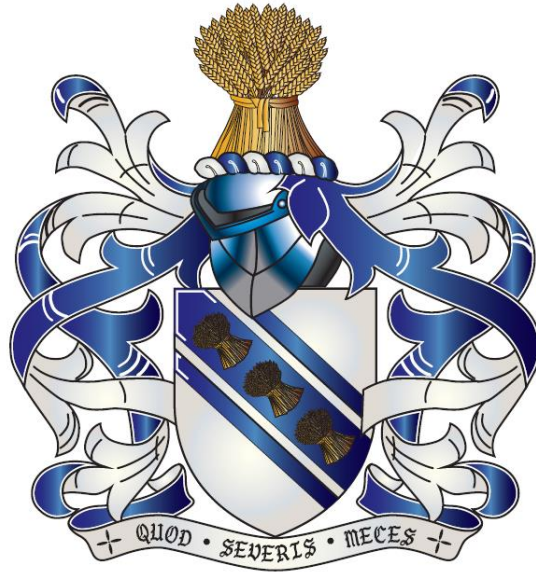
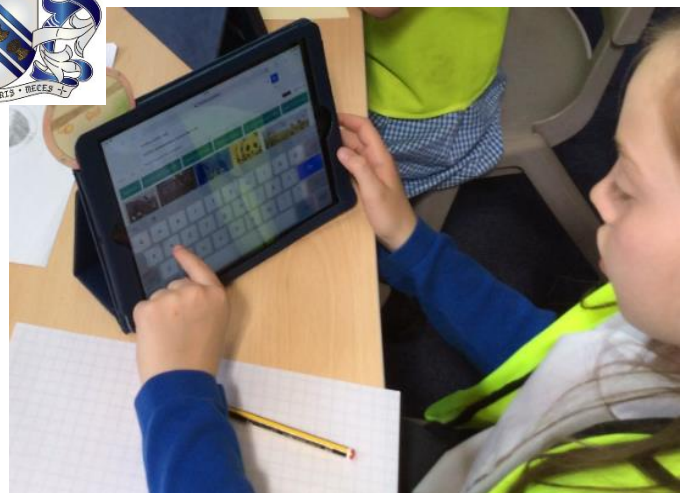


# The Bliss Charity School



*The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.*

## Year 4 Curriculum (2017-2018)









## 1. The Curriculum at The Bliss Charity School

At The Bliss Charity School we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative, topic-driven curriculum aims to deliver the aims of the early years foundation stage framework (<http://bit.ly/2wz4mCS>) and the national curriculum for key stage 1 and key stage 2 (<http://bit.ly/1ciqczZ>) in an engaging, cross-curricular way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school.

Our curriculum is topic-based, with subject-specific content and objectives from the national curriculum threaded together into six termly topics per year group. While there is some discrete subject-based teaching, most learning at The Bliss Charity School is linked together through the topics for each term.

## 2. Year 4 Topics – 2017-2018

	<b>Term 1</b> <i>September 5<sup>th</sup> 2017</i> – <i>October 20<sup>th</sup> 2017</i>	<b>Term 2</b> <i>October 31<sup>st</sup> 2017</i> – <i>December 20<sup>th</sup> 2017</i>	<b>Term 3</b> <i>January 4<sup>th</sup> 2018</i> – <i>February 9<sup>th</sup> 2018</i>	<b>Term 4</b> <i>February 19<sup>th</sup> 2018</i> – <i>March 29<sup>th</sup> 2018</i>	<b>Term 5</b> <i>April 17<sup>th</sup> 2018</i> – <i>May 25<sup>th</sup> 2018</i>	<b>Term 6</b> <i>June 4<sup>th</sup> 2018</i> – <i>July 20<sup>th</sup> 2018</i>
	<i>India</i>	<i>Light</i>	<i>Anglo-Saxons</i>	<i>Vikings</i>	<i>Rainforests</i>	<i>We are Conservationists</i>
<b>Class 4</b>						

## 3. Further information about the Year 4 curriculum

Termly class newsletters provide more detailed information about the content of the topics. Once published, these are emailed home to parents/carers and they are available on the 'Class 4' page in the 'Pupils' section of our school website ([www.bliss.northants.sch.uk](http://www.bliss.northants.sch.uk)).

Whole-school newsletters provide further information about the children's learning in general. These are published throughout the year; they are emailed home to parents/carers and they are available on the 'Newsletters' page in the 'Parents' section of our school website.

Our *twitter* feed (@BlissCharitySch) is used to give an immediate insight into the children's day-to-day learning, celebrating successes and achievements throughout the school.

The subject-specific objectives that underpin the Class 4 topics are available below (section 5). These statements form the 'expected standards' for each subject in Year 4 – they are used by school staff to plan the Class 4 topics and to make assessments.

## 4. Published schemes used in Year 4

In Year 4, we use some published schemes of work to support the delivery of our curriculum:

<b>Area of the curriculum</b>	<b>Name of the scheme</b>	<b>Overview</b>
Spelling	<i>Read, Write Inc. Spelling</i>	<i>Read, Write Inc. Spelling</i> for Years 2 to 6 has been specially created to meet the higher demands of the national curriculum. Spelling rules are introduced by aliens from an exciting online spelling planet – see <a href="http://bit.ly/2vtgPf6">http://bit.ly/2vtgPf6</a>
Handwriting	<i>Kinetic Letters</i>	<i>Kinetic Letters</i> is a systematic, holistic approach to the teaching of handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall – see <a href="http://kineticletters.co.uk/">http://kineticletters.co.uk/</a>

## 5. The 'expected standard' by the end of Year 4 at The Bliss Charity School

### English - Reading: Year 4

Read aloud with pace, fluency and expression, taking punctuation the author's intent into account.

Apply age-appropriate knowledge of root words, prefixes, suffixes to read aloud accurately and fluently; and determine the meaning of new words.

Read the vast majority of Year 3/4 common exception words.

Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.

Locate information quickly and effectively from a range of sources using techniques such as the use of headers and footers in a dictionary, text marking and indexes.

Identify main ideas drawn from more than one paragraph and summarise these.

Read between the lines using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act.

Use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the texts.

Infer meaning using the evidence from the text and wider experiences.

Refer to the text to support opinions and predictions (e.g. summing up what has been found, stating thoughts, finding evidence to support views).

Identify the ways in which paragraphs are linked (e.g. connecting adverbs and pronouns for continuity).

Identify how language, structure, and presentation contribute to meaning.

Talk about the effects of different words and phrases to create different images and atmosphere (verbs, adjectives and adverbs).

Understand how figurative language (similes, metaphors, personification) creates images for the reader.

Identify the viewpoint from which a story is told and how this affects the readers' response (e.g. author's bias).

Demonstrate a positive attitude to reading, by frequently reading for pleasure (both fiction and non-fiction).

Discuss the work of some established authors and knows what is special about their work (e.g. Julia Donaldson – rhyme; Michael Morpurgo – animals/Cornwall/Isles of Scilly; Roald Dahl – fantasy and humour).

Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends, retelling these confidently.

Recall some of the poetry they have learnt by heart.

### English – Spoken Language: Year 4

*The statements for Spoken Language (below) apply to all years. The content should be taught at a level appropriate to the age of the pupils. Teacher assessments must focus on each pupil's ability to communicate across a range of contexts and to a range of audiences. This includes work in pairs, small/large groups and as a whole class. Attention should also be paid to increasing pupils' vocabulary – see the National Curriculum for English (Appendix 1).*

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances, role play/improvisations and debates.

Gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

### English – Writing: Year 4

Compose a coherent plot and describe characters, settings and action with detail/consistency when writing narrative.
Make appropriate adaptations to their written style when the genre, purpose or audience requires a greater/lesser degree of formality.
Use a range of cohesive devices to link ideas within and across paragraphs (including connectives and organisation features such as bullet-point lists).
Use a range of descriptive devices, including powerful verbs, interesting adjectives similes and simple metaphors.
Use fronted adverbial phrases, which provide extra detail about time, place, character or reason.
Compose complex sentences that contain subordinate clauses, which provide extra detail about time, place, character or reason.
Begin sentences in different ways to sustain the reader's interest, e.g. adverbs, prepositions, verbs.
Use pronouns and nouns effectively to avoid repetition.
Use inverted commas for dialogue accurately and apply most speech punctuation accurately.
Use apostrophes correctly when indicating possession for a plural noun.
Use commas for clarity correctly on some occasions (e.g. between clauses/phrases).
Use the progressive and perfect verb forms accurately to mark relationships of time and to support text cohesion.
Understand and apply age-appropriate grammatical terminology accurately.
Apply many spelling rules/patterns from Lower KS2 (Y3/4) correctly.
Correctly spell many example words from the Y4 programme of study and most words from the Lower KS2 (Y4) 'Word List'.
Produce legible, fluent and joined handwriting.

### Mathematics<sup>1</sup>: Year 4

Count in multiples of 1000; count backwards through zero to include negative numbers.
Count in multiples of 6, 7, 9 and 25.
Order and compare numbers beyond 1000.
Round whole numbers to 10,000 to the nearest 10, 100 or 1000.
Solve calculation problems involving two-step addition and subtraction in context, deciding which operations to use and why.
Solve calculation problems involving two-step addition and subtraction in context, deciding which methods to use and why.
Recall multiplication and division facts for multiplication tables up to $12 \times 12$ .
Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
Recognise and show, using diagrams, families of common equivalent fractions.
Rounds decimals with one decimal place to the nearest whole number.
Solve simple measure and money problems involving fractions and decimals to two decimal places.
Convert from larger to smaller units of time.
Convert from larger to smaller units of metric measure.
Identify lines of symmetry in 2-D shapes presented in different orientations, including where the line of symmetry does not dissect the original shape.
Compare and classify geometric shapes, including different types of quadrilaterals and triangles, based on their properties and sizes.
Plot specified points and draw sides to complete a given polygon.
Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

<sup>1</sup> Only the 'pupil can' statements listed as 'performance indicators' (i.e. key objectives) have been included for mathematics.



### Science: Year 4

Ask relevant questions and use different types of scientific enquiries to answer them.
Set up simple practical enquiries, comparative and fair tests independently.
Make systematic and careful observations and take accurate measurements using standard units, and use a range of equipment, including thermometers and data loggers.
Report on findings, including oral and written explanations, displays or presentations of results and conclusions.
Use results to suggest improvements to enquiries and to raise questions.
Identify differences, similarities or changes related to simple scientific ideas and processes.
Describe the simple functions of the basic parts of the digestive system in humans.
Identify the different types of teeth in humans and their simple functions.
Construct and interpret a variety of food chains, identifying producers, predators and prey.
Recognise that living things can be grouped in a variety of ways.
Explore and use keys to group, identify and name living things in the local and wider environment.
Recognise that environments can change and that this can sometimes pose dangers to living things.
Compare and group materials together, according to whether they are solids, liquids or gases.
Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Identify how sounds are made, associating some of them with something vibrating.
Recognise that vibrations from sounds travel through a medium to the ear.
Find patterns between the pitch of a sound and features of the object that produced it.
Find patterns between the volume of a sound and the strength of the vibrations that produced it.
Recognise that sounds get fainter as the distance from the sound source increases.
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
Identify whether or not a lamp will light in a series circuit, based on whether or not the lamp is part of a complete loop with a battery.
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
Recognise some common conductors and insulators, and associate metals with being good conductors.

### Computing: Year 4

Understand the function of a search engine and understand the importance of using the correct search terms.
Beginning to understand the concept of plagiarism.
Think about the risks of sharing personal information online (including photographs) and understand the idea of a digital footprint.
Design, write and debug (e.g. correct/improve) programs that accomplish specific goals (e.g. using software to simulate physical processes or control physical objects).
Solve problems by breaking them into smaller parts.
Use logical reasoning to explain how some more complicated algorithms (e.g. a sequence of instructions) work.
Detect and correct errors in algorithms and programs.
Understand the opportunities that networks offer for communication and collaboration (e.g. working on shared documents).
Evaluate my work in a variety of ways (e.g. peer- or self-assessment, open discussion with peers or teachers).

**RE: Year 4**

Make links between beliefs, stories and practices.

Identify the impacts of beliefs and practices on people's lives.

Identify similarities and differences between religions and beliefs.

Investigate and connect features of religions and beliefs.

Ask significant questions about religions and beliefs.

Describe and suggest meanings for symbols and other forms of religious expression.

Identify what influences and inspires me and explain why.

Compare my own ideas and feelings with those of others.

Make links between what I think is important in life and what other people value as important, giving reasons for my beliefs, attitudes and actions.

**Art: Year 4**

Explore ideas and collect information about different topics and use this to show my ideas in my sketchbook.

Beginning to investigate and combine line, colour, pattern, texture, shape, and space for a specific given purpose.

Use the properties of shape, form and texture of materials to create a 3D model.

Beginning to compare and comment on ideas, methods and approaches used in my own and others' work, including artists, designers and craftspeople.

Adapt and improve my own work.

**DT: Year 4**

Develop and use my own design criteria to inform my ideas.

Model my ideas using prototypes and pattern pieces.

Make design decisions that consider the availability and cost of resources, as well as the needs and wants of users.

Select suitable tools and equipment.

Confidently justify my choice of materials and components.

Discuss safety and hygiene procedures.

Measure, mark, cut, shape and join with increasing accuracy.

Use various finishing techniques with increasing accuracy.

Identify strengths and weaknesses in my ideas and products, referring to my design criteria, and adapt my design accordingly.

Refer to amendments in my evaluation.

Investigate and analyse how well products are designed and made.

Investigate if items can be recycled/reused.

With support, identify how to use maths and science to design products that work.

With support, how materials have functional and aesthetic qualities.

Identify how levers or pneumatics create movement.

Know how to make strong shell structures.

Know some foods that are grown and in the wider world.

Know that food is needed to provide energy for the body.

With support, prepare and cook some savoury dishes safely and hygienically.

Use techniques incl. chopping, slicing and baking.

**Geography: Year 4**

Locate the world's countries, focusing on European countries.

Identify geographical regions of the United Kingdom.

Identify key topographic features of the United Kingdom, such as hills, mountains, coast and rivers.

Identify the position and significance of the Tropics of Cancer and Capricorn.

Describe and understand the key aspects of rivers and mountains.

Describe and understand the key aspects of settlements and land use.

### History: Year 4

Show an understanding of chronology and order of events, people and objects.

Know that the past can be divided into different periods of time.

Beginning to understand and use abstract historical terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Know and understand the historical events, people and changes of the period that I am studying.

Beginning to give some reasons for the main events and changes for the period that I am studying.

Pick out and understand different ways that the past is shown.

Devise historically valid questions.

Use sources of information in ways that go beyond simple observations to help me answer questions about the past.

Pick out and put together information for the period that I am studying.

Construct simple informed responses.

### Music: Year 4

Sing confidently and expressively, with good breath control and pronunciation.

Hear the harmonies when singing in rounds.

Add a drone or an ostinato to a song.

Play a simple accompaniment on an instrument.

Improvise and maintain my own part within an ensemble.

Know how sounds can be changed, organised and controlled.

Combine sounds expressively.

Create my own simple songs.

Understand the relationship between lyrics and melody.

Create complex rhythmic patterns.

Create music for a purpose and use graphic notation.

Use accents in a song to create effects.

Have a range of sound vocabulary and can use it to compare and describe a range of high quality live and recorded music.

### PE: Year 4

Beginning to demonstrate some precision, control and fluency in response to stimuli

Starting to link ideas, skills and techniques with control, precision and fluency when performing basic skills.

Learning different dynamics and am developing actions with a partner or as part of a group.

Learning composition by performing simple sequences.

Use dance vocabulary to compare and improve my work.

Describe how to improve my own performances.

Explain how to work safely in lessons and can give examples,

Recognise changes in my body and I can give reasons why PE is good for my health.

Use a wide range of throwing, catching and hitting skills, on both sides of my body.

Trying to change the pace, length and direction of my throws and shots, to outwit my opponent.

Beginning to improve and sustain my running technique at different speeds.

Jump confidently in different ways.

Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for my opponent.

Keep possession with some success when using equipment.

Link a series of jumps together.

Talk about what I do well and recognise things that I could do better.

With help, identify and explain good athletic performance.

Understand why my heart beats faster when I exercise.

Understand that my body gets tired during exercise.

PSHE: Year 4

Follow the school's RESPECT rules, making a positive contribution to the life of the class and the school.

Demonstrate most of the metacognition attitudes (and some of the skills) needed to be a lifelong learner.

Think carefully about an issue/question/situation and present my ideas/views clearly.

Know that real democracy is a fair decision-making system where everyone is allowed to choose freely.

Appreciate the importance of rules in keeping us safe and making things fair for everyone.

Interested in learning about other cultures within my school and the wider community.

Know that when I have a choice, I have the right to decide which option is the best one for me.

Respond to, or challenge, negative behaviours such as stereotyping and aggression.

Describe some of the different beliefs and values in society and demonstrate respect and tolerance towards different people and cultures.

Take responsibility for my own behaviour and safety and I realise that actions have consequences.

Protect myself online and make sensible choices regarding the length of time I spend online.

Use the safety features of websites (or search engines) as well as reporting concerns to an adult.

Have some strategies to cope with peer influence and peer pressure.

Know that there are different types of bullying and teasing; and I can use the school's STOP approach to identify them and get help.

State which support I need in a range of situations to feel safe at all times.

Discuss any unsafe feelings until the situation is resolved.

Know how to behave so that other people feel valued; cared for; and respected.

Understand that my body and emotions will change as I grow older.

Know the health hazards relating to medicines, alcohol, tobacco, solvents and illegal drugs.

Make informed choices about healthy eating and exercising.

Explain how I will develop skills for work in the future.

Understand that I can pay for things without having enough money and that this has consequences (credit).

Languages: Year 4

Listen attentively to spoken language and show some understanding by joining in and responding.

Join in confidently with songs and rhymes, showing understanding of the meaning of most of the words.

Engage in a simple conversation with a partner using a given structure.

Read simple words and phrases independently, showing understanding and can use a simple picture dictionary.

Starting to notice similarities and differences between English and another language.

Write some simple words and phrases using a model.

Use feminine, masculine and plural forms.