

Overdale Junior School Curriculum 2020/21 (Year A/B)

Year 4

	Term 1	Term 2	Term 3
Driver	Identity Current Affairs	Diversity Culture	Aspirations Performance

<p>History</p> <p><u>CQ Threshold Concepts</u></p> <p>TC1: To investigate and interpret the past.</p> <p>TC2: To build an overview of world history.</p> <p>TC3: To understand chronology.</p> 	<p>Why did the Anglo Saxons and Scots settle in Britain? <i>New learning</i> <i>Links with Geography: Settlements</i></p> <p>TC1/M2: Use evidence to ask questions and find answers to questions about the past. TC1/M2: Suggest suitable sources of evidence for historical enquiries TC2/M2: Describe the characteristic features of the past – attitudes and experiences of men, women and children. TC2/M2: Describe the social, ethnic, cultural or religious diversity of past society. TC3/M2: Place events, artefacts and historical figures on a time line using dates. TC4/M2: Use appropriate historical vocabulary to communicate.</p> <p>How and why were children evacuated in WW2? <i>New learning</i> <i>Links with Geography: The UK and Europe</i> <i>Links with texts: see Y4 Autumn 2 text map</i></p> <p>TC1/M2: Use evidence to ask questions and find answers to questions about the past. TC1/M2: Describe different accounts of a historical event, explaining some reasons why the accounts may differ TC1/M2: Suggest causes and consequences of some of the main events and changes in history. (Why were children evacuated?) TC2/M2: Give a broad overview of life in Britain. TC2/M2: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. TC3/M2: Place events, artefacts and historical figures on a time line using dates.</p>	<p>What does evidence tell us about the Viking and Anglo-Saxon Struggle for the Kingdom of England? <i>Extending/linking learning from Y5 Autumn term</i></p> <p>TC1/M2: Use evidence to ask questions and find answers to questions about the past. TC1/M2: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. TC1/M2: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. TC2/M2: Describe the social, ethnic, cultural or religious diversity of past society. TC2/M2: Compare some of the times studied with those of other areas of interest around the world. TC2/M2: Describe the characteristic features of the past - including ideas and beliefs. TC3/M2: Place events, artefacts and historical figures on a time line using dates. TC3/M2: Understand the concept of change over time, representing this, along with evidence, on a time line. TC3/M2: Use dates and terms to describe events.</p>	<p>What do we know about the Ancient Egyptians? <i>New learning</i> <i>Links with geography: Rivers</i></p> <p>TC1/M2: Use evidence to ask questions and find answers to questions about the past. TC1/M2: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. TC1/M2: Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. TC2/M2: Describe the social, ethnic, cultural or religious diversity of past society. TC2/M2: Describe the characteristic features of the past - including ideas and beliefs. TC3/M2: Place events, artefacts and historical figures on a time line using dates. TC3/M2: Understand the concept of change over time, representing this, along with evidence, on a time line. TC3/M2: Use dates and terms to describe events.</p>
<p>TC4: To communicate historically.</p>	<p>M2: Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>		

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<p>Geography</p> <p><u>CQ Threshold Concepts</u></p> <p>TC1: To investigate places.</p> <p>TC2: To investigate patterns.</p> <p>TC3: To communicate geographically.</p> 	<p>Settlements</p> <p><i>Links with History – Anglo-Saxons and Scots:</i></p> <p>TC1/M2: Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>TC1/M2: Explain own views about locations, giving reasons.</p> <p>TC1/M2: Use maps and atlases to locate countries and describe features.</p> <p>TC1/M2: Use a range of resources to identify the key physical and human features of a location.</p> <p>TC1/M2: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>TC1/M2: Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>TC3/M2: Describe key aspects of:</p> <ul style="list-style-type: none"> • human geography, including: settlements and land use. <p>The UK and Europe</p> <p><i>Links with History – WW2 (evacuation)</i></p> <p><i>Links with texts: see Y4 Autumn 2 text map</i></p> <p>TC1/M2: TC1/M2: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>TC1/M2: Use a range of resources to identify the key physical and human features of a location.</p> <p>TC1/M2: Name and locate the countries of Europe and identify their main physical and human characteristics.</p>	<p>Europe and beyond</p> <p><i>Links with texts: see Y4 Spring 1 and 2 text maps</i></p> <p>TC1/M2: Use maps, atlases, globes and digital computer mapping to locate countries and describe features.</p> <p>TC2/M2: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>TC2/M2: Describe geographical similarities and differences between countries.</p> <p>TC1/M2: Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>TC3/M2: Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p><i>Links with Science – States of Matter (TCC1/M2)</i></p> <p>TC3/M2: Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography: the water cycle. 	<p>Rivers (the UK & The River Nile)</p> <p><i>Links with history: Ancient Egyptians</i></p> <p><i>Links with Science: The Water Cycle</i></p> <p>TC1/M2: Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>TC1/M2: Use a range of resources to identify the key physical and human features of a location.</p> <p>TC1/M2: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics – focusing on rivers - and understand how some of these aspects have changed over time.</p> <p>TC2/M2: Describe geographical similarities and differences between countries.</p> <p>TC3/M2: Describe key aspects of:</p> <ul style="list-style-type: none"> • physical geography: the water cycle.
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<p>Science</p> <p><u>CQ Threshold Concepts</u></p> <p>Biology B1: Understand plants B2: Understand animals and humans B3: Investigate living things B4: Understand evolution and inheritance</p> <p>Chemistry C1: Investigate Materials</p> <p>Physics P1: Understand movement, forces and magnets P2: Understand the Earth's movement in space P3: Investigate light and seeing P4: Investigate sound and hearing P5: Understand electrical circuits</p>	<p>Biology – Understand animals and humans: <i>Linking and extending learning from Year 3 Science and Outdoor Education (TCB1/M2)</i> TCB2/M1: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. TCB2/M1: Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p><i>New learning</i> TCB2/M2: Identify that animals, including humans need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. TCB2/M2: Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Biology - Investigate living things: <i>New learning</i> TCB3/M2: Recognise that living things can be grouped in a variety of ways. TCB3/M2: Explore and use classification keys. TCB3/M2: Recognise that environments can change and that this can sometimes pose dangers to specific habitats.</p> <p>Chemistry – States of Matter <i>New learning</i> TCC1/M2: Compare and group materials together, according to whether they are solids, liquids or gases.</p>	<p>Biology – Understand animals and humans: <i>New learning</i> <i>Links with texts: see Y4 Spring 1 and 2 text maps</i> TCB2/M2: Identify that humans and some animals have skeletons and muscles for support, protection and movement. TCB2/M2: Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Chemistry – States of matter: <i>New learning</i> <i>Links with Geography – physical geography (TC3/M2)</i> TCC1/M2: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Physics - Sound: <i>New learning</i> TCP4/M2: Identify how sounds are made, associating some of them with something vibrating. TCP4/M2: Recognise that vibrations from sounds travel through a medium to the ear. TCP4/M3: Find patterns between the pitch of a sound and features of the object that produced it. TCP4/M3: Find patterns between the volume of a sound and the strength of the vibrations that produced it. TCP4/M3: Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Physics – Understand electrical circuits: <i>New learning</i> TCP5/M2: Identify common appliances that run on electricity. TCP5/M2: Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. TCP5/M2: 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. TCP5/M2: Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. TCP5/M2: Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Physics - Forces and magnets: <i>New learning</i> TCP1/M3: Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. TCP1/M3: Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><i>Further links to previously covered Science concepts (biology) will be made this term through texts – see Y4 Summer 1 and 2 text maps</i></p>
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	TCC1/M2: Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.		
Scientific Enquiry 	M2: Ask relevant questions. M2: Set up simple, practical enquiries and comparative and fair tests. M2: Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. M2: Gather, record, classify and present data in a variety of ways to help in answering questions. M2: Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. M2: Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. M2: Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. M2: Identify differences, similarities or changes related to simple, scientific ideas and processes. M2: Use straightforward, scientific evidence to answer questions or to support their findings.		

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<p>Art and Design</p> <p>CQ Threshold Concepts</p> <p>TC2: Master Techniques</p> 	<p>Drawing</p> <p>TC2/M2: Use different hardnesses of pencils to show line and tone.</p> <p>TC2/M2: Draw lines of different sizes and thickness.</p> <p>TC2/M2: Sketch lightly (no need for a rubber for mistakes).</p> <p>TC2/M2: Use shading to show light and shadow.</p> <p>Painting</p> <p>TC2/M2: Use a number of brush techniques using thick and thin brushes to produce shapes, patterns and lines.</p> <p>TC2/M2: Mix colours effectively</p> <p>TC2/M2: Experiment with creating a mood in colour</p> <p>Collage</p> <p>TC2/M2: Use coiling/overlapping/tessellation/montage.</p> <p>TC2/M2: Select and arrange materials for a striking effect.</p> <p>TC2/M2: Ensure work is precise.</p>	<p>Print – Dragon scales</p> <p><i>Links with texts: see Y4 Spring 1 text map</i></p> <p>TC2/M2: Use layers of two or more colours.</p> <p>TC2/M2: Replicate patterns observed in natural or built environments.</p> <p>TC2/M2: Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Sculpture – Clay Dragon Eyes</p> <p><i>Links with texts: see Y4 Spring 1 text map</i></p> <p>TC2/M2: Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>TC2/M2: Include texture that conveys feelings, expression.</p> <p>TC2/M2: Use clay and other mouldable materials.</p> <p>Painting - Jackie Morris</p> <p><i>Links with texts: see Y4 Spring 1 text map</i></p> <p>TC2/M2: Use watercolour paint to produce washes for backgrounds then add detail.</p>	<p>Drawing – Marc Craste</p> <p><i>Links with texts: see Y4 Summer 1 text map</i></p> <p>TC2/M2: Use different hardnesses of pencils to show line and tone.</p> <p>TC2/M2: Draw lines of different sizes and thickness.</p> <p>TC2/M2: Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>TC2/M2: Use shading to show light and shadow.</p> <p>TC2/M2: Annotate sketches to explain ideas.</p> <p>Digital Media - soundscape</p> <p><i>Links with texts: see Y4 Summer 1 and 2 text maps</i></p> <p>TC2/M2: Create images, video and sound recordings and explain why they were created.</p> <p>Textiles (taught through PPA offer across whole academic year – Mrs Hallows)</p> <p>TC2/M2: Shape and stitch materials.</p> <p>TC2/M2: Use basic cross stitch and back stitch.</p>
TC1: Develop Ideas	<p>M2: Develop ideas from starting points throughout the curriculum.</p> <p>M2: Collect information, sketches and resources.</p> <p>M2: Explore ideas in a variety of ways.</p> <p>M2: Comment on artworks using visual language.</p>		
TC3: Take Inspiration from the greats	<p>M2: Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>M2: Create original pieces that are influenced by studies of others.</p>		
Artist study/Focus	<p>Picasso – Guernica/Cubism</p> <p>Buildings/cityscapes:</p> <p>Claude Monet – Houses of Parliament</p> <p>Robert Delaunay – Orphism art</p> <p>Paul Citroen - photomontage</p>	<p>Jackie Morris</p> <p>Ucello – David and the Dragon</p>	<p>Marc Craste</p>

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<p>Design and Technology</p> <p><u>CQ Threshold Concepts</u></p> <p>TC1: Master practical skills</p> <p>TC2: Design, make, evaluate and improve</p> <p>TC3: Take inspiration from design throughout history.</p>	<p>Computing <i>Links with Computing (TC1/M2)</i></p> <p>TC1/M2: Control and monitor models using software designed for this purpose.</p>	<p>Materials</p> <p>TC1/M2: Cut materials accurately and safely by selecting appropriate tools.</p> <p>TC1/M2: Measure and mark out to the nearest millimetre.</p> <p>TC1/M2: Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>TC1/M2: Select appropriate joining techniques.</p> <p>Construction</p> <p>TC1/M2: Choose suitable techniques to construct products or to repair items.</p> <p>TC1/M2: Strengthen materials using suitable techniques.</p>	<p>Electricals and electronics <i>Links with Science: Understand electrical circuits (TCP5/M2)</i></p> <p>TC1/M2: Create series and parallel circuits</p> <p>Mechanics <i>Links with Science: forces and magnets (TCP1/M3)</i></p> <p>TC1/M2: Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p>
	<p>TC2/M2: Design with purpose by identifying opportunities to design.</p> <p>TC2/M2: Make products by working efficiently (such as by carefully selecting materials).</p> <p>TC2/M2: Refine work and techniques as work progresses, continually evaluating the product design.</p> <p>TC2/M2: Use software to design and represent product designs.</p> <p>TC3/M2: Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</p> <p>TC3/M2: Improve upon existing designs, giving reasons for choices.</p> <p>TC3/M2: Disassemble products to understand how they work.</p>		
<p>Food Technology (6 week block)</p>	<p>TC1/M2: Prepare ingredients hygienically using appropriate utensils.</p> <p>TC1/M2: Measure ingredients to the nearest gram accurately.</p> <p>TC1/M2: Follow a recipe.</p> <p>TC1/M2: Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>		
<p>Art/DT with Mrs Hallows (6 week block)</p>	<p>Textiles</p> <p>TC1/M2: Understand the need for a seam allowance.</p> <p>TC1/M2: Join textiles with appropriate stitching.</p> <p>TC1/M2: Select the most appropriate techniques to decorate textiles.</p>		

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<p>Computing</p> <p><u>CQ Threshold Concepts</u></p> <p>TC1: Code</p> <p>TC2: Connect</p> <p>TC3: Communicate</p> <p>TC4: Collect</p> 	<p>Code <i>Links with Design and Technology (TC1/M2)</i></p> <p>TC1/M2: Motion - Use specified screen coordinates to control movement.</p> <p>TC1/M2: Looks - Set the appearance of objects and create sequences of changes</p> <p>TC1/M2: Sound - Create and edit sounds. Control when they are heard, their volume, duration and rests.</p> <p>TC1/M2: Draw - Control the shade of pens</p> <p>TC1/M2: Events - Specify conditions to trigger events.</p> <p>TC1/M2: Control - Use IF THEN conditions to control events or objects.</p> <p>TC1/M2: Sensing - Create conditions for actions by sensing proximity or by waiting for a user input (such as a proximity to a specified colour or a line or responses to questions).</p> <p>TC1/M2: Variables and lines - Use variables to store a value. Use the functions define, set, change, show and hide to control the variables.</p> <p>TC1/M2: Operators - Use the Reporter operators:</p> <p style="padding-left: 20px;">() + ()</p> <p style="padding-left: 20px;">() - ()</p> <p style="padding-left: 20px;">() * ()</p> <p style="padding-left: 20px;">() / ()</p> <p style="padding-left: 20px;">to perform calculations.</p>	<p>Continuation of Autumn term plus:</p> <p>Communicate</p> <p>TC3/M2: Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p>	<p>Consolidation of Autumn/Spring terms plus:</p> <p>Collect</p> <p>TC4/M2: Devise and construct databases using applications designed for this purpose in areas across the curriculum.</p>
	<p>Connect – E-Safety</p> <p>TC2/M2: Contribute to blogs that are moderated by teachers.</p> <p>TC2/M2: Give examples of the risks posed by online communications.</p> <p>TC2/M2: Understand the term ‘copyright’.</p> <p>TC2/M2: Understand that comments made online that are hurtful or offensive are the same as bullying.</p> <p>TC2/M2: Understand how online services work.</p>		

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<p>Music</p> <p><u>CQ Threshold Concepts</u></p> <p>TC1: Perform</p> <p>TC2: Compose</p> <p>TC3: Transcribe</p> <p>TC4: Describe Music</p>	<p>Compose</p> <p>TC2/M2: Compose and perform melodic songs. TC2/M2: Use sound to create abstract effects. TC2/M2: Create repeated patterns with a range of instruments.</p> <p>Describe Music</p> <p>TC4/M2: Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p>Compose</p> <p>TC2/M2: Create accompaniments for tunes. TC2/M2: Use drones as accompaniments TC2/M2: Choose, order, combine and control sounds to create an effect.</p> <p>Describe Music</p> <p>TC4/M2: Evaluate music using musical vocabulary to identify areas of likes and dislikes. TC2/M2: Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Compose</p> <p><i>Links with text – Varmints</i></p> <p>TC2/M2: Use digital technologies to compose pieces of music.</p> <p>Describe Music</p> <p>TC4/M2: Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p>
<p>Sing-A-Long</p> 	<p>TC1/M2:</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. 		
<p>Ukelele</p>	<p>TC1/M2:</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. <p>TC2/M2:</p> <ul style="list-style-type: none"> • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. <p>TC3/M2:</p> <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical staff. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 		

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<p>Languages (French)</p> <p><i>La Jolie Ronde – Y3/4 SOW</i></p> <p><u>CQ Threshold Concepts</u></p> <p>TC1: Read fluently</p> <p>TC2: Speak Confidently</p> <p>TC3: Write Imaginatively</p> <p>TC4: Understand the culture of the countries in which the language is spoken</p> 	<p>Speak confidently</p> <p>TC4/M1: Understand a range of spoken phrases. TC4/M1: Understand standard language (asking for words or phrases to be repeated) TC4/M1: Answer simple questions and give basic information. Give responses to questions about every day events. TC4/M1: Pronounce words showing a knowledge of sound patterns.</p> <p>Read fluently</p> <p>TC1/M1: Read out loud everyday words and phrases. TC4/M1: Use phonic knowledge to read words. TC4/M1: Read and understand short written phrases. TC4/M1: Read out loud familiar words and phrases. TC4/M1: Use books or glossaries to find out the meanings of new words.</p> <p>Write Imaginatively</p> <p>TC3/M1: Write or copy every day words correctly. TC3/M1: Label items and choose appropriate words to complete short sentences.</p>	<p>Speak confidently</p> <p>TC4/M2: Understand the main points from spoken passages. TC4/M2: Ask others to repeat words or phrases if necessary. TC4/M2: Ask and answer simple questions and talk about interests.</p> <p>Read fluently</p> <p>TC1/M2: Read and understand the main points in short written texts. TC1/M2: Use a translation dictionary or glossary to look up new words.</p> <p>Write Imaginatively</p> <p>TC3/M1: Write one or two short sentences. TC3/M1: Write short phrases used in everyday conversations correctly.</p>	<p>As spring term plus:</p> <p>Speak confidently</p> <p>TC4/M2: Take part in discussions and tasks. TC4/M2: Demonstrate a growing vocabulary.</p> <p>Read fluently</p> <p>TC1/M2: Read short texts independently.</p> <p>Write Imaginatively</p> <p>TC3/M2: Write a few short sentences using familiar expressions. TC3/M2: Express personal experiences and responses. TC3/M2: Write short phrases from memory with spelling that is readily understandable.</p>
<p>Understand the culture of countries in which the language is spoken</p> <p>TC4/M1: Identify countries and communities where the language is spoken. TC4/M1: Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. TC4/M1: Show awareness of the social conventions when speaking to someone.</p> <p>TC4/M2: Describe with some interesting details some aspects of countries or communities where the language is spoken. TC4/M2: Make comparisons between life in countries or communities where the language is spoken and this country.</p>			

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<p>PE</p> <p><u>CQ Threshold Concepts</u></p> <p>TC: Develop practical skills in order to participate, compete and lead a healthy lifestyle</p> 	<p>Invasion games - one from football, handball, netball, hockey, rugby</p> <p>TC1/M2: Choose appropriate tactics to cause problems for the opposition. TC1/M2: Follow the rules of the game and play fairly. TC1/M2: Maintain possession of a ball (with e.g. feet, a hockey stick or hands) TC1/M2: Lead others and act as a respectful team member.</p> <p>Dance</p> <p>TC1/M2: Move in a clear, fluent and expressive manner. TC1/M2: Refine movements into sequences. TC1/M2: Create dances and movements that convey a definite idea. TC1/M2: Change speed and levels within a performance. TC1/M2: Develop physical strength and suppleness by practicing moves and stretching.</p>	<p>Gymnastics – floor work using equipment</p> <p>TC1/M2: Move in a clear, fluent and expressive manner. TC1/M2: Travel in a variety of ways including flight, by transferring weight to generate power in movements. TC1/M2: Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organize body parts to create an interesting body shape)</p> <p>Net and Wall games – badminton</p> <p>TC1/M2: Choose appropriate tactics to cause problems for the opposition. TC1/M2: Follow the rules of the game and play fairly. TC1/M2: Lead others and act as a respectful team member. TC1/M2: Throw and catch with control and accuracy. Strike a ball and field with control</p>	<p>Athletics</p> <p>TC1/M2: Sprint over a short distance up to 60m. TC1/M2: Run over a longer distance, conserving energy in order to sustain performance. TC1/M2: Use a range of throwing techniques (such as under arm, over arm). TC1/M2: Throw with accuracy to hit a target or cover a distance. TC1/M2: Jump in a number of ways, using a run up where appropriate. TC1/M2: Compete with others and aim to improve personal best performances.</p> <p>Striking and fielding - rounders</p> <p>TC1/M2: Throw and catch with control and accuracy. TC1/M2: Strike a ball and field with control. TC1/M2: Follow the rules of the game and play fairly. TC1/M2: Lead others and act as a respectful team member.</p>
	<p>Outdoor and adventurous activities</p> <p>TC1/M2: Arrive properly equipped for outdoor and adventurous activity. TC1/M2: Understand the need to show accomplishment in managing risks. TC1/M2: Show an ability to both lead and form part of a team. TC1/M2: Support others and seek support if required when the situation dictates. TC1/M2: Show resilience when plans do not work and initiative to try new ways of working. TC1/M2: Use maps, compasses and digital devices to orientate themselves. TC1/M2: Remain aware of changing conditions and change plans if necessary.</p>		

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<p>RE</p> <p><i>PlanBEE Y3/4 SOW</i></p> <p><u>CQ Threshold Concepts</u></p> <p>TC1: Understand beliefs and teachings</p> <p>TC2: Understand practices and lifestyles</p> <p>TC3: Understand how beliefs are conveyed</p> 	<p>Christmas Journeys Identity and Belonging</p> <p>TC1/M2: Present the key teachings and beliefs of a religion. TC1/M2: Refer to religious figures and holy books to explain answers.</p> <p>TC2/M2: Identify religious artefacts and explain how and why they are used. TC2/M2: Describe religious buildings and explain how they are used. TC2/M2: Explain some of the religious practices of both clerics and individuals.</p> <p><i>Links with text – The Lion, the Witch and the Wardrobe</i></p> <p>TC3/M2: Identify religious symbolism in literature and the arts.</p>	<p>Why is Easter important? Buddhist Festivals</p> <p>TC1/M2: Present the key teachings and beliefs of a religion. TC1/M2: Refer to religious figures and holy books to explain answers.</p> <p>TC2/M2: Identify religious artefacts and explain how and why they are used. TC2/M2: Describe religious buildings and explain how they are used. TC2/M2: Explain some of the religious practices of both clerics and individuals.</p>	<p>Why is Vaisakhi important? Hindu worship and in the Mandir</p> <p>TC1/M2: Present the key teachings and beliefs of a religion. TC1/M2: Refer to religious figures and holy books to explain answers.</p> <p>TC2/M2: Identify religious artefacts and explain how and why they are used. TC2/M2: Describe religious buildings and explain how they are used. TC2/M2: Explain some of the religious practices of both clerics and individuals.</p>
<p>TC4: Reflect</p> <p>TC5: Understand values</p>	<p>TC4/M2: Show an understanding that personal experiences and feelings influence attitudes and actions. TC2/M2: Give some reasons why religious figures may have acted as they did. TC2/M2: Ask questions that have no universally agreed actions.</p> <p>TC5/M2: Explain how beliefs about right and wrong affect people’s behavior. TC5/M2: Describe how some of the values held by communities or individuals affect behavior and actions. TC5/M2: Discuss and give opinions on stories involving moral dilemmas.</p>		

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<p>Personal Development (PSHCE, RSE)</p> <p><i>Cambridgeshire Primary Personal Development Programme Y3/4</i></p> <p>1 – Citizenship 2- Myself and my relationships 3 – Economic wellbeing 4- Healthy and safer lifestyles</p> 	<p>1 - Rights, rules and responsibilities</p> <p>Rights and responsibilities</p> <ul style="list-style-type: none"> Understand the difference between rights, wants and needs. Understand that rights come with responsibilities and how these affect their home and school life. <p>Understanding and developing rules</p> <ul style="list-style-type: none"> Understand why rules are needed at home and at school. Participate in making and changing rules. <p>Democracy and decision making</p> <ul style="list-style-type: none"> Understand how democratic decisions can be made in school. Develop skills to contribute to democratic decision making in school. Understand how children might be democratically elected at school to represent or act on behalf of others. Take part in simple debating and voting. 	<p>3 - Financial capabilities</p> <p>Financial Understanding</p> <ul style="list-style-type: none"> Know that there are different ways to gain money, including paid work and different ways to keep it safe. Know that there is a range of ways to pay for things (some involving debit/credit borrowing) and they have consequences. Understand that individuals and families may manage their money in different ways according to values, culture, circumstances, etc. Understand that choices made can have an impact on individuals, families and beyond. <p>Financial responsibility and feelings about money</p> <ul style="list-style-type: none"> Understand that feelings about money can change and may be uncomfortable and complex. Develop an understanding of issues relating to poverty. Begin to understand why charities exist and how they might help. <p>Financial competence</p> <ul style="list-style-type: none"> Make informed choices about how money is spent and keep track of spending. 	<p>4 - Relationships and Sex Education</p> <p>The Human Life Cycle</p> <ul style="list-style-type: none"> Understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. <p>Growing Up</p> <ul style="list-style-type: none"> Investigate perceptions of being 'grown up'. <p>Personal responsibilities</p> <ul style="list-style-type: none"> Consider these responsibilities and how these have changed and how they will change in the future. <p>Parents, Carers and Families</p> <ul style="list-style-type: none"> Consider the responsibilities that parents and carers have for babies and children.
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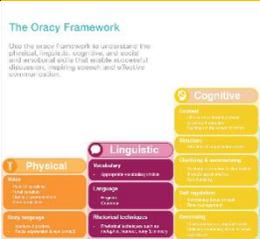
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<p>2 -Family and friends</p> <p>Developing friendship skills</p> <ul style="list-style-type: none"> Recognise the qualities of a good friend and to be able to reflect on their own friendship skills. Develop strategies for managing friendship problems and be able to support their friends. Understand about and be able to cope with changes in friendship patterns and situations. <p>Valuing difference</p> <ul style="list-style-type: none"> Be able to identify and value similarities and differences between themselves and their classmates. Be able to see things from another point of view and use this in resolving conflict. <p>Families and other special people</p> <ul style="list-style-type: none"> Identify people who are special to them and recognize how they affect each other. Recognize different patterns of family life, including their own and those of others they don't know. <p>Getting support</p> <ul style="list-style-type: none"> Identify people they can talk to if they need support and to have strategies for sharing their concerns. 	<p>4 - Drug education</p> <p>Drug types and effects</p> <ul style="list-style-type: none"> Understand more about different types of drugs and how they can enter the bloodstream. <p>Medicines</p> <ul style="list-style-type: none"> Develop understanding about essential use of medicines and people who use and administer them. Know basic safety rules for medicines, including rules for storage at home and at school and be able to follow these rules. <p>Other Substances</p> <ul style="list-style-type: none"> Develop attitudes and beliefs about two legal, recreational drugs (nicotine and alcohol) and people who might misuse them and why. <p>Risk, Influences and Support</p> <ul style="list-style-type: none"> Understand and practice how to act if harmful items (e.g. a syringe) or unknown substances are found. Begin to recognize influences from friends, the media and other sources and how to deal with these. 	<p>2 - Managing Change</p> <p>Identifying changes</p> <ul style="list-style-type: none"> Identify changes that they and other children may experience in their lives. <p>Recognising emotions in loss and change situations</p> <ul style="list-style-type: none"> Name emotions that may be involved in loss and change situations, and to describe what helps and hinders when they are experiencing difficult feelings. Describe how someone who experiences bereavement might feel. <p>Coping with loss and change</p> <ul style="list-style-type: none"> Develop strategies for coping with feelings associated with loss and change. Know who can help them if they are experiencing difficult emotions, and how to approach them. <p>Planning for change</p> <ul style="list-style-type: none"> Understand that some changes are wanted and that they can plan for them.
<p>Processing the learning</p> <ul style="list-style-type: none"> Understand what they have learned and be able to share it with others. 		

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<p>Communication/ Oracy</p> <p><u>CQ Threshold Concepts</u></p> <p>TC1: Listen carefully and understand</p> <p>TC2: Develop a wide and interesting vocabulary</p> <p>TC3: Speak with clarity</p> <p>TC4: Tell stories with structure</p> <p>TC5: Hold conversations and debates</p>	<p>Gather and share information <i>Foundation subject presentation to small group</i></p> <p>TC2/M2:</p> <ul style="list-style-type: none"> Use time, size and other measurements to quantify. Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. 	<p>Understand and reason <i>Group debate</i></p> <p>TC5/M2:</p> <ul style="list-style-type: none"> Make relevant comments or ask questions in a discussion or a debate. Seek clarification by actively seeking to understand others' points of view. Respectfully challenge opinions or points, offering an alternative. 	<p>Organise and structure ideas <i>Presentation to whole class</i></p> <p>TC2/M2:</p> <ul style="list-style-type: none"> Use time, size and other measurements to quantify. Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. Use vocabulary that is appropriate to the topic being discussed or the audience that is listening. <p>TC3/M2:</p> <ul style="list-style-type: none"> Use verbs with irregular endings. Use a mixture of sentence lengths to add interest to discussions and explanations. Use intonation to emphasise grammar and punctuation when reading aloud.
<p>The Oracy Framework</p> <p>Use the Oracy Framework to understand the physical, cognitive, linguistic and social and emotional skills that enable successful discussion, reading, writing and effective communication.</p> 	<p>TC1/M2:</p> <ul style="list-style-type: none"> Engage in discussions, making relevant points. Ask for specific additional information to clarify. Understand the meaning of some phrases beyond the literal interpretation. <p>TC4/M2:</p> <ul style="list-style-type: none"> Bring stories to life with expression and intonation. Read the audience to know when to add detail and when to leave it out. 		

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P4C

In Year 3/4- beginning to understand some of the steps in the P4C 10 step model.



Preparation and presentation

- Understand what a safe environment is for sharing ideas and opinions.

Personal response

- Develop critical thinking by responding to and giving differing opinions (what would someone who disagrees with you say?)
- Considering pre-prepared questions.
-

Building up to a P4C enquiry being held over 2 sessions including the following steps:

Question airing

- Questions are celebrated, analysed and compared. These may be pre-prepared.

Question choosing

- One question is agreed upon for the enquiry/dialogue in the session to follow.

Extending discussion around stimulus (first word and middle words)

Last Words

- A chance for all pupils to offer their final words on what is discussed.

Review

- Reflecting on 'what went well' and 'even better if'. Suggestions of further lines of enquiry and skills development invited and agreed.