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| **Westgate School Curriculum - Y4** |
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| |  |  | | --- | --- | | **Westgate’s Non-negotiables** | | | **Experiences**   * Attend the theatre (at least once per KS) * Visit the local library (at least once per year) * Go to the museum (at least once per KS) * Present or perform (at least once per term) * Visit the beach (at least once per KS) * Do adventurous outdoor activities (at least once per year) * See a pantomime (at least once in their school life) * Plan a food shopping trip – decide on a meal, make a list of ingredients, budget for it, use money... (at least once per year) * Volunteer their time in the community (at least once per year) * Do things to support a local charity (at least once per year) * Ride a bike (learn in F/KS1, practice (at least once per year) * Be part of a team (daily) | **Knowledge / skills**   * Road safety – crossing the road, cycling on roads, using crossings..etc * How to live active healthy lives – understanding the importance of diet, exercise and hygiene * Basic skills in literacy and numeracy – how to write letters, apply for jobs, fill in forms...etc * Cooking healthy affordable meals * Playing a musical instrument * How to swim * Good knowledge / understanding of ICT * How to hold conversations – including on the phone * The career options available to them and what is needed for each * Money management – being able to budget * Knowledge of manners – being punctual, polite, table manners...etc * Knowing right from wrong | |
| |  |  | | --- | --- | | **Westgate’s Desirables** | | | * See a live football/rugby…etc match (once per KS) * Visit the circus * Use public transport * Grow, cook and eat your food * Visit London * Eat out in a proper restaurant | * Go to the cinema * Visit a farm * Camp out overnight * Care for an animal * Go to the park * Make a den | |
| |  |  | | --- | --- | | **National Curriculum** | | | English | Maths | | **READING**  **Word reading**  Pupils should be taught to:  apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet  ead further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.  **READING**  **Comprehension**  Pupils should be taught to:  develop positive attitudes to reading and understanding of what they read by:  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  using dictionaries to check the meaning of words that they have read  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  preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  discussing words and phrases that capture the reader’s interest and imagination  recognising some different forms of poetry (e.g. free verse, narrative poetry) understand what they read, in books they can read independently, by:  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  drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  predicting what might happen from details stated and implied  identifying main ideas drawn from more than one paragraph and summarising these  identifying how language, structure, and presentation contribute to meaning  retrieve and record information from non-fiction  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.  **WRITING**  **Transcription**  Spelling (see Appendix 1)  Pupils should be taught to:  use further prefixes and suffixes and understand how to add them (Appendix 1)  spell further homophones  spell words that are often misspelt (Appendix 1)  use the first two or three letters of a word to check its spelling in a dictionary  write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  *Handwriting*  Pupils should be taught to:  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,  e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.  **Composition**  Pupils should be taught to:  plan their writing by:  discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  discussing and recording ideas  draft and write by:  composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)  organising paragraphs around a theme  in narratives, creating settings, characters and plot  in non-narrative material, using simple organisational devices such as headings and sub-headings  evaluate and edit by:  assessing the effectiveness of their own and others’ writing and suggesting improvements  proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences  proof-read for spelling and punctuation errors  read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  *Vocabulary, grammar and punctuation*  Pupils should be taught to:  develop their understanding of the concepts set out in Appendix 2 by:  extending the range of sentences with more than one clause by using a wider range of conjunctions, e.g. *when*, *if*, *because*, *although*  using the perfect form of verbs to mark relationships of time and cause  choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  using conjunctions, adverbs and prepositions to express time and cause  using fronted adverbials  learning the grammar in column 1 of year 3 and 4 in Appendix 2  indicate grammatical and other features by:  using commas after fronted adverbials  indicating possession by using the possessive apostrophe with singular and plural nouns  using and punctuating direct speech  use and understand the grammatical terminology in Appendix 2 accurately and appropriately when discussing their writing and reading. | **Number and place value**  Pupils should be taught to  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  recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)  order and compare numbers beyond 1000  identify, represent and estimate numbers using different representations  round any number to the nearest 10, 100 or 1000  solve number and practical problems that involve all of the above and with increasingly large positive numbers  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.  **Addition and subtraction**  add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate  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.  **Multiplication and division**  recall multiplication and division facts for multiplication tables up to 12 × 12  use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers  recognise and use factor pairs and commutativity in mental calculations  multiply two-digit and three-digit numbers by a one-digit number using formal written layout  solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.  **Fractions (including decimals)**  Pupils should be taught to:  recognise and show, using diagrams, families of common equivalent fractions  count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.  solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number  add and subtract fractions with the same denominator  recognise and write decimal equivalents of any number of tenths or hundredths  recognise and write decimal equivalents to 1/4; 1/2; 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 units, tenths and hundredths  round decimals with one decimal place to the nearest whole number  compare numbers with the same number of decimal places up to two decimal places  solve simple measure and money problems involving fractions and decimals to two decimal places.  **MEASUREMENT**  Pupils should be taught to:  Convert between different units of measure (e.g. kilometre to metre; hour to minute)  measure and calculate the perimeter of a rectilinear figure  (including squares) in centimetres and metres  find the area of rectilinear shapes by counting squares  estimate, compare and calculate different measures, including money in pounds and pence  read, write and convert time between analogue and digital 12 and 24-hour clocks  solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.  **GEOMETRY**  **Properties of shapes**  Pupils should be taught to:  compare and classify geometric shapes, including quadrilaterals and triangles**,** based on their properties and sizes  identify acute and obtuse angles and compare and order angles up to two right angles by size  identify lines of symmetry in 2-D shapes presented in different orientations  complete a simple symmetric figure with respect to a specific line of symmetry.  **Position and direction**  Pupils should be taught to:  describe positions on a 2-D grid as coordinates in the first quadrant  describe movements between positions as translations of a given unit to the left/right and up/down  plot specified points and draw sides to complete a given polygon.  **STATISTICS**  Pupils should be taught to:  interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs  solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | | Science | Art | | Working scientifically   * asking relevant questions and using different types of scientific enquiries to answer them * setting up simple practical enquiries, comparative and fair tests * making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identifying differences, similarities or changes related to simple scientific ideas and processes * using straightforward scientific evidence to answer questions or to support their findings.   **Living things & their Habitats**   * Pupils should be taught to: * identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups * recognise that environments can change and that this can sometimes pose dangers to living things.   **Animals, including humans**   * Pupils should be taught to: * 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.   **States of matter**   * Pupils should be taught to: * compare and group materials together, according to whether they are solids, liquids or gases * observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.   **Sound**   * Pupils should be taught to: * identify how sounds are made, associating some of them with something vibrating * 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.   **Electricity**   * Pupils should be taught to: * 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. | Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * 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] * about great artists, architects and designers in history. | | Computing | DT | | Pupils should be taught to:   * design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts * use sequence, selection, and repetition in programs; work with variables and various forms of input and output * use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * 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 * use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Design  * 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  Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately   * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Evaluate  * 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.  Food Technologyunderstand and apply the principles of a healthy and varied diet  * prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques * understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. | | Geography | History | | Locational knowledge  * locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities * name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  Place knowledge  * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America  Human and physical geography  * describe and understand key aspects of: * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  Geographical skills and fieldwork  * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | 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.  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.  Pupils should be taught about:   * the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China * Ancient Greece – a study of Greek life and achievements and their influence on the western world | | Music | Languages (KS2only) | | Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music. | * Pupils should be taught to: * listen attentively to spoken language and show understanding by joining in and responding * explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words * engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\* * speak in sentences, using familiar vocabulary, phrases and basic language structures * develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\* * present ideas and information orally to a range of audiences\* * read carefully and show understanding of words, phrases and simple writing * appreciate stories, songs, poems and rhymes in the language * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * write phrases from memory, and adapt these to create new sentences, to express ideas clearly * describe people, places, things and actions orally\* and in writing * understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |  |  |  | | --- | --- | | **Lancashire Curriculum** | | | RE | PE | | See Lancashire RE scheme of work | See Lancashire PE scheme of work | |
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