

## Emperor (Year 4)

### Curriculum

Autumn	Spring	Summer
Rainforests	Growing global	Our local prehistory
British values/ learning, perseverance and manners	British values/ learning, perseverance and manners	British values/ learning, perseverance and manners
<p>Learning, perseverance and manners are central to all that we do at Three Legged Cross First and Nursery school.</p> <p>We teach mutual respect, tolerance, democracy, rule of law and individual liberty through assemblies and progressive tailored learning throughout our curriculum. Opportunities for you to engage and celebrate your child/ children's learning, perseverance and manners are offered during the year and can be found on our school calendar.  <a href="https://3lxschool.com/calendar/">https://3lxschool.com/calendar/</a></p>		
Reading	Reading	Reading
<p>The pupil can</p> <ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet.               <ul style="list-style-type: none"> <li>• Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</li> </ul> </li> <li>• Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.               <ul style="list-style-type: none"> <li>• Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text.</li> <li>• Retrieve and record information from non-fiction unaided.</li> </ul> </li> </ul>		
SPAG	SPAG	SPAG
<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> <li>• Understanding standard English forms for verb inflections instead of spoken local forms (I did/I done)               <ul style="list-style-type: none"> <li>• Using fronted adverbials</li> </ul> </li> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions including subordinating conjunctions when, if, because, although               <ul style="list-style-type: none"> <li>• Using conjunctions, adverbs and prepositions to express time and cause</li> <li>• Organising paragraphs around a theme and use devices such as headings and sub-headings</li> <li>• Using expanded noun phrases consistently to convey complicated information concisely</li> </ul> </li> <li>• Using commas after fronted adverbials, inverted commas, possessive apostrophes with plurals, mostly correctly               <ul style="list-style-type: none"> <li>• Is starting to proofread for spelling and punctuation errors</li> <li>• Spelling most Year 3 and Year 4 words correctly</li> </ul> </li> </ul> <p>The spelling punctuation and grammar objectives for year 4 can be found in the following document.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum - English 220714.pdf</a></p>		

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our SPAG learning will be highlighted in our home learning on a Friday if you wish to support your child further with this aspect of learning		
Writing	Writing	Writing
<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> <li>• Creating settings, characters and plot narratives</li> <li>• Writing in legible joined handwriting</li> <li>• Draft and write by creating settings, characters and plot in narratives.</li> </ul> <p>We follow the national curriculum for our English learning. The objectives for each year group can be found below.  <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#year-1-programme-of-study</a></p>		
Maths	Maths	Maths
<u>Inspire Maths</u> Please follow the link bellow for useful information for parents <a href=".../Documents/Inspire_Maths_Parent_info.pdf">.../Documents/Inspire_Maths_Parent_info.pdf</a>	<u>Inspire Maths</u> Please follow the link bellow for useful information for parents <a href=".../Documents/Inspire_Maths_Parent_info.pdf">.../Documents/Inspire_Maths_Parent_info.pdf</a>	<u>Inspire Maths</u> Please follow the link bellow for useful information for parents <a href=".../Documents/Inspire_Maths_Parent_info.pdf">.../Documents/Inspire_Maths_Parent_info.pdf</a>
Science	Science	Science
<p>Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</p> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Ask relevant questions and using different types of scientific enquiries to answer them.</li> </ul>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans</li> </ul> <p><u>States of matter</u></p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• 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)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard</li> </ul>	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><u>Working scientifically</u></p> <ul style="list-style-type: none"> <li>• Asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> </ul>

## Emperor (Year 4)

### Curriculum

	<p>units, using a range of equipment, including thermometers and data loggers</p> <ul style="list-style-type: none"> <li>Record and log changes over time with recorded time lapses.</li> <li>Setting up simple practical enquiries, comparative and fair tests</li> <li>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	
PE	PE	PE
<p>Dance</p> <ul style="list-style-type: none"> <li>Compose a dance that reflects the chosen dance style.</li> <li>Confidently improvise</li> <li>Compose longer dance sequences in a small group.</li> <li>Perform dances and create sequences with fluency and expression.</li> <li>Perform and apply skills and techniques with control and accuracy.</li> <li>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li></li> </ul> <p>Games- Multiskills</p> <ul style="list-style-type: none"> <li>Develop different ways of throwing and catching.</li> <li>Move with the ball using a range of techniques showing control and fluency.</li> <li>Begin to adapt rules to alter games.</li> <li>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</li> <li>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>Modify their use of skills or techniques to achieve a better result.</li> </ul>	<p>Games- football</p> <ul style="list-style-type: none"> <li>Use hand-eye coordination to strike a moving and a stationary ball.</li> <li>Move with the ball using a range of techniques showing control and fluency.</li> <li>Pass the ball with increasing speed, accuracy and success in a game situation.</li> <li>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</li> <li>Make the best use of space to pass and receive the ball.</li> <li>Use a range of attacking and defending skills and techniques in a game.</li> <li>Use fielding skills as an individual to prevent a player from scoring.</li> <li>Vary the tactics they use in a game.</li> <li>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</li> <li>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>Modify their use of skills or techniques to achieve a better result.</li> </ul>	<p>Games- hockey</p> <ul style="list-style-type: none"> <li>Use a stick to hit a ball with accuracy and control.</li> <li>Use at least two different shots in a game situation.</li> <li>Use hand-eye coordination to strike a moving and a stationary ball.</li> <li>Move with the ball using a range of techniques showing control and fluency.</li> <li>Pass the ball with increasing speed, accuracy and success in a game situation.</li> <li>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</li> <li>Use a range of attacking and defending skills and techniques in a game.</li> <li>Vary the tactics they use in a game.</li> <li>Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</li> <li>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</li> <li>Modify their use of skills or techniques to achieve a better result.</li> </ul>

## Emperor (Year 4)

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History	History	History
<ul style="list-style-type: none"> <li>Revisit and further embed previous learning</li> </ul>	<ul style="list-style-type: none"> <li>We will revisit and consolidate previous learning about trade links made throughout history specifically during Ancient Egyptian, Roman and Victorian times. We will begin to think about how long humans have been trading with one another for- link to prehistory and the beginnings of civilization.</li> </ul>	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age.</li> <li>Defining 'prehistory' and learning how archaeologists find out about the past when there is no written history</li> <li>Exploring cave men of the early Paleolithic period of the Stone Age</li> <li>Investigating technological advances in the Neolithic period of the Stone Age and investigating Stonehenge</li> <li>Finding out about life in the Bronze Age, and how bronze was made and used</li> <li>Investigating the lives of people in the Iron Age and how life had developed from the Bronze Age</li> <li>Consolidating understanding of the Stone, Bronze and Iron Ages, and ordering events and changes chronologically.</li> </ul>
Geography	Geography	Geography
<ul style="list-style-type: none"> <li>To 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</li> <li>To 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)</li> <li>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>To describe and understand key aspects of human</li> </ul>	<ul style="list-style-type: none"> <li>To describe and understand aspects of human geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>To understand that the food we eat comes from many different places around the world.</li> <li>To know how land in temperate climate zones is used to produce food.</li> <li>To know how land in tropical climate zones is used to produce food.</li> <li>To describe the way in which land in tropical biomes is being changed to enable more food to be produced.</li> <li>To explore how food is produced in Mediterranean climate zones.</li> </ul>	<ul style="list-style-type: none"> <li>We will look at Doggerland and will revise previous learning about continents.</li> <li>We will learn about some prehistoric settlements and land use, economic activity including the start of trade, and the distribution of natural resources including energy, food, minerals and water (the first farmers.)</li> </ul>

## Emperor (Year 4)

### Curriculum

<p>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.</p> <ul style="list-style-type: none"> <li>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how land is used to produce food in the United Kingdom.</li> <li>To understand and describe the trade links that enable food from around the world to be sold in the United Kingdom.</li> </ul>	
<p>Computing</p>	<p>Computing</p>	<p>Computing</p>
<ul style="list-style-type: none"> <li>Coding: Recap of the main concepts covered so far (refresher level 1-3)</li> <li>Learn how computers use variables to count things and keep track of what is going on, and then create simple games, which use a score variable.</li> <li>Program the variable to increase in value by different amounts when different balloons are popped</li> <li>Write code including a variable that increases by different amounts depending on which condition is met</li> </ul>	<ul style="list-style-type: none"> <li>Understand healthy and unhealthy behaviours within online and offline friendships and relationships</li> <li>Understand the importance of balancing my screen time</li> <li>Understand the importance of permission and consent, in particular in relation to sharing images and videos</li> <li>Identify signs of manipulative, pressurising or threatening behaviour and respond safely to it?</li> <li>Understand the importance of seeking help from a trusted adult when they need it</li> </ul>	<p>Write code to make a rocket orbit the Moon, then change direction.</p> <p>Use loops, a variable and if statements to create an animated scene where two balloons move and form a repeating pattern</p>
<p>RE</p>	<p>RE</p>	<p>RE</p>
<p><u>Hinduism</u></p> <ul style="list-style-type: none"> <li>Learn about the story of Rama and Sita</li> <li>Understand how and why Hindus celebrate Diwali across the world</li> <li>Learn about why Rangoli patterns are meaningful to Hindus</li> <li>Explore why people find it important to go on special journeys</li> <li>Learn about how Hindu leaders have joined other</li> </ul>	<p><u>Christianity, Judaism, Hinduism, Islam, Buddhism</u></p> <ul style="list-style-type: none"> <li>Learn about the importance of food and shared meals in different religions?</li> <li>Learn about the significance that food and shared meals play in different religions we have learnt about</li> </ul> <p>Reflection- continuous Children will have the opportunity to be reflective about their</p>	<p><u>Christianity</u></p> <ul style="list-style-type: none"> <li>Learn how Christians worship in our local churches</li> <li>Learn what a personal pilgrimage is</li> <li>Learn about Christian marriage</li> </ul> <p>Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective</p>

## Emperor (Year 4)

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<p>religious leaders to help protect the rainforests</p> <p>Reflection- continuous Children will have the opportunity to be reflective about their own beliefs and perspective</p>	<p>own beliefs and perspective</p>	
<b>MFL</b>	<b>MFL</b>	<b>MFL</b>
<p>Broaden their French vocabulary and begin to develop their ability to understand new words that are introduced into familiar written material.</p> <p>Listen to and explore ways to describe people, places, things and actions orally in French.</p>	<p>Broaden their French vocabulary and begin to develop their ability to understand new words that are introduced into familiar written material.</p> <p>Broaden their French vocabulary and begin to develop their ability to understand new words that are introduced into familiar written material.</p>	<p>Broaden their French vocabulary and begin to develop their ability to understand new words that are introduced into familiar written material.</p>
<b>PSHE</b>	<b>PSHE</b>	<b>PSHE</b>
<p>Our curriculum has integrated cross-curricular opportunities for children to develop their PSHE. We base our PSHE lessons on the SEAL scheme, which has built it progression for each year group. Our themes for each term are shown below.</p>		
New beginnings	Going for goals	Relationships
<b>Forest</b>	<b>Forest</b>	<b>Forest</b>
<p>Forest safety: Using fire strikers to spark. Teach building and maintaining a small fire.</p>	<p>Den building: Construct emergency shelter.</p> <p>Listening and attention: team coordination skills – navigating spaces with a hindrance (floor is lava).</p>	<p>Den building: Children build independent tripod structures.</p> <p>Tool skills: Children begin to use hand axes (1:1 support).</p>
<b>Music</b>	<b>Music</b>	<b>Music</b>
<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Sing short melodies as a solo/small group with a sense of shape and expression</li> <li>• Identify the number of bars in phrases of different lengths.</li> </ul>	<ul style="list-style-type: none"> <li>• To improvise and compose music for a range of purposes using the interrelated dimension of music.</li> <li>• Sing with clear articulation</li> <li>• Recognise simple rhythmic notation</li> <li>• Compose a piece of music creating different sounds for the weather listen to a piece of music which describes the weather</li> <li>• Increase knowledge and understanding playing the guitar and following simple musical notation.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of the history of music.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Work on a group performance with a more challenging clapping pattern</li> <li>• Sing a syncopated melody with rhythmic accuracy</li> <li>• Sing in two groups as a call-and- response piece</li> </ul>

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		<ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing.</li> </ul>
Design and technology	Design and technology	Design and technology
<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through discussion, <i>annotated sketches, cross-sectional and exploded diagrams</i>, prototypes, <i>pattern pieces</i> and computer-aided design</li> <li><i>Use research and develop design criteria</i> to inform the design of <i>innovative, functional, appealing</i> products that are fit for purpose, <i>aimed at particular individuals or groups</i></li> <li>Evaluate their ideas and products against design criteria</li> <li>Select from and use a wide range of materials and components, including textiles according to their characteristics</li> <li><i>Investigate and analyse</i> a range of existing products.</li> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against <i>their own design criteria</i> and <i>consider the views of others to improve their work</i></li> </ul>	<ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>
Victorians	Romans	This is the modern world
British values/ learning, perseverance and manners	British values/ learning, perseverance and manners	British values/ learning, perseverance and manners
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#### Reading

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The pupil can

- Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet.
  - Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.
- Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.
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    - Retrieve and record information from non-fiction unaided.

#### SPAG

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The pupil can write for a range of purposes and audiences:

- Understanding standard English forms for verb inflections instead of spoken local forms (I did/I done)
  - Using fronted adverbials
- Extending the range of sentences with more than one clause by using a wider range of conjunctions including subordinating conjunctions when, if, because, although
  - Using conjunctions, adverbs and prepositions to express time and cause
  - Organising paragraphs around a theme and use devices such as headings and sub-headings
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- Using commas after fronted adverbials, inverted commas, possessive apostrophes with plurals, mostly correctly
  - Is starting to proofread for spelling and punctuation errors
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- Creating settings, characters and plot narratives
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- Draft and write by creating settings, characters and plot in narratives.

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<b>Maths</b>	<b>Maths</b>	<b>Maths</b>
<p>(<u>Inspire Maths</u>)            Please follow the link below for useful information for parents  <a href=".../Documents/Inspire_Maths_Parent_info.pdf">.../Documents/Inspire_Maths_Parent_info.pdf</a></p>	<p><u>Inspire Maths</u>            Please follow the link below for useful information for parents  <a href=".../Documents/Inspire_Maths_Parent_info.pdf">.../Documents/Inspire_Maths_Parent_info.pdf</a></p>	<p><u>Inspire Maths</u>            Please follow the link below for useful information for parents  <a href=".../Documents/Inspire_Maths_Parent_info.pdf">.../Documents/Inspire_Maths_Parent_info.pdf</a></p>
<b>Science</b>	<b>Science</b>	<b>Science</b>
<p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><u>Work scientifically</u></p> <ul style="list-style-type: none"> <li>• Setting up simple practical enquiries, comparative and fair tests</li> <li>• Making systematic and careful observations</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>• Identify the different types of teeth in humans and their simple functions</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><u>Sound</u></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><u>Work scientifically</u></p> <ul style="list-style-type: none"> <li>• Setting up simple practical enquiries, comparative and fair tests</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>

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PE	PE	PE
<p><u>Dance</u></p> <ul style="list-style-type: none"> <li>Identify and repeat the movement patterns and actions of a chosen dance style</li> <li>Compose a dance that reflects the chosen dance style</li> <li>Confidently improvise</li> <li>Compose longer dance sequences in a small group.</li> <li>Perform dances by creating a range of movement patterns.</li> <li>Perform and create sequences with fluency and expression.</li> <li>Perform and apply skills and techniques with control and accuracy.</li> <li>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements</li> <li>Modify their use of skills or techniques to achieve a better result</li> </ul>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>Use an increasing range of actions, directions and levels in their sequences.</li> <li>Create a sequence of actions that fit a theme.</li> <li>Begin to develop good technique when travelling, balancing and using equipment.</li> <li>Move with clarity, fluency and expression.</li> <li>Show changes of direction, speed and level during a performance.</li> <li>Travel in different ways, including using flight.</li> <li>Improve the placement and alignment of body parts in balances.</li> <li>Use equipment to vault in a variety of ways.</li> <li>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</li> <li>Develop strength, technique and flexibility throughout performances.</li> <li>Refine previous jumps</li> <li>1, 2, 3 and 4- point balances</li> <li>Balances on apparatus</li> <li>Balances with and against a partner</li> <li>Perform and create sequences with fluency and expression.</li> <li>Perform and apply skills and techniques with control and accuracy</li> </ul>	<p>Athletics</p> <ul style="list-style-type: none"> <li>Perform a pull throw</li> <li>Continue to develop techniques to throw for increased distance. Teach discus/quoit throw, including technique to twist at the hips/waist/core.</li> <li>Confidently demonstrate an improved technique for jogging and sprinting.</li> <li>Learn how to combine and use fundamental skills effectively</li> <li>Take part in a range of competitive games and activities.</li> <li>Modify their use of skills or techniques to achieve a better result.</li> </ul> <p>Swimming</p> <ul style="list-style-type: none"> <li>Begin to use a range of strokes effectively (eg. backstroke, front crawl, breaststroke)</li> <li>Begin to build stamina to swim increased distances with or without aids.</li> <li>Perform a controlled float on front or back</li> </ul>
History	History	History
<ul style="list-style-type: none"> <li>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>Learn about Changes in aspects of social history in the 20<sup>th</sup> century and about the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the Roman Empire/civilization and its impact on Britain and the western world; Julius Caesar's attempted invasion in 55-54BC, the Roman Empire and the power of its army, the successful invasion by Claudius and conquest, including Hadrian's wall,</li> </ul>	<ul style="list-style-type: none"> <li>Changes in aspects of social history. Leisure and entertainment in the 20<sup>th</sup> Century</li> <li>Identify some of the main changes in Britain since 1948 and to identify key characteristics of different decades.</li> <li>Find out what life was like in 1948 and some of the</li> </ul>

## Emperor (Year 4)

### Curriculum

<ul style="list-style-type: none"> <li>Find out who Queen Victoria was and investigate her life and family tree</li> <li>Explore the impact that the Industrial Revolution had on the people of Britain</li> <li>Discover what was invented during the Victorian era</li> <li>Investigate what public health and medical care were like during the Victorian era</li> <li>Examine and compare different leisure activities of rich and poor Victorian people</li> </ul>	<p>British resistance and Boudicca.</p> <ul style="list-style-type: none"> <li>learn about the Romanization of Britain and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p>main changes that have occurred since, identifying key events and characteristics of each decade</p> <ul style="list-style-type: none"> <li>Use photos of scenes and objects to deduce facts and start to order events chronologically.</li> </ul>
<b>Geography</b>	<b>Geography</b>	<b>Geography</b>
<ul style="list-style-type: none"> <li>To describe and understand key aspects of land use, economic activity and trade links.</li> </ul>	<ul style="list-style-type: none"> <li>Further embed previous learning</li> </ul>	<ul style="list-style-type: none"> <li>Further embed previous learning</li> </ul>
<b>Computing</b>	<b>Computing</b>	<b>Computing</b>
<ul style="list-style-type: none"> <li>Write code where the value of a variable changes by positive and negative amounts when different conditions are met</li> <li>Write code including several variables and set the value of a variable to a specific amount</li> <li>Write code including a variable that will increase, decrease or reset to zero when different conditions are met</li> </ul>	<ul style="list-style-type: none"> <li>Debugging: variables</li> <li>Repetition and loops- learn how computers use repetition and loops to do things over and over again (and again!).</li> <li>Choose when to use repetition in my code to make my code more efficient.</li> <li>Write code that includes more complex repetition</li> </ul>	<ul style="list-style-type: none"> <li>Understand that for most people the internet is an integral part of life and has many benefits</li> <li>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals</li> <li>Learn some keyboard shortcuts</li> </ul>
<b>RE</b>	<b>RE</b>	<b>RE</b>
<p>Christianity (Christmas)</p> <ul style="list-style-type: none"> <li>How Christians expressed the word of God in art, music, drama, and dance</li> <li>Learn what advent is and how Christians celebrate it</li> </ul>	<p><u>Christianity</u></p> <ul style="list-style-type: none"> <li>Talk about the three Mary's and explain what their significance is to Christians</li> <li>Explain what the Holy Trinity is</li> <li>Learn about Pentecost?</li> <li>Learn about the Holy Spirit and how it is symbolized</li> <li>Explain why the Holy Spirit is comforting for Christians</li> <li>Begin to understand why Christians believe that God sent his only son</li> <li>Explore the Christian view of being forgiven and forgiving others</li> </ul>	<p><u>Hinduism</u></p> <ul style="list-style-type: none"> <li>Learn about the Mandir and its importance to Hindus in the UK</li> <li>Learn about how Hindus believe we should react to violence</li> <li>Learn about Brahman and the Trimurti</li> <li>Learn about Krishna's teachings</li> <li>Learn about the life of Mahatma Gandhi and why he is an important role model to Hindus and others around the world</li> </ul>

## Emperor (Year 4)

### Curriculum

<b>MFL</b>	<b>MFL</b>	<b>MFL</b>
Appreciate stories, songs, poems and rhymes in French.	Listen to and explore ways to describe people, places, things and actions orally in French.	Broaden their French vocabulary and begin to develop their ability to understand new words that are introduced into familiar written material.
<b>PSHE</b>	<b>PSHE</b>	<b>PSHE</b>
Our curriculum has integrated cross-curricular opportunities for children to develop their PSHE. We base our PSHE lessons on the SEAL scheme, which has built its progression for each year group. Our themes for each term are shown below.		
Getting on and falling out (inc Anti-bullying)	Good to be me	Changes
<b>Forest</b>	<b>Forest</b>	<b>Forest</b>
Woodland art: spider web art using weaving.	Forest safety: Cooking using vegetables in oil.	Woodland art: lashing sticks together for art frames.
<b>Music</b>	<b>Music</b>	<b>Music</b>
<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Use learnt singing techniques of fluency, control expression and rest points with increasing accuracy to learn and improve songs for the school nativity.</li> <li>Continue to build confidence and increase knowledge and understanding playing the guitar</li> </ul>	<ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Sing in unison and in parts Clap accurately rhythms from the song: clap their own name rhythms</li> <li>Sing accurately showing an awareness of phrasing and shape of melody Compose a short rhythmical piece based on calypso rhythms using samba instruments.</li> <li>Apply learnt skills, follow simple musical notation and play simple musical notes and phrases on the guitar.</li> </ul>	<ul style="list-style-type: none"> <li>To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Create a rap about making new friends performing with their own backing track.</li> <li>Create rhythmic patterns, which can be played on tuned or untuned percussion,</li> <li>Practise learnt skills including following notation on the guitar.</li> <li>Investigate landmark music icons and styles.</li> </ul>
<b>Art</b>	<b>Art</b>	<b>Art</b>
<ul style="list-style-type: none"> <li>Learn about great designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques with a range of materials.</li> <li>Learn about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including sculpture [for example, clay]</li> <li>Learn about great artists, architects and designers in history.</li> </ul>
<b>Design and technology</b>	<b>Design and technology</b>	<b>Design and technology</b>
<ul style="list-style-type: none"> <li>Understand and use electrical systems in their products for example series circuit.</li> </ul>	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	

## Emperor (Year 4)

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### Curriculum

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| <ul style="list-style-type: none"><li>• Understand how key events and individuals in design and technology have helped shape the world</li></ul> |  |  |
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