

Netherton Moss Primary School Curriculum

Our School Curriculum is underpinned by these key drivers:

Communication Community Resilience Creativity Adventure Health

Learner Profile - Our curriculum is intended to develop learners who are:

Inquirers Open-minded Thinkers Caring Knowledgeable Principled Balanced Communicators Reflective Risk-takers

Year 4 – Autumn Term

Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

	Autumn 1	Autumn 2	
English	Link to Year 4 English Curriculum Continuum		
	year-4-english-curriculum-continuum.303220439.docx (live.com)		
Maths	Link to Year 4 Maths Curriculum Overview		
	https://www.nethertonmoss.co.uk/attachments/download.asp?file=256&type=pdf		
Science	Living Things and their Habitats		Animal Including Humans (Teeth & Digestion)
	Substantive Knowledge		Substantive Knowledge
	<ul style="list-style-type: none"> ✓ I can recognise that living things can be grouped in a variety of ways ✓ I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ✓ I can recognise that environments can change and that this can sometimes pose dangers to living things 		<ul style="list-style-type: none"> ✓ I can describe the simple functions of the basic parts of the digestive system in humans ✓ I can identify the different types of teeth in humans and their simple functions ✓ I can construct and interpret a variety of food chains, identifying producers, predators and prey
	Disciplinary Knowledge – Working Scientifically		Disciplinary Knowledge – Working Scientifically
<ul style="list-style-type: none"> ✓ I can keep a careful record of living things found in different habitats throughout the year (diagrams, tally charts etc.) ✓ I can use classification keys to identify unknown plants and animals ✓ I can present their learning about changes to the environment in different ways e.g. campaign video, persuasive letter 		<ul style="list-style-type: none"> ✓ I can use diagrams or a model to describe the journey of food through the body explaining what happens in each part. ✓ I can record the teeth in their mouth (make a dental record) ✓ I can explain the role of the different types of teeth ✓ I can explain how the teeth in animal skulls show they are carnivores, herbivores or omnivores. ✓ I can create food chains based on research 	
Computing	Digital Literacy	Information Technology	
	Unit 4.2 <i>Online safety</i> 4 lessons	Unit 4.3 <i>Spreadsheets</i> 6 lessons 2Calculate	Unit 4.4 <i>Writing for Different Audiences</i> 5 lessons
Art	Drawing & Sketchbooks		
	Storytelling Through Drawing		
	<i>Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</i>		
<ul style="list-style-type: none"> ✓ I have explored the work of artists who tell stories through imagery. ✓ I can respond to the work of illustrators and/or graphic novelists, “reading” the visual images and sharing my thoughts. ✓ I can work in a sketchbook to record my ideas and thoughts generated by looking at other artists’ work. ✓ I can use a sketchbook to generate ideas about how I might respond to a piece of poetry or prose. ✓ I can use line, shape, and colour using a variety of materials to test my ideas. ✓ I can think about how I might use composition, sequencing, mark making and some text in my drawings. ✓ I can create a finished piece which contains sequenced images to describe a narrative. ✓ I can share my work with others and talk about my journey and outcome. I can listen to their feedback and take it on board. ✓ I can appreciate the work of my classmates and think about similarities and differences between our work. I can share my feedback on their work. ✓ I can take a photograph of my work, thinking about lighting and focus. 			
DT	Mechanisms		
	Levers and linkages		
<i>Designing, making and evaluating a greetings card with moving parts for family or friends</i>			

	<p>Designing</p> <ul style="list-style-type: none"> ✓ Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user. ✓ Use annotated sketches and prototypes to develop, model and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> ✓ Order the main stages of making. ✓ Select from and use appropriate tools with some accuracy to cut, shape and join paper and card. ✓ Select from and use finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> ✓ Investigate and analyse books and, where available, other products with lever and linkage mechanisms. ✓ Evaluate their own products and ideas against criteria and user needs, as they design and make. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> ✓ Understand and use lever and linkage mechanisms. ✓ Distinguish between fixed and loose pivots. ✓ Know and use technical vocabulary relevant to the project. 	
Music	<p><i>Listen, Participate & Practice – Essential Knowledge, Skills & Opportunities</i></p> <ul style="list-style-type: none"> ✓ I have opportunities to become familiar with pieces of classical music ✓ I have the opportunity to learn to play a musical instrument for at least a term ✓ I have opportunities to listen to an orchestra e.g. Liverpool Philharmonic Schools' Concert, secondary school orchestra, visiting ensemble ✓ I have opportunities to take part in a music performance e.g. mass choral/instrumental event, school concert ✓ I can compare different musical genres and begin to develop my own musical taste ✓ I can improvise a simple melody using two or more notes ✓ I can play an ostinato accompaniment to a song or piece of music ✓ I have opportunities to memorise and sing a song with verse and chorus structure ✓ I can compose a piece of music selecting and using a variety of sounds ✓ I understand the principles of and can play a simple piece of music using a musical score e.g. music symbols or graphic notation 	<p><i>Develop the characteristics of a Musician – Dispositions</i></p> <ul style="list-style-type: none"> ✓ I am developing a real love for music and I enjoy all aspects of practising and performing ✓ I never give up and strives for perfection when making music ✓ I keep an open mind to allow creativity and help me develop my own musical taste ✓ I am developing a talent to entertain and provide enjoyment for others ✓ I am prepared to work hard and practice in order to perform to the best of my ability
	<p>Ancient Greece</p>	
History	<ul style="list-style-type: none"> ✓ I can explain how and why empires grow. ✓ I can explain the chronology of a timeline. ✓ I can explain how the political system worked in Ancient Greece. ✓ I can compare this system with other political systems. ✓ I can compare different city-states and recall facts about the Battle of Marathon. ✓ I can find out about Ancient Greek gods and goddesses and am able to use this knowledge to plan my own Greek myth. ✓ I can use a range of sources to find out about the past and then present my findings. 	
Geography	Ongoing Locational knowledge	<ul style="list-style-type: none"> ✓ I can name and locate an increasing number of counties and cities in the United Kingdom; ✓ I can locate an increasing number of geographical regions in the United Kingdom and identify their human and physical characteristics; ✓ I can name and locate an increasing number of countries in Europe nearby ✓ I can name and locate the equator the northern and southern hemisphere, the tropics of cancer and Capricorn Connor the Arctic and Antarctic circles.
		<p>How can we live more sustainably?</p>
	Locational knowledge	<ul style="list-style-type: none"> ✓ I can name and locate an increasing number of counties and cities in the United Kingdom
	Human and Physical Geography	<ul style="list-style-type: none"> ✓ I have knowledge of human geography, including: economic activity including trade links, and the sustainable use of natural resources including energy, food, minerals and water. ✓ Understand in basic terms how solar panels and wind turbines generate electricity; ✓ Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing; ✓ Explain how electricity is generated in hydroelectric power stations; ✓ Understand why creating new habitats for birds are good examples of sustainable development; ✓ Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable; ✓ Recognise and explain ways in which their lives at home could be more environmentally sustainable.
	Fieldwork	<ul style="list-style-type: none"> ✓ Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable
	Enquiry and Investigation	<ul style="list-style-type: none"> ✓ Describe and explain using examples what living sustainably means; ✓ Identify, describe and explain the differences between renewable and non-renewable resources;
	Communication	<ul style="list-style-type: none"> ✓ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm.
PE Skills led	<p>Unit 6 Ball Chasing and Static Balance (Stance)</p> <p>With control when starting and stopping quickly, I can:</p> <ul style="list-style-type: none"> ✓ Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. ✓ Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. ✓ Complete above challenges with tennis ball. ✓ I can keep watching the ball and concentrate on timing so that I arrive at the right time. <p>On a line/low beam, with both feet facing forwards and balance maintained throughout, I can:</p> <ul style="list-style-type: none"> ✓ Receive a small force from various angles. ✓ Raise alternate feet 5 times. ✓ Raise alternate knees 5 times. ✓ Catch ball at chest height and throw it back. 	<p>Unit 2 Gymnastics Flight Sequences and Group Sequences</p> <p>I can perform the following jumps with accurate shapes and soft, balanced landings:</p> <ul style="list-style-type: none"> ✓ Cat leap ✓ Jetē ✓ Hop with leg at 90° ✓ Scissor <p>I can perform the above jumps using apparatus.</p> <p>Travelling with accurate, fluid movement, I can:</p> <ul style="list-style-type: none"> ✓ slide on top of bench and under medium table. ✓ crab walk over bench ✓ Slide under large table using alternate arm and leg. ✓ Caterpillar walk along sloped bench ✓ I can climb a ladder <p>I can work with a partner, or in a small group to develop above skills into a sequence.</p>

PE Sport Led	Hockey		Dance		
	<ul style="list-style-type: none"> ✓ Move the ball keeping it under control whilst changing direction. ✓ Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control, and success Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession. ✓ Explain simple tactics in game situations. Recognise what you do well and what you find difficult. ✓ Understand the link between heart rate and breathing when exercising. Devise suitable warm up. 		<ul style="list-style-type: none"> ✓ Explore and create characters and narratives in response to a range of stimuli. ✓ Perform dances using a range of movement patterns – accurately, fluently, consistently & with control. Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. ✓ Be able to describe your own dance, -Identify what they need to practice to improve their dance. 		
RE	Believing		Expressing		
	<ul style="list-style-type: none"> ✓ KQ L2.3 Why is Jesus inspiring to some people? (full unit) 		<ul style="list-style-type: none"> ✓ KQ L2.5 Why are festivals important to religious communities (<i>half unit per year group link to Christian, Muslim and/or Hindu and/or Jewish festivals and occasions throughout the year</i>). 		
PSHE	KEEPING/STAYING SAFE		KEEPING/STAYING SAFE		THE WORKING WORLD
	Cycle Safety		Healthy Living		Chores at Home
	<ul style="list-style-type: none"> ✓ identify strategies we can use to keep ourselves and others safe ✓ recognise the impact and possible consequences of an accident or incident ✓ identify what is a risky choice ✓ create a set of rules for and identify ways of keeping safe 		<ul style="list-style-type: none"> ✓ explain what is meant by a balanced diet and plan a balanced meal ✓ recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older ✓ understand nutritional information on packaged food and explain what it means describe different ways to maintain a healthy lifestyle 		<ul style="list-style-type: none"> ✓ identify ways in which we can help those who look after us ✓ explain the positive impact of our actions ✓ describe the ways in which we can contribute to our home, school, and community ✓ identify the skills we may need in our future job roles
MFL – Spanish	Welcome to school super learners			My Local Area/Your Local Area	
	<ul style="list-style-type: none"> ✓ To ask and answer questions about self in Spanish. ✓ To listen, recall and respond to classroom instructions in Spanish. ✓ To say and write the name of rooms in school in Spanish. ✓ To say and write nouns for some classroom objects in Spanish. 			<ul style="list-style-type: none"> ✓ To say and recognise some places in a town in Spanish. ✓ To give simple directions to places in a town in Spanish. ✓ To read and understand some useful directions in Spanish. ✓ To copy some names of places in a town: Church, shop, park, pharmacy in Spanish. ✓ To write a sentence using nouns of shops in a town. 	

Year 4 - Spring Term

Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

Spring 1

Spring 2

English **Link to Year 4 English Curriculum Continuum**

[year-4-english-curriculum-continuum.303220439.docx \(live.com\)](https://www.nethertonmoss.co.uk/attachments/download.asp?file=256&type=pdf)

Maths **Link to Year 4 Maths Curriculum Overview**

<https://www.nethertonmoss.co.uk/attachments/download.asp?file=256&type=pdf>

Materials and their properties (States of Matter)

Substantive Knowledge

- ✓ I can compare and group materials together, according to whether they are solids, liquids or gases
- ✓ I can 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)
- ✓ I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Disciplinary Knowledge – Working Scientifically

- ✓ I can give reasons to justify why something is a solid liquid or gas
- ✓ I can give examples of things that melt/freeze and how their melting points vary
- ✓ From my observations, I can give the melting points of some materials
- ✓ Using my data, I can explain what affects how quickly a solid will melt
- ✓ I can measure temperatures using a thermometer
- ✓ I can explain why there is condensation on the inside the hot water cup but on the outside of the icy water cup
- ✓ From my data, I can explain how to speed up or slow down evaporation
- ✓ I can present their learning about the water cycle in a range of ways e.g. diagrams, explanation text, story of a water droplet

	Computer Science	Information Technology	Information Technology	Computer Science
Computing	Unit 4.5 <i>Logo</i> 4 lessons 2Logo	Unit 4.6 <i>Animation</i> 3 lessons 2Animate	Unit 4.7 <i>Effective Searching</i> 3 lessons 2Paint A Picture	Unit 4.8 <i>Hardware Investigators</i> 2 lessons 2Connect

Surface & Colour

Exploring Pattern

Exploring how we can use colour, line and shape to create patterns, including repeating patterns.

- ✓ I have explored the work of contemporary and more traditional artists who work within the still life genre.
- ✓ I have felt able to express my thoughts about other artists' work and talk about the meanings of objects as artists present them.
- ✓ I can use my sketchbook to make visual notes, record and reflect.
- ✓ I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.
- ✓ I can present and share my artwork and explain how my sketchbook work helped build my knowledge and skills towards my final piece.

Food 1

Food 2

DT	<p style="text-align: center;">Making real meals: Celebrating Global Scouse Day</p> <p style="text-align: center;">28/29th Feb every year- Enterprise - on sale to staff</p> <ul style="list-style-type: none"> ✓ Understand the cultural significance of Scouse, its Irish origins and the reason it is made in Liverpool ✓ Know how Blind Scouse was made without meat during times of poverty and rationing/shortage ✓ Link ingredients to the Eatwell plate ✓ Look at the total cost of the ingredients ✓ Understand how the portion size affects profitability ✓ Calculate the sale price and profit/loss 	<p style="text-align: center;">Making meals healthier: Tasty Tomato Pasta</p> <p style="text-align: center;">Homemade vs Shop bought sauce.</p> <ul style="list-style-type: none"> ✓ Know and understand the idea of starchy staple foods and how they exist in every culture, bread, rice, pasta, potatoes etc ✓ Understand the way shop bought goods have hidden ingredients such as salt, sugar and fat. ✓ Link ingredients to the Eatwell plate
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	<ul style="list-style-type: none"> ✓ Follow- follow text-based recipe instructions ✓ Wash- wash fruit and vegetables to remove dirt, e.g. carrots, beetroot and potatoes ✓ Peel- use a vegetable peeler to peel vegetables, e.g. carrot for a salad ✓ Weigh accurately using weighing scales, e.g. in 5-10g increments ✓ Chop- cut, slice or dice ingredients into equal sized pieces/portions e.g. potato ✓ Cut- use a knife to portion parts of meat, poultry and fish ✓ Brown- fry an onion on the hob, e.g. as a base for soup ✓ Stir- stir hot dishes on the hob, ensuring that food does not burn or catch (keep food moving, ensure that heat is not too high) ✓ Bake- check that food being baked is cooked - usually golden brown on the surface ✓ Serve- ladle soup or stew into bowls ✓ Clean- remove and tidy all items of equipment and clean work surfaces ✓ Clean- wash and rinse equipment, paying attention to detail 	<ul style="list-style-type: none"> ✓ Change- make changes to recipes and dishes that promote current healthy eating messages, e.g. using lower salt stock cubes ✓ Measure- measure the quantity of food needed using whole numbers and fractions ✓ Deseed- use hands to remove the seeds from a red pepper ✓ Crush- crush garlic using a garlic press ✓ Chop- slice and dice foods safely, e.g. strips of pepper ✓ Stir- understand that some foods do not need continual stirring while being cooked, e.g. pasta, rice, potatoes ✓ Fry- fry foods in very little oil, ensuring that they are turned over for even cooking ✓ Boil- know that rapid boiling is only suitable for some foods, such as rice and pasta, and simmering is better for vegetables, as it is less damaging ✓ Drain- drain hot liquid safely away from foods using a colander, e.g. pasta, rice ✓ Serve- coat food with a topping, e.g. pasta with a tomato sauce ✓ Clean- wash and rinse equipment, paying attention to detail
	<i>Listen, Participate & Practice – Essential Knowledge, Skills & Opportunities</i>	<i>Develop the characteristics of a Musician – Dispositions</i>
Music	<ul style="list-style-type: none"> ✓ I have opportunities to become familiar with pieces of classical music ✓ I have the opportunity to learn to play a musical instrument for at least a term ✓ I have opportunities to listen to an orchestra e.g. Liverpool Philharmonic Schools' Concert, secondary school orchestra, visiting ensemble ✓ I have opportunities to take part in a music performance e.g. mass choral/instrumental event, school concert ✓ I can compare different musical genres and begin to develop my own musical taste ✓ I can improvise a simple melody using two or more notes ✓ I can play an ostinato accompaniment to a song or piece of music ✓ I have opportunities to memorise and sing a song with verse and chorus structure ✓ I can compose a piece of music selecting and using a variety of sounds ✓ I understand the principles of and can play a simple piece of music using a musical score e.g. music symbols or graphic notation 	<ul style="list-style-type: none"> ✓ I am developing a real love for music and I enjoy all aspects of practising and performing ✓ I never give up and strives for perfection when making music ✓ I keep an open mind to allow creativity and help me develop my own musical taste ✓ I am developing a talent to entertain and provide enjoyment for others ✓ I am prepared to work hard and practice in order to perform to the best of my ability
	Ongoing Locational knowledge	<ul style="list-style-type: none"> ✓ I can name and locate an increasing number of counties and cities in the United Kingdom; ✓ I can locate an increasing number of geographical regions in the United Kingdom and identify their human and physical characteristics; ✓ I can name and locate an increasing number of countries in Europe nearby ✓ I can name and locate the equator the northern and southern hemisphere, the tropics of cancer and Capricorn Connor the Arctic and Antarctic circles.
	Biomes – Why are jungles so wet and deserts so dry?	
	Locational knowledge	<ul style="list-style-type: none"> ✓ I can name and locate the equator the northern and southern hemisphere, the tropics of cancer and Capricorn and the Arctic and Antarctic circles.
	Place knowledge	<ul style="list-style-type: none"> ✓ Observe, describe and explain in basic terms the pattern of climate in the United Kingdom; ✓ Identify, describe and begin to offer reasons for the distribution of different types of climate around the world;
	Human and Physical Geography	<ul style="list-style-type: none"> ✓ I have knowledge and understanding of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ✓ Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world; ✓ Understand how climate affects both the landscape of different biomes and the plants and animals that can live there; ✓ Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall; ✓ Describe the natural environment of the Desert and explain why the city of Arica is the driest inhabited place in the world ✓ Identify, locate; describe and explain how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.
	Mapping	<ul style="list-style-type: none"> ✓ Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. ✓ Use maps and diagrams from a range of publications e.g. non-fiction texts ✓ Recognise patterns on maps and begin to explain what they show.
	Fieldwork	
	Enquiry and Investigation	<ul style="list-style-type: none"> ✓ Express opinions and personal views about what they like and don't like about specific geographical situations e.g. the damage being done to the natural world as a result of pollution, the human cost of earthquakes and volcanos
	Communication	
	Use of technology	<ul style="list-style-type: none"> ✓ Use spreadsheets, tables and charts to collect and display geographical data. ✓ Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements;

PE 1 Skills Led	Unit 1 Coordination –footwork/Static Balance		Unit 4 Coordination Sending and Receiving			
	<p>With, balance and control/fluent and smooth movements, I can:</p> <ul style="list-style-type: none"> ✓ Hopscotch forwards and backwards, alternating hopping leg each time ✓ Move in a 3-step zigzag pattern forwards. ✓ Move in a 3-step zigzag pattern backwards. <p>With minimum wobble, standing foot still, non-standing foot off the floor, I can:</p> <ul style="list-style-type: none"> ✓ Stand still for 30 seconds with eyes closed. ✓ Complete 5 squats. ✓ Complete 5 ankle extensions. (both legs) 		<p>With accuracy, good positioning, fluency and rhythm throughout, I can:</p> <ul style="list-style-type: none"> ✓ Strike a ball with alternate hands in a rally. ✓ Kick a ball with the same foot. ✓ Kick a ball with alternate feet. ✓ Roll 2 balls alternately using both hands, sending 1 as the other is returning. <p>With co-ordinated movement and balance maintained throughout, I can:</p> <ul style="list-style-type: none"> ✓ Hold on and, with a short base, lean back, hold balance and then move back together. ✓ Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. ✓ Perform above challenges with eyes closed with. 			
PE 2	Swimming – Phase 2					
	<ul style="list-style-type: none"> ✓ I know how to behave safely around and in the swimming pool. ✓ I can develop my stamina by increasing the distances I swim. ✓ I know how to take breaks whilst swimming over a distance (role on to back for breather). ✓ I can swim in a recognised stroke for up to 25 meters 					
RE	Expressing		Believing			
	<ul style="list-style-type: none"> ✓ KQ L2.6 Why do some people think that life is like a journey and what significant experiences mark this? (<i>Christians, Hindus, and non-religious responses (e.g., Humanist)</i>). (full unit) 		<ul style="list-style-type: none"> ✓ KQ L2.10 How do family life and festivals show what matters to Jewish People, e.g., Purim and Passover (Half Unit) 			
PSHE	BEING RESPONSIBLE		COMPUTER SAFETY		FEELINGS AND EMOTIONS	
	Coming Home on Time		Online Bullying		Jealousy	
	<ul style="list-style-type: none"> ✓ recognise the importance of behaving in a responsible manner in a range of situations ✓ describe a range of situations where being on time is important ✓ explain the importance of having rules in the home ✓ describe ways that behaviour can be seen to be sensible and responsible 		<ul style="list-style-type: none"> ✓ recognise the key values that are important in positive online relationships ✓ identify the feelings and emotions that may arise from online bullying ✓ develop coping strategies to use if we or someone we know is being bullied online identify how and who to ask for help 		<ul style="list-style-type: none"> ✓ recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good ✓ describe how we can support others who feel lonely, jealous, or upset ✓ recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people ✓ demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy 	
MFL – Spanish	Family and faces			Face and Body Parts		
	<ul style="list-style-type: none"> ✓ To know some important facts about Epiphany in Spanish. ✓ To say some family nouns in Spanish. ✓ To write personal information sentences in 1st person singular about a family member in Spanish. ✓ To understand the nouns for face parts in Spanish. ✓ To write a simple descriptive sentence to describe a face. 			<ul style="list-style-type: none"> ✓ To understand and respond to body part nouns and commands in Spanish. ✓ To understand and participate in yoga sequences including commands and body part nouns. To identify singular and plural body parts in Spanish ✓ To write some body parts in Spanish. ✓ To write a simple descriptive sentence or sequence of sentences, using verb, noun and adjective. 		

Year 4 - Summer Term

Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

	Summer 1	Summer 2
English	Link to Year 4 English Curriculum Continuum	
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Maths	Link to Year 4 Maths Curriculum Overview	
	https://www.nethertonmoss.co.uk/attachments/download.asp?file=256&type=pdf	
Science	Sound	Electricity
	Substantive Knowledge	Substantive Knowledge
	<ul style="list-style-type: none"> ✓ I can identify how sounds are made, associating some of them with something vibrating ✓ I can recognise that vibrations from sounds travel through a medium to the ear ✓ I can find patterns between the pitch of a sound and features of the object that produced it ✓ I can find patterns between the volume of a sound and the strength of the vibrations that produced it ✓ I can recognise that sounds get fainter as the distance from the sound source increases 	<ul style="list-style-type: none"> ✓ I can identify common appliances that run on electricity ✓ I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ✓ I can 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 ✓ I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ✓ I can recognise some common conductors and insulators, and associate metals with being good conductors
	Disciplinary Knowledge – Working Scientifically	Disciplinary Knowledge – Working Scientifically
<ul style="list-style-type: none"> ✓ I can explain what happens when you strike a drum or pluck a string and use a diagram to show how sounds travel from an object to the ear ✓ I can demonstrate how to increase or decrease pitch and volume using musical instruments or other objects ✓ I can explain how loudness can be reduced by moving further from the sound source or by using a sound insulating medium 	<ul style="list-style-type: none"> ✓ I can communicate structures of circuits using drawings which show how the components are connected ✓ I can incorporate a switch into a circuit to turn it on and off ✓ I can add a circuit with a switch to a DT project and can demonstrate how it works ✓ I can give reasons for choice of materials for making different parts of a switch ✓ I can describe how the switch works 	
Computing	Computer Science	Information Technology
	Micro:Bits Electrical Conductors 5 lessons Make Code	Unit 4.9 Making Music 4 Lessons Busy Beats
		Information Technology
		Optional Unit 4.1 Introducing A1 4 lessons
Art	Working in Three Dimensions	
	Sculpture, Structure, Inventiveness & Determination	
	What can artists learn from nature?	
<ul style="list-style-type: none"> ✓ I have seen how we can learn about ourselves through art. ✓ I can feel safe to take creative risks when I work. I can enjoy the feeling of experimenting with materials. ✓ I can feel ok when I am being challenged by materials and ideas. I can feel ok when I don't know exactly what I'm doing. ✓ I can use a variety of drawing materials to make experimental drawings based upon observation. ✓ I can construct with a variety of materials to make a sculpture. ✓ I can see my personality in what I have made. ✓ I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again. ✓ I can appreciate the work of my classmates and I can share my response to their work, identifying similarities and differences in our approach and outcomes. ✓ I can take photographs of my work thinking about presentation, focus and lighting. 		
DT	Electrical Systems	
	Making Simple circuits and switches <i>Designing, making a devaluating a night light for a brother sister or friend</i>	

	<p>Designing</p> <ul style="list-style-type: none"> ✓ Gather information about needs and wants and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. ✓ Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. <p>Making</p> <ul style="list-style-type: none"> ✓ Order the main stages of making. ✓ Select from and use tools and equipment to cut, shape, join and finish with some accuracy. ✓ Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. <p>Evaluating</p> <ul style="list-style-type: none"> ✓ Investigate and analyse a range of existing battery-powered products. ✓ Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> ✓ Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. ✓ Apply their understanding of computing to program and control their products. ✓ Know and use technical vocabulary relevant to the project. 	
Music	<i>Listen, Participate & Practice – Essential Knowledge, Skills & Opportunities</i>	<i>Develop the characteristics of a Musician – Dispositions</i>
	<ul style="list-style-type: none"> ✓ I have opportunities to become familiar with pieces of classical music ✓ I have the opportunity to learn to play a musical instrument for at least a term ✓ I have opportunities to listen to an orchestra e.g. Liverpool Philharmonic Schools' Concert, secondary school orchestra, visiting ensemble ✓ I have opportunities to take part in a music performance e.g. mass choral/instrumental event, school concert ✓ I can compare different musical genres and begin to develop my own musical taste ✓ I can improvise a simple melody using two or more notes ✓ I can play an ostinato accompaniment to a song or piece of music ✓ I have opportunities to memorise and sing a song with verse and chorus structure ✓ I can compose a piece of music selecting and using a variety of sounds ✓ I understand the principles of and can play a simple piece of music using a musical score e.g. music symbols or graphic notation 	<ul style="list-style-type: none"> ✓ I am developing a real love for music and I enjoy all aspects of practising and performing ✓ I never give up and strives for perfection when making music ✓ I keep an open mind to allow creativity and help me develop my own musical taste ✓ I am developing a talent to entertain and provide enjoyment for others ✓ I am prepared to work hard and practice in order to perform to the best of my ability
History	The Roman Empire and its impact on Britain	
	<ul style="list-style-type: none"> ✓ I have knowledge of Julius Caesar's attempted invasion in 55-54 BC and the reasons it failed ✓ I understand the power and size of the Roman Empire by AD 42 and the power of its army. ✓ I have knowledge of the successful invasion by Claudius and conquest of Britain, including the construction of Hadrian's Wall ✓ I can give examples of British resistance to the Roman Invasion, e.g. Boudica ✓ I can explain and give examples of the "Romanisation" of Britain: culture and beliefs. ✓ I will visit Chester (Dewa) and will be able to identify the legacy of its Roman past. 	
Geography	Ongoing Locational knowledge	<ul style="list-style-type: none"> ✓ I can name and locate an increasing number of counties and cities in the United Kingdom; ✓ I can locate an increasing number of geographical regions in the United Kingdom and identify their human and physical characteristics; ✓ I can name and locate an increasing number of countries in Europe nearby ✓ I can name and locate the equator the northern and southern hemisphere, the tropics of cancer and Capricorn Connor the Arctic and Antarctic circles.
	Local Geography Study – The Leeds Liverpool Canal	
	Locational knowledge	<ul style="list-style-type: none"> ✓ I can name and locate an increasing number of counties and cities in the United Kingdom; ✓ I can locate an increasing number of geographical regions in the United Kingdom and identify their human and physical characteristics
	Place knowledge	<ul style="list-style-type: none"> ✓ Understand that the River Alt and Leeds-Liverpool Canal are both waterways and go through Merseyside very near to school. ✓ Understand that despite being in similar locations, there are key differences between the two types of waterway.
	Human and Physical Geography	<ul style="list-style-type: none"> ✓ Understand that canals are historic man-made rivers used to transport items. ✓ Know that before we had motorways and roads, items were transported along canals on long boats called canal barges. ✓ Know that the use of canals has changed over time: relate to previously studied economic trade links, road and rail, so canal barges aren't needed to transport items anymore. ✓ Understand that canals and canal barges are now used for leisure. ✓ Know that both the Leeds-Liverpool Canal and the River Alt have been affected by pollution, making it difficult for plants and animals to survive there. ✓ Understand that since the 1980s people have been trying to clean up the River Alt and Leeds-Liverpool Canal and it is working - fish, animals and plants have returned to the water.
	Mapping	<ul style="list-style-type: none"> ✓ Use a range of maps to identify the counties, cities and towns through which the Leeds to Liverpool Canal passes.
	Fieldwork	<ul style="list-style-type: none"> ✓ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ✓ Make links between features observed in the environment to those on maps and aerial photos ✓ Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local canal/river and to reach a conclusion as to whether it constitutes a healthy habitat for living things;
	Enquiry and Investigation	<ul style="list-style-type: none"> ✓ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
	Communication	<ul style="list-style-type: none"> ✓ Through the use of posters and information leaflets, I know how to keep myself safe when visiting canals and waterways.
Use of technology	<ul style="list-style-type: none"> ✓ Use GPS devices to identify location when completing fieldwork. 	

PE 1 Skills Led	Unit 5 Agility Reaction and Response/ Static Balance From 1, 2 and 3 metres and with controlled movement, I can: <ul style="list-style-type: none"> ✓ React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with. ✓ I can start quickly and accelerate by pushing off hard with feet and looking forwards. ✓ Take up a ready position with knees bent and feet apart (front to back). ✓ Bend the knee on 'catching leg' and take weight back to enable you to stop quickly (core muscles tight and back straight). With balance, the correct position held and control when changing position, I can: <ul style="list-style-type: none"> ✓ Hold full front support position. ✓ Lift 1 arm and point to the ceiling with either hand in front support. ✓ Transfer cone on and off back in front support. 	Unit 3 Ball Coordination/Dynamic Balance on a line With controlled, smooth movements, and the ability to consistently complete challenges in both directions, I can: <ul style="list-style-type: none"> ✓ Stand with legs apart and move a ball around 1 leg 16 times (right and left leg) ✓ Move a ball round waist 17 times. ✓ Stand with legs apart and move a ball around alternate legs 16 times. (In 20 seconds or less) With smooth, controlled movements, minimum wobble and balance maintained on the line, I can: <ul style="list-style-type: none"> ✓ March, lifting knees and elbows up to a 90° angle. ✓ Walk fluidly with heel to toe landing. ✓ Walk fluidly, lifting knees and using heel to toe landing.
	Cricket <ul style="list-style-type: none"> ✓ Show control, coordination and consistency when throwing and catching a ball. ✓ Hit a ball with increasing control from a tee and progress to without a tee. ✓ Take up spaces/positions that make it difficult for the opposition. ✓ Explain the tactics you have used in games. ✓ Communicate, collaborate, and compete with others, following the rules of the game. ✓ Recognise what you do well and what you find difficult and explain good performances. ✓ Chose fielding skills which make it difficult for your opponent. 	Basketball <ul style="list-style-type: none"> ✓ Move the ball keeping it under control whilst changing direction. ✓ Pass, shoot & receive a ball with increasing accuracy, control and success. Pass in different ways. ✓ Find and use space and work well as part of a team. ✓ Use a range of tactics to keep possession of the ball; and explain simple tactics in game situations. ✓ Explain & apply basic attacking and defending principles. ✓ Identify what you need to practice to improve.
PE 2 Sport Led	Living <ul style="list-style-type: none"> ✓ KQ L2.8 What does it mean to be a Hindu in Britain today? (full unit) 	Living <ul style="list-style-type: none"> ✓ KQ L2.9 What can we learn from religions about deciding what is right wrong? (<i>Christians, Jewish people, and non-religious responses (e.g. Humanist)</i>). (full unit)
	A WORLD WITHOUT JUDGEMENT Breaking Down Barriers <ul style="list-style-type: none"> ✓ recognise positive attributes in others ✓ explain why being different is okay ✓ recognise your own strengths and goals, and understand that these may be different from those around you ✓ identify some of the ways we can overcome barriers and promote equality 	RELATIONSHIPS Puberty <ul style="list-style-type: none"> ✓ explain what puberty means ✓ describe the changes that boys and girls may go through during puberty ✓ identify why our bodies go through puberty ✓ develop coping strategies to help with the different stages of puberty ✓ identify who and what can help us during puberty ✓ have opportunity to hear adults and children, debate the topic issues and share their own opinions.
RE	Feeling Unwell/ Jungle Animals <ul style="list-style-type: none"> ✓ To understand and say phrases to describe feeling unwell, aches and pains. ✓ To remember some jungle animal nouns in Spanish. ✓ To understand adjectives to describe jungle animals in Spanish. ✓ To write a simple sentence or sequence of sentences to describe a jungle animal in Spanish. 	The Weather/ Ice creams <ul style="list-style-type: none"> ✓ To say different types of weather phrases in Spanish. ✓ To name the seasons in Spanish. ✓ To write a simple sentence to describe the weather in Spanish. ✓ To say ice cream flavours and spot sounds in the flavours in Spanish. ✓ To say an ice cream order in Spanish. ✓ To apply their language skills to learn other languages.
	MFL – Spanish	
