



Moorgate Primary School



Year 4G INTENT

Overview 2020/2021

Class Teacher: Kathryn Ginda

Date Completed: July 2020



# Year 4G INTENT



## Year 4G Yearly Overview – Teacher: Kathryn Ginda

Year 4G Overview					
	Research Project 1	Research Project 2	Research Project 3	Research Project 4	Research Project 5
Project Title	<b>The Romans</b>	<b>Where the Wild Things Are</b>	<b>Bolton: Victorian Homes</b>	<b>Extreme Earth</b>	<b>Stone Age</b>
Wow Factor	Bolton Museum, Roman clothing etc. Archaeological dig role play	Trip to our back field for a wildlife trail.	A Bolton Walk: A Victorian houses hunt.	National Geographic video clips to stimulate questions.	Stone Age artefact box from the library loans service – explore – create – questioning.
English	<p>Romans on the Rampage <i>Jeremy Strong</i></p> <p>Romulus and Remus <i>Roman Mythology</i></p> <p>Meet the Ancient Romans <i>James Davies</i></p> <p>So You Think You've Got It Bad: A Kid's Life in Ancient Rome <i>Chae Strathie &amp; Marisa Morea</i></p>	<p>The Wind in the Willows <i>Kenneth Grahame</i></p> <p>The Black Hat <i>(Literacy Shed)</i></p> <p>Once in a Lifetime <i>(Literacy Shed)</i></p> <p>Run Wild <i>Gill Lewis</i></p> <p>Where Zebras Go <i>Sue Hardy-Dawson</i></p>	<p>Street Child <i>Berlie Doherty</i></p> <p>Major Glad, Major Dizzy <i>Jan Oke and Ian Nolan</i></p> <p>A Street Through Time: A 12,000-Year Walk Through History <i>Steve Noon</i></p> <p>Step Inside Homes Through History <i>Goldie Hawk &amp; Sarah Gibb</i></p>	<p>King of the Cloud Forests <i>Michael Morpurgo</i></p> <p>Race to the Frozen North: The Matthew Henson Story <i>Catherine Johnson</i></p> <p>Survivors <i>David Long &amp; Kerry Hyndman</i></p> <p>Earth Shattering Events <i>Sophie Williams &amp; Robin Jacobs</i></p> <p>Escape from Pompeii <i>Christina Balit</i></p>	<p>Stone Age Boy <i>Satoshi Kitamura</i></p> <p>How to Wash a Woolly Mammoth <i>Michelle Robinson and Kate Hindley</i></p> <p>Stone Age Tablet <i>Andrew Langley</i></p>
	<p>Recount</p> <p>Information texts – non-chronological report on the Roman Empire</p> <p>Facts / opinions</p>	<p>Narrative</p> <p>Character Description</p> <p>Figurative language</p> <p>Setting description</p> <p>Emotions</p> <p>Non-Chronological Reports</p> <p>Poetry (animals)</p>	<p>Information texts</p> <p>Setting description – figurative language</p> <p>Comparisons – old and new houses</p> <p>Diary Entry</p> <p>Narrative</p> <p>Non-chronological report</p>	<p>Water cycle poem</p> <p>Newspaper reports</p> <p>Diary entries/Eye witness account</p> <p>Non-chronological report</p> <p>Adventure story (related to a natural disaster)</p>	<p>Narrative – writing a climax</p> <p>Non-Chronological report</p> <p>Instructions</p> <p>Performance poems – Stone age rhymes using key Stone age words</p> <p>Stories with a historical setting</p>



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	Narrative Story – using historical words/characters and settings Myths and legends - Retell of Romulus and Remus	Recount of 'Our back field' trip Discussion and debate on habitats Invent a habitat		Persuasive texts – encouraging people to visit places in Europe	Character/setting descriptions Diary entries	
<b>Maths</b>	Number: Place Value Addition and subtraction	Measure: Length and perimeter Number: Multiplication and division	Number: Multiplication and division Measure: Area	Fractions Decimals	Decimals Measure: Money Time	Statistics Geometry: Properties of shape Position and direction
<b>Science</b>	Electricity	All Living Things	Animals, Including Humans	Sound	States of Matter	
<b>Geography</b>	Locating world countries, focus on Europe Cities regions etc. in UK		Types of settlement		Natural disasters Maps, compasses and grid references	
<b>History</b>	The Romans, Roman Culture and Exploring settlements		Types of Victorian settlement	Pompeii and Mount Vesuvius	Changes in Britain during the Stone Age	
<b>D&amp;T</b>	Mosaics	Electrical Product			Cooking	
<b>Art</b>	Mosaics	Using different materials	Painting and sculptures	Artist study: Hokusai	Stone age: Cave	
<b>RE</b>	Creation	People of God	Muslim festivals	Jewish festivals	Gospel Make the world a better place	
<b>PE</b>	Games	Games	Gymnastics/ Dance	Games: Outdoor and Adventure	Games: Athletics	
<b>Computing</b>	Digital Citizenship/Online Safety	Digital Literacy	Computer Science	Information Technology	Greater Depth Project Digital Literacy/Computer Science/STEM	



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<b>PSHCE</b>	Families and Friendships Safe relationships	Respecting ourselves and others	Belonging to a community Media Literacy and digital resilience Money and Work	Physical health and mental wellbeing	Growing and Changing Keeping Safe
<b>Music</b>	The Romans	Where the Wild Things Are	Bolton: Victorian Homes	Extreme Earth	Stone Age
	Classical Era (1730- 1820)				
<b>MFL</b>	Listen and Explore	Engage in Conversations	Develop Pronunciation	Read and Broaden Vocabulary	Understand Basic Grammar and Write Phrases



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Project Title	<u>The Romans</u>	<u>Where the Wild Things Are</u>	<u>Bolton: Victorian Homes</u>	<u>Extreme Earth</u>	<u>Stone Age</u>
Enquiry Question	Why were the Romans so successful in building an empire?	Why are there different habitats for different animals?	What were homes like in Victorian Bolton?	How would you have survived the eruption?	How was life different from then and now?
Wow Factor	Bolton Museum, Roman clothing etc. Archaeological dig role play	Trip to our back field for a wildlife trail.	A Bolton Walk: A Victorian houses hunt.	National Geographic video clips to stimulate questions.	Stone Age artefact box from the library loans service – explore – create – questioning.
English	<b><u>See English Intent Subject Overview</u></b>				
	Romans on the Rampage <i>Jeremy Strong</i>  Romulus and Remus <i>Roman Mythology</i>  Meet the Ancient Romans <i>James Davies</i>  So You Think You've Got It Bad: A Kid's Life in Ancient Rome <i>Chae Strathie &amp; Marisa Morea</i>	The Wind in the Willows <i>Kenneth Grahame</i>  The Black Hat <i>(Literacy Shed)</i>  Once in a Lifetime <i>(Literacy Shed)</i>  Run Wild <i>Gill Lewis</i>  Where Zebras Go <i>Sue Hardy-Dawson</i>	Street Child <i>Berlie Doherty</i>  Major Glad, Major Dizzy <i>Jan Oke and Ian Nolan</i>  A Street Through Time: A 12,000-Year Walk Through History <i>Steve Noon</i>  Step Inside Homes Through History <i>Goldie Hawk &amp; Sarah Gibb</i>	King of the Cloud Forests <i>Michael Morpurgo</i>  Race to the Frozen North: The Matthew Henson Story <i>Catherine Johnson</i>  Survivors <i>David Long &amp; Kerry Hyndman</i>  Earth Shattering Events <i>Sophie Williams &amp; Robin Jacobs</i>  Escape from Pompeii <i>Christina Balit</i>	Stone Age Boy <i>Satoshi Kitamura</i>  How to Wash a Woolly Mammoth <i>Michelle Robinson and Kate Hindley</i>  Stone Age Tablet <i>Andrew Langley</i>



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	<p>Recount Information texts – non-chronological report on the Roman Empire Facts / opinions Narrative Story – using historical words/characters and settings Myths and legends - Retell of Romulus and Remus</p>	<p>Narrative Character Description Figurative language Setting description Emotions Non-Chronological Reports Poetry (animals) Recount of ‘Our back field’ trip Discussion and debate on habitats Invent a habitat</p>	<p>Information texts Setting description – figurative language Comparisons – old and new houses Diary Entry Narrative Non-chronological report</p>	<p>Water cycle poem Newspaper reports Diary entries/Eye witness account Non-chronological report Adventure story (related to a natural disaster) Persuasive texts – encouraging people to visit places in Europe</p>	<p>Narrative – writing a climax Non-Chronological report Instructions Performance poems – Stone age rhymes using key Stone age words Stories with a historical setting Character/setting descriptions Diary entries</p>
Maths	<b><u>See Maths Intent Subject Overview</u></b>				
	<p>Number: Place Value Addition and subtraction</p>	<p>Measure: Length and perimeter Number: Multiplication and division</p>	<p>Number: Multiplication and division Measure: Area</p>	<p>Fractions Decimals</p>	<p>Decimals Measure: Money Time</p>
Science	<b><u>Electricity</u></b>	<b><u>All Living Things</u></b>	<b><u>Animals, Including Humans</u></b>	<b><u>Sound</u></b>	<b><u>States of Matter</u></b>
	<ul style="list-style-type: none"> <li>Identify common appliances that run on electricity</li> <li>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognise that environments can change and that this can sometimes</li> </ul>	<ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating</li> <li>Recognise that vibrations from sounds travel through a medium to the ear</li> <li>Find patterns between the pitch of a sound and features of the object that produced it</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> </ul>	<ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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>Identify the part played by evaporation and</li> </ul>



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	<ul style="list-style-type: none"> <li>part of a complete loop with a battery</li> <li>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>Recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	pose dangers to living things		<ul style="list-style-type: none"> <li>Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	condensation in the water cycle and associate the rate of evaporation with temperature
Geography	<p><b><u>Locating world countries, focus on Europe</u></b> <b><u>Cities regions etc. in UK</u></b></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> </ul>		<p><b><u>Types of settlement</u></b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water</li> </ul>		<p><b><u>Natural disasters</u></b> <b><u>Maps, compasses and grid references</u></b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use</li> </ul>



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					of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
History	<b><u>The Romans, Roman Culture and Exploring settlements</u></b>		<b><u>Types of Victorian settlement</u></b>	<b><u>Pompeii and Mount Vesuvius</u></b>	<b><u>Changes in Britain during the Stone Age</u></b>
	<ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>Local History study</li> </ul>	<ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> </ul>
Art	<b><u>Mosaics</u></b>	<b><u>Using different materials</u></b>	<b><u>Painting and sculptures</u></b>	<b><u>Artist study: Hokusai</u></b>	<b><u>Stone age: Cave</u></b>
	<ul style="list-style-type: none"> <li>Learn about great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul>	<ul style="list-style-type: none"> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> </ul>	<ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul>	<ul style="list-style-type: none"> <li>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> </ul>
DT	<b><u>Mosaics</u></b>	<b><u>Electrical Product</u></b>			<b><u>Cooking</u></b>
	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use electrical systems in their products</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</li> </ul>			<ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>



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	<ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces</li> </ul>	properties and aesthetic qualities			<ul style="list-style-type: none"> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
RE	<p style="text-align: center;"><b><u>Creation</u></b></p> <ul style="list-style-type: none"> <li>• Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’</li> <li>• Make clear links between Genesis 1 and what Christians believe about God and Creation</li> <li>• Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world</li> <li>• Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the earth – some specific ways)</li> <li>• Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</li> </ul>	<p style="text-align: center;"><b><u>People of God</u></b></p> <ul style="list-style-type: none"> <li>• Make clear links between the story of Noah and the idea of covenant</li> <li>• Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</li> <li>• Make links between the story of Noah and how we live in school and the wider world.</li> </ul>	<p style="text-align: center;"><b><u>Muslim festivals</u></b></p> <ul style="list-style-type: none"> <li>• Identify some beliefs about God in Islam, expressed in Surah 1.</li> <li>• Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> <li>• Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>• Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</li> <li>• Raise questions and suggest answers about the value of submission and self-control to</li> </ul>	<p style="text-align: center;"><b><u>Jewish festivals</u></b></p> <ul style="list-style-type: none"> <li>• Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</li> <li>• Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li> <li>• Offer informed suggestions about the meaning of the Exodus story for Jews today</li> <li>• Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>• Describe how Jews show their beliefs through worship</li> </ul>	<p style="text-align: center;"><b><u>Gospel</u></b> <b><u>Make the world a better place</u></b></p> <ul style="list-style-type: none"> <li>• Identify this as part of a ‘Gospel’, which tells the story of the life and teaching of Jesus.</li> <li>• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.</li> <li>• Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian</li> <li>• Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways</li> <li>• Make links between the importance of love in the</li> </ul>



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	<ul style="list-style-type: none"> <li>• Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today</li> </ul>		<p>Muslims, and whether there are benefits for people who are not Muslims</p> <ul style="list-style-type: none"> <li>• Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas</li> </ul>	<p>in festivals, both at home and in wider communities</p> <ul style="list-style-type: none"> <li>• Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</li> <li>• Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas</li> </ul>	<p>Bible stories studied and life in the world today, giving a good reason for their ideas.</p> <hr/> <ul style="list-style-type: none"> <li>• Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</li> <li>• Make links between religious beliefs and teachings and why people try to live and make the world a better place</li> <li>• Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</li> <li>• Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>• Identify some differences in how people put their beliefs into action</li> <li>• Raise questions and suggest answers about why the world is not</li> </ul>
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					<p>always a good place, and what are the best ways of making it better</p> <ul style="list-style-type: none"> <li>• Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</li> <li>• Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views</li> </ul>
PE	<b><u>Games</u></b>	<b><u>Games</u></b>	<b><u>Gymnastics/ Dance</u></b>	<b><u>Games: Outdoor and Adventure</u></b>	<b><u>Games: Athletics</u></b>
	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Use running, jumping, throwing and catching in isolation and in combination apply basic principles suitable for attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance</li> </ul>



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Computing	<b><u>Digital Citizenship/Online Safety</u></b>	<b><u>Digital Literacy</u></b>	<b><u>Computer Science</u></b>	<b><u>Information Technology</u></b>	<b><u>Greater Depth Project Digital Literacy/Computer Science/STEM</u></b>
	<ul style="list-style-type: none"> <li>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</li> <li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<ul style="list-style-type: none"> <li>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, analysing, evaluating and presenting data and information</li> </ul>	<ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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, analysing, evaluating and presenting data and information</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> </ul>	<ul style="list-style-type: none"> <li><b>Possible Project:</b> Computer generated Images (CGI) Green screening E.g. DoInk, ICan Animate, Digital puppetry E.g. Puppet pals app (paid version)</li> </ul>



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PSHCE	<b><u>Families and Friendships</u></b> <b><u>Safe relationships</u></b>	<b><u>Respecting ourselves and others</u></b>	<b><u>Belonging to a community</u></b> <b><u>Media Literacy and digital resilience</u></b> <b><u>Money and Work</u></b>	<b><u>Physical health and mental wellbeing</u></b>	<b><u>Growing and Changing</u></b> <b><u>Keeping Safe</u></b>
	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• Strategies to build positive friendships</li> <li>• How to seek support with relationships if they feel lonely or excluded</li> <li>• How to communicate respectfully with friends when using digital devices</li> <li>• How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• What to do or whom to tell if they are worried about any contact online</li> <li>• To differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• How to respond if they witness or experience</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To recognise differences between people such as gender, race, faith</li> <li>• To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• About the importance of respecting the differences and similarities between people</li> <li>• A vocabulary to sensitively discuss difference and include everyone</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• The meaning and benefits of living in a community</li> <li>• To recognise that they belong to different communities as well as the school community</li> <li>• About the different groups that make up and contribute to a community</li> <li>• About the individuals and groups that help the local community, including through volunteering and work</li> <li>• How to show compassion towards others in need and the shared responsibilities of caring for them</li> <li>• That everything shared online has a digital footprint</li> <li>• That organisations can use personal information to encourage people to buy things</li> <li>• To recognise what online adverts look like</li> <li>• To compare content shared for factual purposes and for advertising</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• What good physical health means and how to recognise early signs of physical illness</li> <li>• That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• How to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• How to identify external genitalia and reproductive organs</li> <li>• About the physical and emotional changes during puberty</li> <li>• Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• Strategies to manage the changes during puberty including menstruation</li> <li>• The importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• How to discuss the challenges of puberty with a trusted adult</li> <li>• How to get information, help and advice about puberty</li> <li>• The importance of taking medicines correctly and using household products safely</li> </ul>



# Year 4G INTENT

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	<ul style="list-style-type: none"> <li>hurtful behaviour or bullying, including online</li> <li>Recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>How to manage pressures associated with dares</li> <li>When it is right to keep or break a confidence or share a secret</li> <li>How to recognise risks online such as harmful content or contact</li> <li>How people may behave differently online including pretending to be someone they are not</li> <li>How to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</li> </ul>		<ul style="list-style-type: none"> <li>Why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>That search results are ordered based on the popularity of the website and that this can affect what information people access</li> <li>How people make different spending decisions based on their budget, values and needs</li> <li>How to keep track of money and why it is important to know how much is being spent</li> <li>About different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>That how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>		<ul style="list-style-type: none"> <li>To recognise what is meant by a ‘drug’</li> <li>That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>To identify some of the risks associated with drugs common to everyday life</li> <li>That for some people using drugs can become a habit which is difficult to break</li> <li>How to ask for help or advice</li> </ul>
Music	<b><u>The Romans</u></b>	<b><u>Where the Wild Things Are</u></b>	<b><u>Bolton: Victorian Homes</u></b>	<b><u>Extreme Earth</u></b>	<b><u>The Stone Age</u></b>
	Pupils should be taught to: <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 interrelated 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> </ul>				



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	<ul style="list-style-type: none"> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music: The Classical Era</li> </ul>				
MFL	<b><u>Listen and Explore</u></b>	<b><u>Engage in Conversations</u></b>	<b><u>Develop Pronunciation</u></b>	<b><u>Read and Broaden Vocabulary</u></b>	<b><u>Understand Basic Grammar and Write Phrases</u></b>
	<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> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> <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> </ul>