and focusing on the impact and reality of religion on the local and global community;
- b. discussing religious and philosophical questions, giving reasons for their own beliefs and those of others;
- c. considering a range of human experiences and feelings;
- d. reflecting on their own and others' insights into life and its origin, purpose and meaning;
- e. expressing and communicating their own and others' insights through the creative and expressive arts, and ICT;
- f. developing the use of ICT, particularly in enhancing pupils' awareness of religions and beliefs globally.

'Knowledge, skills & understanding'

YEAR 4 should be taught:

RE.Y4.1. The journey of life and death

why some occasions are sacred to believers, and what people think about life after death

RE.Y4.2. Symbols and religious expression.

how religious and spiritual ideas are expressed

RE.Y4.3. Inspirational people.

figures from whom believers find inspiration

PSHCE

'Being Healthy with High Wellbeing' Pupils should be taught:

Healthy Lifestyles

- Y4.2. About the consequences of choices (positive, neutral and negative). About what to include to make a diet 'balanced'
- Y4.3. About what influences their choices about food.
About the benefits of eating a balanced diet
- Y4.12. How simple routines reduce the spread of bacteria and viruses. About choices that promote health and wellbeing

Keeping Safe

- Y4.9. About risk, danger and hazard
- Y4.14. About asking for help. About techniques to resist pressure. How pressure is exerted and how it can be resisted
- Y4.23. About people who help them stay healthy and safe. About ways that they can help these people
- Y4.15. About school rules for health and safety. About where and how to get help
- Y4.21. About strategies that keep us safe. About physical, emotional and online safety
- Y4.22. About the importance of personal safety

Growing & changing

- Y4.5. About ways to celebrate achievements. About personal strengths and how to develop them
- Y4.6. About feelings that are good and not so good. How feelings can be managed – both their own and other people's
- Y4.8. About the kinds of change they or family or friends have experienced. How loss can come in many forms

'Having Positive Relationships' Pupils should be taught:

Feelings & Emotions

- Y4.1. About appropriate responses to a wider range of feelings in others
- Y4.9. About the concept of keeping something confidential or secret
- Y4.15. How to recognise & manage dares

Valuing Difference

- Y4.10. About recognising and caring about other peoples' feelings. About respecting the views of others' and knowing when/how to challenge points of view when appropriate
- Y4.13. About differences and similarities between people
- Y4.14. About the nature and consequences of hurtful behaviour and bullying. About ways in which people may be discriminated against
- Y4.16. About how to challenge stereotyping

Healthy Relationships

- Y4.2. How to develop and maintain positive, healthy relationships
- Y4.4/5. About different types of relationships
- Y4.7. How our actions can affect ourselves and others
- Y4.8. About acceptable and unacceptable physical contact. How to respond to unacceptable physical contact
- Y4.11. How to work collaboratively towards shared goals
- Y4.12. About solving disputes and conflict through negotiation and appropriate compromise

'Being part of The Wider Community' Pupils should be taught:

Rights & Responsibilities

- Y4.1.a. How to discuss and debate issues concerning health and wellbeing
- Y4.2. How to take part in making and changing rules
- Y4.3. That everyone has human rights and that some are specifically for children
- Y4.4. That human rights take precedence over other national laws, family and community practices
- Y4.5. that different cultures can have different practices and traditions and that these may sometimes be illegal
- Y4.6. About the consequences of anti-social behaviours
- Y4.7.a. About different kinds of responsibilities and rights
- Y4.8. About resolving differences
- Y4.11. About the range of national, regional, religious and ethnic identities in the UK
- Y4.17. About how the media present information

Taking Care of the Environment

- Y4.1b.. About topical issues, problems and events concerning health and wellbeing
- Y4.7.b. About taking care of the environment
- Y4.9. About being part of a community
- Y4.10. About different groups that support communities
- Y4.12. How other people live in different parts of the world
- Y4.15. About how resources are allocated and the effect this has on individuals and their communities

Money Matters

- Y4.13. About the role of money in their own and others' lives
- Y4.14. About concepts related to money
- Y4.16. How what it means to be 'enterprising'

PE

'Being an Athletic' Pupils should be taught:

PE.KS2.1.

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

PE.KS2.2.

They should enjoy communicating, collaborating and competing with each other.

PE.KS2.3.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

PE.KS2.4.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

'Knowledge, skills & understanding'

YEAR 4 Pupils should be taught:

PE.Y4.1. Swimming

swim competently, confidently and proficiently over a distance of at least 25 metres

PE.Y4.2. Swimming

play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

PE.Y4.3.

Develop flexibility, strength, technique, control and balance

a. Gymnastics

b. Athletics

PE.Y4.4. Dance

Perform dances using a range of movement patterns

COOKING & NUTRICIAN

'Being a Cook' Pupils should be taught:

COOKING.KS2.1.

understand and apply the principles of a healthy and varied diet

COOKING.KS2.2.

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

COOKING.KS2.3.

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

ART

'Being an Artist' Pupils should be taught:

ART. KS2.1

pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design to Create natural forms such as shells, leaves, flowers and animals

ART. KS2.2.

to create sketch books to record their observations and use them to review and revisit ideas

ART.KS2.3.

about great artists, architects and designers in [HISTORY](#)

'Knowledge, skills & understanding'

YEAR 4 Pupils should be taught:

ART.Y4.1

to improve their mastery of art and design techniques in

a. painting,

-

b. Printing

MUSIC

'Being a Musician' Pupils should be taught:

MUSIC.KS2.1.

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Listen with attention to detail and recall sounds with increasing aural memory

MUSIC. KS2.2.

develop an understanding of the [HISTORY](#) of music.

MUSIC. KS2.3.

Pupils should be taught to play musically with increasing confidence and control.

a. Recorder

'Knowledge, skills & understanding'

YEAR 4 Pupils should be taught:

MUSIC.Y4.1.

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression