



*Khalsa Primary School*  
*Excellence through Integrity*  
*Year 4*

	<p style="text-align: center;"><b>New Beginnings</b></p>  <p style="text-align: center;"><b>We are high standard learners!</b></p>	<p style="text-align: center;"><b>Getting on and falling out &amp; Say no to bullying</b></p>  <p style="text-align: center;"><b>We are optimistic about life!</b></p>	<p style="text-align: center;"><b>Going for Goals</b></p>  <p style="text-align: center;"><b>We are Risk-takers!</b></p>	<p style="text-align: center;"><b>Good to be me</b></p>  <p style="text-align: center;"><b>We have Self-respect and Self-discipline!</b></p>	<p style="text-align: center;"><b>Relationships</b></p>  <p style="text-align: center;"><b>We have Social skills and are Socially aware!</b></p>	<p style="text-align: center;"><b>Changes</b></p>  <p style="text-align: center;"><b>We are Spiritually aware!</b></p>
<p><b>Literacy</b></p>	<p><b>Stories with historical settings (unit 1)</b>            'The Lion and the Unicorn' by Shirley Hughes (3 weeks)            O: write a short story of key except of the novel set in the past around the story of a child evacuated during 'The Blitz'</p> <p><b>Information texts (unit 2)</b>            WW2 topic link – research as part of history unit (3 weeks)            O: produce information text on life of children during the war e.g. as evacuees (linked to class novel 'Friend or Foe')</p> <p><b>Poetry (Unit 1)</b>            Creating Images            'Jumpstart! Poetry: Games and Activities for Ages 7-12'            O: Poems that experiment with the use of simile (perform and/or publish poems).</p>	<p><b>Stories which raise issues (Unit 4)</b>            (i) 'Angry Arthur' by Hiawyn Otam (2 weeks)            O: write own version of story (using pupil's own name and alliteration e.g. Joyful Jadan) focussing on possible effects of positive emotions</p> <p><b>Explanation (unit 3)</b>            'Dinosaurs' by R. Sabuda &amp; M. Reinhart (3 weeks)            O: explain how dinosaurs became extinct</p> <p><b>News reports (unit 1)</b>            Same core text as above plus examples of news reports (see link on Pie Corbett's website) (4 weeks total in 2 outcomes)            O: News reports of real life events behind the story as above (2 weeks)            And news reports of life in village in India (research issues for children living in villages) (2 weeks)</p>	<p><b>Information texts (unit 2)</b>            'Three cheers for inventors' by Marcia Williams (2 weeks)            O: explore and research different inventors and inventions (linked to science topic of the year e.g. inventor of the light bulb) in order to write information report. Create class book of inventors.</p> <p><b>Stories set in imaginary worlds (unit 2)</b>            'Krinklekrax' by Phillip Ridley (4 weeks)            O: Write a short adventure story (based on core story line of book) to read aloud to Y3 or 2 classes.</p> <p><b>Poetry (Unit 2)</b>            Exploring form            Michael Rosen's science poems 'Centrally heated knickers' and others by Rosen            O: publish poems using software and share</p>	<p><b>Stories which raise issues (Unit 4)</b>            (ii) 'Christopher's story' by Nicki Cornwell (2 weeks)            O: write own chapter using what know about Christopher - how would character react in this scenario?</p> <p><b>Plays (unit 5)</b>            'Charlottes Web' by EB White (3 weeks)            O: each group to take key event from story text and translate into short play version.</p>	<p><b>Persuasive language (unit 4)</b>            Persuasive vocabulary.            'Advertising campaign'            O: produce a persuasive advert</p> <p><b>Author study (free unit)</b>            Morpurgo - range of texts and non-fiction information from interviews / web sites (1 week)            O: class book to include book reviews, character profiles, author interviews and profiles</p>	<p><b>Stories from other cultures (unit 3)</b>            'Varjak Paw' by SF Said (3 weeks)            O: Reading journal development. Presentation about what learnt about character (3 weeks)</p> <p><b>Cartoon story book unit</b>            Use cartoon books ('The boy, the bear, the baron and the bard OR Marcia Williams books) OR turn Morpurgo story into cartoon style book and publish (2 weeks)            O: create content for cartoon style books (made in DT) from suitable stimuli</p> <p style="text-align: center;"><b>END OF YEAR ASSESSMENTS (1 week)</b></p>

<b>Extended Writing Opportunities</b>	1. Write a <b>diary entry</b> on the life of the child in a war. 2. Research and write <b>non-chronological report</b> on how aircraft or submarines were used in the War. 3. Write set of <b>instructions</b> on how to survive being an evacuee.	1. Write own <b>chapter</b> (innovate) of a key event and outcome in the story of 'The dancing bear' 2. Write a <b>recount</b> in the form of a <b>news report</b> on an event from story e.g. when Roxanne first finds and brings the bear cub home.	1. Write a <b>discussion</b> (balanced argument) on relevant topics e.g. should women inventors be given their own page in the book 'Three cheers for inventors' or topics related to Num/DT e.g. should pupils be able to run own tuck shop to learn about money.	1. <b>Retell</b> an adventurous event from any class novel inc. 'An elephant in the garden' 2. Write a report on a dinosaur of own choice and create class book	1. Turn key events from well-known Morpurgo books into short <b>play scripts</b> and act out to chosen audience 2. <b>Explain</b> (linked to science) e.g. why plants grow towards sunlight	1. <b>Explain</b> how Varjak Paw survives in the city. 2. Design and write <b>persuasive poster</b> for Varjak Paw to be adopted / rehomed
<b>Assemblies /Important dates</b>	<ul style="list-style-type: none"> <li>Rewards and consequences, school rules</li> <li>Setting up a School Council</li> <li>Black History Month</li> <li>One World Week</li> </ul>	<ul style="list-style-type: none"> <li>National Anti-Bullying Week</li> <li>Bonfire Night</li> <li>Road Safety Wk</li> <li>Sustainable Development Day</li> <li>International Children's Day</li> <li>Human Rights Day</li> </ul>	<ul style="list-style-type: none"> <li>Unicef Day of Change</li> <li>Walk to School Week</li> <li>Recycling Week</li> <li>Holocaust Memorial Day</li> <li>Martin Luther Day</li> </ul>	<ul style="list-style-type: none"> <li>International Women's Day</li> <li>Mother's Day</li> <li>Red Nose Day</li> <li>Fairtrade Fortnight</li> <li>International Book Day</li> </ul>	<ul style="list-style-type: none"> <li>Father's Day</li> <li>Family Week</li> <li>National Children's Day</li> <li>Disability Awareness Day</li> <li>Jeans for Genes Day</li> </ul>	<ul style="list-style-type: none"> <li>Refugee Week</li> <li>World Environment Day</li> <li>Summer Fayre</li> <li>International Week</li> <li>My Money Week</li> </ul>
<b>Numeracy</b>	Number and Place Place value - decimals Written addition and subtraction Written addition and subtraction (problems and inverse) 2D shape Time	Mental multiplication incl. 6x and 9x tables Mental division Written multiplication Length incl. perimeter Statistics	Place value Roman numerals Counting incl. negative numbers Fractions and decimals Fractions, decimals and division Position and direction Area Multiplication	Mental multiplication and written division incl. 7x and 11x tables Place value Written multiplication 2D shape and position Addition and subtraction (statistics)	Counting and sequences (statistics) Fractions and decimals (measures) Fractions and written division Measures Volume/capacity and mass Position and area Multiplication facts incl. 12x table and time	Place value Statistics Addition and subtraction (statistics) Multiplication and division Shape Assess and review week
<b>SCIENCE KS2</b>	<b>Animals including Humans Y4</b>	<b>Sounds Y4</b>	<b>Electricity Y4</b>	<b>Living Things and their habitats Y4</b>	<b>States of Matter Y4</b>	
<b>ICT</b>	<b>Programming</b>	<b>Computational thinking</b>	<b>Creativity</b>	<b>Computer Networks</b>	<b>Communication/Collaboration</b>	<b>Productivity</b>
<b>Art</b>		<b>Painting 1: watercolours</b> -observations, techniques and control Conduct an in-depth analysis of a watercolour painting. Comment on the form, line, technique and other observations. Form and discuss opinions. Begin to create a sketch book of what you have discovered. Evaluate beginning to use artistic language. <b>Painting 2 – watercolour, experiment</b> Plan, create and evaluate a painting using watercolours. Incorporate what you have found in <i>Painting 1</i> into creating something. Students refer to the sketch book and use it for planning. Evaluate beginning to use artistic language. Artists, architects and designers in		<b>Drawing – pencil, charcoal</b> Children are to develop their drawing skills charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and space. Introduce the concept of negative space. Evaluate beginning to use artistic language.		<b>Materials – Texture, pattern, experimenting</b> Create visual texture using different marks and tools. Create patterns/ motifs with repeated mark making. Evaluate beginning to use artistic language.

		history Continuously refer back to artists, architects and designers in history for inspiration or comparison. (link to painting 1)				
<b>DT</b>	Health and nutrition: cooking Understand seasonality. Prepare and cook mainly savoury dishes. Understand and apply the principles of a healthy and varied diet. Know if foods are grown, reared, caught or processed.		Design for purpose Using the design criterion make an annotated sketch. Create something that is fit for purpose. Introduce cross-sections, diagrams and computer aided design. Ensure it is fit for purpose and appealing. Students analyse and evaluate their own work.  Evaluate for function and purpose Research and evaluate a known existing product. Use data handling to get public opinion. Use computing where possible. Create a design criterion for a product using your evaluation. Ensure that it is fit for purpose.		Build for function and purpose Create a prototype using the plan. Use practical skills i.e. cutting, shaping, joining and finishing. Choose an appropriate material from a wide range of materials. Explore and use mechanical systems in their products. Make it appealing.  Test for purpose Test your product and see if it works. Hold an exhibit of your work and ask for feedback based on the “steps to success”.	
<b>RE</b>	How and why do Hindus worship at home and in the mandir?	Celebrations: Christmas journeys	What religions are represented in our neighbourhood?	Why is Easter important for Christians?		
<b>Sikh Studies</b>	Importance of the five Takhts and why these institutions were established. (B&E)	Importance of the Guru Granth Sahib Ji and the contributions that have been made. (B&E) Meaning of the Ardas (C)	Key Attributes of the Gurus and their impact on our lives. Guru Nanak Dev Ji – Guru Arjan Dev Ji (B)	Key Attributes of the Gurus and their impact on our lives. Focus on Guru Hargobind Sahib Ji – Guru Granth Sahib Ji (B)	Manas Ki Jaat Sabhe Ekay Pehchanbo – Treat all human beings as one race. Contribution of Muslim Saints (Sain Mian Mir, Sheikh Farid, etc) to Sikhi (B,C&D)	Code of conduct. Introduction to the ‘rehit maryada’. (C) Importance of Seva. Concept of Daswand (C)
<b>Geography</b> <b>KS2</b>		<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <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 Y4</li> </ul>			<b>Place knowledge</b> <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 Y4</li> </ul>	<b>Locational knowledge</b> <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 Y4</li> </ul>
<b>History</b>	<b>British History beyond 1066 Y4 – World War II</b>		<b>British Settlement by Anglo-Saxons and Scots Y4</b>	<b>British Settlement by Anglo-Saxons and Scots</b>		

<b>PE KS2</b>	<p><b>Cricket</b></p> <p>Making boundaries, fielding, batting, bowling, wicket keeping, catching</p> <p><b>Rugby</b></p> <p>Passing, slalom running, 4 v 4 mini matches</p>	<p><b>Football</b></p> <p>Creative dribbling, long passing, mini matches</p>	<p><b>Gymnastics</b> Lessons 1-5</p> <p>Climbing frame, balance, agility, flexibility, shapes</p> <p><b>Dance</b></p>	<p><b>Hockey</b></p> <p>Passing, accurate shooting, receiving the ball, invasion games, creative development games, mini matches</p> <p><b>Football</b></p> <p>Crossing, goal keeping, creative dribbling, invasion games, mini matches</p>	<p><b>Cricket</b></p> <p>Mini matches</p> <p>netball</p>	<p><b>Athletics</b></p> <p>Running, sprints, relay, long distance</p> <p>Preparing for sports day</p>
<b>Music KS2</b>	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	use and understand staff and other musical notations	listen with attention to detail and recall sounds with increasing aural memory	improvise and compose music for a range of purposes using the interrelated dimensions of music	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	develop an understanding of the history of music
<b>Languages</b>	<p><b>KS2 Modern Foreign Language-Punjabi</b></p> <p>Focus on speaking this term.</p> <p>Recap on listening activities practised last year.</p> <p>Children are guided to give their speaking presentation at the end of the Autumn term. Emphasis on listening to the speaker.</p> <p>Use lot of Cue cards to support speaking</p>	<p>Emphasis on speaking in small groups and prepare presentations for three minutes</p> <ul style="list-style-type: none"> <li>• Speaker speaks between 30-60 seconds</li> <li>• Answer questions on the presentation for 30-60 seconds</li> <li>• Speakers use maximum 5 Cue cards with short headings</li> </ul> <p>Assess speaking</p>	<p>Focus on listening this term.</p> <p>Recap on listening activities practised last year.</p> <p>Children are guided to listen to the short stories/ advertisements /dialogues and Announcements in Punjabi and then answer the questions in English</p>	<p>Emphasis on listening activities.</p> <p>Pre recorded short stories/ advertisements /dialogues and Announcements in Punjabi may be used to practice listening activities .</p> <p>Special focus on children with English as home language</p> <p>Assess listening</p>	<p>Focus on reading this term.</p> <p>Ch read lot of texts both ICT based resources and hard copy from children's reading books.</p> <p>Children use dictionaries and reference materials</p>	<p>Focus on writing this term.</p> <p>Develop an understanding between sounds and writing</p> <p>Introduce and practice simple aspects of grammar and how to apply them</p> <p>Link the contents of writing with real life.</p> <p>Assess reading and writing</p>