



Charter Curriculum - September 2018

Year 4

English	<ul style="list-style-type: none"> ➤ <u>Article 12</u>- You have the right to your own opinion. ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing and writing. ➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspapers, books, computers and other sources. ➤ <u>Article 28</u>- You have the right to good quality education. ➤ <u>Article 29</u>- Your education should help you use and develop your talents. 		
	Statutory Requirement Objectives	Greater Depth Objectives	References
<u>Reading - Word (Decoding)</u>	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Pupil can use knowledge of root words, prefixes and suffixes to fluently read and interpret new words in the context of what is being read. They can decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.	Rising Stars - page 1 TTEducation progression in Reading Year 4
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Pupil can read a range of exception words, with appropriate pronunciation, with minimal impact on the fluency of reading.	National curriculum: Page 35 - 40
<u>Reading - Comprehension</u>	Develop positive attitudes to reading and understanding of what they read by:		Rising Stars - page 2
(Range of reading)	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Pupil can discuss their preferences when reading fiction and non-fiction, providing justification by drawing on and comparing examples.	TTEducation progression in reading Year - Comprehension
	Reading books that are structured in different ways and reading for a range of purposes.	Pupil can compare books that are structured differently and give opinions on how effectively they meet their purpose.	National curriculum - page 35 - 40



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(Familiarity with texts)	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Pupil can accurately retell a wide range of age-appropriate fairy stories, myths and legends, including phrases straight from the text showing familiarity and understanding through appropriate level of detail with some embellishment or adaptation.	Rising Stars - page 3 TTEducation progression in reading Year 3 - Comprehension
	Identifying and discussing themes and conventions in a wide range of writing.	Pupil can independently identify and discuss many themes and conventions in age-appropriate texts.	National curriculum - page 35 - 40
(Poetry and performance)	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Pupil can perform poems and play scripts, using intonation, tone and volume, and uses drama approaches with individual interpretation.	Rising Stars - page 3 - 4 TTEducation progression in reading Year 3
	Recognising some different forms of poetry, (e.g. <i>free verse</i> , <i>narrative poetry</i>)	Pupil can confidently identify and name a wider range of different forms of poetry and describe some of their features.	
(Word meanings)	Using dictionaries to check the meaning of words that they have read.	Pupil spontaneously turns to a dictionary to check the meaning of words encountered in reading.	
Understand what they read, in books they can read independently, by:			
(Understanding)	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Pupil can almost always monitor reading of age-appropriate texts for sense and self-correct when they misread and can often explain how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative meanings for it.	Rising Stars - page 4 - 5 TTEducation progression in reading Year 3
	Asking questions to improve their understanding of a text.	Pupil can almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.	



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	Identifying main ideas drawn from more than one paragraph and summarising these.	Pupil can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these.	
(Inference)	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Pupil can almost always confidently draw inferences from their independent reading of age-appropriate texts and justify opinions with evidence from the text: <i>e.g. I think Peter likes the idea of the baby sling and wishes he'd had the chance to be carried in one when he was small, but he seems to be embarrassed at the idea of carrying his baby sister in it because he says he wouldn't be caught dead wearing it with a baby round his neck. He knows his family is a bit unusual and perhaps he wishes they were more like other people.</i>	Rising Stars - page 5 TTEducation progression in reading Year 3
(Prediction)	Predicting what might happen from details stated and implied.	Pupil can almost always read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader.	Rising Stars - page 6 TTEducation progression in reading Year 3
(Authorial intent)	Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination.	Pupil can almost always identify words or phrases that interest, inspire or intrigue them from their reading and almost always say why, explaining the effect on them as a reader: <i>e.g. I like the way Fudge keeps saying wormy, wormy, worms and saying of all the things he could do with a pet worm while their mother is shouting</i>	Rising Stars page 6 - 9 TTEducation progression in reading Year 3



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		<i>how she never wants to hear about worms again and not to put one near the baby. It makes me laugh.</i>	National curriculum - notes and guidance page 35 - 40
	Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning.	Pupil can almost always identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and almost always demonstrate their understanding of how these help the reader draw meaning from the text.	
(Non-fiction)	Retrieve and record information from non-fiction.	Pupil can almost always identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved.	
(Discussing reading)	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Pupil can almost always discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening).	Rising Stars page 9 TTEducation progression in reading Year 4 National curriculum - notes and guidance page 35 - 40
<u>Writing - Transcription</u> (Phonics and whole word spelling)	Spell further homophones.	Pupil can consistently and confidently distinguish between and almost always correctly spell further homophones and near-homophones.	National Curriculum page 35 - 40
	Spell words that are often misspelt (English Appendix 1)	Pupil can readily identify their most common spelling mistakes and confidently select the	Rising stars page 10



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		most appropriate from a range of taught strategies to reduce them.	
(Other word building spelling)	Place the possessive apostrophe accurately in words with regular plurals: e.g. <i>girls'</i> , <i>boys'</i> and in words with irregular plurals: e.g. <i>children's</i> .	Pupil can consistently and confidently place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals (see left). Pupil can almost always explain this punctuation rule to others, quickly spotting and correcting errors in own and others' writing.	National Curriculum page 35 - 40 Rising stars page 10 - 11
	Use further prefixes and understand how to add them (English Appendix 1)	Pupil can consistently and confidently correctly spell words with prefixes without any associated changes in spelling. They can explain the meaning of almost all prefixes: e.g. <i>all of the ones at left and inter-, super-, anti-, auto-</i> .	
	Use further suffixes and understand how to add them (English Appendix 1)	Pupil can consistently and confidently correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word. They can confidently explain this spelling pattern and its rules to others.	
	Use the first two or three letters of a word to check its spelling in a dictionary.	Pupil can consistently and confidently find words in a dictionary, can quickly and accurately check their own attempt at spellings against the correct spelling and make any amendments.	
(Transcription)	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Pupil can consistently and confidently remember and write a dictated sentence applying newly taught spelling and punctuation accurately.	National Curriculum page 35 - 40 Rising stars page 10



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(Handwriting)	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Pupil can correctly form and join all their letters in accordance with the school's agreed house style. There is usually consistency in decisions to join or leave letters un-joined.	National Curriculum page 35 - 40 Rising stars page 12
	Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Pupil's writing can be easily read; joined handwriting is the norm which is written at a pace that keeps up with what pupils want to say.	
<u>Writing - Composition</u>	Plan their writing by:		National Curriculum page 29 - 30
(Contexts for writing)	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar.	Pupil can consistently and confidently identify, name and describe key organisational and language features of a shared text working with a partner, small group or the whole class. They can identify the text type by naming it and describe a context/scenario for using it.	Rising stars page 13
(Planning and drafting writing)	Plan their writing / draft and write by:		National Curriculum page 29 - 30 Rising stars page 13 - 116
	Discussing and recording ideas.	Pupil can consistently select the most relevant information, key vocabulary and most suitable ideas from discussion and notes to plan writing, improving and developing ideas to help plan own writing.	
	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	Pupil can, independently and confidently, compose and orally rehearse sentences, usually incorporating deliberate choices of vocabulary for impact. Variation in sentence structure	



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		includes: simple, compound and complex structures.	
	Organising paragraphs around a theme.	Pupil can, independently, plan narrative and non-fiction texts into paragraphs before they begin to write. Some evidence of ideas being developed within and between paragraphs. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.	
	In narratives, creating settings, characters and plot.	Pupil can consistently and confidently create an appropriate setting, two or three clearly distinguishable characters and a coherent and convincing plot. Descriptions contain relevant detail and some meaningful interaction between characters.	
	In non-narrative material, using simple organisational devices: e.g. <i>headings and sub-headings</i> .	Pupil can consistently and confidently write an engaging and appropriate main heading for the text and suitable subheadings for each paragraph.	
(Editing writing)	Make simple additions, revisions and corrections to their own writing by:		
	Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.	Pupil can, consistently and accurately, assess the effectiveness of their own and others' writing and make improvements: e.g. <i>they check the meaning is clear, spellings, punctuation and organisational features are correct. They can identify and make suggestions for alteration and improvement.</i>	
	Evaluate and edit by: proposing changes to grammar and vocabulary to improve	Pupil can consistently and confidently proof-read and amend their own writing, checking for	



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	consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.	accuracy of grammar, vocabulary and use of pronouns throughout the text. Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.	
<u>(Performing writing)</u>	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Pupil can read own writing loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation; there is some variety in pace and emphasis and some use of different voices for the audiences' enjoyment.	
<u>Vocabulary, grammar and punctuation</u> (Vocabulary)	Form nouns using prefixes (super-, anti-)	Pupil can, consistently and confidently, follow the spelling rules to alter the meaning of nouns by adding prefixes; they can give a precise definition for almost all new nouns.	National Curriculum page Rising stars page 17 - 20
	Word families based on common words (solve, solution, dissolve, insoluble)	Pupil can consistently group words into word families according to form and meaning; they can spot patterns of spellings in words grouped by form and specific links in meaning of words grouped by meaning. Pupil can use knowledge of word families to guess.	TTEducation Progression in Writing Skills Year 2 National Curriculum Notes and Guidance: year 3 page
<u>(Grammar)</u>	Develop their understanding of the concepts set out in English Appendix 2 by:		



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	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Pupil can consistently and confidently choose and correctly use appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity throughout a piece of writing.	
	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Pupil can confidently use a wide range of subordination conjunctions at the beginning and within sentences. They can accurately use commas to mark clauses.	
	Using conjunctions, adverbs and prepositions to express time and cause.	Pupil can consistently and confidently use a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) spontaneously applying the new learning across a range of independent writing.	
	Using the present perfect form of verbs in contrast to the past tense.	Pupil can consistently and confidently write using the appropriate tense for the task, with virtually no lapses, including choosing to use the present perfect tense where appropriate in contrast to the past tense.	
	Use the correct form of 'a' or 'an'	Pupil can confidently explain the rules for using 'a' or 'an' and give two or three example of each. Own writing shows consistency in applying the rules.	
(Punctuation)	Inverted commas to punctuate direct speech.	Pupil can use inverted commas and other punctuation to indicate direct speech consistently and reliably. Pupil can use apostrophes for plural possession, commas after fronted adverbials accurately and consistently across a range of independent writing. Pupil is beginning to explore the use of commas to	



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		clarify meaning or avoid ambiguity: e.g. <i>Let's eat, Joe!</i> NOT <i>Let's eat Joe!</i>	
<u>Genre and style</u>	<p><u>Narrative:</u> Character and setting descriptions, diaries, narrative writing from different viewpoints, play scripts, stories from other cultures, stories set in an imaginary world, stories which raise issues or dilemmas, stories with a historical setting.</p> <p><u>Non-fiction:</u> Information texts, recounts, note writing, leaflets, informal letters, explanation texts, persuasive texts, newspapers.</p> <p><u>Poetry:</u> Poems to perform, language play, creating images, exploring form.</p>		
<u>Spoken Language</u>	<p><u>Statutory terminology:</u></p> <p>Determiner Pronoun Possessive pronoun adverbial</p>	<p><u>Non-statutory terminology:</u></p> <p>Metaphor Imperative 1st/2nd/3rd person Common/ proper/ collective noun Onomatopoeia Rhetorical question Word class</p>	
Mathematics	<ul style="list-style-type: none"> ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u> - Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
<u>Number - Place Value</u>	Count in multiples of 6, 7, 9, 25 and 1,000.	Using representations, including measures, pupils become fluent in the order and place	Teaching Mastery Year 4-pg.9-11



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		value of number beyond 1000, including, counting in 10's, and hundreds.	<p>Rising Stars Framework Year-4 pg.1-3</p> <p>A guide to Mathematical Vocabulary Year 4</p>
	Find 1,000 more or less than a given number.	Maintain fluency in other multiples through varied and frequent practise.	
	Count backwards through 0 to include negative numbers.	Extend their knowledge of the number system to include decimals, numbers and fractions.	
	Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) order and compare numbers beyond 1,000	Connect estimation and rounding numbers to the use of measuring instruments.	
	Identify, represent and estimate numbers using different representations.	<p>Explain why Roman numerals are not a place value system and how zero makes a place value system work.</p>	
	Round any number to the nearest 10, 100 or 1,000.		
	Solve number and practical problems that involve all of the above and with increasingly large positive numbers.		
	Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.		
<u>Number - Place value Vocabulary</u>	<p>Each Year, consolidate vocabulary from previous years and introduce the following: Thousands, ten thousand, hundred thousand, numeral, one thousand more / less, round to the nearest 10...100...1000, integer, positive integer, positive number, negative integer, negative number, above zero, below zero, minus, next, consecutive, sort, classify, property, Roman numerals to 100 (I to C)</p>		
<u>Number - Addition and Subtraction</u>	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	Add a sequence of numbers mentally.	Teaching Mastery Year 4-pg.12-14



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	Estimate and use inverse operations to check answers to a calculation.	Solve calculation problems by considering the numbers involved and choosing from a variety of mental or written methods.	Rising Stars Framework Year-4 pg.4-8 A guide to Mathematical Vocabulary Year 4
	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Become more fluent when using mental and columnar addition and subtraction with increasingly large numbers.	
<u>Number - Addition and Subtraction Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Increase, decrease.		
<u>Number - Multiplication and Division</u>	Recall multiplication and division facts for multiplication tables up to 12×12 .	Continue to practice recall and using multiplication tables and related division to aid fluency.	Teaching Mastery Year 4-pg.15-17
	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.	Respond promptly and correctly to any question such as; I am thinking of two numbers. They multiply to give 72 and have a difference of 1.	Rising Stars Framework Year-4 pg.4-8
	Recognise and use factor pairs and commutativity in mental calculations.	Become fluent in the formal written method of short multiplication and short division with exact answers.	A guide to Mathematical Vocabulary Year 4
	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	Write statements about the equality of expressions. For example; the distributive law and the associative law.	
	Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Combine knowledge of number facts and rules to solve mental and written calculations.	
Solve two step problems in context choosing the appropriate operation, working with increasingly harder numbers. This should include			



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		correspondence questions such as the numbers of choices of a meal on a menu.	
<u>Number - Multiplication and Division Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Factor, factor pair, divisible by.		
<u>Number - Fractions</u>	Recognise and show, using diagrams, families of common equivalent fractions.	Connect hundredths to tenths and place value and decimal measure.	Teaching Mastery Year 4-pg. 18-21 Rising Stars Framework Year-4 pg. 9-12 A guide to Mathematical Vocabulary Year 4
	Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10.	Extend use of a number line to connect fractions, numbers and measure.	
	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	Understand the relation between non-unit fractions and multiplication and division of quantities, particular emphasis on tenths and hundredths.	
	Add and subtract fractions with the same denominator.	Make connections between fractions of a length, of a shape and as a representation of one whole or a set of quantities.	
	Recognise and write decimal equivalents of any number of tenths or hundreds.	Use factors and multiples to recognise equivalent fractions and simplify where appropriate.	
	Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.	Add and subtract fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole.	
	Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of	Different ways to express numbers and proportions.	



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	the digits in the answer as ones, tenths and hundredths.		
	Round decimals with 1 decimal place to the nearest whole number.	Understand the number system and decimal place value is extended at this stage to tenths and hundredths. Relate decimal notation to division of whole numbers by 10 and then 100.	
	Compare numbers with the same number of decimal places up to 2 decimal places.	Count using simple fractions and decimals, forwards and backwards.	
	Solve simple measure and money problems involving fractions and decimals to 2 decimal places.	Learn decimal notation and the language associated with it, including in context of measurements.	
		Make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places.	
		Represent numbers with one or two decimal places in several ways.	
<u>Number - Fractions vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Eighth, sixth, fifth, twentieth, hundredth, proportion, in every, for every, decimal, decimal fraction, decimal point, decimal place, simplify.		
<u>Measurement</u>	Convert between different units of measure [for example, kilometre to metre; hour to minute]	Build on understanding of place value and decimal notation to record metric measures, including money.	Teaching Mastery Year 4-pg. 22-24
	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.	Use multiplication to convert from larger to smaller units.	Rising Stars Framework Year-4 pg. 13-15
	Find the area of rectilinear shapes by counting squares.	Perimeter can be expressed algebraically where a and b are the dimensions in the same unit.	A guide to Mathematical Vocabulary Year 4



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	Estimate, compare and calculate different measures, including money in pounds and pence.	Relate area to arrays and multiplication.	
	Read, write and convert time between analogue and digital 12- and 24-hour clocks.		
	Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.		
<u>Measurement vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Measurement, standard unit, metric unit, breadth, area, square centimetre (cm ²) square metre (m ²), pint, measuring cylinder, convert, millennium, date of birth.		
<u>Geometry - Properties of Shapes</u>	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	Classify shapes using geometrical properties, extend to classifying different triangles and quadrilaterals.	Teaching Mastery Year 4-pg. 25-26
	Identify acute and obtuse angles and compare and order angles up to 2 right angles by size.	Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.	Rising Stars Framework Year-4 pg. 16-18
	Identify lines of symmetry in 2-D shapes presented in different orientations.	Draw a symmetric pattern using a variety of media to become familiar with different orientations of lines of symmetry.	A guide to Mathematical Vocabulary Year 4
	Complete a simple symmetric figure with respect to a specific line of symmetry.	Recognise a line of symmetry in a variety of diagrams including where the line of symmetry does not dissect the original shape.	
<u>Geometry - Properties of Shapes Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Construct, sketch, base, square-based, concave, convex, open, closed, spherical, cylindrical, tetrahedron, polyhedron, equilateral triangle, isosceles triangle, scalene triangle, heptagon, polygon, parallelogram, rhombus, trapezium, line symmetry, reflect.		



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<u>Geometry - Position and Direction</u>	Describe positions on a 2-D grid as coordinates in the first quadrant.		Draw a pair of axes in one quadrant, with equal scales and integer labels.	Teaching Mastery Year 4-pg. 25-26 Rising Stars Framework Year-4 pg. 16-18 A guide to Mathematical Vocabulary Year 4
	Describe movements between positions as translations of a given unit to the left/right and up/down.		Read, write and use pairs of coordinates, including using coordinate plotting ICT tools.	
	Plot specified points and draw sides to complete a given polygon.			
<u>Geometry - Position and Direction Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Origin, coordinates, north-east, north-west, south-east, south-west, (NE, NW, SE, SW)			
<u>Statistics</u>	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.		Understand and use a greater range of scales in their representations.	Teaching Mastery Year 4-pg. Rising Stars Framework Year-4 pg. 19-20 A guide to Mathematical Vocabulary Year 4
	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.		Use the graphical representation of data to record change over time.	
<u>Statistics Vocabulary</u>	Each Year, consolidate vocabulary from previous years and introduce the following: Survey, questionnaire, time graph, interpret.			
<u>Mental Maths</u>	<u>Rapid recall</u> Multiplication facts of the 2,3,4,5, 6, 7, 8, 9, 10,11 and 12 times tables • Division facts corresponding to tables of	<u>Mental strategies</u> • Count on or back in repeated steps of 1, 10 and 100 • Count up through the next multiple of 10, 100 or 1000	<u>Mental calculations</u> Find what must be added to any two-digit number to make 100 e.g. $37+?=100$ and to make 1000	<u>Times tables</u> Know 2x, 5x, 10x, 3x, 4x, 6x,7x 8x, 9x,11x and 12x tables and related division facts



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	2,3,4,5, 6, 7, 8, 9, 10,11 and 12	<ul style="list-style-type: none">• Reorder numbers in calculations• Add 3 or 4 small numbers, finding pairs totalling 10• Add 3 or 4 2 digit numbers, finding pairs totalling 100/ use near doubles• Add three two-digit multiples of ten• Partition in to tens and units, adding the tens first• Bridge through 100 and 1000• Use knowledge of number facts and place value to add or subtract any pair of two-digit numbers• Add or subtract 9, 19, 29, 11, 21 or 31 by rounding and compensating• Add or subtract the nearest multiple of 10 then adjust• Identify near doubles• Continue to use the relationship between addition and subtraction	<ul style="list-style-type: none">• Add or subtract any pair of two-digit numbers e.g. $38+85$, $92-47$. Repeat for 3 digit numbers• Find out what must be added to/subtracted from any two or three-digit number to make the next higher/lower multiple of 100 e.g. $374+\?=400$, $826-\?=800$• Subtract any four-digit number from any four digit number when the difference is small e.g. $3641-3628$, $6002 - 5991$• Doubles and halves:- Double any whole number from 1 to 50, e.g. double 36, and find all the corresponding halves, e.g. $96/2$- Double any multiple of 10 to 500, e.g. 380×2, and find all the corresponding halves e.g. $760/2$, $130/2$- Double any multiple of 5 to 100 e.g. 65×2, then to 1000• Multiply any two-digit number by 10, e.g. 26×10	
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		<ul style="list-style-type: none"> • Double any two digit number by doubling the tens first • Use know number facts and place value to multiply or divide, including multiplying and dividing by 10 and then 100 • Partition to carry out multiplication • Use doubling and halving • Use closely related facts to carry out multiplication and division • Use the relationship between multiplication and division 	<ul style="list-style-type: none"> • Divide a multiple of 100 by 10 e.g. 600/10 • Multiply any two-digit multiple of 10 by 2,3,4 or 5 e.g. 60 x4, 80 x 3. 	
Science	<ul style="list-style-type: none"> ➤ <u>Article 17-</u> The right to reliable information from a variety of sources. ➤ <u>Article 24-</u> Every child has the right to the best possible health. ➤ <u>Article 28-</u>The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. 			
<u>Working Scientifically</u>	Asking relevant questions and using different types of scientific enquiries to answer them.	Pupil can develop a range of relevant testable questions.		Rising Stars Progression Frameworks, Science Year 4 P.1-10. Primary National Curriculum P.154 & P.161-164
	Setting up simple practical enquiries, comparative and fair tests.	Pupil can, with prompting, identify and manage variables.		
	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a	Pupil can select and use various equipment repeatedly and with care, e.g. measuring jug to measure volume, and discuss alternatives.		



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	range of equipment, including thermometers and data loggers.	Pupil can take measurements that are precise as well as accurate.
	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	Pupil can start to use labelled diagrams to show more complex outcomes. Pupil can use line graphs to record basic information.
	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Pupil can, with prompting, use various ways to record complex evidence.
	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Pupil can, with prompting, write a conclusion using evidence and identifying casual links. Pupil can, with support, display and present key findings from enquiries orally and in writing.
	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Pupil can suggest further relevant comparative or fair tests.
	Identifying differences, similarities or changes related to simple scientific ideas and processes.	Pupil can arrange data to make clear key characteristics.
	Using straightforward scientific evidence to answer questions or to support their findings.	Pupil can show how evidence supports a conclusion.
<u>Living Things and their Habitats</u>	Recognise that living things can be grouped in a variety of ways.	Suggest why some ways of grouping living things may be more useful than others, e.g. why grouping by legs is an easy aid to identification.
	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Devise their own classification keys to group living things.



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	Recognise that environments can change and that this can sometimes pose dangers to living things.	Describe examples of living things adapting to environmental change, e.g. urban foxes, and examples of extinction due to environmental change.
<u>Animals, including humans</u>	Describe the simple functions of the basic parts of the digestive system in humans.	Explain why the simple functions of the basic parts of the digestive system in humans are necessary.
	Identify the different types of teeth in humans and their simple functions.	Explain why humans have different types of teeth.
	Construct and interpret a variety of food chains, identifying producers, predators and prey.	Suggest what might happen in a food chain if the population of one of the organisms changes.
	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 ($^{\circ}\text{C}$).	Suggest patterns in which kinds of materials change state at higher or lower temperatures.
	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Apply the relationship between rate of evaporation with temperature to everyday contexts.
<u>Sound</u>	Identify how sounds are made, associating some of them with something vibrating.	Group sound-making objects in terms of how they make sounds.
	Recognise that vibrations from sounds travel through a medium to the ear.	Compare the effectiveness of different media in terms of their ability to transmit sound.
	Find patterns between the pitch of a sound and features of the object that produced it.	Identify generic features that cause the pitch of a note to be changed.
	Find patterns between the volume of a sound and the strength of the vibrations that produced it.	Identify generic features that cause the volume of a note to be changed.



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	Recognise that sounds get fainter as the distance from the sound source increases.	Explain with reference to examples how sounds get fainter as the distance from the source increases.	
<u>Electricity</u>	Identify common appliances that run on electricity.	Compare and contrast appliances that run on mains electricity with those that run on batteries.	
	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	Identify the functions of components within a circuit.	
	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.	Explain why certain arrangements will not result in the bulb lighting.	
	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	Explain how altering the location of a switch affects the operation of the circuit.	
	Recognise some common conductors and insulators, and associate metals with being good conductors.	Investigate graphite as a conductor and relate to other materials.	
Art and Design	<ul style="list-style-type: none"> ➤ <u>Article 28</u>-The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Develop greater control in using different techniques and materials with creativity,	



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	Artists e.g. Antony Gormley, Picasso	experimentation and an increasing awareness of different kinds of art, craft and design.	
	Create sketch books to record their observations and use them to review and revisit ideas.	Develop sketch book recordings from observation, including greater detail and improving accuracy.	
Computing	<ul style="list-style-type: none"> ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 15</u> - You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. ➤ <u>Article 16</u> - You have the right to privacy. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u> -. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
<u>Computer Science- Programming & Coding</u>	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	The child can design, write and debug a program using a block language to a given brief, including simple interaction. The child can write a program in Scratch (or similar) in which the user has to provide some input , perhaps as an answer to a question on screen, or by using key presses or the mouse. The child can debug their	Knowsley- Making games



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		<p>code thoroughly, explain what bugs they found and what they needed to do to correct these. The child can develop their own simulation of a physical system on screen including interactivity.</p> <p>The child can create a Scratch (or similar) program to simulate a simple physical system including some elements of interaction with the user. This could be in the form of a simple computer game or an interactive on-screen prototype for a product made in design and technology. Interaction is likely to be via the mouse pointer.</p> <p>The child can work collaboratively to complete a project according to an agreed plan. Given a particular project, the child can work as part of a team to plan how to accomplish their goal, breaking the project down into a set of tasks. They should use this plan to accomplish their project as a team. Examples of projects could include creating an educational game, developing a wiki or monitoring the weather.</p>	
<p><u>Computer Science- Programming & Coding</u></p>	<p>Use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p>	<p>The child can use sequence, selection and repetition in programs. The child's program, typically written in Scratch, or similar, should include sequences of commands or blocks, some repetition and selection. Repetition might include exit conditions (e.g. repeat...until...). Selection would normally be of an if...then type.</p>	<p>Knowsley- We built this city</p>



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		<p>At this level, expect the child to be able to combine repetition with selection. Programs might include a simple game and an onscreen simulation or prototype.</p> <p>The child can write a program that accepts keyboard or other input and produces output on screen and through speakers.</p> <p>In Scratch (or similar), the child could write a program that displays a question on screen or reads a question aloud, accepts a typed answer and then shows appropriate output on screen and plays an appropriate effect through the speakers. Alternatively, or additionally, the child could create a simple computer game, using the keyboard or mouse for input and the screen and speakers for output.</p>	
<u>Computer Science- Programming & Coding</u>	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<p>The child can explain an algorithm using sequence, repetition and selection in their own words. Given an algorithm using sequence, repetition and selection, the child can give a coherent, logically reasoned explanation of what it does and how it works. Repetition is likely to be using end conditions (e.g. repeat...until...), and selection is likely to be simply if...then. The algorithm for a simple, multi-question arithmetic test might be a good example.</p> <p>The child can give reasons for errors in programs and explain how they have corrected these. The child can give well-thought-through</p>	Knowsley- We built this city



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		reasons for errors they find in programs and can explain, again using clear and logical reasoning, how they have fixed these. The child can find and correct errors by reasoning about the program code without having to run the program .	
<u>Computer Science- Understanding networks</u> <u>Digital Literacy- Digital Research</u>	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.	The child can understand that packets are not routinely encrypted on the internet. The child should show an awareness that their emails, requests for web pages and the contents of those pages, can be viewed by others, e.g. the school's network manager or internet provider. They might also show an awareness of when content is encrypted (e.g. passwords or HTTPS web traffic). The child can show an awareness of how HTTP operates. The child can give an explanation of how HTTP GET requests and responses are transmitted via the internet, and show some awareness of how URLs are made up.	Knowsley- Back to the Future
<u>Digital Literacy- Safety & Security</u>	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	The child can demonstrate that they can act responsibly when using the internet. The child can act responsibly when using the internet. E.g. They should act responsibly in participating in an online community, such as the Scratch community, if they are allowed to use this. They should show responsibility when creating or remixing online content, including observing copyright and any terms and	Knowsley- Digital Citizenship & Technology



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		<p>conditions. They should contribute positively to a shared wiki and/or Simple Wikipedia.</p> <p>The child can discuss the consequences of particular behaviours when using digital technology. The child can discuss the likely or possible consequences of particular behaviours when using digital technology in a range of contexts. Contexts could include the Scratch website, or other online communities; the use of others' original content, such as music samples or web pages; wikis, including Wikipedia.</p> <p>Know how to report concerns and inappropriate behaviour in a range of contexts. Pupils should know how to report inappropriate behaviour when using technology in school: typically this will be to their teacher, the network manager or another trusted adult. They should know how to report any concerns over, or inappropriate behaviour with, digital technology at home. Preferably this would be through discussion with their parents, with you or with another trusted adult. Pupils should also know how to report inappropriate behaviour to those running websites which they regularly use, and to ChildLine, CEOP or to the police.</p>	
Digital Literacy- Digital Research	Use search technologies effectively, appreciate how results are selected and	The child can decide whether digital content is reliable and unbiased. The child can discuss whether particular content, such as a Wikipedia	Knowsley- Final Score To be covered across the curriculum



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	<p>ranked, and be discerning in evaluating digital content.</p>	<p>article or a page in a class wiki, is reliable and whether it has been written from a neutral point of view. They should be able to spot some examples of bias in digital content.</p> <p>The child can use filters to make more effective use of a standard search engine. The child can use a common search engine (such as Google with safe search mode locked in place) effectively, to search for particular information on the web, such as answers to questions they identify in a research project. They should use built-in search tools to filter their results, such as by time, location or reading level.</p> <p>The child can understand that search engines use a cached copy of the crawled web to select and rank results. The child can explain how a search engine creates an index from a cached copy of the web and uses this to select and rank results. The child might also show an awareness of the Page Rank algorithm in which results are ranked according to the number and quality of in-bound links.</p>	
<p><u>Creative Technology- Digital Content: Multimedia & Communication & Collaboration</u></p>	<p>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.</p>	<p>The child can use and combine a range of programs on multiple devices. The child can use multiple digital devices (such as tablets and laptops or digital cameras and laptops) to achieve particular goals. The devices might include web servers, allowing them to use cloud based applications. E.g. They might use portable</p>	<p>Knowsley- Interface Designer Across the curriculum</p>



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		<p>audio recorders to collect audio samples and then laptop-based sequencing software to use these in their own composition; a laptop text editor and a web server to create and host a web page; a digital weather station and a laptop spreadsheet program to collect and record weather data.</p> <p>The child can design and create content on a computer in response to a given goal, paying attention to the needs of a known audience. With a given goal and a known audience in mind, the child can plan and execute a project in which they use software on a laptop or tablet to create digital content with some degree of independence. E.g. They could plan and compose original music using sequencing software; plan and create a web page; plan how they could contribute to a shared wiki and then do so; plan and create a presentation about the weather. They should evaluate how effectively they have met the requirements of the original goal and the needs of the intended audience.</p> <p>The child can collect, analyse and present data. The child can use computers to collect numerical data, analyse this (typically in a spreadsheet) and present this to an audience. E.g. They could collect, analyse and present data about the weather over a period of time. They should be able to do this with a degree of independence.</p>	
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Design and Technology	<ul style="list-style-type: none"> ➤ <u>Article 24-</u> You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. ➤ <u>Article 28-</u>The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
<u>Design</u>	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.	Research designs for products they are making. Find a way of making it their own design/idea. Identify who the product is for and its purpose.	Investigate wooden wheel, wheel with rubber rim and solid rubber wheel. Explaining findings and link to work on Dunlop.
<u>(Make)</u>	Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting and joining) accurately.	Independently select appropriate tools and equipment explaining why they are. Measure, cut and join with accuracy independently.	Moving character. Controllable alarm - something electrical which triggers a light or buzzer to come on.
<u>(Evaluate)</u>	Investigate and analyse a range of existing products.	Explain why materials have been used when evaluating products and why they have been fixed/joined using the materials they have.	



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	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Find ways of improving their work listening to others and accepting it can be improved.	
	Understand how key events and individuals in design and technology have helped shape the world.	Research Dunlop - link to wheels and pneumatics.	
<u>(Technical Knowledge)</u>	Apply their understanding of how to strengthen more complex structures.	Identify parts on products that have used stronger materials or been strengthened.	
	Understand and mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)	Design and make a product that has a controllable alarm using their own idea.	
	Apply their understanding of computing to program, monitor and control their products.	Can talk about how mechanical systems work and their purpose.	
<u>Cooking & Nutrition</u>	Understand the principles of a healthy & varied diet.	Identifies healthy and unhealthy diets and explains the importance of a healthy diet.	Suggestions:
	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	Find recipes using a range of cooking techniques and identify the healthy ingredients.	Tortilla/omelette
	Understand seasonality & know where a variety of ingredients are grown.	Knows the seasons and can sort foods into seasons.	Soup
		Look at food waste and impact of this.	Savoury scones
<u>Geography</u>	<ul style="list-style-type: none"> ➤ <u>Article 17-</u> The right to reliable information from a variety of sources. ➤ <u>Article 28-</u>The right to a good quality education. Encouragement to go to school to the highest level. ➤ <u>Article 29-</u> Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. 		
	Locate the world's countries, using maps to focus on Europe including Russia , concentrating on environmental regions, key physical and human characteristics, countries and major cities. Compare this to an area in South America.		



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<u>Locational Knowledge</u>	Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).	The child can explain in detail the significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night) and draw them on a world map.	
<u>Human and physical Geography</u>	Describe and understand key aspects of physical Geography including: the water cycle.	The child can explain and draw the water cycle in appropriate language.	
	Describe and understand key aspects of human geography, including: economic activity including trade links, settlement and land use.	The child can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. The child can describe how trade links / economic activity can affect settlement.	
<u>Geographical skills and fieldwork</u>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	The child can use an atlas to locate many countries, cities, and key features in Europe or North and South America. The child can use a map to locate the states of the USA. The child can use an atlas to name and locate a range of cities and counties in the UK.	
	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.	The child knows that six-figure grid references can help you find a place more accurately than four-figure grid references. The child can use the scale bar or 1km grid to estimate distance. The child can recognise patterns on maps and begin to explain what they show.	
History	➤ <u>Article 8-</u> You have the right to an identity - an official record of who you are. No one should take this away from you.		



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	<ul style="list-style-type: none"> ➤ <u>Article 13-</u> You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 17-</u> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28-</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29-</u> Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. ➤ <u>Article 38-</u> You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war. 		
2018-2019 Year 4 to study Ancient Greece as they missed this in Year 3.			
<u>Historical enquiry</u>	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study. Suggested topic: Ancient Sumer or The Indus Valley or Ancient Egyptians.		
	Construct responses that involve thoughtful selection and organisation. Develop use of historical terms.	Devise independently significant historical enquiries to produce substantiated and focused responses.	Rising Stars progression Guidance Lower Key Stage 2
	Develop chronologically secure knowledge and understanding of world history.	Sequence accurately the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms.	
	Address historically valid questions about cause.	Explain with confidence the significance of particular causes and effects for many of the key events and developments.	
<u>Significance and interpretations</u>	The Roman Empire and its impact on Britain. Suggested Topic: Boudicca, Romanisation of Britain.		
	Address historically valid questions about significance.	The child can explain independently why a historical topic, event or person was distinctive or significant.	Rising Stars Progression Guidance Lower Key Stage 2



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	Know that our knowledge of the past is constructed from a range of sources.	Explain historical situations, events, developments and individuals from more than one viewpoint.	
	Develop chronologically secure knowledge and understanding of British history.	Sequence accurately the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms.	
Languages (French)	<ul style="list-style-type: none"> ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others. ➤ <u>Article 28</u>- You have the right to good quality education ➤ <u>Article 29</u>- Your education should help you use and develop your talents. ➤ <u>Article 30</u>- You have the right to practice your own culture, language and religion. 		
<u>Speaking and Listening</u>	Listen carefully to the teacher and to other children speaking in the target language.		
	Respond confidently using vocabulary and phrases that have heard before.		
	Recognise a sound or rhyme that the teacher tells me to listen out for, in a song or poem.		
	Ask and answer simple questions on three or four different topics.		NC p. 193-195 This is what languages looks like at Charter
	Use familiar vocabulary to build sentences orally using sentence structures given.		
	Begin to listen to songs, TV programmes, videos and films in the target language and can develop careful pronunciation from this.		
	Use voice and actions to show what is meant.		
	Learn a song or poem by heart and perform it to others.		
	Recognise a picture from a spoken description.		



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	Draw a picture from a spoken description.		
<u>Reading and Writing</u>	Join in a game where words and phrases have to be read.		
	Recognise some words and phrases seen before and read them aloud correctly.		
	Listen and join in reading a rhyme or story seen before.		
	Put the lines of a rhyme or story read out by the teacher, into the correct order.		
	Begin to use a dictionary for a new language.		
	Ask questions about new language.		
	Begin to make links between words that have already seen before and new language.		
	Write one or two short sentences, using words known to fill the gaps in one the teacher has already done.		
	Label a picture.		
	Fill in information about myself on a form.		
<u>Grammar</u>	Can identify that some words change depending on if you are male or female, e.g. blanc/blanche.		
	Begin to use verbs in the past and present tense, e.g. Quand j'étais jeune, j'ai jouée le foot.		
	Build sentences using familiar words and sentence structures given to me by the teacher.		



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	Know that the alphabet in French is different to English.		
	Use this knowledge to help with my speaking and writing.		
<u>Intercultural understanding</u>	Join in a game or folk dance from France.		
	Compare stories from different cultures.		
	Know different ways of travelling to countries where other languages are spoken.		
	Describe or show how children in different countries celebrate special days.		
	Send someone good wishes in another language, in speech or in writing.		
	Help to tell friends in another country about a school day.		
Music	<ul style="list-style-type: none"> ➤ <u>Article 13-</u> You have the right to find out things and share what you think with others by talking, by drawing, by writing or in any other way unless it harms or offends other people. ➤ <u>Article 28-</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29-</u> Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency control and expression.	Pupils have further opportunities to become skilled in playing an instrument as a whole class Eg: Recorders or Ukuleles. When confident, perform in a creative arts or class assembly. Having learned several notes, children can move	Red Hot Recorders



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		confidently from one note to another with control and accuracy. Notes are cleanly played. Timing is even more accurate.	
	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Regular opportunities are provided for children to compose music. This can link directly to music lessons or support work in other subjects Eg: English. Select appropriate instruments (tuned and un-tuned) for particular sounds. Begin to record notation in Treble clef.	
	Listen with attention to detail and recall sounds with increasing aural memory.	Children should be able to discuss and copy a short series of notes accurately after listening to it a few times. Children should be able to talk about pitch, dynamics and timbre. Details should be noticed such as when a solo instrument plays or the timing changes or there is a rest.	
	Use and understand staff and other musical notations.	Children should know the notation related to the Treble clef (FACE/EGBDF) and the notation for a rest. Children should be able to see when the notes go up or down when written as notation. Children should know that notes are written in different ways to represent how long the note is played for Eg: Minim or Crotchet	
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Music from a range of genres by different composers should be listened to regularly. Children should be able to identify, with confidence, what instruments are playing. Children should be given opportunities to respond to music and discuss their responses.	Folk Music Classical music by Beethoven Musical Theatre by Andrew Lloyd-Webber



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	Develop an understanding of the history of music.	Children should learn about one or two more famous composers and be able to recognise some of their most memorable compositions Eg: 'Pastoral Symphony' (Beethoven) and 'Cats', 'Joseph' or 'Starlight Express' (Lloyd-Webber)	Ludwig van Beethoven (1770 - 1827) Andrew Lloyd Webber (1948 -)
Physical Education	<ul style="list-style-type: none"> ➤ <u>Article 17-</u> You have the right to get information that is important to your well-being. ➤ <u>Article 24-</u> You have the right to the best healthcare possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. ➤ <u>Article 28-</u> You have the right to good quality education ➤ <u>Article 29-</u> Your education should help you use and develop your talents and abilities. ➤ <u>Article 31-</u> You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
	Swim competently, confidently and proficiently over a distance of at least 25 metres.		REAL PE peprimary.co.uk imoves.com
	Use a range of strokes effectively.		
	Perform safe self-rescue in different water-based situations.		
	Use running, jumping, throwing and catching in isolation and in combination.	Discuss their own and others' running, jumping and throwing actions and suggest improvements.	
	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.	Develop a range of techniques for passing a ball. Perform actions of travelling with, sending and receiving a ball, with greater speed and efficiency. Modify and adapt rules to create and improve their games. Develop and discuss their knowledge and understanding of common skills and tactics they use in invasion games.	



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	Develop flexibility, strength, technique, control and balance.	Develop the range of actions, body shapes and balances. Perform skills and actions more accurately and consistently. Use changes in speed, level and direction, when creating sequences.	REAL PE peprimary.co.uk REAL GYM imoves.com
	Perform dances using a range of movement patterns.	Perform more complex dance phrases and dances that communicate character and narrative. Describe, interpret and evaluate their own and others' dances, taking account of character and narrative.	REAL PE peprimary.co.uk imoves.com
Religious Education	<ul style="list-style-type: none"> ➤ <u>Article 12</u> - You have the right to give your opinion, and for adults to listen and take it seriously. ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. 		
<u>AT1</u>	To learn to understand the special relationship between Jews and God.	To learn about the promises made between Jews and God, and how they affect the everyday life of Jews.	Discovery RE Autumn 1 Judaism



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	To know that The Torah is important to Jews.	To become familiar with the structure of The Torah.	Beliefs and Practices
	To understand the symbolism in the Christmas story.	To consider what Christians learn from the Christmas story.	Discovery RE Autumn 2
	To ask whether participation in worship helps people feel closer to God.	To be familiar with how Christians worship, including where they worship.	Christianity Christmas
	To begin to be familiar with the Buddha's teachings.	To consider whether the Buddha's teachings can make the world a better place.	Discovery RE Spring 1
	To learn about the eight-fold path.	To understand how the eight-fold path shapes the lives of Buddhists.	Buddhism
	To know the Easter Story in depth.	To be able to offer ideas and insights into the symbols of the Easter Story.	Discovery RE Spring 2
	To understand that Jesus's crucifixion is regarded as a sacrifice by Christians.	To understand that Jesus's resurrection is regarded as a form of forgiveness to Christians.	Christianity Easter
	To understand that religious belief influences people.	To ask whether all religious beliefs influence people to behave well towards others. (Opportunity for comparative study.)	
	To ask what is the best way for a Buddhist to live a good life.	To ask whether the Buddhist teachings should be restricted to Buddhists or whether everyone could learn something positive from them.	Discovery RE Summer 1 Buddhists Beliefs and Practices
	To learn about the role of the church, versus The Church, in a Christian's belief.	To ask whether is it vital to go to a church to show that someone is a Christian.	Discovery RE Summer 2
	To begin to know the main features of a church.	To know that not all churches are the same.	Christianity Prayer and Worship
	To look at the symbols within a church.	To ask whether there are similarities and differences between the symbols within different churches, and how they reflect	



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		similarities and differences in the belief of the worshippers in different types of churches.	
<u>AT2</u>	To ask how the concept of community shapes people's lives.	To consider the importance of belonging.	Discovery RE
	To begin to ask probing questions to further their knowledge and understanding.	To begin to ask critical questions.	
	To begin to think about interpretation of lessons.	To consider the similarities and differences of groups within a single religion.	
	To ask how religious belief affects the way a person behaves.	To ask whether religious people lead better lives.	
	To begin to think more critically about aspects of faith and religious practice.	To use debate skills to present an argument.	
	To express understanding of religious concepts using appropriate and thematic vocabulary.	To listen and respond to other's ideas in a reflective manner.	
	To ask how religion inspires people.	To ask what inspires them.	
	To become more familiar with religious terminology.	To make accurate use of religious terminology when discussing in R.E.	
<u>PSHEE</u>	<ul style="list-style-type: none"> ➤ <u>Article 2</u>- To be respected- No child should be treated unfairly. ➤ <u>Article 5</u>- Your family has the responsibility to help you learn to exercise your rights and to ensure these are protected. ➤ <u>Article 9</u>- Children must not be separated from their parents unless it is in their best interests. ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 15</u> - You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others. ➤ <u>Article 16</u> - You have the right to privacy. 		



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	<ul style="list-style-type: none"> ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31</u> -. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
<u>Developing confidence and responsibility and making the most of their abilities</u>	Recognise (as they near puberty) emotions change, how to deal with their feelings towards self, family and others in a positive way.	Pupils can recognise why emotions change at this time and can begin to present and communicate strategies for positively dealing with a range of feelings towards self, family and others.	
	Look after money and realise that future wants and needs may be met through saving.	Pupil can explain to others about the role money plays in their own and other's lives including how to manage their money.	
<u>Preparing to play an active role as a citizen</u>	Know why and how rules and laws are made and enforced, why different rules are needed in different situations, how to take part in making and changing rules.	Pupil can create their own rules for school safety and emergency aid procedures using their knowledge of why different rules are needed in different situations.	
	Realise consequences on individuals and communities of anti-social and aggressive behaviours e.g. bullying, racism.	Reflect on spiritual moral, social, cultural issues, understand other people's experiences using imagination.	
	Know what democracy is and the basic institutions that support it locally and nationally.		



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<u>Developing a healthy, safer lifestyle</u>	Understand the role of voluntary, community and pressure groups.	Pupil to apply their knowledge of voluntary, community and pressure groups in relation to health and wellbeing.	
	Understand how their body changes as they approach puberty.	Pupils can explain with confidence how and why their body changes during puberty.	
	Recognise different risks in different situations, decide how to behave responsibly, what kind of physical contact is acceptable and not acceptable.	Pupils have a deepen awareness of risk by recognising, predicting and assessing risks in different situations.	
	Understand that pressure to behave in an unacceptable or risky way can come from a variety of sources e.g. people they know, how to ask for help and use basic techniques for resisting pressure to do wrong.	Pupil can explain what strategies they can use for managing pressure, persuasion and coercion.	
<u>Developing good relationships and respecting the differences between people</u>	To realise the nature and consequences of racism, teasing, bullying, aggressive behaviours, how to respond to them and ask for help.	Pupil can explain with confidence the nature and consequences of these behaviours and communicate ideas, arguments and thoughts effectively.	
	To recognise and begin to challenge stereotypes.		
	Understand that differences and similarities between people arise from a number of factors e.g. cultural, ethnic, racial, religious diversity, gender disability.	Pupil can confidently discuss the differences and similarities to others and explain why these arise from a number of different factors.	
	<ul style="list-style-type: none"> ➤ <u>Article 2-</u> To be respected- No child should be treated unfairly. ➤ <u>Article 13 -</u> You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. 		



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Sex and Relationship Education	<ul style="list-style-type: none"> ➤ <u>Article 16</u> - You have the right to privacy. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u> -. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
	What	Sheets from Living and Growing book	Other points to include
	To understand menstruation.		Show sanitary towels and tampons.
	To understand the process of fertilization.		Discuss what would happen if it were a damaged egg or sperm - impact on foetus.
	To know how pregnancy occurs.		Focus on the biology aspect. Different ways of conceiving eg sex and IVF.
	To understand there are many different forms of love.		Include friendships, wider family, close family, partners, LGBT.
	To explore how baby receives oxygen and nourishment.		Umbilical cord and placenta.
	To understand the process of labour and birth.		Caesarean and vaginal delivery.



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<p>SMSC</p>	<ul style="list-style-type: none"> ➤ <u>Article 12</u>- You have the right to give your opinion, and for adults to listen and take it seriously. ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 17</u>- You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 	
<p><u>Spiritual development</u></p>	<p>Statutory Requirement Objectives</p>	<p>Projects/Activities</p>
	<p>To use their imagination and creativity in their willingness to reflect on their experiences.</p> <p>To develop the ability to be reflective about their own beliefs (religious or otherwise) that inform their perspective on life.</p>	<p>Significant use of Reflection Books or a weekly diary.</p> <p>Link to RE - explicitly respond to religious stories with their own reactions and opinions.</p> <p>A sorting activity, sorting statements (Big Questions or Big Statements generated by the children) into belief and fact.</p>
<p><u>Moral development</u></p>	<p>To begin to investigate moral and ethical issues, including equal rights and access to opportunities.</p>	
<p><u>Social development</u></p>	<p>To accept and engage with the fundamental British Values of democracy.</p>	
		<p><u>Fairtrade project</u></p> <p>Think about fairness</p> <p>How we make ethical decisions</p> <p>Link with British Values project.</p> <p>Class vote/elections</p>



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<u>Cultural development</u>	Understanding and appreciation of the range of different cultures within school.	<p>Make use of any diversity within class. Analyse how cultures are present in the children's lives Food, what is their favourite food, trace the origins. Book - The World Came to My Place Today. Fairtrade link</p> <ul style="list-style-type: none"> - Music from around the world. - Language and word roots 	
	To participate in social events willingly.	Fairtrade assembly	
British Values	<ul style="list-style-type: none"> ➤ <u>Article 12</u> - You have the right to give your opinion, and for adults to listen and take it seriously. ➤ <u>Article 13</u> - You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 17</u> - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. ➤ <u>Article 28</u> - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u> - Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 31</u> - You have the right to relax, play and take part in a wide range of cultural and artistic activities. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 		
	<u>Democracy</u> To know that Britain is a democracy, and to understand how the concept of democracy affects their own life.	<p>To learn about the role of the Town Council. Invite a councillor into school. Visit the local town council.</p>	
	<u>Individual Liberty</u> As long as we do not break the law we can have our own opinions, including the right to ask questions.	<p>Prepare and ask questions for the councillors.</p>	



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Global Learning	<ul style="list-style-type: none"> ➤ <u>Article 13</u>- You have the right to find out things and share what you think with others by talking, drawing, writing, or in any other way unless it harms or offends other people. ➤ <u>Article 14</u> - Every child has the right to think and believe what they choose and also to practice their religion. ➤ <u>Article 28</u>- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. ➤ <u>Article 29</u>- Education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. ➤ <u>Article 30</u> - Every child has the right to learn and use the language, customs and religion of their family. ➤ <u>Article 31</u>- You have the right to relax, play and take part in a wide range of cultural and artistic activities. Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment, and respect other people. 	
	<u>Interdependence</u> Understanding how people, places, economies, and environments are linked, and that choices and events have repercussions on a global scale.	Fairtrade project Cook a meal using Fairtrade goods. Contact Sainsbury's for vouchers to buy Fairtrade items.
	<u>Sustainable Development</u> Understanding the need to maintain and improve the quality of life now without damaging the planet in the future.	Grow your own veg project and cook a meal from it.
	<u>Rights of the child</u> UNCRC	Use Unicef resources about children's rights.
	<u>Global Goals for Sustainable Development</u>	Introduction to the 17 goals, to gain an overall awareness of what they are and why they were created.
Big Questions 1 per long term	Do I speak up when I see injustice?	
	What makes a good role model?	
	Is it ever acceptable to steal?	