



Bevendean Primary School

Curriculum

Year 4 Autumn framework

Topic focus: The Victorians

English

National Curriculum Aims for Year 4

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Learning this term

Learning this term is linked to the Victorian era, with a focus on what life was like for children at the time. Stories and drama are used to enable the children to develop an understanding of what it was like to be a child in Victorian times. Powerful stories such as *The Ropery*, *The Mill*, and *Street Child* are coupled with a range of drama techniques, such as role play and freeze frames, and are used to engage the children. The story patterns in these stories are similar and the same structures are used when the children write their own stories.

The opening scene of the film, *The Water Babies* is used to show street life during Victorian times. This is followed by a comparative study of *Oliver Twist*, using the black and white film and the musical version. Sensory work is developed by initially listening to the soundtrack only and gaining responses from the children. They then watch the action with no sound and discuss how the characters are behaving, studying their body language to learn how to represent characters when writing stories. The children use the knowledge gained by studying the films in a 'Talk for Writing' unit, during which the children build a picture of each character.

Knowledge acquired about life during Victorian times is then incorporated in the 'Talk for Writing' unit, in which the children learn to write non-chronological reports about life in schools, lessons, punishment and the law. They experience tasting gruel and doing the washing!

Mathematics

National Curriculum Aims for Year 4

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Learning this term

Knowledge of place value, number bonds, addition and subtraction, and measures including length and weight are developed and applied to the context of working in a mine. The children find out the weight children carried on each coal run in the mines, the distance they had to pull their load and the height of the tunnels. They apply their maths skills and the knowledge gained about coal mines to build a tunnel which allows corves (the small wagons used for carrying coal) to pass through.

Work on symmetry is linked to the artist William Morris. The children study his work and design and make wallpaper using symmetrical patterns.

The children also develop and apply their maths knowledge to building a fairground. They are given a budget and resources to build their fairground.

Science

National Curriculum Aims for Year 4

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Living things and their habitats

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

Animals including humans

- 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.

States of matter

- 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.

Sound

- 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.

Electricity

- identify common appliances that run on electricity
- 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 simple 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.

Learning this term

Science skills and knowledge relating to electricity are developed and applied to planning, designing, making and evaluating a torch to use in a mine in DT.

The children identify common appliances that run on electricity, construct a simple series electrical circuit, and identify and name electrical components, including cells, wires, bulbs, switches and buzzers. They also 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. They learn to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. They also learn to recognise some common conductors and insulators, and associate metals with being good conductors.

The children explore and identify the way sound is made through vibration in a range of different musical instruments from around the world. They find out how the pitch and volume of sounds can be changed in a variety of ways. They find patterns in the sounds that are made by different objects such as saucepan lids of different sizes and elastic bands of different thicknesses. They will make and play their own instruments, using what they have found out about pitch and volume.

History

National Curriculum Aims for Year 4

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Learning this term

The children learn about the lives of Victorian children during English lessons, where they write stories and information texts.

Philosophical enquiry forms part of their work in history. The children are shown a picture of life in Victorian times, which has been cut into four sections. They have to work out and draw what the rest of the picture might contain. They then study the complete picture, which depicts a street scene, and formulate questions such as: Why are the children not at school? Is this acceptable? Is the workhouse a good place to be? They then express their opinions in the form of a debate.

The children also learn about the significance of Queen Victoria's reign as it spanned nearly sixty-four years of British history, 1837 to 1901. The children learn that those years are remembered as the Victorian Age, which encompassed tremendous changes for Great Britain in political institutions and structures, economic and social conditions, trade, science, and technology.

Design and Technology

National Curriculum Aims for Year 4

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Key stage 2

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Learning this term

The children plan, design, make and evaluate head torches suitable for use in a working mine. This work is linked to science. The children develop their design ideas before applying their knowledge of electric circuits to make their torches work.

Art

National Curriculum Aims for Year 4

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history. – Turner 'Rain and Steam' and William Morris designing and making wallpaper in the style W.M

Learning this term

The work of William Turner is studied and the children practise creating pictures in the style of Turner, using pastels and paint. From his work, they study, learn about and experiment with perspective. The painting 'Rain and Steam' is used as a stimulus for this work. As trains feature in Turner's painting, the children learn about the invention of trains and how this created excitement at the time.

The children then study the work of William Morris and design and make wallpaper. This work is linked to mathematics, as Morris uses symmetry in his work.

Modern Foreign Language

National Curriculum Aims for Year 4

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Learning this term

The children will learn French vocabulary related to likes and dislikes and their family and friends by playing a variety of games and singing songs. They will make hats and describe them in French using adjectives in short sentences.

Computing

National Curriculum Aims for Year 4

The national curriculum for computing aims to ensure that all pupils:

- ◆ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- ◆ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- ◆ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- ◆ are responsible, competent, confident and creative users of information and communication technology.

Key stage 2

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Learning this term

During computing lessons, the children will learn and use e-mail and video conferencing. They will develop their understanding of computer networks, including the internet; how they can provide multiple services, such as the world-wide web, and the opportunities they offer for communication and collaboration. The children will also be taught how to use technology safely, respectfully and responsibly.

PSHE

National Curriculum Aims for Year 4

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Learning this term

The topic this term is 'New Beginnings', during which the children will spend time getting to know their teacher. They revisit the school rules and use these to create a class charter. In October, children learn about the differences and diversity in our community and wider Britain. Black History Month is also celebrated. Children learn about Mary Seacole and find out why she was deemed to be the 'greatest black Briton'. They research and learn about her faith, culture, how she was initially resisted and why people were not tolerant of her or what she was trying to do. They look at the impact she had in her lifetime and how her actions created change in society. This work will be displayed as a year group collage in a style chosen by the class.

In November all school members actively take part in National Anti-Bullying Week. This year, Anti-Bullying Week is calling on children and young people, schools, parents and carers to come together and take action to stop the bullying of ALL children and young people - including disabled children and young people and those with special educational needs. A series of whole school activities will be planned culminating in gathering together and sharing their continued commitment and support for each other.

Physical Education

National Curriculum Aims for Year 4

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Learning this term

The children learn to play invasion games as part of a team. They develop the skills of throwing, catching and striking in small sided team games. They also learn about health and safety when playing games.

Religious Education

National Curriculum Aims for Year 4

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

Learning this term

Learning about the Islamic religion takes place through discussion and drama. The children act out scenes from the Islamic faith and make links to faiths different to their own. Through drama, they learn to understand and be tolerant of other faiths. They will be learning about the religious festival of Eid and will be sampling food and making cards (many Muslims in the United Kingdom celebrate Eid al-Fitr. It marks the end of the month-long fast of Ramadan and the start of a feast that can last up to three days.) They will also learn about Wudu, or ablution, which is both a traditional ritual and a practical means by which Muslims may seek to maintain good physical and spiritual hygiene.

At Christmas, the children will learn about Christianity and make comparisons with Islam. They will also learn about Victorian traditions and why many of these traditions remain today. They will make Victorian cards and decorations.

To celebrate all of the children's hard work and learning, a week of practical activities based around a Victorian Christmas and Victorian schooling is held in the last week of the autumn term. The children take part in a range of traditional Victorian Christmas workshops and make items such as traditional Christmas Crackers, cornucopias for display on Christmas trees, stained glass biscuits, Victorian wrapping paper in the style of William Morris and they learn to knit. In addition to this, the children experience a half day of teaching in the style of Victorian teachers, with the classroom set out as it would have been in Victorian times.

Music

National Curriculum Aims for Year 4

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Learning this term

'Carnival of the Animals' by Camille Saint-Saens is used as a stimulus. The children use musical instruments to represent animals and develop their own compositions. They learn to show confidence and control when singing and they analyse how volume and speed impact a performance.

Specialist music teaching is provided each term by external teachers. They work closely with the class teachers to link music to the topic being studied.