



# Moorhill Primary School



<b>OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD</b>	When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.		
<b>THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL</b>	Our curriculum is <b>cohesive</b> across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion, there is clear, planned and well-sequenced learning so that new knowledge and skills build on what has been taught before.	Our curriculum is <b>creative</b> , developing memorable experiences so that children are enthused by their learning, which creates awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside of our community.	Our curriculum is <b>collaborative</b> . Children build emotional resilience and develop their articulation and self-confidence. Through a clear sense of motivation and purpose, children take ownership of their learning and this is shared by our whole school community. Every member of the school community has high expectations of themselves and others and recognise that everyone can achieve success.

## Year 4 – Groovy Greeks

### Experiences

#### Launch

Collapsed day – investigation with resources, focus on collaboration and making connections with previous learning.

#### Landing

Parent's invited on to show the culmination of our learning.

#### Wider use of the environment

Use of outdoor spaces for drama to support curriculum learning.

Other areas of the school to support learning.

### Science

Skills	Knowledge	Key Vocabulary
<p>Working Scientifically</p> <p>I can make systematic and careful observations</p> <p>I can take accurate measurements, where appropriate, using standard units</p> <p>I can use a range of equipment, including thermometers and data loggers</p> <p>I can record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p>I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>I can ask relevant questions and use different types of scientific enquiry to answer them</p> <p>I can set up simple practical enquiries, comparative and fair tests</p> <p>I can gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>I can identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>I can use straightforward scientific evidence to answer questions or to support their findings</p>	<p>Topics</p> <p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating 14/10/19</p> <p>Recognise that vibrations from sounds travel through something to the ear</p> <p>Recognise that sounds get fainter at the distance from the sound source increases</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Find patterns between the pitch of a sound and features of what produced it</p> <p>Electricity</p> <p>Identify common electrical appliances</p> <p>Construct a simple electrical circuit, identifying its parts including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some simple conductors and insulators</p>	<p>Sound</p> <p>sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation</p> <p>Electricity</p> <p>Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol</p>

### History

Skills	Knowledge	Vocabulary
<p>I can compare modern day daily life to that of a Greek.</p> <p>I can say some ways in which the life of an Ancient Greek child is the same or different to ours.</p> <p>I can place events studied on a timeline (Egyptians, Greeks, Romans)</p> <p>I can talk about the reliability and validity of primary and secondary sources.</p> <p>I can explain how different sources of information help me draw conclusions about a period of History.</p> <p>I can answer questions about sources: what does this tell you about life...?</p> <p>I can explain how some aspects of Greek life influence today – Olympics, democracy.</p> <p>I can compare different city states and explain some of the reasons why they are different. I can use this information to state an opinion about where I would prefer to live and justify why.</p> <p>I can compare how daily life is different between men, women, boys and girls in Ancient Greece.</p>	<p>Know when the Ancient Greeks were in terms of History.</p> <p>Know how the city states were different.</p> <p>Know some of the myths and legends from this period.</p> <p>Know about the daily lives of the Ancient Greeks.</p>	<p>Fact</p> <p>Opinion</p> <p>Reliable</p> <p>Olympics</p> <p>Marathon</p> <p>Religion</p> <p>Ancient</p>

### Geography

Skills	Knowledge	Key Vocabulary
<p>I can compare Greece with Britain and use geographical vocabulary to describe the differences.</p> <p>I can explain how the climate links to the types of houses in Greece.</p> <p>I can locate Greece on the map and explain why the climate is different to Britain.</p>	<p>Use 8 points of the compass and turns.</p> <p>90 degree turn, 180 degree turn, 270 degree turn</p> <p>Know that different places can have both similar and different features.</p> <p>Know Greece is in a Mediterranean climate.</p>	<p>North, north west, north east, east, south, south east, south west, west</p> <p>Greece</p> <p>Athens</p> <p>Sparta</p> <p>terrain</p>

### DT

Skills	Knowledge	Key Vocabulary
<p>Exploring and developing</p> <p>I can explore ideas and collect visual and other information for my work.</p> <p>Investigating and making</p> <p>I can investigate visual and tactile qualities in materials.</p> <p>I can choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p> <p>I can design and make images for different purposes.</p> <p>I can create objects (such as a shoe) that employ a seam allowance.</p> <p>I can join textiles with a combination of stitching techniques (cross stitch and running stitch.)</p> <p>I can create suitable visual and tactile effects in decoration of textiles. (Such as a soft decoration for comfort on a cushion).</p> <p>Evaluating and developing</p> <p>I can refine work and techniques as work progresses.</p> <p>I can comment on similarities and differences between my own and others' work.</p> <p>I can identify what skills I have used.</p> <p>I can identify what was difficult and why?</p> <p>I can identify how I can improve my own work.</p>	<p>Know about different shoes and different purposes</p> <p>Know which material is best for a flip-flop.</p> <p>Know different constituent parts of a flip-flop and its purpose.</p> <p>Know joining techniques including running stitch.</p> <p>Know how patterns can be created with cross-stitch.</p> <p>Know that prototypes can help inform design decisions.</p>	<p>Needle</p> <p>Join</p> <p>Decorating</p> <p>Seam</p> <p>Textiles</p> <p>Prototype</p> <p>Thread</p> <p>Durable</p> <p>Stitch</p> <p>Refine</p> <p>Glue</p> <p>Running</p> <p>Sew</p> <p>stitch</p> <p>Cut</p> <p>Cross stitch</p> <p>Measure</p> <p>Pattern</p>

### Art

Skills	Knowledge	Key Vocabulary
<p>Drawing</p> <p>I can use shading to add interesting effects to their drawings using different grades of pencil (to create designs for a Greek pot).</p> <p>3D</p> <p>I can use my hands to make shapes that will create recognisable forms to make a coil pot – with handles/lids).</p>	<p>I know about historical artefacts</p>	<p>Air dry clay</p> <p>Marking and joining clay</p> <p>Design</p> <p>Pattern</p> <p>Tools</p> <p>technique</p>

## ICT

Skills	Knowledge	Key Vocabulary
Programming – Kodu I can independently create if, then coding strings. I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts. I can use an efficient procedure to simplify a program. E Safety Understand how to be respectful online. Think critically about what information they share online. Explain why it is different, why it is important and some consequences of sharing too much information. Be able to say the difference between what is public and what is private.	I know that I need to keep testing my program while I am putting it together.	Algorithm Kodu Debug Respect Public and private information

## PSHE

Me in my world I understand how democracy and having a voice benefits the school community I understand why our school community benefits from a Learning Charter and can help others to follow it	Included Excluded Welcome Valued Team Charter Role Job description School Community Responsibility	Rights Responsibilities Democracy Reward Consequence Democratic Decisions Rights Democracy UN Convention on Rights of Child	Responsibilities Voting Democracy Authority Learning Charter Role Contribution Observer Decisions Choices Learning Charter
Celebrating Difference I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are	Unique Different Characteristics Physical features	Character Assumption Judgement Surprised Different Appearance	Accept Influence Appearance Opinion Attitude Special

## Music

Skill	Knowledge	Key Vocabulary		
<b>PERFORMING</b> Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).	<b>PERFORMING</b> Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear	Pulse Rhythm Pitch Tempo Dynamics Notation Tone	Film/Classical Musicals Motown, Soul Disco Funk Hip Hop	Verse Chorus Bridge Hook Backing/ accompaniment Improvise

<p>Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</p> <p><b>COMPOSING</b></p> <p>Construct a piece with a simple structure (e.g. Binary or Ternary).</p> <p>Improvise with increasing confidence (e.g. using 2 – 3 notes).</p> <p>Can add own words to an existing tune to make a new song.</p> <p>Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.</p> <p>Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone.</p> <p><b>AURAL AWARENESS</b></p> <p>Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</p> <p>Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</p> <p>Recognise different metres (e.g. 2, 3 or 4 time).</p> <p><b>EVALUATING</b></p> <p>Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</p> <p>Make simple connections and comparisons with music being listened to and own compositions and performances.</p> <p>Identify how composers use the inter-related dimensions of music to create effects and mood.</p> <p>Ask questions about music in other cultures and traditions.</p>	<p>consonant sounds and/or fading away.</p> <p><b>COMPOSING</b></p> <p>Begin to show an awareness of how changes in pitch can be shown on a stave.</p> <p>Add pitch names to rhythmic notation to make more complex melodies.</p> <p><b>AURAL AWARENESS</b></p> <p>Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</p> <p>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations</p>	<p>Texture</p> <p>Drone</p> <p>RnB</p> <p>Rock</p> <p>Reggae</p> <p>Pop</p>	<p>Big Band</p> <p>Jazz</p> <p>Dynamics</p> <p>Solo</p> <p>Ensemble</p> <p>Introduction</p>	<p>Notes</p> <p>Stave</p> <p><b>Crochet</b></p> <p><b>Quaver</b></p> <p><b>Minim</b></p> <p><b>Semibreve</b></p> <p>Metres</p>
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**PE**

<b>Skills</b>	<b>Knowledge</b>	<b>Key Vocabulary</b>
<p>Gymnastics</p> <p>I can link ideas, skills &amp; techniques with control when performing basic skills</p> <p>I understand composition by performing more complex sequences, using different heights and apparatus.</p> <p>I can describe how to refine, improve &amp; modify performances</p> <p>I can demonstrate specific aspects of warm-up &amp; describe effects of exercise on the body</p> <p>I can use my core to maintain a balance and poise during a sequence. My arms are used for balance as well as for finesse. Begin arabesque.</p> <p>I can perform a forward's roll, beginning to use my legs to push into the movement.</p>	<p>I know how to compose a routine with a variety of movements</p> <p>I know how to politely give and receive feedback and I am supportive in my feedback to others.</p> <p>I know how and why I need to warm up certain parts of my body and the effects if I do not.</p> <p>I know for an arabesque that my back needs to be straight and my supporting leg is straight. My arms are used for balance and I can apply my counter balance knowledge.</p> <p>I know how to keep my head and my spine safe when performing a forward's roll (head tucked under, roll down each vertebrae and stand at the end).</p>	<p>Routine</p> <p>Rhythm</p> <p>Arabesque</p> <p>Poise</p> <p>Finesse</p> <p>Forwards roll</p>

<p>Tag Rugby</p> <p>I can hold the ball correctly and I will use my body to twist and throw backwards whilst moving.</p> <p>I can form the 'w' position to catch the ball effectively while stationary and beginning to move.</p> <p>I can safely tag another player during a game and I am beginning to understand how to correctly and politely return a tag.</p> <p>I can use 'quick feet' during a game situation to avoid being 'tagged'. I am starting to understand how to twirl away from the opposition.</p> <p>I can pass backwards and score by placing the ball on the floor behind my try line. I understand that fouls my take place and I accept the decisions.</p> <p>I can begin to lead a team using speaking and listening skills while always showing great sportsmanship.</p>	<p>I know that I need to pass the ball 'behind' me opposite direction of my goal line.</p> <p>I know that it is non-contact and that I need to grab the tags.</p> <p>I know that the score the ball must be placed on the floor, not thrown.</p>	<p>Ball</p> <p>Tags</p> <p>Starting line</p> <p>Try line</p> <p>W catch</p>
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#### RE

Skills	Knowledge	Key Vocabulary
<p>Au1 Judaism - Beliefs and Practices</p> <p>Identity, diversity and belonging</p> <p>I can talk about an agreement Jewish people make with God and say if this is important.</p> <p>I can start to explain the significance of an aspect of Jews' relationship with God.</p> <p>I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p>I can start to relate to how Jews feel about their special relationship with God.</p> <p>I can start to understand how challenging it might be for a Jewish person to live up to their special covenant with God.</p>	<p>Beliefs, teachings and sources</p> <p>Understand the special relationship between Jews and God and the promises they make to each other.</p> <p>Learn a Jewish story and say something Jewish people believe.</p>	<p>Judaism</p> <p>Jews</p> <p>Abraham and Moses</p> <p>Covenant</p> <p>Ten Commandments</p> <p>Synagogue</p> <p>Torah</p> <p>Rabbi</p> <p>Shema</p> <p>Mezuzah</p> <p>Relationship</p>
<p>Au2 Christianity – Christmas</p> <p>Meaning, purpose and truth</p> <p>I can talk about something I find interesting about Christmas symbols.</p> <p>I can ask questions about something I find puzzling in the Christmas story.</p> <p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p>I can reflect on how I feel about Christian beliefs about Christmas.</p> <p>I can begin to reflect on whether or not the Christian meaning of Christmas is meaningful to me.</p>	<p>Forms of expressing meaning</p> <p>Understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p>	<p>Christianity</p> <p>Christmas</p> <p>Symbolism</p> <p>Incarnation</p> <p>Belief</p> <p>Gold</p> <p>Frankincense</p> <p>Myrrh</p> <p>Nativity</p>

## MFL

### Skills

#### Listening

- I can listen attentively and understand instructions, everyday classroom language and praise words.
- I can listen for and identify sounds, rhyme and rhythm.
- I can listen for and identify specific phonemes, words and phrases.
- I am beginning to hear main word classes.
- I can use actions and rhymes and play games to aid memorisation.
- I can listen and respond to simple rhymes, stories and songs; joining in with them or singing from memory.

#### Speaking

- I can ask and answer questions on several topics.
- I can ask for repetition and clarification.
- I can memorise and repeat short spoken texts involving simple sentences which use familiar vocabulary, phrases.
- I can read some familiar words and phrases aloud and pronounce them accurately.
- I can memorise and present short-spoken texts.

#### Reading

- I can read some familiar words and phrases aloud and pronounce them accurately.
- I can recognise how sounds are represented in written form.
- I can read and understand a range of familiar written phrases.
- I can follow a short familiar text, listening and reading at the same time.
- I can begin to use context and previous knowledge to determine meaning and pronunciation.
- I notice the spelling of familiar words.
- I can read and memorise target words.

#### Writing

- I can use a simple dictionary to investigate word meanings and to look up spellings.
- I can sort target words into categories.
- I can write simple words and phrases using a model and some words from memory.
- I can prepare simple sentences about a topic and read these out loud.
- I can express personal experiences and responses.
- I can apply knowledge about letters and simple grammatical knowledge to experiment with writing.
- I can identify different writing systems and compare to our own.
- I can understand question forms.
- I can understand negatives.
- I can recognise simple agreements, e.g. singular /plural and masculine feminine.

#### Intercultural Understanding

- I can learn about festivals and celebrations in different cultures.
- I can locate and name countries where different languages are spoken on a variety of maps.
- I can learn about ways of travelling to different countries.

I know about some aspects of everyday life in different countries and compare them to my own.  
I can compare traditional stories from other cultures.  
I can make indirect or direct contact with a country where another language is spoken.

<b><u>English links: (reading and writing)</u></b> Appropriate texts in Science, Geography and History, with linked writing tasks. Connections made between topic and Literacy.	<b><u>Maths links:</u></b> History – placing events on a timeline Geography – compass points, clockwise and anti-clockwise, degree turns. Graph comparisons – line and bar.	<b><u>ICT links:</u></b> Research Use of google Earth Data loggers in Science to record sound levels. Popplet lite to develop note making Movie maker to create History video Book creator to show process of shoe making.
<b><u>Community engagement:</u></b> Parents invited for the landing. Parental support for DT work.	<b><u>Values included:</u></b> Teamwork – hoplite activity. Respect – collapsed day	<b><u>Moorhill moment to be delivered:</u></b> To learn a card game.
<b><u>Current affairs</u></b>		