

# SUBSTANTIATING THE WIDER CURRICULUM

## WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **YEAR 4**

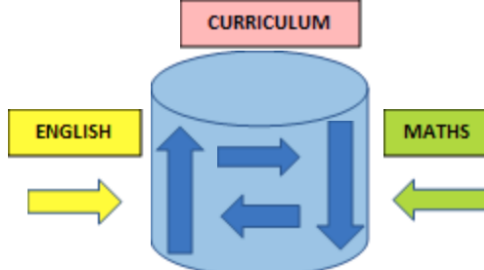

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
<ul style="list-style-type: none"> <li>Explain the achievements of Sir Edmund Hillary and Tenzing Norgay.</li> <li>Place Ancient Greece and the Anglo-Saxon period on a timeline.</li> <li>Use artefacts to answer questions about Ancient Greece and The Anglo-Saxons.</li> <li>Compare the lives of Athenians and Spartans.</li> <li>Explain how democracy started in Ancient Greece.</li> <li>Explain what life was like in Anglo-Saxon Britain.</li> <li>Explain the importance of mining in the UK and Nuneaton and what caused its decline.</li> <li>Understand the concept of change over time and the terms BC and AD.</li> <li>Make deductions and justify with evidence.</li> <li>Give reasons for and the results of events and changes.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the 5 types of mountains are formed.</li> <li>Use maps and atlases to locate mountains and mountain ranges across the world.</li> <li>Describe the physical features of the Alps and the Andes.</li> <li>Describe what life is like in the Kumaon region of the Himalayas and how it differs to life in Nuneaton.</li> <li>Know the difference between the British Isles, United Kingdom and Great Britain.</li> <li>Locate major UK cities on a map.</li> <li>Identify physical features of the UK.</li> <li>Explain how rivers are formed and their journey from source to mouth.</li> <li>Use fieldwork to find out about a local river.</li> <li>Explain the cause and effect of water pollution.</li> <li>Analyse evidence and draw conclusions.</li> <li>Begin to recognise symbols on an OS map.</li> </ul>	<ul style="list-style-type: none"> <li>Show facial expressions and body language in sketches and paintings.</li> <li>Use marks &amp; lines to show texture in my art.</li> <li>Use line, tone, shape and colour to represent figure and forms in movement.</li> <li>Show reflections in my art.</li> <li>Print onto different materials using at least four colours.</li> <li>Sculpt clay and other mouldable materials.</li> <li>Integrate my digital images into my art.</li> <li>Experiment with styles used by other artists.</li> <li>Explain some of the features of art from historical period.</li> </ul>	<ul style="list-style-type: none"> <li>Use ideas from other people when I am designing.</li> <li>Produce a plan and explain it.</li> <li>Evaluate and suggest improvements for my design.</li> <li>Evaluate products for both their purpose and appearance.</li> <li>Explain how I improved my original design.</li> <li>Present a product in an interesting way.</li> <li>Measure accurately.</li> <li>Persevere and adapt my work when my original ideas do not work.</li> <li>Be hygienic and safe when using food.</li> </ul>
SCIENCE (Teach discretely but link where relevant)	CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
LIVING THINGS & THEIR HABITATS:	READING	WRITING	MATHS
<ul style="list-style-type: none"> <li>Know that living things can be grouped in a variety of ways.</li> <li>Classify, group, identify &amp; name a variety of living things in their local/wider environment</li> </ul> <b>ANIMALS INCLUDING HUMANS:</b> <ul style="list-style-type: none"> <li>Function of the digestive system of humans.</li> <li>Food chains – producers, predators and prey</li> </ul> <b>STATES OF MATTER:</b> <ul style="list-style-type: none"> <li>Compare and group <b>solids, liquids &amp; gases</b>.</li> <li><b>Change of state</b> – materials <b>heated &amp; cooled</b></li> <li><b>Evaporation &amp; condensation</b> – <b>water cycle</b></li> </ul> <b>SOUND:</b> <ul style="list-style-type: none"> <li>How sounds are made – <b>vibration</b>. How we</li> <li>Patterns of pitch and object producing it.</li> </ul> <b>ELECTRICITY:</b> <ul style="list-style-type: none"> <li>Electrical <b>appliances</b> – simple <b>electric circuit</b></li> <li><b>Batteries, conductors and insulators</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Know which books to select for specific purposes - in relation to science, geography and history learning.</li> <li>Use a dictionary to check the meaning of unfamiliar words.</li> <li>Re-explain a text with confidence and give a personal point of view on a text.</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume, action.</li> <li>Build on others' ideas and opinions about a text in discussion.</li> <li>Retrieve information from non-fiction texts.</li> <li>How sentence type changes, altering word order, tenses, adding/deleting words.</li> <li>Skim &amp; scan to locate information and/or answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>Vary sentence structure, using different openers.</li> <li>Use adjectival phrases.</li> <li>Use appropriate choice of noun and pronoun.</li> <li>Use frontal adverbials.</li> <li>Use apostrophe for plural possession.</li> <li>Use a comma after frontal adverbial (e.g. later that day, I heard bad news).</li> <li>Use commas to mark clauses.</li> <li>Use inverted commas and other punctuation to punctuate direct speech.</li> <li>Use paragraphs to organise ideas around a theme and connecting adverbs to link paragraphs.</li> <li>Write with increasing legibility, consistency and fluency.</li> </ul>	<ul style="list-style-type: none"> <li>Recall all multiplication facts to 12 x 12 and solve problems involving multiplication.</li> <li>Round numbers to the nearest 10, 100. 1000 &amp; decimals with 1 decimal place to nearest whole number.</li> <li>Count backwards through zero</li> <li>Read Roman numerals to 100.</li> <li>Add/subtract up to 4-decimal places using formal written methods of addition/Sub.</li> <li>Divide a 1 or 2-digit number by 10/100 &amp; multiply 2 &amp; 3-digit by a 1-digit number.</li> <li>Compare and classify geometrical shapes.</li> <li>Know that angles are measured in degrees and can identify acute and obtuse angles.</li> <li>Measure/calculate perimeter of reg. shape</li> <li>Read, write and convert between analogue and digital 12- and 24-hour times.</li> </ul>

### HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 4

What if you had to climb a mountain?	What if you had to choose: Athenian or Spartan?	Where would you live in the UK?	What if you were born in Saxon times?	What if a river took a different course?	What if there was still mining in Nuneaton?
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Composition of the Earth & formation of mountain ranges. Locate and compare mountain ranges and societies. Sir Edmund Hillary & Tenzing Norgay	<ul style="list-style-type: none"> <li>Chronology</li> <li>Athen &amp; Sparta</li> <li>Empire- Alexander the Great</li> <li>Education</li> <li>Democracy</li> <li>Olympics</li> </ul>	A broad study of Europe – link to UK as our continent. Main European countries, capital cities, major rivers, mountain ranges, EU, industry, languages, and landmarks. Focus on one European country – compare to UK (see Y5 'European Country')	Roman withdrawal from Britain and arrival of Anglo-Saxon and Scots. Anglo Saxon invasion settlement and kingdoms; place names and village life. Anglo-Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne.	Locate river in UK and around world. Compare to other great rivers – e.g., Nile, Ganges, Mississippi, and our own UK Rivers Thames – Severn, Clyde. Properties of a river – source, flow, freshwater, estuary, delta, water cycle. Cause and effect of water pollution	Global Mining, UK Mining, Mining in Nuneaton, impact of industrial revolution, Victorian Mining, Miners Act, Miner's Strike
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EXPRESSION	PHYSICAL EDUCATION		KEY VOCABULARY		CURRICULUM SCHEMA
<b>MUSIC</b> <ul style="list-style-type: none"><li>Perform a simple part rhythmically.</li><li>Sing songs from memory with accurate pitch.</li><li>Improvise using repeated patterns.</li><li>Use notation to record and interpret sequences of pitches.</li><li>Use notation to record compositions in a small group or on my own.</li><li>Explain why silence is often needed in music and explain what effect it has.</li><li>Identify the character in a piece of music.</li><li>Identify and describe the different purposes of music.</li><li>Begin to identify the style of work of Beethoven, Mozart and Elgar.</li></ul>	<b>GAMES</b> <ul style="list-style-type: none"><li>Catch with one hand.</li><li>Throw and catch accurately.</li><li>Hit a ball accurately with control.</li><li>Jeep possession of the ball.</li><li>Can vary tactics and adapt skills.</li></ul> <b>GYMNASTICS</b> <ul style="list-style-type: none"><li>Can work in a controlled way.</li><li>Can include change of speed and direction.</li><li>Can include a range of shapes.</li><li>I can work with a partner to create, repeat and improve sequence with 3+ phases.</li></ul> <b>ATHLETICS:</b> <ul style="list-style-type: none"><li>Run over a long &amp; sprint over short distance</li><li>Throw in different ways and hit a target</li><li>I can jump in different ways.</li></ul>		<b>HISTORY</b> <p>Empire, democracy, civilisation.</p> <p>Ancient Greece, Athenian, Spartan.</p> <p>Anglo-Saxons, Scots, Picts, Anglo-Saxon Chronicles, Staffordshire Hoard.</p> <p>Dark Ages.</p> <p>Industrial revolution.</p>	<b>GEOGRAPHY</b> <p>Fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, mountain range.</p> <p>Contour, altitude.</p> <p>British Isles, United Kingdom, Great Britain, Sovereign state.</p> <p>Human and physical features.</p> <p>River, source, mouth, meander, tributary, estuary.</p> <p>Flood, pollution.</p>	<ul style="list-style-type: none"><li>❖ Link Learning through topics and subjects.</li><li>❖ Ensure progression of skills and knowledge.</li><li>❖ Consolidate &amp; revise skills and knowledge.</li><li>❖ Reinforce Key specific vocabulary.</li></ul> 
<b>LANGUAGES (MFL)</b> <ul style="list-style-type: none"><li>Name and describe people.</li><li>Name and describe a place.</li><li>Name and describe an object.</li><li>Have a short conversation saying 3-4 things.</li><li>Give a response using a short phrase.</li><li>Start to speak in sentences. Write phrases from memory.</li><li>Write 2-3 short sentences on a familiar topic.</li><li>Say what I like/dislike about a familiar topic. read and understand a short passage using familiar language.</li><li>Explain the main points in a short passage.</li><li>Read a passage independently.</li><li>Use a bilingual dictionary or glossary to look up new words.</li></ul>	<b>VALUES</b> <div><div><b>SCHOOL VALUES: Y4</b><ul style="list-style-type: none"><li>Listening</li><li>Speaking</li><li>Problem Solving</li><li>Staying Positive</li></ul></div><div><b>CHRISTIAN VALUES:</b><ul style="list-style-type: none"><li>Trust</li><li>Friendship</li><li>Respect</li></ul></div><div><b>BRITISH VALUES:</b><ul style="list-style-type: none"><li>Democracy</li><li>Rule of Law</li><li>Individual Liberty</li><li>Respect &amp; Tolerance</li></ul></div><div><ul style="list-style-type: none"><li>Creativity</li><li>Aiming High</li><li>Leadership</li><li>Teamwork</li></ul></div><div><ul style="list-style-type: none"><li>Courage</li><li>Love</li><li>Kindness</li></ul></div></div> 		<b>PSHE (JIGSAW)</b> <p><b>Promoting aspects of SMSC through the PSHE curriculum as well as Values &amp; Cultural Capital</b></p> <p><b>BEING IN MY WORLD-</b> being part of a class team &amp; school citizen, rights, responsibilities &amp; democracy, rewards and consequences, group decision making, having a voice, what motivates behaviour</p> <p><b>CELEBRATING DIFFERENCES-</b> challenging assumptions, judging appurtenance, accepting self and others, understanding influences &amp; bullying, problem solving, first impressions</p> <p><b>DREAMS &amp; GOALS-</b> hopes and dream, overcoming disappointment, creating new</p>		<b>CULTURAL CAPITAL</b> <p>Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their: -</p> <p><b>Core skills</b> in English and Maths</p> <p><b>Creativity</b> – Art &amp; Design, DT, Expressive Arts</p> <p><b>History and Heritage</b> – History, Cultural heritage</p> <p><b>Understanding the World</b> – Geog., Current Affairs</p> <p><b>Discovery</b> – Science, Technology/Computing</p> <p><b>Values and Personal Skills</b> – inc. British Values.</p> <p><b>Courageous Advocacy*</b> – subsume aspects of CA into the Year 4 wider curriculum themes: -</p>
<b>DANCE AND DRAMA</b>		<b>COMPUTING</b> <p><b>Text and Multimedia.</b></p> <ul style="list-style-type: none"><li>With support, plan the structure and layout of document/ presentation.</li></ul>			

<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• can take the lead when working with a partner or group.</li> <li>• I can use dance to communicate an idea.</li> </ul> <p>There are a wide range of opportunities where dance and drama can be linked to cross curricular themes – e.g., Drama – role play in different European languages – French, Spanish or Italian. Music – from around Europe, creating the sounds of a river through different instruments.</p>	<p><b>DRAMA</b></p> <ul style="list-style-type: none"> <li>• Encourage discussion of the meaning of the drama -how this is created in speech &amp; action</li> <li>• Choose information to include for a desired outcome or to suit an audience.</li> <li>• Comparisons of dramas on a similar theme, contrasting dramatisations of stories or events</li> <li>• Understand how theatrical effects are achieved.</li> </ul>	<p>realistic dreams, achieving goals, working in a group, resilience, positive attitudes</p> <p><b>HEALTHY ME-</b> healthier friendships, group dynamics, smoking, alcohol, assertiveness, peer pressure, inner strength</p> <p><b>RELATIONSHIPS-</b> jealousy, love &amp; loss, memories of loved ones, getting on &amp; falling out, girlfriends &amp; boyfriends, showing appreciation</p> <p><b>CHANGING ME-</b>being unique, having a baby, girls &amp; puberty, confidence in change, accepting change, preparing for transition, environmental change</p>	<p><b>Digital Media &amp; Animation:</b> -</p> <ul style="list-style-type: none"> <li>• Capturing &amp; editing images and video</li> </ul> <p><b>Digital Research:</b></p> <ul style="list-style-type: none"> <li>• Use range of appropriate search engines to locate different media, -text, images, sounds</li> </ul> <p><b>Introduction to Data Logging:</b></p> <ul style="list-style-type: none"> <li>• Know technology can be used to capture data</li> <li>• Understand that data loggers can be used to collect data.</li> </ul> <p><b>Programming &amp; Control:</b></p> <ul style="list-style-type: none"> <li>• Understanding what an ‘algorithm’ is</li> </ul>
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