

# Curriculum Intent: Year Group: 4 Cycle: 1

When:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Stone Age to Iron Age		Egyptians		Barcelona	
Science	<p><b><u>Animals inc. Humans</u></b></p> <ul style="list-style-type: none"> <li>• I can describe the simple functions of the basic parts of the digestive system in humans;</li> <li>• I can identify the different types of teeth in humans and their simple functions;</li> <li>• I can construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b><u>Living Things &amp; their Habitats</u></b></p> <ul style="list-style-type: none"> <li>• I can recognise that living things can be grouped in a variety of ways;</li> <li>• I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment;</li> <li>• I can recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>• I can identify common appliances that run on electricity;</li> <li>• I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers;</li> <li>• I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery;</li> <li>• I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit;</li> <li>• I can recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p><b><u>Sound</u></b></p> <p>I can identify how sounds are made, associating some of them with something vibrating;</p> <ul style="list-style-type: none"> <li>• I can recognise that vibrations from sounds travel through a medium to the ear;</li> <li>• I can find patterns between the pitch of a sound and features of the object that produced it;</li> <li>• I can find patterns between the volume of a sound and the strength of the vibrations that produced it;</li> <li>• I can recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"> <li>• I can compare and group materials together, according to whether they are solids, liquids or gases;</li> <li>• I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees celsius (°C);</li> <li>• I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	
<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>						

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<p><b>Reading</b></p>	<p><b><u>Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words I meet.</li> <li>• I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• I can develop positive attitudes to reading, and an understanding of what I read, by:             <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that I have read</li> <li>- increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>- identifying themes and conventions in a wide range of books</li> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>• I understand what I read, in books I can read independently, by:             <ul style="list-style-type: none"> <li>- checking that the text makes sense to me, discussing my understanding, and explaining the meaning of words in context</li> <li>- asking questions to improve my understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> <li>- retrieve and record information from non-fiction</li> <li>- participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say</li> </ul> </li> </ul>
<p><b>SPaG</b></p>	<p>I can begin to use paragraphs as a way to group related material and organise ideas around a theme.</p> <p>I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>I can use the present perfect form of verbs in contrast to the past tense.</p> <p>I can use the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>I can use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>I can use conjunctions, adverbs and prepositions to express time and cause.</p> <p>I can use fronted adverbials demarcated with a comma.</p> <p>I can use apostrophes to indicate possession in plural nouns.</p> <p>I can use and punctuate direct speech.</p> <p>I can use headings and subheadings to aid presentation of my work.</p> <p>I can use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].</p> <p>I can use and understand the grammatical terminology preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas, determiner, pronoun, possessive pronoun and adverbial accurately and appropriately when discussing my writing and reading.</p>

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## Writing

### Writing Transcription

- I can add suffixes with vowel letters to words of more than one syllable (*e.g. forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation*).
- I can spell words with the suffixes –tion, –sion, –ssion, –cian and –ation.
- I can spell words with the suffix –ly and understand the associated rules and exceptions.
- I can spell words with the ending ‘ture’ and ‘sure’.
- I can spell words with the suffix ‘ous’.
- I can spell words with the ‘l’ sound spelt /y/ (*e.g. myth, gym, Egypt, pyramid, mystery*).
- I can spell the ‘u’ sound spelt /ou/ (*e.g. young, touch, double, trouble, country*).
- I can spell words with the prefixes –dis, -mis, -in, -un, -il, -im, -ir, -re, -sub, -inter, -super, -anti, -auto.
- I can spell homophones and near homophones.
- I can spell words with a possessive apostrophe (*plural*).
- I can spell words with the /a/ sound spelt ei. *eight* or *ey*.
- I can spell words with the /s/ sound spelt sc (*e.g. science, scene etc.*)
- I can spell words with the /g/ sound spelt –gue and the /k/ sound spelt –que (*e.g. league, antique*).
- I can spell words with the /s/ sound spelt ch (*e.g. chalet, chef*).
- I can spell words with the /k/ sound spelt ch (*e.g. scheme, chorus*).
- I can spell words from the year 3/4 word list.

### Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- I can increase the legibility, consistency and quality of my handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

### Composition

I can plan my writing by:

- discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording my initial ideas

I can draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

I can evaluate and edit by:

- assessing the effectiveness of my own and others’ writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

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<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>•I can recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>•I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>•I can multiply two-digit and three-digit numbers by a one digit number using formal written layout</li> <li>•I can add and subtract fractions with the same denominator</li> </ul>					
	<p><b><u>Place Value</u></b></p> <ul style="list-style-type: none"> <li>•I can count backwards through zero to include negative numbers</li> <li>•I can count in multiples of 6, 7, 9, 25 and 1 000</li> <li>•I can find 1 000 more or less than a given number</li> <li>•I can order and compare numbers beyond 1 000</li> <li>•I can compare numbers with the same number of decimal places up to two decimal places</li> <li>•I can identify, represent and estimate numbers using different representations</li> <li>•I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> <li>•I can recognise the place value of each digit in a four---digit number</li> <li>•I can find the effect of dividing a one--- or two--- digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths</li> <li>•I can round any number to the nearest 10, 100 or 1 000</li> </ul>	<p><b><u>Addition &amp; Subtraction</u></b></p> <ul style="list-style-type: none"> <li>•I can estimate and use inverse operations to check answers to a calculation</li> <li>•I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b><u>Multiplication &amp; Division</u></b></p> <ul style="list-style-type: none"> <li>•I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>•I can recognise and use factor pairs and commutativity in mental calculations</li> <li>•I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as <math>n</math> objects are connected to <math>m</math> objects</li> </ul>	<p><b><u>Fractions &amp; Decimals</u></b></p> <ul style="list-style-type: none"> <li>•I can count up and down in hundredths</li> <li>•I can recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> <li>•I can compare numbers with the same number of decimal places up to two decimal places</li> <li>•I can round decimals with one decimal place to the nearest whole number</li> <li>•I can recognise and show, using diagrams, families of common equivalent fractions</li> <li>•I can recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>•I can recognise fraction and decimal equivalence <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>•I can find the effect of dividing a one- or two--- digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>•I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-</li> </ul>	<p><b><u>Measurement</u></b></p> <p>convert between different units of measure (e.g. kilometre to metre; hour to minute)</p> <p><b><u>Measurement Area and Perimeter</u></b></p> <ul style="list-style-type: none"> <li>•measure and calculate the perimeter of a rectilinear figure</li> <li>•find the area of rectilinear shapes by counting squares</li> </ul> <p><b><u>Measurement Algebra</u></b></p> <ul style="list-style-type: none"> <li>•I can express Perimeter algebraically as <math>2(a + b)</math> where <math>a</math> and <math>b</math> are the dimensions in the same unit.</li> </ul> <p><b><u>Measurement Time</u></b></p> <p>read, write and convert time between analogue and digital 12 and 24--- hour clocks</p> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p>	<p><b><u>Statistics</u></b></p> <p>interpret and present data using bar charts, pictograms and tables</p> <p>solve one---step and two step questions [e.g. 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.</p> <p><b><u>Measurement Money</u></b></p> <p>estimate, compare and calculate different measures, including money in pounds and pence</p>	<p><b><u>Geometary Shape &amp; Position</u></b></p> <p>identify lines of symmetry in 2---D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>describe positions on a 2---D grid as coordinates in the first quadrant</p> <p>describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>plot specified points and draw sides to complete a given polygon</p>

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	<ul style="list-style-type: none"><li><i>•I can round decimals with one decimal place to the nearest whole number</i></li><li><i>•I can solve number and practical problems that involve all of the above and with increasingly large positive numbers</i></li></ul>		<i>unit fractions where the answer is a whole number</i>			
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Geography					<p>I can understand geographical similarities and differences through the study of the human geography of a region of the United Kingdom.</p> <p>I can explore similarities and differences, comparing the human geography of a region of the UK and a region of Europe.</p> <p>I can understand geographical similarities and differences through the study of the physical geography of a region of the UK.</p> <p>I can explore similarities and differences, comparing the physical geography of a region of the UK and a region of Europe.</p> <p>I can use key vocabulary to demonstrate knowledge and understanding in this strand: physical features, human features, landscape, feature, population, land use retail, leisure, housing, business, industrial, agricultural.</p>	
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<b>Art</b>	<p><b>Exploring and Developing Ideas</b></p> <p>I can use sketchbooks to record ideas;          I can explore ideas from first-hand observations;          I can question and make observations about starting points, and respond positively to suggestions;          I can adapt and refine ideas;          I can use key vocabulary to demonstrate knowledge and understanding  <u>Vocabulary: line, pattern, texture, form, record, detail, question, observe, refine.</u></p>				
		<p><b>Techniques</b>  <b>Painting</b></p> <p>I can use varied brush techniques to create shapes, textures, patterns and lines;          I can mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;          I can create different textures and effects with paint;  <u>Vocabulary:</u>          colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>		<p><b>Techniques</b>  <b>Sculpture</b></p> <p>I can plan and design a sculpture;          I can use tools and materials to carve, add shape, add texture and pattern.          I can develop cutting and joining skills, e.g. using wire, coils, slabs and slips.          I can use materials other than clay to create a 3D sculpture.  <u>Vocabulary:</u>          rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</p>	

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<b>History</b>	<p>I can find out about changes in Britain from the Stone Age to the Iron Age.</p> <p>I can use a range of primary and secondary sources to find out about the past.</p> <p>I can begin to undertake my own research</p> <p>I can find out about the everyday lives of people in time studied compared with our life today.</p> <p>I can identify key features, aspects and events of the time studied.</p> <p>I can start to present ideas based on my own research about a studied period.</p>		<p>I can find out about the achievements of the Ancient Egyptians.</p> <p>I can use a range of primary and secondary sources to find out about the past.</p> <p>I can begin to undertake my own research</p> <p>I can sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>I can find out about the everyday lives of people in time studied compared with our life today.</p> <p>I can identify key features, aspects and events of the time studied.</p> <p>I can start to present ideas based on their own research about a studied period.</p>			
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<p>D.T.</p>	<p><b><u>Design</u></b>          I can design innovative and appealing products that have a clear purpose and are aimed at a specific user.          I can test ideas through prototypes and pattern pieces.          I can develop and follow simple design criteria.</p> <p><b><u>Make</u></b>          I can place the main stages of making in a systematic order.          I can measure and mark out to the nearest cm.          I can cut, shape and score materials with some degree of accuracy.          I can assemble, join and combine materials and components with some degree of accuracy.</p> <p><b><u>Evaluate</u></b>          I can explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose.          I can consider my design criteria and I am willing to alter my plans, sometimes considering the views of others.          I can evaluate my product against my original design criteria.</p> <p><b><u>Technical Knowledge</u></b>          I understand that materials have both functional and aesthetic qualities.</p>	<p><b><u>Design</u></b>          I can identify the design features of my products that will appeal to intended customers.          I can use my knowledge of a broad range of existing products to help generate my ideas.          I can design innovative and appealing products that have a clear purpose and are aimed at a specific user.          I can use annotated sketches and cross-sectional drawings to develop and communicate my ideas.          I can test ideas through prototypes and pattern pieces.          I can develop and follow simple design criteria.          I can work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</p> <p><b><u>Make</u></b>          I can carefully select from a range of tools and equipment with growing confidence.          I can select from a range of materials and components according to their functional properties and aesthetic qualities.          I can place the main stages of making in a systematic order.          I can use a range of tools and equipment safely, appropriately and accurately and can follow hygiene procedures.          I can use a wide range of materials and components.          I can measure and mark out to the nearest cm.          I can cut, shape and score materials with some degree of accuracy.          I can assemble, join and combine materials and components with some degree of accuracy.          I can begin to select and use different and appropriate finishing techniques and improve the appearance of a product.</p> <p><b><u>Evaluate</u></b>          I can explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose.          I can explore what materials/ingredients products are made from and suggest reasons for this.          I can consider my design criteria and I am willing to alter my plans, sometimes considering the views of others.          I can evaluate my product against my original design criteria.</p> <p><b><u>Technical Knowledge</u></b>          I understand that materials have both functional and aesthetic qualities.          I can apply my understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p><b><u>Cooking and Nutrition</u></b>          I understand seasonality, and know where and how a variety of ingredients are grown reared, caught and processed.          I understand and can apply the principles of a healthy and varied diet.          I can cook a variety of predominately savoury dishes using a range of cooking techniques.</p> <p><b><u>Design</u></b>          I can identify the design features of my products that will appeal to intended customers.          I can use my knowledge of a broad range of existing products to help generate my ideas.          I can design innovative and appealing products that have a clear purpose and are aimed at a specific user.          I can use annotated sketches and cross-sectional drawings to develop and communicate my ideas.          I can test ideas through prototypes and pattern pieces.          I can develop and follow simple design criteria.          I can work in a broader range of relevant contexts, for example entertainment, the home, school, leisure, food industry and the wider environment.</p> <p><b><u>Make</u></b>          I can carefully select from a range of tools and equipment with growing confidence.          I can place the main stages of making in a systematic order.          I can use a range of tools and equipment safely, appropriately and accurately and can follow hygiene procedures.</p> <p><b><u>Evaluate</u></b>          I can explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose.          I can explore what materials/ingredients products are made from and suggest reasons for this.          I can consider my design criteria and I am willing to alter my plans, sometimes considering the views of others.          I can evaluate my product against my original design criteria.          I can evaluate how key events and individuals in design and technology have helped shaped the world.</p> <p><b><u>Technical Knowledge</u></b>          I understand that materials have both functional and aesthetic qualities.</p>
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## Music

- I can use body percussion, instruments and voices in the key centres of: C major, F major, G major and A minor and in the time signatures of: 2/4, 3/4 and 4/4.
- I can find and keep a steady beat.
- I am able to listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.
- I can copy back melodic patterns using the notes:
  - C, D, E
  - C, D, E, G, A
  - G, A, B
  - G, A, B, D, E
  - F, G, A
  - A, B, C, D, E, F, G
- I can talk about the words of a song and think about why the song or piece of music was written.
- I am able to find and demonstrate the steady beat.
- I can identify 2/4, 3/4, and 4/4 metre and identify the tempo as fast, slow or steady.
- I can recognise the style of music that I am listening to.
- I am able to discuss the structures of songs.
- I can identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music
- I am able to explain what a main theme is and identify when it is repeated.
- I know and understand what a musical introduction is and its purpose.
- I can recall, by ear, memorable phrases heard in the music.
- I can identify major and minor tonality.
- I can recognise the sound and notes of the pentatonic scale by ear and from notation.
- I am able to describe legato and staccato.
- I can recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.
- I can rehearse and learn songs from memory and/or with notation.
- I can sing in different time signatures: 2/4, 3/4 and 4/4.
- I am able to sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.
- I am able to demonstrate good singing posture.

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- I can demonstrate vowel sounds, blended sounds and consonants.
- I am able to sing 'on pitch' and 'in time' and can sing expressively, with attention to breathing and phrasing.
- I am able to sing expressively, with attention to staccato and legato.
- I can talk about the different styles of singing used for different styles of song and talk about how the songs and their styles connect to the world.
  
- I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- I am able to explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:
  - C, D, E, F, G, A, B
  - F, G, A, B $\flat$ , C
  - G, A, B, C, D, E, F $\sharp$
  - D, E, F $\sharp$ , G, A, B, C
- I can read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.
- I am able to identify: • Stave • Treble clef • Time signature Identify and understand the differences between minims, crotchets, paired quavers and rests.
- I am able to read and perform pitch notation within a range.
- I can follow and perform simple rhythmic scores to a steady beat: maintaining individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
  
- I can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.
  
- I can explore improvisation within a major scale using the notes:
  - C, D, E
  - C, D, E, G, A
  - C, D, E, F, G
  - D, E, F $\sharp$ , A, B
  - D, E, F, G, A
- I am able to improvise on a limited range of pitches on the instrument that I am learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.
- I can improvise over a simple chord progression. Improvise over a groove.
  
- I can combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.

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- I can compose over a simple chord progression and compose over a groove.
- I am able to create music in response to music and video stimulus.
- I can use music technology, if available, to capture, change and combine sounds.
- I am starting to use simple structures within compositions,. E.g. introduction, verse, chorus or AB form.
- I can use simple dynamics.
- I am able to compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
- I can create a melody using crotchets, minims, quavers and their rests.
- I am able to use a pentatonic scale:
  - C, D
  - C, D, E
  - C, D, E, G
  - C, D, E, G, A Start and end on the note C (Pentatonic on C)
  - C, D
  - C, D, E
  - C, D, E, F
  - C, D, E, F, G Start and end on the note C (C major)
  - A, B
  - A, B, C
  - A, B, C, D
  - A, B, C, D, E Start and end on the note A (A minor)
  - D, E
  - D, E, F
  - D, E, F, G
  - D, E, F, G, A Start and end on the note D (D minor)
  - G, A
  - G, A, B
  - G, A, B, D
  - G, A, B, D, E Start and end on the note G (Pentatonic on G)
- I can rehearse and enjoy the opportunity to share what has been learned in the lessons.
- I am able to perform, with confidence, a song from memory or using notation.
- I can play and perform melodies following staff notation, using a small range, as a whole class or in small groups.
- I am able to include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.
- I can explain why the song was chosen, including its composer and the historical and cultural context of the song.

# Curriculum Intent: Year Group: 4 Cycle: 1

<ul style="list-style-type: none"> <li>· I am able to communicate the meaning of the words and articulate them clearly.</li> <li>· I can use the structure of the song to communicate its mood and meaning in the performance.</li> <li>· I am able to talk about what the rehearsal and performance has taught me.</li> <li>· I understand how the individual fits within the larger group ensemble.</li> <li>· I can reflect on the performance and how well it suited the occasion.</li> <li>· I am able to discuss and respond to any feedback; considering how future performances might be different.</li> </ul>
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<b>R.E.</b>	<b>See Agreed Wigan Syllabus</b>					
	<u>Can Religious teachings help us decide the best way to live?</u> To enquire into rules religious and secular and explore the impact they have on a person's everyday life.	<u>How is Christmas celebrated in other cultures?</u> To enquire into how Christmas is celebrated around the world.	<u>What do creation stories teach us about caring for the world?</u> To enquire into creation stories and how they teach believers to care for the world.	<u>Why is pilgrimage important to some religious believers?</u> To enquire into the religious practice of pilgrimage.	<u>Where, How and Why do people pray?</u> To enable pupils to enquire into the concept of prayer.	<u>How are faith communities presented in Wigan?</u> To enquire into the nature and character of faith communities represented in Wigan.

<b>P.E.</b>	I can play competitive games and apply the skills taught. I can travel, throw, catch and kick with control and accuracy.	I can combine movements and shapes with improved control, strength and flexibility. I can work confidently with a partner when performing a sequence. I can demonstrate co-ordination and hold a strong body posture. I can travel, throw, catch and kick with control and accuracy.	I can demonstrate consistency and co-ordination. I can express ideas in imaginative ways. I can perform a range of movements.	I can make up my own small-sided game.	I can play competitive games and apply the skills taught. I can use throwing and catching skills in team games. I can travel, throw, catch and kick with control and accuracy. I can make up my own small-sided game.	I can use fluency and control when performing athletics activities.
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# Curriculum Intent: Year Group: 4 Cycle: 1

P.S.H.E. Personal Development						
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# Curriculum Intent: Year Group: 4 Cycle: 1

<p>Computing</p>	<p><b>Communication and Networking</b> I understand the purpose of a <b>search engine</b> and the main features within it. (4.7)</p> <p><b>Digital Literacy</b> I have a good understanding of the <b>online safety rules we learn at school.</b> (4.2 &amp; across curriculum) I can demonstrate how to use <b>different online technologies safely.</b> (4.2 &amp; across curriculum) I can demonstrate how to use a few different <b>online services safely.</b> (4.2 &amp; across curriculum) I know I have a right to <b>privacy</b> both on and offline. (4.2 &amp; across curriculum) I recognise that my <b>wellbeing can be affected by how I use technology.</b> (4.2 &amp; across curriculum) I can <b>report with</b> ease any concerns with content and contact online <b>and know immediate strategies to keep safe.</b> (4.2 &amp; across curriculum) I can use <b>critical thinking to understand bias and misrepresentation</b> when using <b>online</b> resources. I can look at information on a webpage and <b>make predictions about the</b></p>	<p><b>Communication and networking</b> I understand the purpose of a <b>search engine</b> and the main features within it. (4.7) I can <b>work collaboratively</b> to create content and solutions. (4.1, 4.3, 4.4,4.8) I can <b>share digital content</b> using a variety of applications such as: 2Blog, 2Email and Display Boards. (Across units)</p>	<p><b>Coding</b> I can turn a <b>real-life situation to solve</b> into an algorithm, using a design that shows how I can accomplish this in code. (4.1, 4.5) I can use repetition in my code. For example, <b>using a loop</b> that continues until a condition is met such as the correct answer being entered. (4.1) I <b>can use timers</b> within my program designs more accurately to create <b>repetition effects.</b> (4.1) I can use selection (decision) in my programming. For example, using an <b>'if statement'</b> for a question being asked and the program takes <b>one of two paths.</b> (4.1) I can <b>use variables</b> within my program and know how to change the value of variables. (4.1) I can use the <b>user inputs and output</b> features within my program, such as 'Print to screen'. (4.1) I can identify errors in my code by using different methods, such as stepping through lines of code and fixing them. (4.1) I <b>can read programs that contain several steps</b> and predict the outcomes with</p>		<p><b>Data</b> I can <b>design an electronic database</b> for a given purpose and collect and enter the data for it. E.G. using Excell</p>	
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# Curriculum Intent: Year Group: 4 Cycle: 1

	<p><b>accuracy of information contained within it.</b> (4.7) I <b>can review solutions</b> that others have created, using a checklist of criteria. (4.1, 4.2)</p>		<p>increasing accuracy. (4.1, 4.5) I can create and improve my solutions to a problem <b>based on feedback</b>. For example, create a program using 2Code. (4.1, 4.2)</p>			
P4C	<p>Is it ok if a child does not have a mother/father in their life?</p> <p>It is better to have two parents (a mum and a dad or two dads or two mums) or just one parent? Does it matter at all?</p>	<p>Is it ever ok for someone to say they are a better person than you?</p>	<p>Stimulus – Fact – very few engineers and scientists are women. Is this ok? Why do you think this occurs?</p>	<p>Is it ok if people are not always nice to me?</p>	<p>Identity – Is it ever right to treat people differently because of how they look?</p>	<p>In the past disabled children would be sent to a special school and just mixed with other disabled children. Is it right that now disabled children can come to a mainstream school?</p>
British Values	<p>Respect Tolerance Democracy Liberty Rule of Law</p>					