



# Whitley Abbey Primary School

Hand in hand we learn

Year 4 (B) Curriculum

Our Curriculum Drivers			
Possibilities	Reading and Vocabulary	Wellbeing	Citizenship
Our curriculum is designed to promote aspirations; to allow pupils to make connections between what is learnt in the classroom and open-up possibilities for them in later life. Teachers support children in making links between their learning in the classroom and careers and opportunities in adult life.	Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear. Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.	Our curriculum is designed to promote pupil’s wellbeing and resilience through the Thrive approach and Whitley Character Values. Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When pupils feel safe they are able to better access learning in the classroom.	Our curriculum is designed to prepare the children to take their place successfully in a changing world. It focuses on the importance of citizenship on a local and global scale through the development of the core transferable skills of collaboration, communication, resourcefulness and reflection. Through learning and understanding the school values of friendship, kindness, courage, resilience, gratitude and honesty alongside the British Values children are better prepared to become successful citizens.

## Curriculum Organisation

The curriculum lies at the heart of education and at Whitley Abbey Primary School, it is planned to meet the needs of the diverse school community placing great focus on vocabulary development and exploiting opportunities to read. The curriculum determines what children will know and do, but also helps them discover possibilities by making links to employment and helping pupils to identify their talents and passions. Throughout our curriculum, we promote ‘The Whitley Abbey Character Values’ (Friendship, Kindness, Gratitude, Honesty, Resilience and Courage) which support children in becoming confident people, able to take their place in society as happy, responsible citizens who care for others and the world they live in.

Whilst our curriculum is not organised into ‘themes’ we exploit natural links between subjects to support children in making connections- when logical and practical to do so. We believe that this approach facilitates the promotion of ‘depth of knowledge’ surrounding a subject or idea and as such the development of Cultural Capital. Despite these links, each subject still retains its autonomy and is taught explicitly to support the development of semantic memory. Teachers plan opportunities for knowledge retrieval at spaced intervals to support the creation of long term memories and knowledge.

We intentionally plan visits, visitors and special events at midway or end points so that pupils have developed the language and knowledge they need to help to immerse in the experience and to bring their learning to life.

Our curriculum is planned to allow pupils to consolidate learning through regularly revisiting skills (deliberate practise); skills which are framed within the development of new knowledge. The consolidation of these skills allowing children to master key learning that can then be independently applied.

The curriculum delivers Programmes of Study for the National Curriculum 2014 and allows for children to learn from exciting, challenging and opportunity rich learning experiences that celebrate the differences and diversity in our school community whilst promoting SMSC development and British Values.



## YEAR 4 – HISTORY

	Term	Autumn	Spring	Summer	
History	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>develop a chronologically secure knowledge and understanding of British, local and world history,</li> <li>establishing clear narratives within and across the periods they study.</li> <li>note connections, contrasts and trends over time</li> <li>develop the appropriate use of historical terms.</li> <li>address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>understand how our knowledge of the past is constructed from a range of sources.</li> </ul>			Deliberate Practise Vocabulary: Century, BCE (Before the Common Era), BC, AD prehistoric, prehistory, artefact, chronological order, primary source, secondary source, era, period, decade, millennium, century, chronological order.
	<b>Knowledge Assessment questions:</b>	<b>Ancient Greece</b>  <u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>Can children name some of the main characteristics of the Athenians and the Spartans?</li> <li>Do children know the influence the gods had on Ancient Greece?</li> <li>Can children name some sports from the Ancient Greek Olympics?</li> <li>Can children say some ways Ancient Greece influenced the world?</li> <li>Do children know that the Olympics originated from Ancient Greece?</li> <li>Can children use a range of sources of evidence?</li> <li>Can children make comparisons between life in different time periods?</li> <li>Can children identify this time-period on a timeline?</li> <li>Can children place key events in chronological order?</li> </ul>	<b>Romans</b>  <u>Assessment questions:</u> <ul style="list-style-type: none"> <li>Do children recognise that around 2,000 years ago, Britain was ruled by tribes of people called the Celts?</li> <li>Can children say/ explain that in 43 AD Romans invaded and Britain became part of the Roman Empire?</li> <li>Can children tell why the Romans invaded Britain, why they were so successful and why they left?</li> <li>Can children describe the Roman army and how the Romans lived?</li> <li>Can children name some significant dates that establish a timeline of Roman Britain?</li> <li>Can children tell the story of why and how Queen Boudicca revolted against the Romans but was defeated?</li> <li>Can children name some of the ways the Romans influenced Britain and the rest of the world?</li> <li>Can children use a range of sources of evidence?</li> <li>Can children make comparisons between life in different time periods?</li> <li>Can children identify this time-period on a timeline?</li> <li>Can children place key events in chronological order?</li> </ul>	<b>Anglo Saxons and Vikings</b>  <u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>Do children recognise that the Scots, Anglo-Saxons and Vikings invaded Britain after the Romans left and put their arrival in chronological order?</li> <li>Can children recognise that Anglo-Saxon is made up of 2 groups – The Angles and the Saxons?</li> <li>Can children name some key influential Anglo-Saxon kings?</li> <li>Do children know that the Vikings first came to Britain as traders and then decided to raid Britain?</li> <li>Can children explain what a trial by ordeal entails?</li> <li>Can children recognise how crime and punishment has changed from Saxon times to now?</li> <li>Can children recognise that in AD 1066, the last Anglo-Saxon king of England died and England was invaded by the Normans from France in the battle of Hastings?</li> <li>Do children know that the Bayeux Tapestry in France tells the story of the Norman invasion and the battle of Hastings?</li> <li>Do children recognise that the year 1066 was a key date in English history and that the Normans took over England from the Anglo-Saxons?</li> <li>Can children use a range of sources of evidence?</li> <li>Can children make comparisons between life in different time periods?</li> <li>Can children identify this time-period on a timeline?</li> <li>Can children place key events in chronological order?</li> </ul>	
	<b>Vocabulary</b>	Ancient, Greece, Greeks, Athens, Sparta, Spartans, civilisation, myth, Olympics, Olympia, mortals, influence, honour, empire, slave, Philosopher, Homer, Alexander the Great, Hippocrates, medicine, city state, democracy, alphabet, Trojan war, battle of Marathon, gods/ goddesses, conquer, custom, originate.	Toga, Julius Caesar, Emperor Claudius, barbarian, baths, mosaic, gladiator, colosseum, empire, shield, amphitheatre, Queen Boudicca, Roman numeral, rebellion, Hadrian's wall, emperor, legions, Celts, Iceni, invasion, legion, Invade, evidence, conflict, revolt, weapon, allies, resist, resistance, culture, warrior, outnumbered, armour, assassination, reign.	Saxon, Scots, Anglo-Saxon, jute, Normans, raiders, traders, Vikings, pagan, Alfred the Great, Battle of Hastings, dark ages, crime and punishment, trial by ordeal, justice, defeat, invade, conquer, successor, wergild, Danegeld, sagas, pillaged, longship.	

# YEAR 4 – GEOGRAPHY

YEAR 4 – GEOGRAPHY				
	Term	Autumn	Spring	Summer
Geography	Deliberate Practice (Skills)	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass</li> <li>Use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>use fieldwork to observe, measure record and present the human and physical features in the local area</li> <li>use a range of methods to present recorded information including: sketch maps, plans and graphs, and digital technologies</li> </ul>		Deliberate Practise Vocabulary: Map, digital/computer mapping, physical and human features, North, South, East and West Plan, atlas, globe, place, compass, North, South, East and West, North East, South East, North West, South West, Key, symbol, Grid reference.
	Knowledge Assessment questions:	Mountains	Rainforests David Attenborough	South America
	Vocabulary			

**Assessment Questions:**

- Can children use maps/atlasses/globes/digital maps to locate mountains and features?
- Can children identify the 8 points of a compass?
- Can children follow compass directions?
- Can children use 4 figure grid references to locate mountain ranges?
- Can children explain what a mountain is?
- Can children identify the features of a mountain?
- Can children explain how mountains are formed?
- Can children talk about what a mountain climate is like?
- Can children name and locate the main mountain regions are in the UK?
- Can children name some of the world's highest mountains.?
- Can children explain why the Himalayas are important?

**Assessment Questions:**

- Can children use maps/atlasses/globes/digital maps to locate Rainforests?
- Can children use 4 figure grid references to locate features?
- Can children identify the 8 points of a compass?
- Can children follow compass directions?
- Can children define what a rainforest is?
- Can children identify the different layers of a rainforest?
- Can children explain the features of a rainforest?
- Can children talk about the characteristics of the Congo?
- Can children define deforestation?
- Can children talk about the impact of deforestation?
- Can children represent information in different forms (graphs, sketch maps etc)?

**Assessment Questions:**

- Can children locate South America on an atlas/on a map?
- Can children use a key to identify key features and locate them using 4 figure grid references?
- Can children identify the 8 points of a compass?
- Can children follow compass directions?
- Can children name and locate South American countries on a map/globe?
- Can children talk about the Similarities and differences between Brazil and the UK?
- Can children talk about what daily life in Rio de Janeiro is like?
- Can children define trade links?
- Can children identify East Brazil's trade links?
- Can children explain the advantages and disadvantages for Brazil hosting the Olympic Games?
- Can children present their findings in different ways, i.e graphs, sketch maps and plans)?

Mountain, hill, Mountain ranges, peak, summit, landform, plates, mantle, fold, slope, valley, volcanoes, dome, climate avalanche, equator, environment, Himalayas.

Rainforest, Equator, continent, Amazon, Congo, tropical, equatorial, sub-equatorial, precipitation, forest floor, emergent, canopy, under storey, deforestation, logging, tribe, biome, ecosystem, indigenous, fell, oxygen, fertile, carbon dioxide, biodiversity.

South America, landmass, landlocked, indigenous, colony, Western Hemisphere, latitude, longitude, Northern Hemisphere, Southern Hemisphere, time zone, Tropic of Capricorn, equatorial, region, manufacturing, mining, population, trade.

# YEAR 4 – SCIENCE

## Term

## Autumn

## Spring

## Summer

### Deliberate Practice (Skills) (Year 5 in red)

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries and comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.
- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, and line graphs
- use test results to make predictions to set up further comparative and fair tests
- report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identify scientific evidence that has been used to support or refute ideas or arguments

Deliberate Practise Vocabulary: **Observe, measure, record, data, chart, graph, evidence, hypothesis, prediction, enquiry, fair test, variable, research, experiment**

Deliberate Practise Vocabulary:  
Observe, measure, record, data, chart, graph, evidence, hypothesis, prediction, enquiry, fair test, variable, dependant variable, independent variable, research, experiment, theory, conclusion, analysis, findings.

Children know the name of a variety of scientists and can talk about their work and its influence on our understanding today.

## Science

### Knowledge Assessment questions:

#### States of matter

##### Assessment Questions:

##### Year 4

- Can children provide a definition of solid or liquid?
- Are children able to sort objects into solids and liquids?
- Can children name some of the properties of gases?
- Are children able to write a scientific definition of a gas?
- Can children describe the difference between the particles in solid, liquids and gases?
- Can children describe what melting is?
- Can children describe what freezing is? investigation?
- Do children understand that different materials have different freezing/melting points?

#### Electricity

##### Assessment Questions:

- Can children identify the purpose of different components in a circuit?
- Do children know that a complete circuit is needed for a device to work?
- Can children explain why some circuits will work and others will not depending on how the components have been put together?
- Do children understand that working with electricity can be dangerous?
- Can children identify devices that are powered by mains electricity and devices that are powered by batteries?

#### Living things

##### Assessment Questions:

- Do children know what a habitat is?
- Can children identify a variety of habitats?
- Do children know that animals live in habitats that are suited to their needs?
- Can children identify similarities and differences between similar organisms?
- Can children group animals and explain the criteria that has been used to sort them?
- Can children make careful observations to identify the characteristics of different organisms?
- Do children know that animals can be categorised into broad groups according to their characteristics?

#### Sound - Leonardo DaVinci

##### Assessment Questions:

- Do children know that sounds are made when objects or materials vibrate?
- Do children know that vibrations from sound sources travel through different materials to the ear?
- Do children know sound can travel through solids, liquids and gases?
- Do children know that some materials allow sound to pass through them more easily than others?
- Do children know that sounds get fainter as the distance from the sound source increases?
- Can children carry out an investigation to explore

#### Animals and Humans (SRE)

##### Assessment Questions:

##### Year 4 Only

- Can children identify the different types of human teeth?
- Do children know that the shape of teeth make them useful for different purposes?
- Can children suggest reasons why animals might have different types of teeth?
- Do children know that humans have two sets of teeth during their lifetime?
- Can children explain why it is important to look after teeth?
- Can children describe ways in which people can make sure their teeth stay healthy?
- Can children ask relevant questions?
- Can children use different sources of information to find the answers to questions they have asked?
- Can children name some of the organs associated with the digestive system?
- Can children name the organs associated with the digestive system?
- Can children describe the basic functions of the organs associated with the digestive system?
- Can children describe the process of digesting food?

		<ul style="list-style-type: none"> <li>• Can children describe the process of evaporation?</li> <li>• Can children give an everyday example of water evaporating?</li> <li>• Can children describe a way to increase the rate of evaporation?</li> <li>• Can children name each of the ways a material can change state?</li> <li>• Are children able to describe condensation and when it happens</li> <li>• water cycle is? Can children name the different stages of the water cycle?</li> <li>• Do children know that evaporation and condensation are processes that can be reversed?</li> <li>• Can children give the boiling and freezing points of water?</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Do children understand the terms ‘dissolve’, ‘soluble’, ‘insoluble’, and ‘solution’?</li> <li>• Can children make and explain their predictions about soluble and insoluble materials?</li> <li>• Do children know that evaporation can be used to separate soluble materials from water?</li> <li>• Do children know that filtering can be used to separate insoluble materials from water?</li> <li>• Do children know that when some materials are mixed together they cannot be separated again?</li> <li>• Do children know that when an irreversible change takes place a new substance is produced?</li> <li>• Can children recognise reversible and irreversible changes caused by heating and cooling?</li> </ul>	<ul style="list-style-type: none"> <li>• Do children know that it is safe to carry out experiments with batteries but not with mains electricity?</li> <li>• Can children construct a circuit to test which materials allow electricity to pass through?</li> <li>• Can children explain that with some materials the bulb did not light because the circuit was not complete?</li> <li>• Can children make generalisations about which materials are conductors and which are insulators?</li> <li>• Can children name some conductors and insulators?</li> <li>• Do children know that a switch can be used to make or break a circuit to turn a device on or off?</li> <li>• Can children use their knowledge of conductors to create a working switch?</li> <li>• Can children explain how their switches work?</li> <li>• Can children make predictions about how to alter the brightness of a bulb?</li> <li>• Can children name to components in a circuit?</li> </ul>	<ul style="list-style-type: none"> <li>• Can children use a classification key to help them identify which group an animal belongs to?</li> <li>• Can children identify a variety of animals that are vertebrates, invertebrates, mammals, amphibians, insects, reptiles, fish and birds?</li> <li>• Can children use a classification key to identify unfamiliar animals?</li> </ul>	<p>what happens to sound as it gets further away?</p> <ul style="list-style-type: none"> <li>• Can children name some of the reasons why preventing sound to travel is sometimes important?</li> <li>• Can children plan a test to measure how well different materials muffle sound?</li> <li>• Can children draw conclusions about which materials muffle sound the best?</li> <li>• Do children know that the term ‘pitch’ describes how high or low a sound is?</li> <li>• Can children recognise changes in pitch and identify high and low notes?</li> <li>• Can children investigate different instruments and make generalisations about pitch?</li> <li>• Do children know that the pitch of a stringed instrument depends on the length, thickness and tightness of the string?</li> <li>• Can children suggest ways of testing what happens to the pitch of a string when you alter the length, tightness and thickness?</li> </ul>	<p><b>Year 5 Only</b></p> <ul style="list-style-type: none"> <li>• Can children name and order the main stages in the life cycle of humans?</li> <li>• Can children broadly define the age ranges for each of the main stages?</li> <li>• Can children explain some of the physical changes that occur at different stages in the lifecycle of humans?</li> <li>• Can children describe the main stages of gestation in humans?</li> <li>• Can children explain how embryos and fetuses grow and develop in the womb?</li> <li>• Can children describe the needs of a newborn baby?</li> <li>• Can they compare the needs of a human baby to those of other mammals?</li> <li>• Can they describe the stages of development that occur during childhood?</li> <li>• Can children explain the initial changes that occur inside and outside the body at the start of puberty?</li> <li>• Can children correctly identify the parts of the body that change during puberty?</li> <li>• Can children explain in simple terms the role played by hormones in the growth of humans and other animals?</li> <li>• Can children explain some of the ways in which boys’ and girls’ bodies start to differ during puberty?</li> <li>• Can children explain some ways in which the body changes during old age?</li> <li>• Can children describe some ways in which older people can stay fit and healthy?</li> <li>• Can children suggest some of the ways in which their bodies will be different when they are older?</li> </ul>
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		<ul style="list-style-type: none"> <li>• Can children explain how to reverse a change caused by heating or cooling?</li> <li>• Do children know that new materials are formed when materials are burned?</li> <li>• Can children explain why a certain material has been chosen for a specific purpose, based on its properties? (thermal/ conductor)</li> </ul>				
	<b>Vocabulary</b>	<p><b>Year 4</b> Chemical change, reversible change, irreversible change, solid, liquid, gas, temperature, evaporation, condensation, water cycle, particle, freezing, heating, cooling.</p> <p><b>Year 5</b> hardness, transparency, conductivity (electrical, thermal) solubility, solution dissolve, filter, evaporate, sieve, reversible, irreversible</p>	appliance, battery power, main power, circuit, series, cell, battery, wire, bulb, switch, break in circuit conductor, insulator	vertebrates, invertebrates (+ 1 example of each) environment, habitat, classification key characteristics, organism	vibration, wave, volume, pitch, tone, insulation, sound, wave, pattern, volume, insulate, source, muffle	<p><b>Year 4</b> mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, nutrients, absorb, canine, incisor, molar producer, consumer, apex predator</p> <p><b>Year 5</b> Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty, hormones, lifecycle, adult, child.</p>

# YEAR 4 – ART

**Term**

**Autumn**

**Spring**

**Summer**

**Deliberate Practice (Skills)**

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

**Art Transitional Unit:**

Create a portrait in the style of Seurat.

- Can children comment on the work of other artist giving an opinion?
- Can children identify techniques used?
- Can children create a self portrait in the style of a well-known artist?

**Deliberate Practise Vocabulary:**

Evaluate, Observe, similarities, Differences, Techniques, Drawing, sketching, shading, line, tone, shape, space, and names of common materials and techniques, sculpture.

**Knowledge Assessment questions:**

**Quick Clay Figurative Sketches / Making a Pocket Gallery**

Assessment Questions:

**Antony Gormley - Figure sculpture**  
**Henry Moore - Figure sculpture**  
**Barbara Hepworth - Figure sculpture**

- Can children use a sketchbook to collate drawings, photographs and ideas?
- Can children control modelling with clay or making attachments with clay, using slip?
- Can children control the use of tools and their suitability for different tasks - care and safe use of tools?
- Can children explore ideas and collect visual information for their work using digital cameras?
- Can children comment on the work of other artist giving an opinion?
- Can children comment on the materials and techniques used by an artist?
- Can children identify similarities and difference between pieces of work?
- Can children evaluate their own work and the work of others?
- Can children make sketches of a sculpture.
- Can children to make a clay sculpture of a figure. (Final piece)?
- Children to add their clay figure to make a mini art gallery. (Final piece)?

Suggested stimulus - Olympians

<https://www.accessart.org.uk/quick-clay-figurative-sketches/>

<https://www.accessart.org.uk/making-a-pocket-gallery/>

**Art Gallery** - Children to work together to make a 'pocket gallery' using digital media to support.

**Thoughtful Mark Making / Birds in Trees**

Assessment Questions:

- Can children comment on the work of other artist giving an opinion?
- Can children comment on the materials and techniques used by an artist?
- Can children identify similarities and difference between pieces of work?
- Can children evaluate their own work and the work of others?
- Can children create a sketch using a continuous line drawing?
- Can children explore and name different types of drawing/ mark making techniques e.g cross-hatching etc...
- Can children use sketching techniques to make quick observational drawings?
- Can children create their own drawing of a tree and birds from observational sketches (Final Piece)?
- Can children use a paint flicking techniques to add movement to their work?
- Can children add colour using pastels and smudge colours to add movement?

<https://www.aliexpress.com/item/32759257645.html>

<https://artist.com/olha-darchuk/parrot-in-flight?artid=6895>

<https://www.accessart.org.uk/thoughtful-mark-making/>

<https://www.accessart.org.uk/birds-in-the-trees-by-pupils-at-battveford-primary-school/>

**Drawing with Scissors Inspired by Matisse/Mexican Art Andy Warhol- Screen printing (Pop Art)**

Assessment Questions:

<https://www.accessart.org.uk/screenprinting-inspired-by-matisse/>

- Can children comment on the work of other artist giving an opinion?
- Can children comment on the materials and techniques used by an artist?
- Can children identify similarities and difference between pieces of work?
- Can children evaluate their own work and the work of others?
- Can children draw objects from the painting that they are studying using black markers.
- Can children mix colours with increasing accuracy?
- Can children describe how to make a colour lighter or darker?
- Can children cut shapes accurately using scissors?
- Can children create their own Matisse inspired collage using scissors to cut the shapes?
- Can children make drawings to plan a composition?
- Can children follow a process to create a picture using screen Printing?

Art

	<b>Vocabulary</b>	Form, shape, texture, composition, profile, stylised, proportion, decoration, ornate, symbolic, perspective, scale, structure, detail.	Position Form, Texture, Tone, Weight, Pressure, Appearance, Character, Personality Representational, Natural, Swirling, Stippled, Transparent, Opaque, Foreground, Background, movement	Stamp, Emblem, pop art, repeated Motif, Ornamentation, Geometric, Stylised, Abstract Linear, Manipulate, Block, Repeat, Continuous, screen printing.
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# YEAR 3 – ART

## Term

## Autumn

## Spring

## Summer

### Deliberate Practice (Skills)

- 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 and exploded diagrams, prototypes, pattern pieces and computer-aided design [joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- 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 Technical knowledge
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

**Deliberate Practise Vocabulary:** Evaluation, target audience, target customer, suitability, prototype, aesthetics, innovative, annotated sketch

### Knowledge Assessment questions:

#### Pavilions

**Assessment questions:**

<https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/structure-pavilions/assessment-dt-y4-structure-pavilions/>

- Can the children explain their design criteria?
- Can the children explain what is meant by aesthetics and why this is important?
- Can the children explain the function of cladding?
- Can the children explain what a pavilion is?
- Can the children explain the function of their product?
- Can the children explain how to make their structure more stable?
- Can the children explain how to make their structure more stable?
- Can the children evaluate their product for both their appearance and purpose?

#### Fastenings

**Assessment questions:**

<https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/textiles-fastenings/assessment-dt-y3-textiles-fastenings/>

- Can the children explain what the term 'accurate' means?
- Can the children identify and explain what a seam is?
- Can the children describe what is meant by a fastening?
- Can the children identify a zipper, toggle and press stud and explain where they are most suitably used?
- Can the children define what a prototype is?
- Can the children use annotated sketches to communicate ideas?
- Can the children evaluate their product for both their appearance and purpose?

#### Slingshots – mechanisms Biscuits – food

**Assessment questions:**

<https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/mechanical-systems-making-a-slingshot-car/assessment-dt-y4-mechanical-systems-slingshot-car/>

- Can the children explain what a mechanism is?
- Can the children explain what an exploded diagram is and why they are useful?
- Can the children explain what is meant by aesthetics and why this is important?
- Can the children explain what air resistance is?
- Can the children explain what a template is and why they are important?
- Can the children explain why it is important to test and evaluate a product?

**Assessment questions:**

<https://www.kapowprimary.com/subjects/design-technology/lower-key-stage-2/year-4/food-adapting-a-recipe/assessment-dt-y4-food-adapting-a-recipe/>

- Can the children describe the importance of the method in a recipe?
- Can the children explain how to keep safe when handling hot food?
- Can the children explain how to improve a recipe?
- Can the children use appropriate equipment to combine ingredients?

DT

	<b>Vocabulary</b>	Aesthetic, cladding, design criteria, evaluation, frame structure, reinforce, stable, structure, target audience, target customer, texture, structure	Aesthetic, assemble, design criteria, evaluation, fabric fastening, running stitch, stencil, target audience, target customer, template	Air resistance, design criteria, function, kinetic energy, mechanism Adapt, budget, evaluation, ingredients, method, prototype, quantity, recipe, unit of measurement
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# YEAR 4 – COMPUTING

	Term	Autumn	Spring	Summer	
Computing	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>			Deliberate Practise Vocabulary E-safety rules Secure passwords Report abuse button Gaming Blogs
	<b>Continuous provision</b>	Our computing curriculum aims to explicitly teach Computer Science Skills.  Digital literacy and Information Technology will be delivered in a cross curricular approach. Therefore, children will be given regular opportunities to practise word processing skills, use search engines, save and edit their work and present ideas in a variety of forms through other areas of the curriculum.			
	<b>Knowledge Assessment questions:</b>	<p style="text-align: center;"><b>National Online Safety Unit – Online reputation 1+2</b></p> <p><u>Assessment Questions:</u></p> <ul style="list-style-type: none"> <li>Can children keep themselves safe?</li> <li>Can children explain how online and offline identities can be different?</li> </ul> <p><b>Unit 4.7</b></p> <ul style="list-style-type: none"> <li>Can children use a search engine?</li> <li>Can children search accurately for intended information using key words?</li> <li>Can children demonstrate their understanding of online safety whilst using search engines?</li> <li>Can children analyse the contents of a web page for obvious clues about the credibility of the information?</li> </ul> <p><b>Unit 4.8</b></p> <ul style="list-style-type: none"> <li>Can children recognise the main component parts of hardware which allow computers to join and form a network?</li> <li>Can children explain that there are different types of network and how they are connected?</li> </ul>	<p style="text-align: center;"><b>National Online Safety Unit –Online reputation 3</b></p> <p><u>Assessment Questions:</u></p> <ul style="list-style-type: none"> <li>Can children describe positive ways for someone interact online?</li> <li>Can they understand how this can impact on how they are perceived?</li> </ul> <p><b>Unit 4.6</b></p> <ul style="list-style-type: none"> <li>Can children explain what stop animation is?</li> <li>Can children create their own stop animation?</li> <li>Can children use the skin animation tool to show movement across the screen?</li> <li>Can children add backgrounds and sounds to their animation?</li> </ul> <p><b>Unit 4.9</b></p> <ul style="list-style-type: none"> <li>Can children identify and discuss the main elements of music?</li> <li>Can children demonstrate their understanding of rhythm and tempo?</li> <li>Can children explain what melody is?</li> <li>Can children add melodic pattern using 2sequence?</li> <li>Can children use a variety of notes/experiment with pitch?</li> <li>Can children create a piece of house music?</li> </ul>	<p style="text-align: center;"><b>National Online Safety Unit –Online reputation 4</b></p> <p><u>Assessment Questions:</u></p> <ul style="list-style-type: none"> <li>Can children explain that others online pretend to be someone else and explain reasons why they might do this?</li> </ul> <p><b>Year 4 Unit 4.1</b></p> <ul style="list-style-type: none"> <li>Can children turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts?</li> <li>Can children use coding structures for selection and repetition?</li> <li>Can children identify an error within a program that prevents it following the desired algorithm and then fix it?</li> <li>Can children fix bugs in their own code?</li> <li>Can children use timers to achieve repetition effects in a logical way?</li> </ul> <p><b>Year 5 Unit 5.1</b></p> <ul style="list-style-type: none"> <li>Do children understand ‘if statements’ for selection and combine these with other coding structures including variables to achieve the effects that they design in their programs?</li> <li>Can children explain the command ‘repeat until’?</li> <li>Can children turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts?</li> <li>Can children identify an error within a program that prevents it following the desired algorithm and then fix it?</li> <li>Can children fix bugs in their own and others code?</li> </ul>	

				<ul style="list-style-type: none"> <li>• Can children explain the functions of variables in coding?</li> <li>• Can children translate algorithms that include sequence, selection and repetition into code?</li> <li>• Can children use tabs to organise their code?</li> <li>•</li> </ul>
	<b>Vocabulary</b>	Search engine, key words, credibility, component, hardware, network, connection.	Animation, skin, movement, background, sound, rhythm, tempo, melody, pattern, notes, music.	Algorithm, program, deconstruct, parts, bugs, code, if statements, variables, command, repeat until.

# YEAR 4 – RELIGIOUS EDUCATION

YEAR 4 – RELIGIOUS EDUCATION					
	Term	Autumn	Spring	Summer	
RE	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>Develop tolerance and respect and show empathy and understanding for the beliefs and practices of others</li> <li>To be able to debate ideas, values and ideologies demonstrating respect for those that differ to their own.</li> </ul>			Deliberate Practise Vocabulary:  respect, tolerance, empathy, beliefs, values, ideology, belonging, purpose, diversity.
	<b>Knowledge Assessment questions:</b>	<p><b><u>Assessment Questions:</u></b></p> <p><b>Autumn 1: What does it mean to be a Hindu in Britain today? (part 2)</b></p> <ul style="list-style-type: none"> <li>Can children describe the Hindu belief in karma?</li> <li>Can children describe some important events in the life of Gandhi?</li> <li>Can children explain how the actions of Gandhi affect the life of Hindus today?</li> <li>Can children describe Hindu life in Britain today?</li> </ul> <p><b>Autumn 2: What does it mean to be a Christian in Britain today? (part 2)</b></p> <ul style="list-style-type: none"> <li>Can children explain what happens in Holy Communion and why Christians regularly take part?</li> <li>Can children explain how Catholic Christians prepare to take part in their first Holy Communion?</li> <li>Can the children identify how churches in our local area support the community or how Christian groups support their community?</li> <li>Can children explain who Rosa Parks is and what she stood up for?</li> </ul>	<p><b><u>Assessment Questions:</u></b></p> <p><b>Spring 1: Why are festivals important to religious communities? Eid focus</b></p> <ul style="list-style-type: none"> <li>Can the children tell the story of Rama and Sita and explain the feelings of Rama and Sita at different points?</li> <li>Can the children explain how the story links to Hindu's beliefs and celebrations of Diwali?</li> <li>Can the children identify similarities and differences between Eid and Easter? Can the children identify the sacrifices made at Easter and before Eid?</li> <li>Can the children explain why Jewish people celebrate Pesach annually?</li> </ul> <p><b>Spring 2: Why is Jesus inspiring to some people?</b></p> <ul style="list-style-type: none"> <li>Can the children describe how a Christian might live today based on what Jesus has taught them?</li> <li>Can the children explain how Christians celebrate Holy week and Easter Sunday?</li> <li>Can the children identify the most important parts of Easter for Christians and explain why?</li> <li>Can the children define Christian terms such as salvation and gospel?</li> </ul>	<p><b><u>Assessment Questions:</u></b></p> <p><b>Summer 1: What can we learn from other religions when deciding what is right and wrong?</b></p> <ul style="list-style-type: none"> <li>Can children talk about how religion may help believers make a difficult decision?</li> <li>Can the children retell a story of temptation and explain why people find it hard to be good?</li> <li>Can the children identify someone inspirational who has been guided by their religion?</li> <li>Can the children discuss how themselves and others decide what is right and wrong?</li> <li>Can the children recognise similarities and difference between the codes for living of two different religions?</li> </ul> <p><b>Summer 2: Why do some people think that life is like a journey and what significant experiences mark this?</b></p> <ul style="list-style-type: none"> <li>Can the children identify the key milestones some people think they will reach during their life?</li> <li>Can the children describe what happens in ceremonies of commitment in the Christian, Jewish and Hindu faith?</li> <li>What do the rituals symbolise in these ceremonies?</li> <li>Can the children suggest why marking milestones in life are important to people in these faiths?</li> </ul>	
	<b>Vocabulary</b>	<p><b>Autumn 1</b> inspire, independence, philosophy, Mahatma Gandhi, leader, British Empire, culture.</p> <p><b>Autumn 2</b> Holy Communion, bread, wine, Rosa Parks, rights, equality, justice.</p>	<p><b>Spring 1</b> celebration, sacrifice, Rama and Sita, Diwali, Pesach, Passover, slavery.</p> <p><b>Spring 2</b> gospel, salvation, incarnation.</p>	<p><b>Summer 1</b> Morals, conscience, temptation, sacrifice</p> <p><b>Summer 2</b> commitment, baptism, Namkaran. Wedding, ketubah, chuppah</p>	

# YEAR 4 – PHYSICAL EDUCATION

YEAR 4 – PHYSICAL EDUCATION				
	Term	Autumn	Spring	Summer
PE	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>		Deliberate Practise Vocabulary: run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm, bounce pass, chest pass) catch, balance, stretch, counter balance, agility, co-ordination, team, attack and defend, movement pattern, warm up, cool down, healthy, exercise, fitness, Evaluate.
	<b>Knowledge Assessment questions:</b>	<p><u>Assessment Questions:</u></p> <p style="text-align: center;"><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Can children evaluate and improve a dance performance?</li> <li>• Can children name the muscles/body parts that they need to warm up and cool down for dance?</li> <li>• Can children respond to a stimulus to create movement patterns?</li> </ul> <p style="text-align: center;"><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Can children show a range of symmetric and asymmetric actions, shapes and balances?</li> <li>• Can children control actions?</li> <li>• Can children move from floor to apparatus safely?</li> <li>• Can children evaluate their performance?</li> <li>• Can children say what they need to do improve their performance?</li> <li>• Can children talk about the importance of exercise and some of the effects it has on their body?</li> </ul>	<p><u>Assessment Questions:</u></p> <p style="text-align: center;"><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>• Can children show you accuracy when passing a ball?</li> <li>• Can children show you how to send and receive a ball using different ways? Overarm/underarm/ chest pass/ bounce pass</li> <li>• Can children travel whilst maintaining control of a ball?</li> <li>• Can children explain how to organise themselves to play an invasion game?</li> <li>• Can children evaluate their performance?</li> <li>• Can children say what they need to do improve their performance?</li> <li>• Can children talk about the importance of exercise and some of the effects it has on their body?</li> </ul>	<p><u>Assessment Questions:</u></p> <p style="text-align: center;"><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Can children choose skills and equipment to meet challenges set?</li> <li>• Can children change speed or technique to meet challenges set for running, jumping and throwing?</li> <li>• Can children tell you what their body feels like when exercising?</li> <li>• Can children describe what happens to their bodies during exercise?</li> <li>• Can children evaluate their performance?</li> <li>• Can children say what they need to do improve their performance?</li> <li>• Can children talk about the importance of exercise and some of the effects it has on their body?</li> </ul>
	<b>Vocabulary</b>	<p><b>Dance</b> timing, stimulus, translating, freely, improvise Spatial awareness</p> <p><b>Gymnastics</b> Combine Rotation Against Towards Across Evaluate Improve Height Strength Suppleness Stamina Speed Level Wide Tucked Straight Twisted Constructive Points Twist Turn Safety Refine Agility Strength, Technique, Control Balance Evaluate Improve Shapes - Health and fitness – tuck, straddle, pike, arch, back support, Spatial awareness Repeat Dance Character Repetition Action Reaction Pattern Movement Evaluate Improve Agility Flexibility Strength, Technique,</p>	Possession Scoring Space Pass/send/receive Dribble Travel Team Striking Bowling Throwing Fielding Combinations Co -ordination Fluency Co -operation Competition Technique Partner Points Goals Rules Tactics Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Running Technique	Running Technique Pace Accuracy Power Throw High Low Skip Aim Fast Slow Bounce Jump Leap Hop Run Target Overarm Underarm Walking Jogging Accelerate Baton Relay Push Take off Landing Health and fitness – warm up/ cool down

# YEAR 4 – MUSIC

	Term	Autumn	Spring	Summer
<b>Music</b>	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul>		<p style="text-align: center;">Deliberate Practise Vocabulary:</p> <p>Solo, ensemble, performance, notation, composer, musician, fluency, control, <b>pitch</b>, <b>high</b>, <b>low</b>, <b>pulse</b>, <b>rhythm</b>, <b>dynamics</b>, <b>melody</b>, <b>tempo</b>.</p>
	<b>Knowledge Assessment questions:</b>	<p><b>Unit 2 – Glockenspiel Stage 2 - To develop the playing of the glockenspiel learning more complex rhythm patterns</b></p> <p><u>Assessment Questions:</u></p> <ul style="list-style-type: none"> <li>Can children play the instrument carefully to get the correct sound?</li> <li>Can children play and read the notes CDE and F?</li> <li>Can children play and read the notes CDE and F with improvisation?</li> <li>Can children compose a simple piece using the notes CDE and F?</li> </ul>	<p><b>Unit 3 – STOP! - To explore the genre of Grime and other modern forms of music.</b></p> <p><u>Assessment Questions:</u></p> <ul style="list-style-type: none"> <li>Can children Identify the structure of the song?</li> <li>Can children name the instruments and voices used?</li> <li>Can children find the pulse in a piece of music?</li> <li>Can children write lyrics linked to the theme?</li> </ul>	<p><b>Unit 4 – <i>Lean on Me</i> - To understand the genre of Soul/Gospel music.</b></p> <p><u>Assessment Questions:</u></p> <ul style="list-style-type: none"> <li>Can children compose a simple melody using simple rhythms and use it as part of a performance?</li> <li>As above with the notes F, G and A?</li> <li>As above with C D F G A?</li> <li>Can children identify the themes and empathise with the emotions by listening and singing?</li> </ul>
	<b>Vocabulary</b>	<p><b>Unit 2</b> Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody</p>	<p><b>Unit 3</b> Structure, introduction, verse, chorus, improvise, compose pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody, solo, turntables, synthesisers</p>	<p><b>Unit 4</b> Unison, by ear, notation, structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody, solo</p>

# YEAR 4 – FRENCH

	Term	Autumn	Spring	Summer		
French	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> </ul>			Deliberate Practise Vocabulary (in French) Hello, goodbye, other simple greetings, listen, look, yes, no, I like, I do not like, my name is, Numbers, months, days, colours, body parts, I like, I do not like, well done, excellent.	
	<b>Knowledge Assessment questions:</b>	<b>On y va! -Stage 2</b>  <u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>Can children name places where French is spoken and find them on a map?</li> <li>Can children say weather and transport words in French?</li> <li>Can children recognise and order the days of the week in French?</li> <li>Can children join sentences with et and mais ?</li> <li>Can children talk in French about ways in which people travel?</li> <li>Can children understand others saying how they travel?</li> <li>Can children recognise that some final letters in French are silent (e.g. t, d)?</li> <li>Can children write about travelling to different places and the weather?</li> <li>Can children write familiar words in French from memory?</li> </ul>	<b>Raconte-moi une histoire - Stage 2</b>  <u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>Can children understand a familiar story in French?</li> <li>Can children make links between French words and familiar words?</li> <li>Can children use a dictionary to add to a 'qu' wordbank?</li> <li>Can children distinguish between the French sounds on and en/an?</li> <li>Can children understand that some adjectives have an 'e' added to the end when they describe a feminine noun (e.g. grand/grande, méchant/méchante)?</li> <li>Can children choose an appropriate adjective to describe a character in a sentence, applying French grammar rules?</li> <li>Can children classify words according to gender (adjectives) or phonics (on/an/en)?</li> <li>Can children recognise numbers in 10s to 100 in French to count in 10s to 100 in French?</li> </ul>	<b>Quel temps fait-il – Stage 2</b>  <u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>Can children say what the weather is like in French?</li> <li>Can children recognise weather expressions in French?</li> <li>Can children use Je porte (what I am wearing) in sentences and recognise the names of items of clothing?</li> <li>Can children understand and form the date in French?</li> <li>Can children ask and answer the questions Quelle est la date aujourd'hui? and C'est quand ton anniversaire ?</li> <li>Can children understand the expression Quand (weather) il te faut (clothing) ?</li> <li>Can children create a weather forecast in French?</li> <li>Can children recite a poem using good intonation and pronunciation, distinguishing between eu, au and en/an?</li> </ul>		
	<b>Vocabulary</b>	Je vais à l'école. I go/I'm going to school. à pied on foot en voiture by car en vélo by bike en bus by bus en train by train Où vas-tu? Where are you going? Je vais ... I'm going ... en Belgique to Belgium en France to France Il fait chaud. It's hot. Il fait froid. It's cold. Il fait beau. It's fine weather. Il fait mauvais. It's bad weather. Il fait du soleil. It's sunny. Il fait du vent. It's windy. Il pleut. It's raining. lundi, mardi, Monday, Tuesday, mercredi, jeudi, vendredi, Wednesday, Thursday, Friday, samedi, dimanche Saturday, Sunday et and	Regardez. Look. Répétez. Repeat. Écoutez. Listen. 40–90: quarante, cinquante, 40–90: forty, fifty, soixante, soixante-dix, sixty, seventy, quatre-vingts, eighty, quatre-vingt-dix, cent ninety, a hundred Il/Elle est ... He/She is ... grand(e) big petit(e) small vrai, faux true, false Levez-vous. Stand up/Get up. Asseyez-vous. Sit down. Levez la main. Put your hand up. Taisez-vous. Be quiet. Venez ici. Come here. charmant(e) charming méchant(e) wicked/bad/naughty	Il neige. It's snowing. Il gèle. It's freezing/icy Quand ..., il te faut ... When ..., you need ... Il fait ... degrés. It's ... degrees. moins deux, etc. minus two, etc. lundi, le 5 juin, etc. Monday 5th June, etc. le 5 juin, etc. the 5th June, etc. un manteau a coat un chapeau a hat un parapluie an umbrella une écharpe a scarf des gants (m. pl.) gloves des bottes (f. pl.) boots des lunettes de soleil (f. pl.) sunglasses		



# YEAR 4 - PSHE

	Term	Autumn	Spring	Summer
<b>PSHE</b>	<b>Deliberate Practice (Skills)</b>	<ul style="list-style-type: none"> <li>• understand the importance of positive and healthy relationships</li> <li>• understand the importance of respecting others and of self respect.</li> <li>• understand the Whitley Values and British Values and how we should use these in our lives.</li> <li>• understand what consent is, how to give and refuse consent</li> <li>• understand the importance of physical health and mental wellbeing and</li> <li>• understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions.</li> <li>• understand how to keep themselves safe and what to do if they feel unsafe.</li> <li>• understand the growth mind-set and mental health strategies they can use when they are struggling.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">                     Deliberate Practise Vocabulary: British Values, Tolerance, Acceptance, democracy, individual liberty, rule of law, Prevent, respect, relationships, growth mindset, talent, skill,                 </div>		
	<b>Knowledge Assessment questions:</b>	<b>Relationships</b> <u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>• Do children understand the importance of positive relationships, to friendships, family relationships, and relationships with other children and with adults?</li> <li>• Do children understand the importance of respecting others and of self respect?</li> <li>• Can children appreciate the differences of other cultures, races and faiths?</li> <li>• Do children know how to ask for help when they are feeling pressured by friends?</li> <li>• Do children understand what developing a growth mindset means to them?</li> <li>• Do children understand how to build their resilience?</li> <li>• Do children understand what the Whitley Values and British Values are and how we should use these in our lives?</li> <li>• Do children understand what bullying is, how to ask for help and how to support others?</li> </ul>	<b>Living in the Wider World</b> <u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>• Do children understand the importance of being included and how to include others?</li> <li>• Do children understand what talents and skills they have and how these can help the community?</li> <li>• Do children understand what developing a growth mindset means to them?</li> <li>• Do children understand how to develop their reciprocity and team work?</li> <li>• Do children understand how they can be resourceful?</li> <li>• Do children understand what the Whitley Values and British Values are and how we should use these in our lives?</li> <li>• Do children understand what bullying is, how to ask for help and how to support others?</li> </ul>	<b>Health and Wellbeing</b> <u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>• Do children understand the importance of physical health and mental wellbeing and are able to begin to make choices for themselves?</li> <li>• Do children understand the difference between healthy and unhealthy choices, including the impact mentally on their emotions?</li> <li>• Do children understand how to keep themselves safe, they understand how to recognise feelings of being unsafe and how to report to an adult?</li> <li>• Do children understand the growth mindset strategies they can use when they are struggling?</li> <li>• Do children understand how being reflective can help them to improve?</li> <li>• Do children have strategies which they can use when they struggle with their emotions?</li> <li>• Do children understand what makes them special?</li> </ul>
	<b>Vocabulary</b>	Relationships: put down, set-back, Friend, Kindness, Emotions, Feelings, Care, Conflict, Qualities, impact, mental health, Celebrate, Goals, Positive, rude, mean, bullying, race, culture, gender, faith. Same, different, respect, trust, honesty, listening, talking, teamwork, including, excluding, rude, mean, bullying, peer pressure, teasing, respect, understanding, growth mindset, resilience, reciprocity, resourcefulness, reflection, tolerance, kindness, friendship, resilience.	Living in the Wider World: saving, money, budget, pocket money, community, benefits, volunteer, compassion, caring, kindness, responsibilities, spending, budgeting, responsibility, environment, single- use plastics, recycling, community, family, school, church, mosque, synagogue, chapel, clubs, teams, compassion, help and support, caring, courage, honesty, liberty, reciprocity, resourceful.	Health and Wellbeing: Baby, toddler, school aged, teenager, adult, elder, Age, difference, physical changes, puberty, reproduction, Stereotyping, Individual, menstruation, periods, Relationship, hygiene, grooming, clean, strategies. Anxious, Emotions Relationships, Support, Advice, penis, vagina, womb, hormones, sweat, hair, low mood, wet dream, erection, puberty, caffeine, alcohol, tobacco, nicotine, alcohol, risk, habit, addiction, age restrictions. Drugs, Legal, Illegal Prescribed, Harmful Substances, Heart Lungs, Brain, Stomach, Peer pressure, Medicine Behaviour, Drug use, health, wellbeing, food, choices diet, moral diet, sleep. Cleaning products, side-effects, reflective, democracy, rule of law, courage, gratitude.