

# 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 Overview (2020-2021)



## 1. The Creative Curriculum at The Bliss Charity School

- **Intent** – *How is our creative curriculum designed, structured and sequenced?*

At The Bliss Charity School we believe that children learn best when lessons are fun, enjoyable and relevant. Our creative curriculum delivers the aims of the Early Years Foundation Stage Framework (<https://bit.ly/2HRJ0Yc>) and the National Curriculum for Key Stage 1 and Key Stage 2 (<http://bit.ly/1ciqczz>) in an engaging, cross-curricular, topic-based way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school. While there is some discrete subject-based teaching, most learning at The Bliss Charity School is topic-based. Where content is taught separately, staff ensure these units of work adhere to the principles of our creative curriculum.

- **Implementation** – *How is our creative curriculum taught?*

Our creative curriculum is topic-based, with subject-specific content and objectives threaded together into termly topics in each year group. In most instances, the over-arching theme for each topic is derived from an aspect of the Early Years Foundation Stage Framework or the National Curriculum, which has then be developed to teach knowledge and skills from other subjects.

With support, freedom and challenge from school leaders, teachers at The Bliss Charity School are trusted and empowered to design enriching, cross-curricular topics for the children they teach. Coupling this autonomy with class-based cost centres, provides teachers with the resources they need to create and deliver broad and balanced learning experiences in the most engaging, enjoyable and effective ways.

Underpinning the creative curriculum is our unique ‘Metacognition Programme’ which has been specifically designed to enable pupils to maximise their learning potential. The Bliss Charity School’s ‘Metacognition Programme’ is focused on the development of excellent behaviour-for-learning, by encouraging children to acquire the core skills and attitudes needed to self-regulate and succeed as independent learners. Metacognition is interwoven in everything we do at Bliss – it is the ‘language’ of our school.

<b>Attitudes</b>					<b>Skills</b>				
Curious 	Empathetic 	Enthusiastic 	Independent 	Open minded 	Applying 	Aware of Learning Styles 	Collaborating 	Communicating 	Creating 
Pride in myself and others 	Reflective 	Resilient 	Responsible 	Risk Taker 	Making Choices and Decisions 	Questioning 	Reasoning 	Researching 	Self Managing 

- **Impact** – *What are the end results of our creative curriculum?*

An interesting, fun and relevant topic-based curriculum equips children with both the enthusiasm and information needed to make good progress and attain highly. By linking objectives through enjoyable over-arching themes, pupils are not only engaged in their learning, they also acquire a depth of knowledge and language that can then be applied to the development of key skills. As a result, outcomes for pupils are very good and ahead of national averages at all statutory assessment points:

- Typically, pupils enter the school with broadly average knowledge, understanding and skills.
- Good progress is then made through the reception year and cohorts go on to exceed the national average for a Good Level of Development on exit from the Early Years Foundation Stage.
- Pupils then make good progress through Key Stage 1: the vast majority of pupils meet the national phonics screening benchmark at the end of Year 1 and these good early reading skills help most children to work at the expected standard or higher by the end of Year 2.
- High levels of attainment are then maintained in Years 3-6, leading to outcomes at the end of Key Stage 2 which are above national.

## 2. Year 4 Topics – 2020-2021

	<b>Term 1</b> September 3 <sup>rd</sup> 2020 – October 23 <sup>rd</sup> 2020	<b>Term 2</b> November 3 <sup>rd</sup> 2020 – December 18 <sup>th</sup> 2020	<b>Term 3</b> January 5 <sup>th</sup> 2021 – February 12 <sup>th</sup> 2021	<b>Term 4</b> February 22 <sup>nd</sup> 2021 – March 26 <sup>th</sup> 2021	<b>Term 5</b> April 13 <sup>th</sup> 2021 – May 28 <sup>th</sup> 2021	<b>Term 6</b> June 7 <sup>th</sup> 2021 – July 20 <sup>th</sup> 2021
<b>Class 4</b>	<i>India</i>	<i>It's Electric!</i>	<i>Here come the Invaders!</i>	<i>The Vikings!</i>	<i>Rainforests</i>	<i>We are Conservationists</i>
						

## 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, age-related objectives that underpin the Class 4 topics are available below (section 5). These objectives are used by school staff to plan their 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>Curriculum Area</b>	<b>Scheme Name</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>
Physical Education	<i>Real PE</i>	'Real PE' is a unique, child-centred approach that transforms PE teaching, engaging and challenging every child. The 'Real PE' programme is based on the Fundamental Movement Skills (FMS) of agility, balance and coordination, inclusive competition and broader essential holistic skills (creative, cognitive, social and personal development) – see <a href="https://jasmineactive.com/solutions/real-pe">https://jasmineactive.com/solutions/real-pe</a>

## 5. Age-related expectations at the end of Year 4 at The Bliss Charity School

English - Reading: Year 4
Read aloud with pace, fluency and expression, taking punctuation and 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 – see age-appropriate section of the NC Appendix 1.
Read most of the Year 3/4 common exception words – see age-appropriate section of the NC Appendix 1.
Locate information quickly and effectively from a range of sources.
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.
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
<i>The statements for Spoken Language (below) apply to all years. The content is taught at a level appropriate to the age of the pupils.</i>
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 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.
Use a range of descriptive devices, including powerful verbs, interesting adjectives and similes.
Compose sentences with fronted adverbial phrases/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.
Apply speech punctuation mostly accurately.
Use apostrophes correctly when indicating possession most of the time.
Use commas for clarity correctly on some occasions (e.g. between clauses/phrases).
Apply many spelling rules/patterns from Lower KS2 (Y3/4) correctly – see NC Appendix 1.
Correctly spell many example words from the Y4 PoS and the Lower KS2 (Y3/4) 'Word List' – see NC Appendix 1
Produce legible, fluent and neat 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.

### **Science: Year 4**

Ask relevant questions and use different types of scientific enquiries to answer them.
Set up simple practical enquiries, comparative investigations 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

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

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.
Begin 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-assessment or self-assessment, open discussion with peers or teachers).

### RE: Year 4

Recall in detail and use the correct vocabulary in regard to the beliefs and practices of different religions.
Begin to compare the similarities of at least three different religious texts or stories.
Begin to understand the diversity of belief in different religions, nationally and globally.
Begin to compare different responses to ethical questions, looking at a range of different religions.
Respond to meanings behind different beliefs and practices.
Respond to the meanings of some religious and moral stories and express how these relate (directly) to right and wrong.
Express views about why belonging to a faith community is valuable.
Begin to make connections between their own ideas and others.

### Art: Year 4

Select visual and other information to help me develop my ideas in my sketchbook.
Combine line, colour, shape, pattern, texture and shape for a specific given purpose.
Choose and experiment with materials and techniques to suit my intentions.
Use the properties of shape, form and texture of materials to create a 3D model, to communicate my ideas and intentions.
Compare the ideas, methods and approaches I have used in my own work with others' work, including artists, designers and craftspeople.
Adapt and improve my own work according to its purpose.

**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.

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, identify how materials have functional and aesthetic qualities.

Identify how levers or pneumatics create movement.

Know how to make strong shell structures.

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 more complex rhythmic patterns.
Create music for a purpose and use some graphic notation.
Use accents in a song to create effects.
Have a range of sound vocabulary and use it to compare and describe a range of high quality live and recorded music.

#### PE: Year 4

Begin to demonstrate some precision, control and fluency in response to stimuli
Start to link ideas, skills and techniques with control, precision and fluency when performing basic skills.
Learn compositions and perform 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.
Begin 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<sup>2</sup>: Year 4

Recognise why people work.
Identify the range of jobs carried out by the people they know.
Recognise what influences the choices people make about how money is spent.
Reflect on the range of skills needed in different jobs.
Suggest how they can contribute to a range of activities that help them to become more enterprising.
Face new challenges positively and know when to seek help.
Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements.
Reflect on own mistakes and make amends.
Talk about their views on issues that affect themselves and their class.
Begin to make responsible choices and consider consequences
Develop strategies for managing and controlling strong feelings and emotions
Show awareness of changes that take place as they grow.
Recognise that there are medicines and some other substances that can be used in a safe way to improve health.
Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.
Extend strategies to cope with risky situations.
Behave safely and responsibly in different situations.
Follow school rules about health and safety and know where to get help.

<sup>2</sup> Including 'Health Education and 'Relationships Education'.

Begin to make informed lifestyle choices.

Identify strategies to respond to negative behaviour constructively and ask for help.

Understand the nature and consequences of negative behaviours such as bullying and aggressiveness.

Empathise with another viewpoint.

Form and maintain appropriate relationships with a range of different people.

#### 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.

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.