



# STANBRIDGE LOWER SCHOOL

## New National Curriculum 2014 - Programmes of Study

### Foundation Subjects- Year 4.

#### Spoken Language (Yr1-Yr4)

\*Listen and respond \*ask questions to extend understanding and knowledge \*build vocabulary \*articulate and justify answers, arguments and opinions \*give well structure description \*participate actively in collaborative conversations \*speculate, hypothesise, imagine and explore ideas \*participate in discussions, presentations, performances, role play, improvisations and debates \*gain, maintain and monitor the interest of the listener(s) \*consider and evaluate different viewpoints.

#### Science - Working Scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labeled diagrams, keys, bar charts and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Identifying differences, similarities or changes related to simple scientific ideas and processes.

#### Science - Living Things and Habitats

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

#### Science - States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

#### Science - Animals including humans

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

#### Science - Sound

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases.

#### Science - Electricity

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming basic parts including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators and associate metals with being good conductors.

#### Art and Design

- To develop techniques including their control and their use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials Eg. Pencil, charcoal, paint, clay
- To learn about great artists, architects and designers in history.
- *including artist from significant artists and artistic styles from cultures that are represented in school.*

#### Computing

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

<p><b>Languages</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>• Speak in sentences using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>• Present ideas and information orally to a range of audiences</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary]</li> <li>• Write phrases from memory and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally and in writing</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant); feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these for instance to build sentences; and how these differ from or are similar to English.</li> </ul>	<p><b>Geography</b></p> <p>Locational Knowledge...</p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>• Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, coasts and rivers) and land use patterns; and understand how some of these aspects have changed over time.</li> <li>• Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer and Capricorn, arctic and Antarctic circle, the prime/Greenwich meridian and time zones (including day and night)</li> </ul> <p>Place Knowledge.....</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America</li> </ul> <p>Human and Physical Geography...</p> <ul style="list-style-type: none"> <li>• Describe and understand the key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, volcanoes and earthquakes and the water cycle</li> <li>• Describe and understand the key aspects of Human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy food, minerals and water</li> </ul> <p>Geographical Skills and Fieldwork....</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• 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.</li> </ul>	
<p><b>History</b></p> <ul style="list-style-type: none"> <li>• A local history study: <i>Stanbridge Lower School</i></li> <li>• A study of an aspect or theme of British history that extends pupils' chronological knowledge beyond 1066: <i>World War 2</i></li> <li>• The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt.</li> <li>• A non-European society that provides contrasts with British history - South American Rainforests.</li> <li>• <i>Chronology and timelines should be used to place historical events in context</i></li> <li>• <i>Significant people in history which from cultures that are represented in school.</i></li> </ul>	<p><b>PE</b></p> <ul style="list-style-type: none"> <li>• Use running jumping, throwing and catching in isolation and in combination</li> <li>• Play competitive games, modified where appropriate (Eg. Badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending</li> <li>• Develop flexibility, strength, technique, control and balance (for example through athletics and gymnastics)</li> <li>• Perform dances using a range of movements patterns</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p>Swimming and Water Safety....</p> <ul style="list-style-type: none"> <li>• Swimming instruction</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively Eg. Front crawl, backstroke and breaststroke</li> <li>• Perform safe self rescue in different water based situations.</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. <i>Including significant composers and musicians from cultures that are represented in school.</i></li> <li>•</li> <li>• Develop an understanding of the history of music.</li> </ul>
<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• Following local agreed syllabus for RE.</li> </ul>		

## Design and Technology

### Design..

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

### Make...

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

### Evaluate....

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

### Technical Knowledge.....

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products (eg series circuits incorporating switches, bulbs, buzzers and motors)
- Apply their understanding of computing to program, monitor and control their products

### Cooking and Nutrition....

- Understand and apply the principles of a healthy and varied diet
  - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown reared, caught and processed

## Personal, Social, Health, Citizenship Education

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## Notes:

Foundation subjects are based on KS Programmes of study for Years 3,4,5,6. Coverage of KS2 Programmes of Study was agreed between the Head Teachers from lower and middle schools within Learning Community 2 (April 2014).

*Items typed in italics represents out school curriculum and are additions to the National Curriculum 2014*