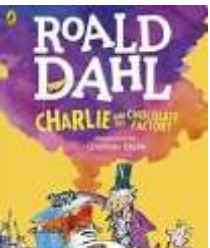
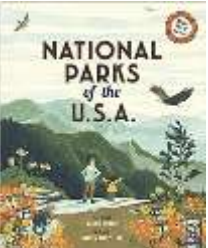
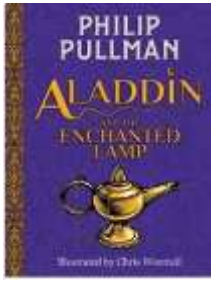
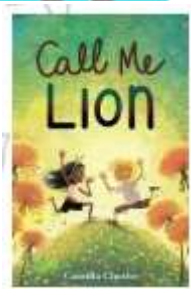
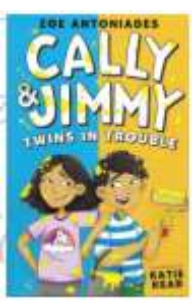
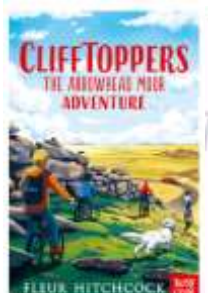
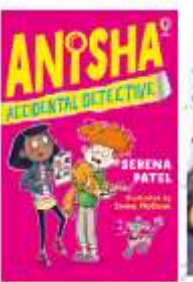
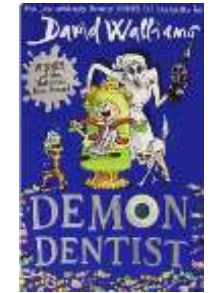
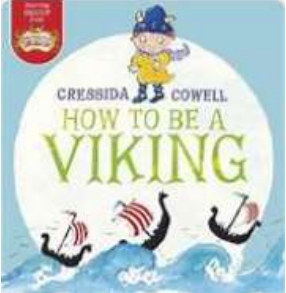
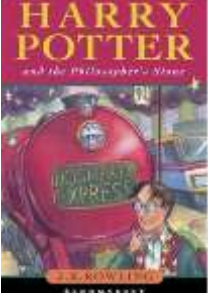
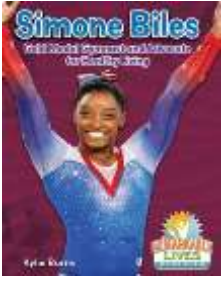
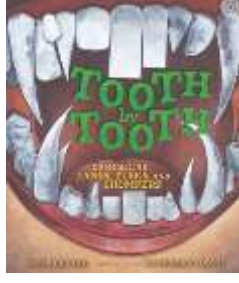
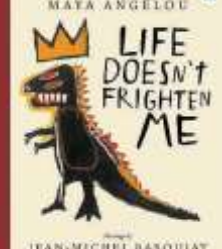
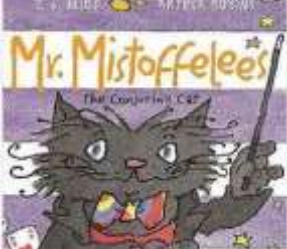


		Autumn Theme - History	Spring Theme – Geography	Summer Theme - History
Year 4	Diver Project	 Invasion In the Invasion project, your child will explore the effects of the Roman withdrawal and the chronology and geography of subsequent invasions. They will study the Anglo-Saxons and Vikings in detail, examining their reasons for invading, their settlements and their everyday life. Your child will also look at monasteries and the Anglo-Saxon legacy. They will consider how we know about life in this period and investigate the Sutton Hoo ship burial. They will learn about Athelstan, an Anglo-Saxon king, and what happened after his death, before ending the project by learning about the Norman invasion of 1066.	 Misty Mountains, Winding River In the Misty Mountain, Winding River project, your child will learn about the characteristics and physical processes of rivers, including how they shape the landscape over time, their significance around the world and the impact of flooding. They will learn how to use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map, as well as how contour lines are used to show the topography of an area. They will have the opportunity to learn about the stages of the water cycle and about mountains and their different formations, studying mountain ranges in the United Kingdom and around the world. They will also learn about habitats and how human and natural influences can have an impact on the environment.	 Ancient Civilizations In the Ancient Civilisations project, your child will learn about three of the earliest civilisations in the world; ancient Sumer, ancient Egypt and the Indus Valley civilisation. They will study the ancient Sumerian and ancient Egyptian civilisation in detail, to discover how crucial factors like water sources and farming helped them to develop and thrive. They will find out about important inventions and the growth of cities. They will also study the lives of different people in society, including the roles of kings and pharaohs. The children will reflect on their learning by identifying the similarities and differences between the two civilisations, before studying the Indus Valley civilisation independently. They will explore sources of evidence about the location of the Indus Valley, cities and trade, and note the reasons why historians know less about the Indus Valley than other ancient civilisations. The children will then compare all three civilisations, before learning about the causes and consequences of each civilisation's decline. They will also consider whether or not these civilisations left a lasting legacy.
	Innovate	During an archaeological dig at Coppergate, York, North Yorkshire, between 1976–1981, an exciting hoard of over 40,000 Viking artefacts was found. The artefacts included personal objects like cloak pins, brooches, dice, spoons, ice skates and combs, as well as other tools, roof tiles and animal bones. Your task is to analyse the artefacts and evidence from the dig and use the information to record an edition of the <i>Ancient Times</i> podcast about the Coppergate dig. Let's get started! Record an episode of the Ancient Times podcast about the Coppergate dig. I can present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. I can explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. I can describe and explain the impact of a past society on a local settlement or community.	You work for the Lake District National Park and have been asked to create an information pack for visitors to the area. You will need to use Ordnance Survey maps and online research to gather useful information for visitors, including details about significant geographical features. Let's get started! Create an information leaflet about the Lake District that can be used by tourists visiting the area. I can identify the topography of an area of the UK using contour lines on a map. I can use four or six-figure grid references and keys to describe the location of objects and places on a map. I can explain how the physical processes of a river, sea or ocean have changed a landscape over time. I can explain ways that settlements, land use or water systems are used in the UK and other parts of the world. I can describe how environments can change due to human and natural influences and the impact this can have on living things. I can use a range of organisational devices effectively to structure non-narrative writing. I can choose from a range of materials, showing an understanding of their different characteristics.	You are a historian who needs to answer the question 'How was the Indus Valley civilisation similar to or different from the ancient Sumerian and ancient Egyptian civilisations?' You need to study each piece of evidence and use your knowledge of the other ancient civilisations to help you write a detailed answer. Let's get started! Write a historical report about the similarities and differences between the Indus Valley civilisation, and the ancient Sumerian and Egyptian civilisations. I can sequence significant dates about events within a historical time period on historical timelines. I can compare and contrast two civilisations. I can present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. I can explain in detail the multiple causes and effects of significant events. I can explain how artefacts provide evidence of everyday life in the past. I can describe the hierarchy and different roles in ancient civilisations.
	Memorable Experiences (Trips and Visits) Engage	Mountfitchet Castle- Anglo-Saxon and Vikings Hindu Mandir (temple)	Local River Walk- River Brain	Synagogue Visit Local transport links enquiry Ancient Egyptian Workshop

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	Linked Book Study	 <i>The Saga of Erik the Viking</i> by Terry Jones A Viking warrior and leader called Erik goes on a voyage to find the land where the sun goes at night. Journeying on their ship, <i>Golden Dragon</i>, Erik and his crew encounter many challenges, from mythical creatures and extreme weather to Death himself.			 <i>King of the Cloud Forests</i> by Michael Morpurgo During the Second World War, Ashley and Uncle Sung must flee across the icy landscape of the Himalayas. Food is scarce and they are trapped by a terrible storm. Once the storm ends, Uncle Sung leaves to find help. When a strange visitor finds Ashley and takes him higher into the mountains, he wonders if he will ever see his family again.			 <i>Secrets of a Sun King</i> by Emma Carroll A girl from London becomes an unlikely heroine in a quest to break an ancient curse that threatens her family. Her quest takes her to Egypt. She forms good friendships along the way and solves mysteries about her life and the life of the young pharaoh, Tutankhamun, who lived 3000 years ago.		
	Writing	 <i>Charlie and the Chocolate Factory</i> Roald Dahl 15	 <i>Gut Garden</i> Katie Brosnan 15	 <i>National Parks of the U.S.A.</i> Chris Turnham 16	 <i>The River</i> by Valerie Bloom 15	 <i>Aladdin: The Enchanted Lamp</i> Philip Pullman 15	 <i>Sicily Holiday Brochure</i> 18	 <i>The Plague Comes To Eyam</i> 19	 <i>The Boy, The Mole, The Fox and The Horse</i> by Charlie Mackesy 15	The Creature 19
	Text type	Narrative	Non-Fiction	Non-Fiction	Poetry	Narrative	Non-Fiction	Playscript	Narrative	Non-Fiction
	Genre	Adventure	Explanation	Balanced argument	Poetry	Traditional Tale	Persuasive	Playscript	Fable	Newspaper report
	Topic	Sweet shop/ Golden Ticket	Food, Glorious food!	North/South America	Once upon a raindrop	Make a wish	Sun, Sea, Sand	Medieval	Friendship and Hope	Save our planet
	Cross Curricular	DT	Science	Geography	Science/ Geography	Geography	Geography	History	Art/Reading/PSHE/Science	Science/ Geography

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	STORYTIME FAVOURITES	FUNNY BOOKS	THOUGHT-PROVOKING STORIES	TOP-NOTCH NON FICTION	DIVERSE AND INCLUSIVE	MYSTERY AND DETECTIVE
Class Reader	  	   	   	  	   	   
Fiction						
Non-fiction						
Poetry and Song						

	Maths	 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS Review of column addition and subtraction Numbers to 10,000 Perimeter 3, 6, 9 times tables		 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS 3, 6, 9 times tables 7 times table and patterns Understanding and manipulating multiplicative relationships Coordinates		 NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS Review of fractions Fractions greater than 1 Symmetry in 2D shapes Time Division with remainders	
Science SIGNIFICANT SCIENTIST	 Digestive System This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy. Take accurate measurements in standard units, using a range of equipment. I can begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections. 	 Sound This project teaches children about sound and how sounds are made and travel as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed. I can ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. 	 States of Matter This project teaches children about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes. I can begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections. I can take accurate measurements in standard units, using a range of equipment. 	 Grouping and Classifying This project teaches children about grouping living things, known as classification. They study the animal and plant kingdoms and use and create classification keys to identify living things. I can compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour. I can ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. 	 Electrical Circuits and Conductors This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about programmable devices. They combine their learning to design and make a nightlight. Design and make a nightlight I can investigate and identify the design features of a familiar product. I can use annotated sketches and exploded diagrams to test and communicate their ideas. I can incorporate circuits that use a variety of components into models or products. I can construct operational simple series circuits using a range of components and switches for control. I can identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements. I can describe how natural resources can be harnessed to create sustainable energy. 		
	I can begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately I can gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs). I can use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.						
	Art & Design	 Warm and Cool colours This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of warm and cool colours,	 Warp and Weft This project teaches children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.	 Vista This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.	 Animal This project teaches children about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling.	 Statues, Statuettes and Figurines This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay	 Islamic Art This project teaches children about the features of Islamic art. They make geometric patterns and motifs on paper, with fabric and in clay. They use their

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		Aboriginal art and how artists use colour in their artwork. Create a colour composition using watercolours I can develop techniques through experimentation to create different types of art. I can give constructive feedback to others about ways to improve a piece of artwork	Create a woven wall hanging I can develop techniques through experimentation to create different types of art. I can give constructive feedback to others about ways to improve a piece of artwork	Paint or draw a mountainous landscape I can choose an interesting or unusual perspective or viewpoint for a landscape. I can give constructive feedback to others about ways to improve a piece of artwork.	Make a Bankura horse sculpture adding pattern and colour I can use clay to create a detailed or experimental 3-D form. I can explain the significance of art, architecture or design from history and create work inspired by it. I can give constructive feedback to others about ways to improve a piece of artwork.	skills to create a Sumer-style figurine. Make a Sumer-style figurine I can explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points. I can give constructive feedback to others about ways to improve a piece of artwork.	learning to create a high relief clay tile, decorated with geometric patterns. Create a high relief clay tile, decorated with geometric patterns I can use clay to create a detailed or experimental 3-D form. I can give constructive feedback to others about ways to improve a piece of artwork.
	! SIGNIFICANT ARTIST Traditional Modern Contemporary	Portrait of Madame Matisse (Green Stripe) by Henri Matisse Red Canna by Georgia O'Keeffe	Craft Workers of Ancient Egypt Julia Bland	Paul Gauguin Alexej von Jawlensky Rembrandt	Sharon Turner Sarah Taylor	Josef Herman Joseph Mallord William Turner Alberto Giacometti Leonardo Da Vinci	Sandy Kurt
	Design & Technology /Nutrition ! SIGNIFICANT DESIGNERS/ENGINEERS	 Fresh Food, Good Food This project teaches children about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack. Design a healthy packaged snack I can choose from a range of materials, showing an understanding of their different characteristics. I can design a healthy snack or packed lunch and explain why it is healthy. I can work safely with everyday chemical products under supervision, such as disinfectant hand wash and surface cleaning spray. I can identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.	 Functional and Fancy Fabrics This project teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample. Design a William Morris-inspired fabric I can use annotated sketches and exploded diagrams to test and communicate their ideas. I can select, name and use tools with adult supervision. I can identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements. ! WILLIAM MORRIS	 Tomb builders This project teaches children about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads. Design a machine prototype including wheels and axles, inclined planes, levers and pulleys I can explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products. I can identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.			
	Geography	 Interconnected World This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.	Geography covered in the main project History revision and retrieval practice Timebox 2 Two further short fun sessions to build up pupils' chronological understanding ad to keep history vocabulary 'warm' during a term when no other history is studied. 	 Innovate Geography revision and retrieval practice Local Land use enquiry Recap what the children know already about their local area from the autumn term. Your child will begin by explaining the term 'hypothesis'. Your child will be investigating: 'The place where we live has good transport links.' They will think about how they might begin investigating this hypothesis and what evidence they might need to gather. They will be using geographical resources and carrying out fieldwork to investigate this hypothesis. Talk through the Transport links enquiry.			

						information sheet to explain how they should structure their investigation. Time will be provided for them to carry out their enquiry. At the end of the session, gather the children’s evidence and come to a group consensus.	
	I can investigate a geographical hypothesis using a range of fieldwork techniques.						
	PSHE	Me and My Relationships Healthy relationships Listening to feelings Bullying Assertive skills	Valuing Difference Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Keeping Myself Safe Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Rights and Responsibilities Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Being my Best Having choices and making decisions about my health Taking care of my environment My skills and interests	Growing and Changing Body changes during puberty Managing difficult feelings Relationships including marriage
	Wellbeing	 Zones of Regulation In the project, children learn about good coping and regulation strategies to create a toolkit so they can help themselves when they experience anxiety and stress. They will think and talk about how they feel using four colours to help them self-identify how they’re feeling. Wonderful me! My happiness In this project, children begin to take responsibility for their own happiness by identifying what’s important to them and setting achievable goals.	 Connect: Pen pals In this project, pupils understand the benefits of communicating with others about their culture and community People around me: A positive difference Considering their impact on the world around them, in this project pupils explore how to help make other people happy and the results of doing this.	 Move: Making a beat In this project, pupils move in unison to create a beat. Relaxation: Visualisation Within a calming, visualisation activity, in this project children are talked through a relaxing environment before creating their own version.	 Take notice: My thoughts In this project, pupils learn strategies to manage different thoughts. Meaning and purpose: My role By examining personal strengths and passions, in this project children decide on the perfect job within the school and the skills needed to carry it out.	 Give: Giving to my community In this project, pupils give a pledge of kindness to a contributor of my school community. Healthy body, healthy brain: Diet and dental health In this project, pupils explore the importance of a healthy, balanced diet, looking at what each food group does for the body and how this can impact mood.	 Discover: Resilience In this project, pupils learn how to overcome mental or physical hurdles. Resilience: Celebrating mistakes In this project, adopting a growth mindset is explored to develop a more positive perspective on making mistakes, seeing them as learning opportunities rather than barriers.
	Religious Education	Where do religious beliefs come from? God: Christian belief in one God. • Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds. • Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of Jesus as the fulfilment of the Law. • Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah. Theology	What do we mean by truth? Is seeing believing? • At least three the views about the nature and existence of God. • The difference between knowledge, belief and opinion. • The complex nature of concepts such as truth and reality. • Debates about whether something can be proven. • Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. Use of the term Waheguru and other titles used for God. Philosophy	How do/have religious groups contribute to society and culture? Christian teachings about compassion and care for the most vulnerable in society, eg, Agape, “Love your neighbour ...” • Hindu teachings about compassion and care for the most vulnerable in society, eg, seva (to serve selflessly), following dharma (duty). • The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell. • The role of the Hindu community in charity work as an expression of dharma. E.g. Sewa UK, Bocharanwasi Shri Akshar Purushtottam Swaminarayan Sanstha. • The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi, Sannyasins. Human & Social Science	Why is there so much diversity of belief within Christianity? Understand the Church as a global community of Christian believers. • Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army. • Describe different expressions of Christian worship including for example the Eucharist and pilgrimage. • The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban. • Give of at least two key teachings from religious teachers such as Martin Luther, and how the Great Schism and the Reformation impacted Christianity. Human & Social Science	What does sacrifice mean? At least one interpretation of the term ‘sacrifice’ • The story of Abraham/Ibrahim and Isaac/Ismail and the place of sacrifice in Judaism/Islam • Christians believe Jesus was the ‘ultimate’ sacrifice for the forgiveness of sins. • Religious teachings about self-sacrifice. • Humanist views on altruism and charity, considering the reasoned approach to these. Philosophy	

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	 Christian	 Multi, Sikh	 Hindu, Christian	 Christian	 Multi, Humanist							
Music	 Unit 4: Indonesia (Instrumental Lessons) (5 Lessons) <i>In this project, pupils discover the features of gamelan music including the Slendro scale and cyclical rhythmic patterns, identifying traditional gamelan instruments, learning about the concept of an octave, exploring how different timbres are used in gamelan music</i>  To know the history and key features of gamelan music.	 Unit 5: India (Instrumental Lessons) (5 Lessons) In this project, pupils learn about the history of Indian film and its key musical features, through performing and composing activities using a specially composed film music soundtrack.  To know the history and key features of Bollywood music	 Changes in pitch, tempo and dynamics (Theme: Rivers) (5 Lessons) Linking to geography learning, in this project, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	 Samba and carnival sounds and instruments (5 Lessons) In this project, pupils are introduced to samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.  To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.	 Rock and Roll (optional) (5 Lessons) In this project, pupils learn about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.  To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.							
	Physical Education	 Football (6 Lessons) Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition	 Tennis (6 Lessons) Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	 Tag Rugby (6 Lessons) In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.	 Yoga (6 Lessons) In this project, pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows	 Dodgeball (6 Lessons) Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.	 Basketball (6 Lessons) Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances	 Hockey (6 Lessons) Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important.	 Fitness (6 Lessons) In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be	 Athletics (6 Lessons) In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.	 Netball (6 lessons) Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding	 Rounders (6 Lessons) Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

Curriculum 23/24 – Year 4 Cornerstones

									encouraged to work safely and with control		by key rules, as well as evaluating their own and others' performances.		of how to play within the rules of the given game.
	Computing	 Online Safety (4 lessons: 1, 2, 3 and 5) In this project, pupils search for information and making a judgement about the probable accuracy; recognising adverts and pop-ups; understanding that technology can be distracting.	 Programming 1: Further coding with Scratch (4 lessons: 1-4 only) In this project, pupils learn how to use variables in coding using the more advanced computer-based application called 'Scratch'	 Data Handling: Investigating weather (3 lessons: 1, 3, 4 and 5) In this project, pupils learn how to research and store data using spreadsheets; designing a weather station that gathers and records data; learning how weather forecasts are made and using green screen technology to present a weather forecast.	 Creating media: Website design (Lessons 1-5) In this project, pupils develop their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos and link between pages.	 Computing Systems and Networks: Collaborative learning (5 lessons: 1, 2, 3, 4 and 5) In this project, pupils learn how to work collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools.	 Programming 2: Computational thinking (4 lessons: 1-4 only) In this project, pupils explore plugged and unplugged activities to develop the four areas of computational thinking						
	French				 Portraits – describing in French (5 lessons) In this project, pupils learn adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.	 Clothes-getting dressed in French (5 lessons) In this project, pupils learn vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French.	 French numbers, calendars and birthdays (5 lessons) In this project, pupils learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals.	 French food – miam, miam! (5 lessons) In this project, pupils learn food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French.					
	SMSC Events Calendar 2023/2024	September 15th International Day of Democracy September 26th European Day of Languages Black History Month: October 2023 October 16th – 22nd Recycle Week November 6th -12th UK Parliament Week Remembrance Day: 11 November 2023 Anti-Bullying Week: 13-17 November 2023 November 17th Children In Need November 19th – 25th Road Safety Week December 7th Christmas Jumper Day			January 15th Martin Luther King Day January 21st World Religion Day February2024 LGBT+ History Month February 5th – 11th Children's Mental Health Week Safer Internet Day: 6 February 2024 Chinese New Year: 10 February 2024 World Book Day: 7 March 2024 British Science Week: 8-17 March 2024 Shakespeare Week: 18-24 March 2024 March 22nd World Water Day Holi Festival: 24 March 2024 April 2nd World Autism Awareness Day			April 15th World Art Day April 22nd Earth Day Mental Health Awareness Week: 13-20 May 2024 May 20th-25th Walk to School Week May 21st World Day for Cultural Diversity June 2024 Pride Month June 5th World Environment Day June 8th World Ocean Day June 10th – 14th Healthy Eating Week June 16th – 22nd World Refugee Week June 21st World Music Day July 12th Malala Yousafzai's Birthday					