



YEAR FOUR

Heavers Farm and Selsdon Primary Schools

TEACHER NAME:

CLASS:

CURRICULUM 2019/20

This document forms part of our curriculum planning and assessment for 2019/20. This includes the key learning in each curriculum subject for this year group and the half termly assessment for each subject.

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Year 4	ART
<p style="text-align: center;">‘art makes children powerful’</p> <p style="text-align: center;"><i>It is important to start with children’s own ideas. It is also important to teach children that nothing is right or wrong in art. You should encourage children’s creativity and support this by teaching them the art skills to express and develop this. Good art teaching increases children’s self-esteem, self-confidence and independence which supports them to become independent learners across the curriculum.</i></p> <p>Please ensure that children are given the opportunity over the year to go and look at actual artworks. <u>Please avoid any ‘colouring in’ and filling in of photocopied sheets made by an adult.</u> Art skills should be broken down and taught in the same way any other subject knowledge is taught in school so please avoid showing children a video of someone ‘doing art’ and then expect them to copy this. You would not dream of doing this when teaching maths, so please use the same rigour when teaching art!</p>	
<p>Sketching</p>	<ul style="list-style-type: none"> – Create a sketch collection in their sketch book to record their observations and use them to review and revisit ideas. – Sketch collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching. – Work with a range of different materials for drawing including pen and ink. – Use a view finder to select an area of a subject for drawing.
<p>Improve mastery of Art and Design Techniques</p>	<p>Remember scale! Give children lots of opportunities to work with projects on a large scale (<i>i.e. not always on A4/A3 paper</i>)</p> <p>3D Collage and Sculpture</p> <ul style="list-style-type: none"> – Select and arrange 3D materials to convey feelings, expression and movement when creating collage and sculpture. <p>Electronic</p> <ul style="list-style-type: none"> – Use ICT art software to make art works by cropping, cutting and pasting their own images. – Make digital artworks that respond to or extend work in other areas of the curriculum. – Collect images from internet to use as inspiration and store in a folder. – Create images, video and sound recordings and explain why they were created. <p>Textile</p> <ul style="list-style-type: none"> – Shape and stitch materials. – Use basic cross stitch and back stitch. – Colour fabric – Create weaving. – Quilt, pad and gather fabric.

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<p>Learn about and take inspiration from notable artists/architects/designers</p>	<p>Study notable artists, artisans and designers. <i>Please include living artists, women and people of colour.</i> Talk about why the artist made what they did, what they were interested in etc. Look at and talk about the work of artists.</p> <p>Use the studied artists to create pictures in the style of their works. <i>This should not simply be a pastiche of this artist's work, but an attempt to look deeper at what motivated this artist, the techniques they used and to give the children a chance to use this to make work of their own based on their own ideas.</i></p>
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Year 4	COMPUTING
E-safety	<ul style="list-style-type: none"> – To use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour. – To identify a range of ways to report concerns about content and if a stranger contacts them. – Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others – Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others
Programming	<ul style="list-style-type: none"> – design write and debug programs that accomplish specific goals. – Solve problems by decomposing them in smaller parts. – Pupils learn to use graphical programming language, such as Scratch or Logo to draw regular 2D shapes. Pupils add loops or procedures to create a repeating pattern – use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs – To use a simple algorithm using flowcharting software (such as Go or Flowgo) to create a simple program to control an onscreen icon
ICT	<ul style="list-style-type: none"> – Pupils learn how to use software to create a brochure or poster on a given subject – Pupils learn to write and deliver with greater confidence a presentation on a given subject. – Pupils learn how to adapt and create images to enhance or further develop their work – Pupils learn how to develop a storyboard and then create a simple animation using for instance ‘Puppet Pals’ or ‘Stop Motions’ Animation’ – Pupils learn to search, sort and graph information – To use search technology effectively appreciate how results are selected and ranked.
Communicating	<ul style="list-style-type: none"> – To discuss the benefits of ICT. – Understand the purpose of the internet and how they provide multiple services.

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Year 4	DESIGN & TECHNOLOGY
<p><i>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</i></p>	
<p>When designing and making, pupils should be taught to:</p>	
<p>Design</p>	<ul style="list-style-type: none"> – Come up with at least one idea about how to create their product – Take account of the ideas of others when designing – Produce a plan and explain it to others – Model their ideas using prototypes and pattern pieces – Share and clarify ideas through discussion – Model their ideas using prototypes and pattern pieces – Use annotated sketches and diagrams – Use computer-aided design – Suggest some improvements and say what was good and not so good about their original design
<p>Make</p>	<ul style="list-style-type: none"> – Identify if their finished product is going to be good quality. – Conscience of the need to produce something that will be liked by others. – Shows a good level of expertise when using specific tools and equipment. – Work at their product even though their original idea might not have worked? – Measures, marks out and cuts materials with accuracy. – Assembles, joins and combines materials and components with accuracy.
<p>Evaluate</p>	<ul style="list-style-type: none"> – Identified how they will check if their design is successful. – Evaluate their product, thinking of both appearance and the way it works. – Take time to consider how they could have made their idea better.
<p>Technical Knowledge</p>	<ul style="list-style-type: none"> – Know materials have both functional properties and aesthetic qualities – Know that mechanical and electrical systems have an input, process and output – Use the correct technical vocabulary for the projects they are undertaking – Know that simple electrical circuits and components can be used to create functional products – How to make strong, stiff shell structures
<p>Cooking and Nutrition</p>	<ul style="list-style-type: none"> – How to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source – How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

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Year 4	ENGLISH – SPOKEN LANGUAGE
Spoken language	<ul style="list-style-type: none">– Articulate and justify common opinions– Speak audibly in Standard English– Gain, maintain and monitor interest of listeners

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Year 4	ENGLISH – WRITING
Phonic & whole word spelling	<ul style="list-style-type: none"> – spell further homophones – spell words that are often misspelt (Appendix 1)
Other word building spelling	<ul style="list-style-type: none"> – use further prefixes and suffixes and understand how to add them – place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals – use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ul style="list-style-type: none"> – write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> – use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined – increase the legibility, consistency and quality of their handwriting
Contexts for Writing	<ul style="list-style-type: none"> – discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning Writing	<ul style="list-style-type: none"> – discussing and recording ideas – composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing	<ul style="list-style-type: none"> – organising paragraphs around a theme – in narratives, creating settings, characters and plot – in non-narrative material, using simple organisational devices
Editing Writing	<ul style="list-style-type: none"> – assessing the effectiveness of their own and others’ writing and suggesting improvements – proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences – proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> – read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	<ul style="list-style-type: none"> – extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although – choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Grammar <i>(edited to reflect content in Appendix 2)</i>	<ul style="list-style-type: none"> – using fronted adverbials – difference between plural and possessive -s – Standard English verb inflections (I did vs I done) – extended noun phrases, including with prepositions – appropriate choice of pronoun or noun to create cohesion
Punctuation <i>(edited to reflect content in Appendix 2)</i>	<ul style="list-style-type: none"> – using commas after fronted adverbials – indicating possession by using the possessive apostrophe with singular and plural nouns – using and punctuating direct speech (including punctuation within and surrounding inverted commas)
Grammatical Terminology	<ul style="list-style-type: none"> – determiner, pronoun, possessive pronoun, adverbial

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Year 4	ENGLISH – READING
Decoding	<ul style="list-style-type: none"> – apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet – read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Range of Reading	<ul style="list-style-type: none"> – listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks – reading books that are structured in different ways and reading for a range of purposes
Familiarity with texts	<ul style="list-style-type: none"> – increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally – identifying themes and conventions in a wide range of books
Poetry & Performance	<ul style="list-style-type: none"> – preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action – recognising some different forms of poetry
Word meanings	<ul style="list-style-type: none"> – using dictionaries to check the meaning of words that they have read
Understanding	<ul style="list-style-type: none"> – checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context – asking questions to improve their understanding of a text – identifying main ideas drawn from more than one paragraph and summarising these
Inference	<ul style="list-style-type: none"> – drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> – predicting what might happen from details stated and implied
Authorial Intent	<ul style="list-style-type: none"> – discussing words and phrases that capture the reader’s interest and imagination – identifying how language, structure, and presentation contribute to meaning
Non-fiction	<ul style="list-style-type: none"> – retrieve and record information from non-fiction
Discussing reading	<ul style="list-style-type: none"> – participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

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GEOGRAPHY		
Year 4	Breadth of Study	Skills
Locational and Place knowledge	<p>Understand the difference between the Northern and Southern hemisphere.</p> <p>Understand the term ‘climate zones’ and identify some differing ones. Touch upon global warming and its implications.</p> <p>A focus on biomes</p>	<ul style="list-style-type: none"> – Identify the different hemispheres on a map. – Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. – Locate and label different countries/continents in the Northern and Southern hemisphere. – Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. – Use and explain the term ‘climate zone’. – Identify the different climate zones. – Ask questions and find out what affects the climate. – Use maps to identify different climate zones. – Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. – Children to ask questions about global warming. – Discover the cause of global warming and research the implications. – Reach reasoned and informed solutions and discuss the consequences for the future. – Identify changes to be made in own lives in response to this. – Use and explain the term ‘biome’. – Use knowledge of this term to make suggestions for places in the world which may be biomes. – Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. – Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. – Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.

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<p>Human and Physical Geography</p>	<p>Whilst studying history;</p> <ul style="list-style-type: none"> - why did the Anglo Saxons and the Vikings choose to settle where they did? - What were their settlements like? - How did they use the land and how has land use changed today? - What was Anglo Saxon Croydon like? - How did they trade? - How is that different today? 	<ul style="list-style-type: none"> - Study maps of Anglo Saxon and Roman 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 during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. - Identify main economies in the immediate area. Compare with trade in the past. Why has this changed.
<p>Fieldwork</p> <p><u>Spend at least one whole week on this</u></p>	<p>Children begin to experiment with and understand 4 figure grid references on maps.</p>	<p>Fieldwork study</p> <p>Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications:</p> <ul style="list-style-type: none"> - Residential: houses, flats, hotels, hostels - Retail: food, clothing, footwear, sports, toys, furniture, etc.... - Professional/ Commercial: solicitors, banks, building societies, company offices etc.... - Industrial and Storage: machine tools, engineering, factories, warehouses - Entertainment/Leisure: theatres and cinemas, public houses, restaurants, cafes - Public Authorities: local government offices, police, libraries, hospitals, churches, chapels, schools - Other: vacant property, car parking, open spaces, development sites - Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed - Undertake a survey of buildings and materials - Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work - Compare shops in the local area with the nearest city centre - Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits <p>Design questions and studies to conduct in the local area.</p>

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		<ul style="list-style-type: none">- Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features.- Classify buildings.- Use recognised symbols to mark out local areas of interest on own maps.- Choose effective recording and presentation methods e.g. tables to collect data.- Present data in an appropriate way using keys to make data clear.- Draw conclusions from the data.
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Year 4	HISTORY - CONTENT
<p>Britain's settlement by Anglo-Saxons and Scots <i>Examples (non-statutory)</i></p> <ul style="list-style-type: none"> – Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire – Scots invasions from Ireland to north Britain (now Scotland) – Anglo-Saxon invasions, settlements and kingdoms: place names and village life – Anglo-Saxon art and culture – Christian conversion – Canterbury, Iona and Lindisfarne <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>Examples (non-statutory)</i></p> <ul style="list-style-type: none"> – Viking raids and invasion – resistance by Alfred the Great and Athelstan, first king of England – further Viking invasions and Danegeld – Anglo-Saxon laws and justice – Edward the Confessor and his death in 1066 	

Year 4	HISTORY - SKILLS
<p><i>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</i></p>	
Chronological understanding	<ul style="list-style-type: none"> – Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) – Order significant events and dates on a timeline. – Describe the main changes in a period in history.
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> – Use evidence to describe what was important to people from the past. – Use evidence to show how the lives of rich and poor people from the past differed. – Describe similarities and differences between people, events and artefacts studied. – Describe how some of the things I have studied from the past affect/influence life today. –
Historical interpretation	<ul style="list-style-type: none"> – Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a way that persuades others. –

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Historical enquiry	– Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. • Ask questions and find answers about the past. –
Organisation and communication	– Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

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Year 4	MODERN FOREIGN LANGUAGE
Speaking and Listening	<ul style="list-style-type: none"> – Identify and pronounce accurately the names of some countries and towns. – Sing a song from memory on a related topic. – Listen with care. – Listen to a story and select keywords and phrases from it. – Ask and answer simple questions with correct intonation. – Remember a sequence of spoken words. – Speak clearly and confidently – Initiate a conversation when working with a partner. – Express opinions. – Developing a wider vocabulary.
Reading	<ul style="list-style-type: none"> – Understand words displayed in the classroom. – Research additional vocabulary using a dictionary. – Read familiar words and join in with a non-fiction text / story.
Writing	<ul style="list-style-type: none"> – Write familiar words and simple phrases from a model. – Understand and write a short email using structures learnt.
Knowledge about languages	<ul style="list-style-type: none"> – Understand the main core structures and begin to use some actively. – Identify phonemes that are the same as or different from English or other languages they know.
Knowledge about the culture of the countries	<ul style="list-style-type: none"> – Identify countries where selected language is spoken. – Investigate aspects of lifestyle in selected country e.g. food or leisure activities. – Investigate weather patterns of select country

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Year 4	MATHS
Counting	<ul style="list-style-type: none"> – count in multiples of 6, 7, 9, 25 and 1000 – find 1000 more or less than a given number – count backwards through zero to include negative numbers
Place Value	<ul style="list-style-type: none"> – recognise the place value of each digit in a four-digit number – order and compare numbers beyond 1000 – round any number to the nearest 10, 100 or 1000
Representing number	<ul style="list-style-type: none"> – identify, represent and estimate numbers using different representations – 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
Written +/-	<ul style="list-style-type: none"> – add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
Problems +/-	<ul style="list-style-type: none"> – estimate and use inverse operations to check answers to a calculation – solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
Number facts (x/÷)	<ul style="list-style-type: none"> – recall multiplication and division facts for multiplication tables up to 12 × 12
Mental (x/÷)	<ul style="list-style-type: none"> – 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
Written (x/÷)	<ul style="list-style-type: none"> – multiply two-digit and three-digit numbers by a one-digit number using formal written layout
Problems (x/÷)	<ul style="list-style-type: none"> – 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
Recognising fractions	<ul style="list-style-type: none"> – count up and down in hundredths; – recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
Comparing fractions	<ul style="list-style-type: none"> – recognise and show, using diagrams, families of common equivalent fractions
Finding fractions of quantities	<ul style="list-style-type: none"> – 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
Fraction calculations	<ul style="list-style-type: none"> – add and subtract fractions with the same denominator
Decimals as fractional amounts	<ul style="list-style-type: none"> – recognise and write decimal equivalents of any number of tenths or hundredths – recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ – 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
Ordering decimals	<ul style="list-style-type: none"> – 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
Fraction problems	<ul style="list-style-type: none"> – solve simple measure and money problems involving fractions and decimals to two decimal places

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Measures	<ul style="list-style-type: none"> – Convert between different units of measure – estimate, compare and calculate different measures, including money in pounds and pence
Mensuration	<ul style="list-style-type: none"> – measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres – find the area of rectilinear shapes by counting squares
Time	<ul style="list-style-type: none"> – Convert between different units of measure (e.g. Hours to minutes) – 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
Properties of 2-d shape	<ul style="list-style-type: none"> – compare and classify geometric shapes, including quadrilaterals and triangles, based on properties and sizes – 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.
Angles	<ul style="list-style-type: none"> – identify acute and obtuse angles and compare and order angles up to two right angles by size
Position & Direction	<ul style="list-style-type: none"> – 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
Interpreting data	<ul style="list-style-type: none"> – interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
Extract info from data	<ul style="list-style-type: none"> – solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

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Year 2	MUSIC
Play and Perform	<ul style="list-style-type: none"> – Sing in tune, breathe well, pronounce words, change pitch and dynamics. – Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). – Perform with control and awareness of what others are singing/ playing. – Improvise within a group using more than 2 notes.
Create and compose	<ul style="list-style-type: none"> – Compose and perform melodies using three or four notes. – Make creative use of the way sounds can be changed, organised and controlled (including ICT). – Create accompaniments for tunes using drones or melodic ostinati (riffs). – Create (dotted) rhythmic patterns with awareness of timbre and duration.
Respond and Review	<ul style="list-style-type: none"> – Know how pulse stays the same but rhythm changes in a piece of music. – Listen to several layers of sound (texture) and talk about the effect on mood and feelings. – Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. – Identify orchestral family timbres. – Identify cyclic patterns.
Listening and applying	<ul style="list-style-type: none"> – Combine sounds expressively (all dimensions). – Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). – Know that sense of occasion affects performance. – Describe different purposes of music in history/ other cultures.

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Year 4	PSHE
Living in the Wider World (PSHE)	<ul style="list-style-type: none"> – The importance of respecting and protecting the environment. – How to respond in an emergency; – Understand rights and responsibilities as members of families, other groups and as citizens: – Respect equality and be a productive member of a diverse community. – Learn about different groups and communities. – Understand how money plays an important part in people’s lives. – Gain a basic understanding of enterprise. – Know where money comes from, keep it safe and the importance of managing it effectively.
Health and Wellbeing: (PSHE)	<ul style="list-style-type: none"> – Understand what is meant by a healthy lifestyle. – Recognise and manage emotions within a range of relationships. – Identify different influences on health and wellbeing. – Recognise risky or negative relationships including all forms of bullying.
Relationships (PSHE)	<ul style="list-style-type: none"> – Learn how to recognise equality and diversity in relationships; – Cope with emotions. – Learn how to maintain physical, mental, emotional health and wellbeing; – Learn how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts; – How to respond to risky or negative relationships and ask for help; – How to manage risks to physical and emotional health and wellbeing; – Respect for self and others and the importance of responsible behaviours and actions.
SRE	<ul style="list-style-type: none"> – Ways of keeping physically and emotionally safe; – An introduction to the emotional and physical changes of growing up. – Coping with emotions and how to look after our bodies in order to be safe and healthy. – The emotional and physical changes of growing up. – Similarities and differences between one another other.

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Year 4	PHYSICAL EDUCATION
Fundamental Movement Skills	<ul style="list-style-type: none"> – Developing strength, technique, control and balance through gymnastics and athletics – Developing flexibility through gymnastic movements and yoga – Using apparatus to develop strength – Developing linear and lateral speed, e.g. sprinting and changing direction – Developing multi-directional speed, e.g. criss-cross and patterned drills – Developing segmental speed, e.g. arm and leg speed – Using different kinds of movements to run, jump and throw in isolation and in combination
Fundamental Sports Skills	<ul style="list-style-type: none"> – Playing a broad variety of modified competitive sports and fun competitive games – Beginning to learn basic principles appropriate for attacking and defending – Beginning to explore the use of tools and equipment in sports and games
Physical Literacy	<ul style="list-style-type: none"> – Starting to develop an understanding of how to improve in different physical activities – Starting to understand what skills are needed to apply to different sports and games
Dance	<ul style="list-style-type: none"> – Using strength, technique, control and balance to carry out a range of movement patterns
Swimming	<ul style="list-style-type: none"> – Jumping into the pool from the poolside safely and submerge to a minimum depth of 1.0 metre – Blowing bubbles a minimum of three times rhythmically, with nose and mouth submerged – Fully submerging to pick up an object – Moving from a flat floating position on the back and front and return to standing without support – Pushing and gliding in a flat position on the front and back from a wall, arms extended – Travelling using a recognised leg action with feet off the pool floor on the front and back for 5 metres, without the use of floatation equipment – Exiting the water safely without support – Correctly identifying three of the four water safety messages – Push and glide and travel 10 metres on the back or front

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Year 4	RELIGIOUS EDUCATION
We follow Croydon's Agreed Syllabus for Religious Education 2018 . Please read this for more detail.	

AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Judaism A & W Harvest	Judaism Lifestyle and Celebrations Christmas	Why do You Judge me?	Why do You Judge me? Easter	Christianity Ascension & Pentecost	Christianity Writings

SUGGESTED RESOURCES		
Christianity	Judaism	Hinduism
<ul style="list-style-type: none"> • Various versions of the Bible e.g. Good news, Lion Storyteller Bible, Children's Bible • Cross/crucifix, various types • Wafers • Icons • Candles (votive, Baptismal, Paschal) • Palm Cross • Rosary • Church service sheet, Baptism/Confirmation service sheet • Pictures and/or statues of Jesus and Virgin Mary • Advent ring • Trading games • Hymn book • Various baptism, confirmation, Easter and Christmas cards 	<ul style="list-style-type: none"> • Mezuzah and a copy of the Shema • Hanukkah and candles • Shabbat candlesticks and candles • Seder Plate • Matzos • Havdala candle • Memorial candle • Purim rattle • Miniature Torah Scroll and Yad • Tallit (prayer shawl) • Yamulka (cap) • Dreidle • Various cards ie Passover and Hannukah 	<ul style="list-style-type: none"> • Puja Tray • Arti lamp • Divas • Garlands • Murtis (e.g Rama & Sita, Shiva, Lakshmi, Ganesh, Krishna, Vishnu) • Bhagavad Gita • Rakhi and Rakhi cards • Diwali/celebration cards • Russian doll • Three faced puppets

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Year 4	SCIENCE - SKILLS
Planning and predicting	<ul style="list-style-type: none"> – Recognise why it is important to collect data to answer questions. – Suggest questions that can be tested. – Put forward ideas about testing and make predictions. – Consider what constitutes a fair test.
Investigating and observing	<ul style="list-style-type: none"> – Make relevant observations and comparisons. – Make measurements of temperature, time and force as well as measurements of length. – Begin to think about why measurements of length should be repeated. With help, carry out a fair test recognising and explaining why it is fair.
Recording, analysing and evaluating.	<ul style="list-style-type: none"> – Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. – Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. – Explain what the evidence shows in a scientific way and whether it supports predictions. – Suggest improvements in their work.

Year 4	SCIENCE - CONTENT
LIVING THINGS AND THEIR HABITATS	<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
<p>Non-statutory guidance</p> <p><i>Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.</i></p> <p><i>Note: plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, for example ferns and mosses.</i></p> <p><i>Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</i></p> <p><i>Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.</i></p>	

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<p>ANIMALS INCLUDING HUMANS</p>	<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
<p>Non-statutory guidance</p> <p><i>Pupils should be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions.</i></p> <p><i>Pupils might work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.</i></p>	
<p>STATES OF MATTER</p>	<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 ($^{\circ}\text{C}$) – identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
<p>Non-statutory guidance</p> <p><i>Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</i></p> <p><i>Note: teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.</i></p> <p><i>Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.</i></p>	
<p>SOUND</p>	<ul style="list-style-type: none"> – identify how sounds are made, associating some of them with something vibrating – recognise that vibrations from sounds 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

	<ul style="list-style-type: none"> – recognise that sounds get fainter as the distance from the sound source increases
<p>Non-statutory guidance</p> <p><i>Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.</i></p> <p><i>Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.</i></p>	
<p>ELECTRICITY</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
<p>Non-statutory guidance</p> <p><i>Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6.</i></p> <p><i>Note: pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity.</i></p> <p><i>Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</i></p>	

CURRICULUM AIMS

Safety

Build safe, caring and compassionate relationships.

Be healthy.

Manage conflict.

Resilience

Respond confidently to the changes or uncertainties.

Develop self-motivation, determination and personal well-being.

Overcome adversity.

Broaden knowledge.

Improve confidence.

Community

Develop teamwork.

Respect each other.

Demonstrate integrity, and openness to innovation and new ideas.

Equality

Celebrate diversity.

Unite in a common purpose.

Ensure equality of opportunity is at the core of everything we do.

Respect each other.

Ensure that our diverse population is one of our greatest strengths.

Opportunity

Experience a wide range of opportunities.

Achieve to the highest standards.