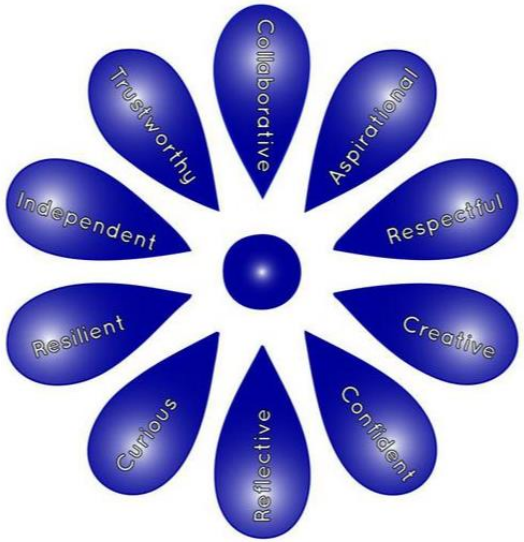
Hallfield Primary School

Growing, Learning, Achieving Together

Hallfield Curriculum Framework Year 4

Our vision for Hallfield is to build a community that:

- Places our children firmly at the heart of everything we do.
- Instils a love of learning, which lasts a life time.
- Personalises the learning journey for all children, enabling individuals to be:



These values underpin the essential and overarching skills Hallfield provides for our children. These essentials are skills we believe our children need to be happy, respectful and life-long positive members of the local and global community. The Hallfield Curriculum embeds the principle understanding that learning is driven by the children and builds subject specific and general skills as well as deepens understanding. Children work towards the nationally stipulated milestones at a pace appropriate to each child with clear guidance from the curriculum framework.

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Hallfield Essentials

Spiritual and moral well-being

As a balance to the material values of the school community, Hallfield believes in the importance of giving children opportunity to express their feelings and have them acknowledged. Opportunity to explore issues and the concepts of right and wrong alongside our British Values are given both explicitly and through the contexts of delivering curriculum objectives.

Communication

In our school more than 60 languages are spoken. Therefore, it is important that children learn to accurately, skilfully and sensitively express themselves and actively listen to others respectfully.

Creativity

We celebrate diversity across all subjects by exploring and promoting talent and providing a wide range of opportunities to use different skills with independence, ingenuity and flair. Our curriculum is designed to allow wider curriculum opportunities and a balance of learning across all subjects.

Enquiry

Learning to ask questions and analyse data or information is key to lifelong learning if we want children to be individual learners and to build on strengths as well as tackle challenges. Children should learn to evaluate and understand the world, including the social world to make informed choices in life.

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Sport, sportsmanship and health

In Westminster and Central London, 40% of children are overweight or obese by Year 6. 70% of obese children grow to be obese as adults. Teaching children to be active and eat well gives them better chances at a full and healthy life. Competition and sportsmanship develop confidence and allow children to learn the valueof team work.

Geographical understanding

Much of our Hallfield community has dual heritage or have moved from other areas of the world. It is important to celebrate the similarities and differences of our heritage by understanding the geographical location of the community and where it has come from.

Environmental awareness

Living in a large city with one of the most famous parks close by, it is important for children to respect their immediate environment. We believe that all children should learn to care about creating a sustainable future for themselves, in their immediate and global environments.

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We promise that by the time you leave Hallfield Primary School you will have had the opportunity to:

- Sing in a concert
- Learn and play an instrument in a concert
- Learn a new language
- Visit central London Museums and galleries
- Go to a museum or place of interest outside of London and explore the wider community
- Sleep at least one night away from school with your class
- Visit a farm
- Have a speaking part in a play
- Represent your school in a Westminster Sports Event
- Hold a position of responsibility within school
- Take part in a celebration for another faith/culture different to your own
- Grow – cook – and eat a vegetable in school
- Be an active member of a School Club
- Go to the theatre with your school
- Perform in a concert/production outside of school
- Enter a school-based competition
- Enter a national competition
- Have a piece of your artwork displayed for all to see
- Be an ambassador for your school
- Work alongside an expert
- Spend a night at school
- Regularly invite your family into school to share your learning
- Meet an author
- Watch a chick hatch
- Visit the seaside

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Communicating the Curriculum: Speaking and Listening

Year 4

Children should:

- Listen to information, work out which elements are key and make relevant, related comments.
- Infer meanings, reasons and make predictions
- Be able to use a series of questions to keep a conversation flowing
- Be aware of when they can't remember and ask for an explanation
- Identify clearly when they haven't understood/can't remember specific vocabulary and can ask questions to clarify their understanding
- Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan
- Tell a story with a good structure and a distinct plot, including an exciting event with a clear
- resolution and end point
- Describe events at home or school clearly including key details, a clear narrative structure and linking behaviours with emotions such as nervous, worried, angry, cross, frustrated, pleased
- Be able to use fronted adverbials to increase the length and grammatical complexity of sentences
- Be able to sustain a conversation by giving reasons and explaining choices and views
- Be able to discuss cause and effect
- Produce speech that is consistently clear and easy to understand
- Be able to say words of any length with accuracy
- Secure phonological awareness skills
- Use formal language when appropriate in some familiar situations
- Be able to take on group roles to discuss with peers
- Add or omit detail according to how much is already known by the listener
- Use intonation to give added emphasis
- Be able to identify and reflect on key points of what they have just been told
- Understand and use popular colloquial expressions

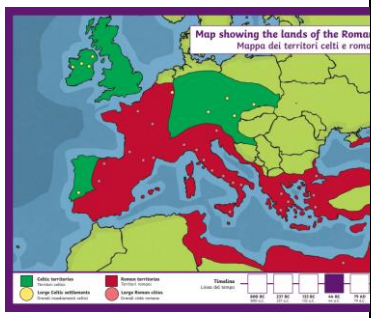
Hallfield Primary School

Growing, Learning, Achieving Together

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title and key question	Londinium Why is it a settler's paradise?	Londinium How did it all begin?	Our Natural World Do the benefits of living by a river outweigh the costs?		Anglo Saxons How do we know so much about life as an Anglo Saxon?	Leadership and power Do they mean the same thing?
Outcome and purpose	Building on children's understanding of London from Year 2 and simple understanding of communities and settlements from their work in Year 3 on The Stone Age to Iron Age, children answer geographical questions such as: • What is a settlement? • Why do people settle? • Where do/did people settle? • What are the geographical features of London? • What makes London a good place to settle?	Children know about life in Britain before the Romans and recount the events leading to the 43AD invasion of Britain, including details of how the Roman army became so successful and the motivation for arriving in the UK. They use this to build their understanding of Europe and Britain. They describe how Roman presence changed Britain, comparing this to pre-Roman Britain and use an in-depth study of Roman London to exemplify this.	Children use map reading and fieldwork to learn about the features of waterways and the relationship between humans and waterways. They answer the following questions: What are rivers? How are they formed? What is the difference between rivers and canals? How do canals and rivers in the UK compare to other areas of the world? Local fieldwork – what area areas around waterways like? Are they all the same? How do humans benefit from rivers? What are the possible negatives of living near rivers? What is the impact of humans on rivers?		Children will have built their knowledge of early London through a continued in-depth study of London with the withdrawal of the Romans and the arrival of the Anglo-Saxons. They understand the experiences of different groups at that time and they use this to build a picture of Anglo-Saxon settlement and life in that period. Across the term, they study the location of London over time and the evidence that has been left behind that helps	Children can recount various monarchs and their impact over time to exemplify how their 'power' was used and how this has changed over time. This should build on from their knowledge of William I (Year 3) and include: John - magna carter, Henry VIII – changing religion of the country, Anne -first queen of Great Britain, Victoria – and 'empire').

					us to understand about life at that time and how it changed.	
Suggested texts						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Geography prior learning	Naming of the countries and capital cities of the United Kingdom and its surrounding seas Describing the physical and human features of cities and the countryside, including the use of key vocabulary Describing the physical and human features of the coast and its vocabulary Knowledge of islands in the Caribbean and the climate of this area Knowledge of hot and cold places around the world and their relationship to the poles and equator Naming and recognising the continents and oceans of the world Knowledge of the use of maps and atlas to identify continents, oceans and the 4 countries and the seas of the UK Knowledge that pictures or symbols can be used to represent human and physical features on a map Knowledge of language around position and direction					
Geography **Substantive knowledge**	• Children learn about types of settlement and that people settle in certain places to support their basic needs (shelter – including for defence, food, water) • 'All roads lead to Rome' Children map the Roman Empire and compare with modern maps of Europe to	This term is a history focus but should reinforce geography skills from Autumn 1 to contextualise the history of Roman London including: • Where did the Romans settle around England? How were they connected? (Roman Roads)	Through map reading, and increasing familiarity of OS maps and their symbols, children can identify the origins and topographical features around rivers. They learn the features of rivers (e.g. mouth, source, bed, back). Children compare the features of rivers and canals. They can name and locate significant examples of each (locally -Regents Canal, Thames and worldwide - Suez and Nile). To deepen their understanding of the use and landscape around waterways children gather data from fieldwork about land use and simple (known) topographical features in 2 places along the river. This		Children use their knowledge of key symbols to identify different topographical features when studying the locations of Anglo-Saxon sites.  This includes	

	consider the size and scale of the Empire. This builds their knowledge of countries, seas and oceans • Children use the 8 compass points to describe the movement of the Romans over time. • They look at the physical features of the Empire that contributed to its power. They are asked to consider how they could expand their empire and where to go. They use their knowledge of climate zones from year 2 and 3 as part of this • Using their new knowledge of settlements and increasing their map reading skills, children use maps and keys to identify areas of the UK the Romans would/would not want to settle and discuss		includes sketch mapping the areas through fieldwork and collecting information about landmarks, green spaces and buildings. They compare this to information gathered through map reading. They also make comparisons between the places along the river to draw conclusions. Building on their learning about trade in year 3 and through the study of the Romans, they look at the changes of the use of the River Thames, matching this with time periods already studied from KS1 and Year 3. Through further fieldwork, children look at the impact of the relationship between humans and waterways.	using four figure grid references to identify locations and symbols. They make connections to learning in Year 3 and Autumn 1 to discuss settlement in relation to human needs.	

	why (mountains, types of water, distance from the rest of the empire) • They look at Roman London and identify the reasons it was a Roman settlement.				
Resources and Links to support	*Lower Primary Teaching Atlas, p42 (Settlement Types)* (Introduction to the Romans | LKS2 - Y3 & Y4 | History | Hamilton Trust (hamilton-trust.org.uk)). (Physical Geography and Power in Ancient Rome | National Geographic Society  Roman-Empire-Maps.pdf (mobberley.cheshire.sch.uk)	Finding out about Roman settlements (Using maps and place names) / Romans, Anglo-Saxons, and Vikings / Historical Association (history.org.uk) p14-21 Upper Primary Atlas	Explore rivers - BBC Bitesize Rivers - BBC Teach Primaryfieldworkrivers.pdf Royal Geographical Society - Resources for schools (rgs.org) A pictorial guide to the River Thames for Kids - From Source to Sea (primaryhomeworkhelp.co.uk)		

	Lower Primary Teaching Atlas, p41 *Upper Primary Teaching Atlas, p31 (Ancient Rome)* *Junior School Atlas, p7, p21, p24-25*				
Key Vocabulary	Continent, country, Key, Climate, climate zone, biome, northern hemisphere, southern hemisphere equator, height, metres below sea level, sea level, scale, defensible, physical geography, human geography, valley, BCE, ACE (before common era / after common ear)		Canal, bank, basin, bed, current, delta, mouth, downstream, estuary, source, stream, meander, flood plain, erosion, pollution, mountain, lake, bog, spring	Grid reference, north, south, east, west, north east, north west, south east, south west, trade, Pacific, Atlantic, climate, terrain, settlement, trade route,	Asia, Europe, Grid reference, compass, human geography, city, city centre, trade, silk road/route, climate, climate zone, biome, mountain range, desert, forest, woodland, grassland, economy, economic boom, textiles, globalisation, import, export, Mediterranean, trade route
Year 4 Disciplinary knowledge	<u>Investigating places</u> • name and locate the world's countries, using maps concentrating on their <u>environmental regions</u>, key physical and human characteristics, countries, and major cities • name and locate some counties and cities of the United Kingdom (particularly around London), geographical regions and their identifying human and physical characteristics (rivers / canals) • use maps, atlases, globes and digital / computer mapping e.g. Google Earth to locate countries and describe features studied				

<table>
<tr><td></td><td colspan="6">

- Use a range of resources, including simple data and increasingly complex keys to understand and describe key aspects of human geography, including: types of settlement and land use
- know that a sketch map is a drawing of an area from a given viewpoint

<u>Investigating patterns</u>

- understand geographical similarities and differences through the study of human and physical geography in different regions and countries (Roman empire)
- Look at human impact of for example pollution
- Confidently identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and use this to explore the importance of climate.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

<u>Communicating geography</u>

- describe and understand key aspects of:
  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains
  human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources
- use the eight points of a compass
- use four figure grid references
- Draw increasingly accurate maps of real places studied (sketch maps)
- Use a broad range of known and agreed symbols with a key for mapping
- Know that the positioning of symbols on a map is important, including their relationship to one another.

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<tr><td>History prior knowledge</td><td colspan="6">Children know that we learn about the past from sources
Children can use language such as ‘a long time ago, before, then, later, modern, old ’ etc
Children know about the life of Mary Seacole and other Victorians as well as a little about the period itself such as nursing and homes at that time
Children know about the causes of the great fire of London and simple details about life at that time such as the materials of buildings
They can name some significant people from the past such as previous monarchs, Mary Seacole
They can give details about significant events such as the introduction of the railway in the Victorian period and its impact on holidays and the seaside
They can give details about materials and technology in the Victorian period and more recent history through their knowledge of toys from the past.</td></tr>
<tr><td></td><td>Autumn 1</td><td>Autumn 2</td><td colspan="2">Spring 1</td><td>Spring 2</td><td>Summer 1</td><td>Summer 2</td></tr>
<tr><td>History</td><td></td><td>Using their knowledge of materials from Science,</td><td colspan="2">Children recall key events in the history of the Thames related to its</td><td>By considering the work of</td><td>Children can name monarchs</td></tr>
</table>

Substantive knowledge		children examine Roman artefacts to identify the resources that brought the Romans to the UK (including copper, tin and lead, good-quality farmland, wood, wool, slaves, and silver and gold). They move on to written accounts of Diodorus, Tacitus and Strabo of push and pull factors for why Romans invaded Britain. This adds to their understanding as a historian of the events (relating back to the use of Samuel Pepys Diary in KS1 as a source but exploring the difficulties with people's accounts - building on work in y3 around Vikings and the Monk's accounts). They know that a variety of sources provide pieces of the evidence for a bigger picture 'Rome wasn't built in a day' Children recount the events of the Roman invasion of Britain in 43 AD and then the rebellion of Boudica in AD60.	use (Romans, Tudor period – international trade (link to y3 travel and trade topic), the great stink) They compare paintings from the 18th century with current photos (understanding the difficulties with comparing paintings to photos). They consider what the changes mean for the river and its inhabitants (see geography focus on pollution and impact on wildlife) LGFL - The River Thames - History	archaeologists and historians, Children learn about life in the Anglo Saxon period including: The spread of Christianity and its importance. Making comparisons between what they know of early Islamic society (Bagdad 900AD from y3) and their findings about Anglo Saxon life.	and their economic and political impact, including: • John - magna carter, Henry VIII – changing religion of the country • Anne -first queen of Great Britain • Victoria – 'empire' They can identify what has changed in relation to 'power' and what has remained the same across each monarchs' reign in relation to their roles. Building their understanding of change over time and an overview of history. They evaluate the use of power and leadership by contrasting one

		They look at the 'Romanisation' of Britain: in particular London and the impact of technology, culture and beliefs, including early Christianity. This learning is deepened by looking in detail at a Roman site in London and how this represents Roman life in London (Roman Bath houses at Billingsgate / Amphitheatre and guildhall art gallery). Children use all of their exploration and knowledge to make comments on the impact of the Roman presence in Britain and debate the pros and cons.				of the monarchs to a leader such as Martin Luther King.
Resources and links	Primary History Summer Resource 2017: Roman Britain / Historical Association	 Celtic Britain: the land the Romans conquered / Historical Association (history.org.uk)				

		The Roman Invasion of Britain | English Heritage (english-heritage.org.uk) How the Romans conquered Britain - BBC Bitesize How did the Romans change Britain? - BBC Bitesize The End of Roman Britain / Historical Association (history.org.uk)				
History Vocabulary		Ancient, modern, BCE, ACE, period, era, economics power, military power, empire, Celtic, republic, emperor, Romanisation, invasion	Migration, invasion, raid, pirate, bias, Lindisfarne, primary sources, bias, culture, religion, religious, society, Danelaw / Danegeld, longship, kingdom, artefact Norseman, warrior, farmer, monastery, monk, Christian, pagan, Mercia,			Absolute monarchy, constitutional monarchy, monarch, democracy, anarchy, feudalism, parliament, Magna Carta, law, Tudor period, medieval, economic impact. Political impact, influence,

			conquer, fortress, trade, long-sword, axe, Jorvik, runes, evidence, cause, effect			

Year 3 **Disciplinary knowledge** Consequence Change and continuity Similarity and difference Historical significance Investigating and interpreting the past Chronology	<u>Investigate and interpret the past</u> • Use evidence to ask and answer questions about the past • make judgements based on evidence from sources • Begin to understand how knowledge of the past is constructed from a range of sources. <u>Build an overview of world history</u> • understand that human beings have basic needs but that these are fulfilled differently according to different knowledge and circumstances over time • Compare some of the times studied with those of other areas of interest around the world using specific areas such as homes or tools. • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, beliefs, attitudes <u>Understand chronology</u> • Use dates and terms to describe events • Place events on a time line • Recognise and describe change within a period or society <u>Communicate historically</u> • Use appropriate historical vocabulary including time period, dates, era, change, chronology AD/BC/CE / BCE • Use literacy and numeracy and computing skills to a good standard to communicate information about the past
Year 4	<u>Investigate and interpret the past</u> • Use evidence to ask questions and find answers about the past • Suggest suitable sources of evidence for historical enquiries • Use more than one source of evidence for a more accurate understanding of history

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<table>
<tr><td>Disciplinary knowledge</td><td colspan="5">

Describe different accounts of a historical event explaining some of the reasons why the accounts may differ
Suggest causes and consequences of some of the main events and changes in history

<u>Build an overview of world history</u>

understand that human beings have basic needs but that these are fulfilled differently according to different knowledge and circumstances over time
Give a broad overview of life in Britain in the period studied and compare to areas studied in the rest of the world
Describe the social, ethnic, cultural or religious diversity of past society and its importance for how the societies developed
Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

<u>Understand chronology</u>

Use dates and increasingly wider number of historical terms to describe events
Place events on a time line, demonstrating understanding of where periods sit in relation to time periods previously studied.
Place artefacts and historical figures on a time line using dates (BC/BCE/AD/ACE)
Recognise and describe change within a period using terms like economic, social, political
Understand the concept of change over time, representing this along with evidence on a time line

<u>Communicate historically</u>

Use appropriate historical vocabulary building on that of Year 3, including change, chronology AD/BC/CE / BCE
Use literacy and numeracy and computing skills to a good standard to communicate information about the past

</td></tr>
<tr><td>Science</td><td colspan="5">Children learn and practise a broad range of enquiry and investigation skills, inspired by the work of scientists in the specific field of study the children are learning about. Children will learn how curiosity, questioning and enquiry led to their discoveries. They will be able to recall the expected knowledge of the curriculum but this should be enhanced through study of scientists and engagement with museums and other education partners. The science framework and knowledge organisers should be consulted to understand what <u>language children should know</u> and be learning and the <u>prior knowledge</u> they have in each area they study.</td></tr>
<tr><td>Science</td><td>States of matter

- Compare and group the 3 states of matter
- Explore how particles behave in solids, liquids and gases
- Investigate melting points</td><td>Animals including humans

- Identify the organs in the digestive system
- Describe the functions of the main organs in the digestive system</td><td>Living things and their habitats

- Explore different habitats
- Research a habitat
- Explore how animals can be classified
- Create a classification key
- Adaptations and classification within species</td><td>Electricity

Explore electrical appliances and electrical safety

Learn about electrical</td><td>Sound

Identify how sounds are made

Explore how vibrations from sound travels through a</td></tr>
</table>

	- Explore freezing and boiling points - Explore evaporation and condensation - Understand the water cycle	- Identify the types of teeth and their function - Investigate the effects of different liquids on teeth - Understand food chains - Explore food webs	- Explore and classify pond plants	components in a series circuit Investigate electrical circuits Explore conductors and insulators Learn about electrical switches Investigate how electrical components in a circuit can change	medium to the ear Explore sound insulation Explore volume Explore pitch Explore sound from near and far
Scientist					
Enquiry / Investigation categories to be covered					**Vibration, medium, source, energy,** materials, reflect, volume, **decibel,** pitch, instruments, particles, sound source
Enquiry vocabulary	Aim, Fair test, variables, conclusion, prior knowledge, prediction, data, record, present, equipment, measure, sources, method, collect, results, accuracy, conclusion, pattern,				

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Vocabulary		Digestive system, oesophagus, saliva, incisors, peristalsis, molars, enamel, fluoride, consumer, predator, tundra, hide, food chain, food web				

Art	**Experimental Drawing** Children develop their mark making skills through examining the work of other artists and understand how different types of marks create personality and meaning in their drawings. Children undertake activities which develop observational drawing skills, and activities which promote more experimental explorations and draw on all the skills taught to start to make their own creative decisions about the type of mark they use to develop their drawings. **Artists: Vincent Van Gogh, Paul Cezanne, Wassily Kandinsky**	**Collage: Working with Shape and Colour** Children explore how shape and colour are used in artwork, such as that of Henri Mattise, Pablo Picasso and Romare Bearden. Using first collage, then simple printmaking methods, pupils play with positive and negative shapes and spaces to create meaningful compositions in response to the artworks they look at. **Artists: Henri Matisse, Pablo Picasso, Chike Obeagu**	**Sculpture: The art of display** Children become familiar with the term 'plinth', and the concept behind it. They explore a variety of artists who use plinths in their work. Pupils go onto make dynamic figures which stand on a plinth, built up from wire to form 'Plinth People.' Children think carefully about the positioning of their figures. **Artists: Thomas J Price, Antony Gormley**	**Painting: Still Life Food** Children look at the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Pupils revisit and develop their drawing (and looking) skills using observational drawing of physical objects. Using paint, they go on to create their own still life of food. Children consolidate and develop their understanding of how we can use line, shape, colour, texture, form and composition to make their work. **Artists: Paul Cezanne, Pablo Picasso, Vincent Van Gogh, Floris Claesz. van Dijck, Jerry Wilkerson, Sarah**		

<table>
<tr><td></td><td></td><td></td><td></td><td>Graham, Nicole Dyer, Claire Harrup</td><td></td><td></td></tr>
<tr><td>Year 4 Skills</td><td colspan="6">Experimental Drawing
Use a variety of drawing media including charcoal, graphite, ink to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.
Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.
Use sketchbook to practise drawing skills
Make visual notes to record ideas and processes discovered through looking at other artists.
Exploring pattern
Understand artists can work with pattern for different reasons: Understand surface pattern designers work to briefs to create patterns for products
Understand working with pattern uses lots of different concepts including repetition, sequencing, symmetry.
Understand that patterns can be purely decorative or hold symbolic significance. They can be personal or cultural.
Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.
Sculpture: The Art of Display
Understand that a plinth is a device for establishing the importance or context of a sculptural object.
Understand that artists can re-present objects, in a particular context with a particular intention, to change the meaning of that object.
To understand that sometimes people themselves can be the object, as in performance art.
Explore how we can re-see the objects around us and represent them as sculptures. That we can use scale to re-examine our relationship to the things around us.
To work in collaboration to explore how we can present ourselves as art object, using a plinth as a device to attract attention to us.
To construct sculptural self-portraits of ourselves on a plinth, using a variety of materials including fabric.
Still Life Food
Understand that still life is the name given to the genre of painting (or making) of a collection of objects/elements.
That still life is a genre which artists have enjoyed for hundreds of years, and which contemporary artists still explore today.
To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.
To use close observation and try different hues and tones to capture 3D form in 2 dimensions.</td></tr>
<tr><td>D&T</td><td></td><td></td><td></td><td></td><td>Food and Nutrition: Adapting a Recipe

Children begin by sampling and evaluating</td><td>Structures: Pavilions

Children explore a range of frame structures before designing and</td></tr>
</table>

					a range of biscuits. They then work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit. While making they will also ensure that their creation comes within the given budget of overheads and costs of ingredients. In making their biscuits, children learn a range of cooking techniques: sieving, creaming, rubbing method and cooling. **Textiles: Fastenings** Children identify and evaluate different types of fastenings and consider their advantages and disadvantages. They then go onto designing and making a pencil case that includes a fastening and a variety of stiches.	building a pavilion using a range of materials for the frame
D&T skills **Year 4**	**Adapting a recipe** **Skills:** • Designing a biscuit within a given budget, drawing upon previous taste testing judgements. • Following a baking recipe, from start to finish, including the preparation of ingredients. • Cooking safely, following basic hygiene rules. • Adapting a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet). • Evaluating a recipe, considering: taste, smell, texture and appearance. • Describing the impact of the budget on the selection of ingredients. • Evaluating and comparing a range of food products. • Suggesting modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins).					

	Knowledge: To know that the amount of an ingredient in a recipe is known as the 'quantity.' • To know that it is important to use oven gloves when removing hot food from an oven. • To know the following cooking techniques: sieving, creaming, rubbing method, cooling. •To understand the importance of budgeting while planning ingredients for biscuits. **Fastenings** **Skills:** • Writing design criteria for a product, articulating decisions made. • Designing a personalised book sleeve. Making and testing a paper template with accuracy and in keeping with the design criteria. • Measuring, marking and cutting fabric using a paper template. • Selecting a stitch style to join fabric. • Working neatly by sewing small, straight stitches. • Incorporating a fastening to a design. Testing and evaluating an end product against the original design criteria. • Deciding how many of the criteria should be met for the product to be considered successful. • Suggesting modifications for improvement. • Articulating the advantages and disadvantages of different fastening types. **Knowledge:** To know that a fastening is something which holds two pieces of material together for example a zipper, toggle, button, press stud and velcro. • To know that different fastening types are useful for different purposes. • To know that creating a mock up (prototype) of their design is useful for checking ideas and proportions. **Pavilions** **Skills:** • Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. • Building frame structures designed to support weight. • Creating a range of different shaped frame structures. • Making a variety of free-standing frame structures of different shapes and sizes. • Selecting appropriate materials to build a strong structure and cladding. • Reinforcing corners to strengthen a structure. • Creating a design in accordance with a plan. • Learning to create different textural effects with materials. • Evaluating structures made by the class. • Describing what characteristics of a design and construction made it the most effective. • Considering effective and ineffective designs. **Knowledge:** To know that a pavilion is a a decorative building or structure for leisure activities. • To know that cladding can be applied to structures for different effects. • To know that aesthetics are how a product looks. • To know that a product's function means its purpose. • To understand that the target audience means the person or group of people a product is designed for. • To know that architects consider light, shadow and patterns when designing.
Music	There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching. The curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship: SINGING, LISTENING, COMPOSING, PERFORMING / INSTRUMENTAL In Years 3 and 4, each class will have a whole-class instrumental programme, at Hallfield we use 'groove 'n' play' in line with the recommendations of the borough's music hub. To support achieving in all key areas, the instrumental program is supported and increased by modules from Kapow Music.
Year 3	**Singing / performing** • Sing from with accurate pitch a wide range of unison songs • Sing in tune and with forte and piano • Maintain a simple part within a group, including actions in a range of action songs

	• Pronounce words within a song clearly. • Walk, move or clap a steady beat with others changing as the tempo changes • Develop facility in playing a tuned percussion or melodic instrument (recorder) • Play to staff notation (within a small range) as a whole class or small groups • Use listening skills to correctly order phrases using dot notation • Play individually melodic phrases at different speeds (allegro / adagio) • Perform question and answer phrases **Composing** • Compose and perform melodic songs, improvising 'on the spot' responses in a limited note range • Create music that has beginning, middle and end to different stimuli (e.g. stories, art, musical sources) • Create accompaniments for tunes. • Use echo or question and answer phrases in their own music • Choose, order, combine and control sounds to create an effect. • Combine known rhythmic notation with letter names to create rising and falling phrases (using do, re and mi) • Use digital technologies to compose pieces of music. **Reading notation** • Introduce stave, line and spaces and clef. • Use dot notation to show higher / lower pitch • Introduce and understand the differences between crotchets and paired quavers • Apply word chants to rhythms understanding how to link each syllable to a note **To describe music** • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings					
Coverage						
Year 4	**Singing / performing** • Sing from memory with accurate pitch within an octave • Sing in tune, pitching accurately to follow directions for crescendo and decrescendo • Maintain a simple part within a group (rounds and partner songs) • Show control of voice. • Sing alongside a second part to introduce vocal harmony					

	• Play notes on an instrument with care so that they are clear, over a sustained period • Play to staff notation (within a small range) as a whole class or small groups • Perform in two parts (melody and accompaniment or a duet) • Perform melodic phrases using the pentatonic scale (5 notes per octave) **Composing** • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. **Reading notation** • Understand the difference between minims, crotchets, paired quavers and rests • Read and perform notation within a defined range • Follow and perform simple rhythmic scores to a steady beat **To describe music** • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Crotchets, paired quavers, Minims, Rests, accelerando, rallentando, allegro, adagio, stave, lines and spaces, crescendo, decrescendo • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.					
PE	Teachers follow the scheme, ensuring that they revisit and secure prior skills from previous year groups as well as new ones. Children will be able to describe the skills and strategies they need for different activities and the impact on their bodies of different types of activity.					
PE Units	Invaders & Bootcamp	Dynamic dance& Mighty movers	Y3: Brilliant ball skills & Gym fit circuits Y4: Striking and Fielding & Gym fit circuits	Y3: Groovy gymnastics & Skip to the beat Y4: Gymnastics sequences & Step to the beat	Y3: Field games & Cool core frenzy Y4: Nimble nets & Pilates	Y3: Active athletics & Fitness Y4: Young Olympians & Fitness frenzy

Hallfield Primary School

Growing, Learning, Achieving Together

PE Skills **Year 3**	**In Dance** • improvise freely, translating ideas from a stimulus into movement • create appropriate dance phrases to reflect the idea or style • shares the composition of dance phrases with a partner and in a small group • repeat remember and perform steps of a set style • use dynamic, rhythmic and expressive qualities clearly and with control • recognise and describe expressive qualities of a dance style • suggest improvements to their own and other people's dances • understand the importance of warming up and cooling down In Gymnastics • create and perform a sequence of at least five elements using a greater number of their own ideas • choose and plan sequences of contrasting actions • adapt sequences to suit different types of apparatus and their partner's ability • explain how strength and suppleness affect performance • identify some muscle groups used in gymnastics activities • suggest warm-up activities • compare and contrast gymnastic sequences, commenting on similarities and differences • with help, recognise how performances could be improved **In Games** • use a range of skills e.g. throwing, striking, intercepting and stopping a ball with some control and accuracy • choose, apply and practise skills and simple tactics to suit the situation in a game • carry out tactics successfully • describe what they and others do that is successful • suggest what needs practising • keep up a continuous game • use a small range of basic racket skills • choose and use a range of simple tactics for sending the ball in different ways to make it difficult for an opponent • adapt and refine rules • understand the point of the game • apply rules fairly to keep games going • recognise how net games make the body work • talk about what they do well

	• throw and catch with control • be aware of space and use it appropriately in a game • keep possession with some success when using equipment **In Athletics** • run at different speeds changing speed and direction • link running and jumping activities with some fluency, control and consistency • make up and repeat a short sequence of linked jumps • take part in a relay activity, remembering when to run and what to do • throw a variety of object, changing action for accuracy and distance
PE: Skills **Year 4**	**In Dance** • Respond imaginatively to a range of stimuli related to character and narrative • Can portray a mood through movement • Use simple body actions, gestures and movement pathways to structure dance phrases on their own, with a partner or a group • Refine, repeat and remember dance movements until they match the style of music or dance being used • Use of 'contrasts' to create and extend movement phrase • Pays attention to the transition from one dance movement to another to link movement phrases clearly and fluently • Displays good use of personal interpersonal space and pathways as dictated by the dance • Show sensitivity to the dance idea and accompaniment • Show a clear understanding of how to warm up or cool down safely • Describe, interpret and evaluate dance using appropriate language **In Gymnastics** • Create and perform a sequence of at least 6 elements with control • Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement • Adapt their own movements to include a partner in a sequence • Understand that strength and suppleness can be improved • Lead a partner through short warm-up routines • Recognise criteria that lead to improvement e.g. changing a level • Watch, describe and suggest possible improvements to others' performances • Suggest improvements to their own performances **In games** • Play games with some fluency and accuracy, using a range of throwing and catching techniques

	• Find ways of attacking successfully when using other skills • Use a variety of simple tactics for attacking, keeping possession of the ball as a team • Understand the need to defend as well as attack • Understand how strength, stamina and speed can be improved • Lead a partner through short warm up routines • Watch and describe other's performances and suggest improvements to others and their own performance • Keep up a continuous game, using a range of skills and techniques • Develop the range of basic racket skills with consistency • Select and practice a range of simple tactics for sending the ball in different ways and explain why • Choose and use a range of simple tactics for defending their own court • Make up their own games • Know and keep rules effectively and fairly • Explain how games make the body work • Use a range of skills e.g. throwing, striking, intercepting with increasing control, accuracy and consistency • Choose and vary tactics to suit the game • Set up small games and explain what they need to do to get ready. **In Athletics** • Understand and demonstrate the difference between sprinting and running for sustained periods • Know and demonstrate a range of throwing techniques • Throw with some accuracy and power into a target area • Perform a range of jumps, showing consistent technique and sometimes using a short run up • Play different roles in small groups such as time-keeper, judge/coach • Compare and contrast performances using appropriate language		
Spanish	Children learn to name some Spanish-Speaking countries and some towns in Spain. They learn the days of the weeks and some phrases about the weather. They add to their repertoire of songs and rhymes to help them remember new language. They continue to gain confidence in manipulating numbers and learn further expressions for likes and	Children work on sound and spellings. They continue to gain confidence in manipulating numbers. They learn some common adjectives and revise how to make simple feminine agreements. They use a story to consolidate this learning.	Children learn to describe animals characterised by the music and to talk about their habitats. They use a story to consolidate this learning. They also learn how to tell the time on the hour. Children learn more phrases about the weather and how to say the

	dislikes. They begin to learn about the euro, they prepare and perform a radio or TV advert of a toy.	Children learn the names of some sports, as well as some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week and learn to say what activities they do on particular days.	temperature (including with negative numbers). Aesop's fable "El viento y el Sol" is used for text-based work. They also learn the names of some common articles of clothing and relate these to the weather. They learn to say the date and to write and say telephone numbers.
Year 3 skills	Speaking and Listening • Listen and show understanding of single words through physical response. • Listen and identify rhyming words and particular sounds in songs and rhymes. • Recognise a familiar question and respond with a simple rehearsed response. • Name objects and actions and link words with a connective in a simple rehearsed statement. • Join in with the words of a rhyme, song or story sometimes from memory. Reading and Writing • Read aloud and understand familiar short sentences using knowledge of letter string sounds and observing silent letter rules. • Read and show understanding of simple familiar phrases and short sentences. • Use a bi-lingual dictionary to find the meaning of a word or its translation. • Write and say a simple phrase to describe people, places, things and actions using a language scaffold. • Write simple familiar short phrases from memory with understandable accuracy and express personal experiences and responses. Grammar • Use the correct form of the definite article in singular and plural sentences. • Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural.		
Year 4 skills	Speaking and Listening • Listen and show understanding of short phrases through physical response. • Listen and demonstrate understanding of words in songs and rhymes.		

	• Ask and answer several simple and familiar questions with a rehearsed response. • Use familiar vocabulary to say simple sentences to give information using a language scaffold. • Join in with the words of a rhyme, song or story sometimes from memory. <u>Reading and Writing</u> • Read aloud and understand familiar short sentences using knowledge of letter string sounds and observing silent letter rules. • Read and show understanding of simple familiar phrases and short sentences. • Use a bi-lingual dictionary to find the meaning of a word or its translation. • Write and say a simple phrase to describe people, places, things and actions using a language scaffold. • Write simple familiar short phrases from memory with understandable accuracy and express personal experiences and responses. <u>Grammar</u> • Apply the rules of the agreement of adjectives in the singular and plural with some accuracy. • Demonstrate understanding of the position of the majority of adjectives.