



YEAR 4 CURRICULUM 2020 - 2021

ART - missed painting and sculpture from Y3

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.

| Area of Learning | National Curriculum Objective | Skills / Knowledge | Links to Learning |
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| Drawing | <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> | <ul style="list-style-type: none"> Use a sketchbook to collect and develop ideas Experiment with ways in which surface detail can be added to drawings <p><u>Line and marks</u></p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements, e.g. Charcoal, pencil, crayon, chalk pastels, pens etc Experiment with different grades of pencil and other implements to create lines and marks <p><u>Form and shape</u></p> <ul style="list-style-type: none"> Begin to show an awareness of objects having a third dimension <p><u>Tone</u></p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone Apply tone in a drawing in a simple way Apply a simple use of pattern and texture in drawing | <p>Year 2 art – drawing – reinforce and build on previous investigation of tone (drawing light/dark lines, light/dark shapes)</p> <p>Year 3 art – sculpture – added patterns and details to surface of clay (did not happen due to COVID-19)</p> <p>Year 3 art – painting – learnt about shades and tones (did not happen due to COVID-19)</p> |
| Printing ARTIST STUDY: Rembrandt | <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques</p> <p>About great artists, architects and designers in history and understand the historical and cultural development of their art forms.</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> | <ul style="list-style-type: none"> Use a sketchbook to collect and develop ideas Create printing blocks using a relief method Understand the mono-printing process. Develop skills in mono-printing using different colours and working from light to dark. FROM YEAR 3 MISSED PAINTING - Mix colours and know which primary colours make secondary colours Mix colours and know which primary and secondary colours make tertiary | <p>Reinforce year 1 and year 3 vocabulary from painting – primary colours, secondary colours, tertiary colours, shades, tints and tones</p> <p>Year 2 printing – learnt to print with different materials, including rubbings</p> |

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| Collage | <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques</p> <p>Evaluate and analyse creative works using the language of art, craft and design</p> | <ul style="list-style-type: none"> • Use a sketchbook to collect and develop ideas • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures • Use collage as a means of collecting ideas and information and building a visual vocabulary | Year 2 collage – learnt to create, sort and arrange shapes based on colour |
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COMPUTING

Units of work: Coding, Online Safety, Spreadsheets + Y3 coverage, Effective Searching & also teach Y3 email unit. This year do not teach Logo, Animation or hardware investigators.

| Area of Learning | National Curriculum Objective | Skills / Knowledge | Links to Learning |
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| <p>Computer Science</p> | <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.</p> | <p>When turning a real-life situation into an algorithm, the children's design shows that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition. Children make more intuitive attempts to debug their own programs.</p> <p>Children's use of timers to achieve repetition effects are becoming more logical and are integrated into their program designs. They understand 'if statements' for selection and attempt to combine these with other coding structures including variables to achieve the effects that they design in their programs. As well as understanding how variables can be used to store information while a program is executing, they are able to use and manipulate the value of variables. Children can make use of user inputs and outputs such as 'print to screen'.</p> <p>Children's designs for their programs show that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures. For example, 'if' statements, repetition and variables. They can trace code and use step-through methods to identify errors in code and make logical attempts to correct this. They can 'read' programs with several steps and predict the outcome accurately.</p> <p>Children recognise the main component parts of hardware which allow computers to join and form a network. Their ability to understand the online safety implications associated with the ways the internet can be used to provide different methods of communication is improving.</p> | <p>KS1 + Y3 coding.</p> <p>This cohort did not complete key Y3 unit of work on emails in 2019/2020. Teach this unit of work in 2020/2021 instead of Y4 Hardware Investigators and Y4 Logo units of work.</p> |

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| <p>Information Technology</p> | <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>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.</p> | <p>Children understand the function, features and layout of a search engine. They can appraise selected webpages for credibility and information at a basic level.</p> <p>Children are able to make improvements to digital solutions based on feedback. Children make informed software choices when presenting information and data. They create linked content using a range of software. Children share digital content within their community, i.e. using Virtual Display Boards.</p> | <p>Y2 + Y3 – Search Engines.</p> <p>KS1 – Spreadsheets.</p> <p>This cohort did not complete Y3 spreadsheet unit of work in 2019/2020. This needs to be taught in 2020/2021 instead of Y4 Animation unit of work prior to Y4 spreadsheets content.</p> |
| <p>Digital Literacy</p> | <p>Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concern about content and contact.</p> | <p>Children can explore key concepts relating to online safety. They can help others to understand the importance of online safety. Children know a range of ways of reporting inappropriate content and contact.</p> | <p>KS1 + Y3 – Online Safety</p> |

DT - cooking not taught in Y3 but will be rectified in Y5.

| Area of Learning | National Curriculum Objective | Skills / Knowledge | Links to Learning |
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| Electrical systems | <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] □</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional <p><u>Make</u></p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks accurately <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Understand how key events and individuals in design and technology have helped shape the world – Thomas Edison and invention of lightbulb | <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting the appropriate tools • Measure and mark out accurately (to the nearest mm) • Select appropriate joining techniques both in temporary and permanent ways (e.g. using pins to secure fabric before sewing) | <p>Year 3 science – light</p> <p>Year 4 science – electricity</p> |
| Textiles | <p><u>Design</u></p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches <p><u>Make</u></p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities <p><u>Evaluate</u></p> | <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting the appropriate tools • Measure and mark out accurately (to the nearest mm) • Select appropriate joining techniques both in temporary and permanent ways (e.g. using pins to secure fabric before sewing) • Use finishing techniques to improve the appearance of their product using a range of techniques. | <p>Year 2 DT – basic stitching techniques developed</p> |

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| | <ul style="list-style-type: none">• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• Understand how key events and individuals in design and technology have helped shape the world | | |
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GEOGRAPHY

| Area of Learning | National Curriculum Objective | Skills / Knowledge | Links to Learning |
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| Settlement and land use (Autumn). | <p>Human and Physical Geography: Describe and understand key aspects of human Geog: different types of settlement and land use. (Recap of Year 3 work on Romans and Iron Age-Stone Age)</p> | Relate land use and trade to settlements. | Could link to Y3 history land use and settlements as missed out on Stone Age to Iron Age due to COVID-19. |
| Europe – Germany focus (Spring) | <p>Locational Knowledge: Locate the world's countries, using maps to focus on Europe (inc the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. (Languages Link with German)</p> <p>Human and Physical Geography: Describe and understand key aspects of: Physical Geography, including mountains, earthquakes, volcanoes and the water cycle.</p> <p>Geographical Skills and Fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four figure grid references (and OS maps) to build knowledge of a European country. (Germany)</p> | <p>Locate and label countries in Europe using a map. Explore the environmental regions, key physical and human characteristics (hills, mountains, coasts and rivers) of countries and their major cities.</p> <p>Locate places in Europe where volcanoes and earthquakes occur. Understand and be able to communicate in different ways the cause of volcanoes and earthquakes and the processes involved. Draw diagrams, produce writing and use the correct vocabulary when exploring earthquakes, mountains and volcanoes. Consider the effects on the immediate population. Identify the different stages of the water cycle.</p> | Didn't investigate how the Broads have changed over time and why (taking into account land use patterns) in Y3 due to COVID-19 so may need to spend longer on investigating how land has changed over time. |
| Holt Hall. (Summer) | <p>Geographical Skills and Fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four figure grid references (and OS maps) to build knowledge of the UK.</p> <p>Human and Physical Geography: Describe and understand key aspects of human Geog: different types of settlement and land use. (Link to Vikings and Anglo-Saxons)</p> | <p>Use locational language to describe the location of points on a map. Use maps, atlases, globes and digital/computer mapping. Use the eight points of a compass, four figure grid references (and OS maps) to locate position.</p> <p>Look at pictures and labelled diagrams of different historical settlements over time. Produce own pictures and labelled diagrams. Study maps of Anglo Saxon and Viking settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change. Study how land in the local area was used and the trade links the historical periods studied. Look at land use in the same area today and consider how and why this has changed.</p> | Holt hall Trip. Didn't cover 8 points of a compass in Y3 due to COVID-19. |

HISTORY

| Area of Learning | National Curriculum Objective | Skills / Knowledge | Links to Learning |
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| <p>Egyptians. (Autumn)</p> | <p>The achievements of the earliest civilizations. An overview of where and when the first civilizations appeared and a depth study of the Egyptians.</p> | <p>Chronology: Sequence events on a timeline. Use and explain related terms and dates to the period. Understand more complex terms BC, AD.</p> <p>Historical Knowledge: Use evidence to find out about everyday lives of the Egyptians. Identify, understand and explain reasons for and the results of people's actions and describe the impacts on today. Identify links and effects in time being studied.</p> <p>Interpretations of history: Identify and explain ways in which the past is represented. Compare and contrast different sources and speculate why the accounts may differ.</p> <p>Historical Enquiry: Use a range of sources to find out about a period of time. Select and summarise relevant information. Ask a variety of questions. Begin to evaluate the usefulness of different sources. Observe different representations of the period and the small details within them. (museum displays, diary accounts, cartoons etc).</p> | <p>Trip to Norwich Museum.</p> |
| <p>Vikings and Anglo Saxons. (Summer)</p> | <p>Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> | <p>Chronology: Sequence events on a timeline. Use and explain related terms and dates to the period. Understand more complex terms BC, AD.</p> <p>Historical Knowledge: Use evidence to find out about everyday lives of the Vikings and Anglo-Saxons. Identify, understand and explain reasons for and the results of people's actions and describe the impacts on today. Identify links and effects in time being studied.</p> <p>Interpretations of history: Identify and explain ways in which the past is represented. Compare and contrast different sources and speculate why the accounts may differ.</p> <p>Historical Enquiry: Use a range of sources to find out about a period of time. Select and summarise relevant information. Ask a variety of questions. Begin to evaluate the usefulness of different sources. Observe different representations of the period and the small details within them. (museum displays, diary accounts, cartoons etc).</p> | <p>Did not cover Iron Age – Stone Age in Y3. Need to teach basic facts about the period and timeline.</p> <ul style="list-style-type: none"> -Study maps of Iron Age and Stone Age settlements. -Draw conclusions about the location of the settlements based on prior knowledge. -Compare with current maps and make observations about change. -Study how land in the local area was used during the historical periods studied. -Look at land use in the same area today and |

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| | | | consider how and why this has changed. Due to COVID-19. |
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MFL

| Areas of Learning | National Curriculum Coverage Skills / Knowledge | Links to Learning |
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| <p>GERMAN</p> <p>Autumn</p> <p>Greetings How are you? My name is... Numbers to 12 My age... Colours St Martin Christmas</p> <p>Spring</p> <p>Pets Days of the week Weather Months/seasons Easter</p> <p>Summer</p> <p>Numbers 13+ Where I live (countries/compass/housing) Rooms in the house My family</p> | <p>As Y3</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding <input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language <input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases <input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures <input type="checkbox"/> present ideas and information orally to a range of audiences <input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing <p>Plus:</p> <ul style="list-style-type: none"> <input type="checkbox"/> engage in conversations; ask and answer questions; <u>express opinions and respond to those of others</u> <input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material <p>Grammar: masculine/feminine/neuter I/you/he/she/it</p> <p>Y3 only did up to Spring Term (March) Spanish so some transferable language skills listed may need to be revisited during the year.</p> | <p>Link to Anglo Saxons Link to Geog – Germany Links to SPaG</p> |

MUSIC - due to COVID-19 did not get to Listen to examples of composition, soloing, riffing, jamming, fills, improvisation, Playing - Learn fills and riffs, Composition - Represent their compositions using graphic/drummer notation. Performance - Perform in front of the school improvisation and composition pieces. Have 1 set of instruments for a bubble per half term and then will be sanitised/swapped when left for long enough. No singing precaution.

| Area of Learning | National Curriculum Objective | Skills / Knowledge | Links to Learning |
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| <p>AUTUMN Large ensemble playing</p> <p>Learning the culture, music, traditions, songs and rhythms of music from Brazil.</p> | <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimension of music. Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians. Develop an understanding of the history of music. | <p>Listening & Integrated dimensions of music Identifying the '4' in a song, or identifying if a song is in a major or minor key Hear how all the different parts of an ensemble fit together. Focus on how the playing of an individual affects the playing of other individuals within an ensemble.</p> <p>Playing Learn to play as part of an ensemble that has several sections playing different parts of varying complexity. Choose a section that best suits your ability.</p> <p>Composing and improvisation Learn how to adapt your playing between small and large groups.</p> <p>Singing Start to sing in a simple harmonies Learn how songs fit with rhythms. Learn songs of greater complexity</p> <p>Performing Perform regularly as a class ensemble in music lessons.</p> | <p>Yr3 summer term – playing in small groups to developing to a whole class ensemble. Limited by COVID-19.</p> <p>Yr2 and yr3 singing skills</p> |
| <p>SPRING Large ensemble playing</p> <p>Learning the culture, music, traditions, songs and rhythms of music from Brazil.</p> <p>WCT instrumental lessons</p> | <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimension of music. Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians. | <p>Listening & Integrated dimensions of music Listen to all of the different parts of the ensemble whilst playing your part. Appreciate how an individual's playing can transform a piece of music, however simple or complex.</p> <p>Playing – untuned Respond to a conductor who is using many different aural and visual prompts, all whilst maintaining your own rhythm. Appoint section leaders within the ensemble. Give pupils a chance to lead the whole ensemble.</p> <p>Composing and improvisation Encourage pupils with their composition ideas within the rehearsals</p> <p>Singing Further develop singing in a simple harmonies Learn songs of greater complexity</p> <p>Performing Perform with increasing confidence. Perform a simple ensemble instrumental piece from WCT.</p> | <p>Yr1 and 2 – responding to simple conducting, start and stop.</p> <p>Y1 and Yr2 – singing in unison a variety of songs.</p> <p>Yr3 introduction to drummer notation moving onto the stave notation WCT – did not do because of COVID-19.</p> |

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| | <ul style="list-style-type: none"> • Develop an understanding of the history of music. | | |
| <p>SUMMER Large ensemble playing</p> <p>Learning the culture, music, traditions, songs and rhythms of music from Brazil.</p> | <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the interrelated dimension of music. • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians. • Develop an understanding of the history of music. | <p>Listening & Integrated dimensions of music Listen closely to examples of improvisation including riffs and fills.</p> <p>Playing Play confidently as part of an ensemble that has several sections playing different parts of varying complexity. Choose a section that best suits your ability.</p> <p>Composing and improvisation Learn to play riffs and fills in a large group ensemble 'Jam' in large group settings.</p> <p>Singing Continue learning songs of greater complexity and develop use of dynamics.</p> <p>Performing Performing to a wider audience e.g. sports day, Wicklewood School BBQ. Introduce more visual elements to the performances. Perform with increasing confidence.</p> | <p>Yr4 Autumn & Spring Playing as a class ensemble</p> <p>Yr1 &2 moving/dancing in time with the music</p> <p>Yr1,2,3 developing performance confidence and skills in class and in assembly. Limited by COVID-19 in Y3.</p> |

PE

| Area of Learning | National Curriculum Objectives | Skills / Knowledge | Links to Learning |
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| Yoga | To develop flexibility, strength, technique, control and balance. | Mindfulness and body awareness. They recall yoga poses and techniques that will help them to connect their mind and body. Improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Breathing, meditation, relaxation, flexibility, strength balance, coordination . | Yoga in Year 1 and Year 2. |
| OAA | To take part in outdoor and adventurous activity challenges both individually and within a team. To communicate, collaborate and compete with each other. | Listening, teamwork, planning, leading, communication, trust, map reading, orientation, follow rules/instructions, plan, solve, reflect and improve on strategies. | Teamwork activities from Year 1 and 2. OAA in Year 3 and revisited every year after. |
| Dance | To perform dances using a range of movement patterns. | Create characters and narrative through movement and gesture. Inspiration from a range of stimulus, working individually, in pairs and small groups. Use movement to explore and communicate ideas and issues , and their own feelings and thoughts. Canon, unison, formation, phrase, motif, stimulus, dynamics, character, structure, space. | Dance in Year 1 2 3. |
| Football | To apply basic principles suitable for attacking and defending. To apply basic principles of running and control. To play competitive games and work collaboratively in a team. | Invasion, possession, attacking. Uneven and even sided games. Dodge a defender and defend an opponent. Use skills, strategies and tactics to outwit the opposition. Simple rules. Evaluate their own and others' performances and suggest improvements. Passing, catching, throwing, dribbling, attacking, defending, shooting , intercepting, tracking, tackling. Skills from Y3 may not be as developed as did not do hockey fully in Y3. | Invasion games in previous years. Football revisited in Year 6. |
| Netball | To apply basic principles suitable for attacking and defending. To use throwing, jumping, running and catching in combination. | Keep possession of the ball using attacking skills. Play uneven and even sided games. Learn how to dodge a defender and how to defend an opponent. Think about how to use skills, strategies and tactics to outwit the opposition. Introduced to simple rules. Learn how to evaluate their own and others' performances and suggest improvements. Passing with increasing control, catching, throwing, attacking, defending, shooting, intercepting, tracking. | Basketball in Year 3 and then in Year 5. Netball revisited in Year 6. |
| Gymnastics (including safety) | To develop flexibility, strength, technique, control and balance. | Create more complex sequences . Learn a wider range of traveling actions and include the use of pathways . Develop more advanced actions such as inverted movements and explore ways to include apparatus. Work independently and | Year 1, 2 and 3. Gymnastics revisited every year. |

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| | | with a partner to build sequences. Develop performance skills considering the quality and control of their actions. Individual and partner balances, jumps using rotation , straight roll, barrel roll, straddle roll, bridge, shoulder stand. | |
| Tag Rugby | To apply basic principles suitable for attacking and defending. To use throwing, jumping, running and catching in combination. | Keep possession of the ball using attacking skills. Play uneven and even sided games. They will learn how to dodge a defender and how to defend an opponent. Think about how to use skills, strategies and tactics to outwit the opposition. Pupils will be introduced to simple rules. Learn how to evaluate their own and others' performances and suggest improvements. Passing, catching, throwing, attacking, defending, scoring, intercepting, tracking, tagging. | Invasion games in all previous years. Revisit tag rugby again in Year 6. |
| Sports day | To use running, jumping, throwing and catching in isolation and in combination. To take part in competitive activities. | Sprinting , running over obstacles, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance. | Social and emotional development. |
| Athletics | To use running, jumping, throwing and catching in isolation and in combination. | Sprinting , running over obstacles, jumping for distance, jumping for height, push throwing for distance, pull throwing for distance. Skills linked in GS4Pe progression. | Athletics revisited every year. Met basic throwing, jumping and running in Year 1. DID NOT DO DUE TO COVID IN Y3 – must revisit the skills first. |
| Cricket | To use running, jumping, throwing and catching in isolation and in combination. To apply principles of attacking and defending. | Learn how to strike the ball into space so that they can score points. When fielding, learn how to keep the batters' scores low and how to play in different fielding roles . Think about how they use skills, strategies and tactics to outwit the opposition . Introduced to simple rules. Learn how to evaluate their own and others' performances and suggest improvements . Underarm throwing, overarm throwing, overarm bowling, underarm bowling, fielding, batting, tracking a ball , retrieving a ball. Skills linked with Y3 in GS4PE progression. | Striking and fielding in Year 1. Sending and receiving in Year 2. Kwik cricket festival at Hethersett and Tas Valley Cricket Club. SKILLS NOT FULLY COMPLETED IN Y3 DUE TO COVID – WILL NEED TO REVISIT! |
| Tennis | To use running, jumping, throwing and catching in isolation and in combination. To apply principles of attacking and defending | Key skills required for tennis, racket control, underarm throwing, catching, ready position, forehand, backhand, rallying, dodging, blocking, return a ball to a partner . Skills from Y3 are linked on GS4PE already. | Net and wall games in Year 2 – ready position and throwing. SKILLS NOT FULLY COMPLETED IN Y3 DUE TO COVID – WILL NEED TO REVISIT! |

PSHE

| Area of Learning | PSHE Association Objective | Skills / Knowledge | Links to Learning |
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| <p>Relationships</p> | <p>Keeping something confidential or secret; when to break a confidence; recognise and manage dares.</p> <p>Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers.</p> <p>Listen and respond effectively to people; share points of view</p> | <ul style="list-style-type: none"> • To explain the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’ • To understand that their actions affect themselves and others • to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge others’ points of view • to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. • to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy | <p>Link with Year 3 Healthy Relationships</p> |
| <p>Living in the Wider World</p> | <p>Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world. Sustainability of the environment across the world.</p> <p>Role of money; managing money (saving and budgeting); what is meant by interest and loan.</p> | <ul style="list-style-type: none"> • to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom • to consider the lives of people living in other places, and people with different values and customs • to consider that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world • to understand about the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer. • to develop an initial understanding of the concepts of ‘interest’, ‘loan’ | <p>Link with Year 3 Being part of a Community (not done 2019-20)</p> <p>Link with Year 3 Enterprise. (2019-20 not done) but Money was covered in Year 2.</p> <p>Citizenship and raising money - Charity</p> |

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| Health and Wellbeing | What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs. | | |
| | <p>Recognising what they are good at; setting goals; changes at puberty. Changes that happen in life and feelings associated with change.</p> <p>How to keep safe in local area and online; people who help them stay healthy and safe.</p> | <ul style="list-style-type: none"> • to make informed choices (including recognising that choices can have positive, neutral and negative consequences). • to begin to understand the concept of a 'balanced lifestyle' that bacteria and viruses can affect health and that following simple routines can reduce their spread • • To explain how their body will, and their emotions may, change as they approach and move through puberty • to differentiate between the terms, 'risk', 'danger' and 'hazard' • to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience • to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves | <p>Link with Year 3 Keeping Clean (not done 2019-20 but keeping body healthy covered in Year 2)</p> <p>Link to Year 3 Keeping Safe. (not covered 2019-20, but done in Year 2)</p> |

RE - new curriculum for this year:

| Area of Learning | Norfolk Agreed Syllabus 2019 Core Knowledge | Skills/Knowledge | Links to Learning |
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| <p>Autumn Where do religious beliefs come from? Christian</p> <p>What do we mean by truth? Is seeing believing? Multi, including Sikh views on God as truth</p> | <p>Theology</p> <ul style="list-style-type: none"> • God: Christian belief in one God. • Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds. • Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of Jesus as the fulfilment of the Law. • Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. • Christian belief that humans are made in God’s image but became sinful and need saving. • Textual theology: consideration of genre, author, context and audience in relation to the Bible. <p>Philosophy</p> <ul style="list-style-type: none"> • At least three the views about the nature and existence of God. • The difference between knowledge, belief and opinion. • The complex nature of concepts such as truth and reality. • Debates about whether something can be proven. • Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. Use of the term Waheguru and other titles used for God. | <p>To identify the Bible as a source of authority for Christians. To identify the Laws of Moses and the teachings of the New Testament as sources of authority, and how these link with Christian beliefs. To identify the crucifixion of Jesus as an event which has shaped Christian belief. To describe how individuals, communities, society and experiences can shape beliefs.</p> <p>To describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. To begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. To give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts.</p> | <p>Link with Year 1 - How did the universe come to be? Will not have done this 2019-20</p> <p>This year 4 will not have covered Islam at all or Hinduism.</p> |
| <p>Spring How do/have religious groups contribute to society and culture Hindu/Christian</p> | <p>Human/Social Sciences</p> <ul style="list-style-type: none"> • Christian teachings about compassion and care for the most vulnerable in society, eg, Agape, “Love your neighbour ...” • Hindu teachings about compassion and care for the most vulnerable in society, eg, seva (to serve selflessly), following dharma (duty). | <p>To describe ways in which the Christian beliefs in God’s compassion for the poor and the value of all people as equal in God’s sight impact on and influence individual lives, communities and society. To describe ways in which dharma impacts on and influences Hindu life and society. To describe some of the varying ways in which religious beliefs are practised both locally and globally</p> | |

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| <p>Why is there so much diversity of belief within Christianity? (Includes some theological aspects)</p> | <ul style="list-style-type: none"> • The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell. • The role of the Hindu community in charity work as an expression of dharma. E.g. Sewa UK, Bochasanwasi Shri Akshar Purushtottam Swaminarayan Sanstha. • The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi, Sannyasins. <p>Human/Social Sciences Understand the Church as a global community of Christian believers.</p> <ul style="list-style-type: none"> • Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army. • Describe different expressions of Christian worship including for example the Eucharist and pilgrimage. • The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban. • Give of at least two key teachings from religious teachers such as Martin Luther, and how the Great Schism and the Reformation impacted Christianity. | <p>with reference to Christianity and Hinduism. To identify ways in which beliefs might make a Christian or Hindu think about how they live their life.</p> <p>To describe the difference between the terms 'religion' and 'belief'. To describe some of the varying ways in which Christianity is practised locally, nationally and globally. To identify events in history which have influenced Christianity, especially the East-West Schism and the Reformation.</p> | |
| <p>Summer</p> <p>What does sacrifice mean? Multi/Humanist</p> | <p>Philosophy</p> <ul style="list-style-type: none"> • At least one interpretation of the term 'sacrifice' <p>The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam</p> <ul style="list-style-type: none"> • Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins. • Religious teachings about self-sacrifice • Humanist views on altruism and charity, considering the reasoned approach to these. | <p>To describe different philosophical and theological answers to questions about sacrifice To identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world To identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims To give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts.</p> | <p>Linked to What does Cross mean to Christians in Year 1 pre 2019</p> |

SCIENCE - missed rocks and light from last year – impact on electricity.

| Area of Learning | National Curriculum Objective | Skills / Knowledge | Links to Learning |
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| Living Things and their Habitats | Pupils should be taught to: <ul style="list-style-type: none"> ● recognise that living things can be grouped in a variety of ways ● explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ● recognise that environments can change and that this can sometimes pose dangers to living things | During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> ● asking relevant questions and using different types of scientific enquiries to answer them ● setting up simple practical enquiries, comparative and fair tests | Living things and their habitats (year 2) |
| Animals including Humans | Pupils should be taught to: <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ● gathering, recording, classifying and presenting data in a variety of ways to help in answering questions | Animals including humans (year 1, 2 and 3) |
| States of Matter | Pupils should be taught to: <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ● reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ● using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ● identifying differences, similarities or changes related to simple scientific ideas and processes ● using straightforward scientific evidence to answer questions or to support their findings. | Seasonal changes (Year 1) Missed rocks from Y3 topic – due to COVID –19 – may be able to discuss here? |
| Sound | Pupils should be taught to: <ul style="list-style-type: none"> ● identify how sounds are made, associating some of them with something vibrating ● recognise that vibrations from sound travel through a medium to the ear ● 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 sounds get fainter as the distance from the sound source increases | Missed skills from Y3 due to COVID Taking accurate measurements using standard units, using a range of equipment Recording and presenting findings Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. | |

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| Electricity | <p>Pupils should be taught to:</p> <ul style="list-style-type: none">● 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 | | Missed light from Year 3 due to COVID-19 |
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