



Weddington Curriculum Expectations

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 4

HISTORY	GEOGRAPHY	ART & DESIGN	D AND T
<ul style="list-style-type: none"> To be able to confidently describe the Anglo-Saxon time period. Understand the reasons of the migration of the Anglo-Saxons to Britain, including the collapse of Roman rule and pressure from other migrating tribes. Confidently describe the process of Anglo-Saxon settlement in Britain, including the establishment of kingdoms and the distribution of land. Explore the social structure of Anglo-Saxon society, including the roles of kings, nobles, freemen and slaves. Investigate aspects of daily life such as housing, clothing, food and leisure activities and compare them to modern day living. Be able to identify examples of Anglo-Saxon art and craftsmanship, including jewellery Understand the story of Beowulf. To be able to confidently describe the Viking time period. To be able to understand the Vikings change from invaders to colonisers. Confidently identify the significance of the Battle of Eddington 	<ul style="list-style-type: none"> Locate and name the main counties and cities in the UK Locate the worlds countries, using maps to focus on Europe – including the location of Russia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities Understand geographical similarities and differences through studying human and physical geography of a region of United Kingdom and a region in European Country Describe and understand key aspects of physical geography including –key topographical features Describe and understand key aspects of human geography including types of settlements in modern and past Britain, including trade links and distribution of water as natural source Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to observe, measure and record human and physical features in the local area Use the four figure grid references, symbols and keys to build their knowledge of the UK and wider world using ordinance survey maps 	<ul style="list-style-type: none"> Use their sketchbook to inform and influence their artwork. Demonstrate experience in different grades of pencil and other implements. Use different media, with increasing control, to achieve line, shape, pattern, colour and tone. Become increasingly confident using paint brushes to create different effects and textures. Continue to explore the colour wheel introducing warm and cold, complementary and contrasting. Plan, collect and develop ideas and make adaptations where necessary. Produce more intricate patterns and continue to explore the use of texture. Identify areas for development that could be made. <div data-bbox="1115 943 1632 975" style="background-color: #d9ead3; border: 1px solid black; padding: 2px;"> <p>RE</p> </div> <ul style="list-style-type: none"> Children understand that being devout to a religion is not always easy. 	<ul style="list-style-type: none"> Generate and develop their ideas with prototypes, pattern pieces and computer aided design Use research and develop design criteria to inform the design of innovative, functional products that are fit for purpose Select from and use a wider range of tools, materials and equipment according to functional properties and aesthetic qualities to perform practical tasks accurately Understand how key events and individuals in design and technology have helped shaped the world Be taught how to cook and apply the principles of nutrition and healthy eating Understand where food comes from Learn how to feed themselves and others affordably and well
			<p>COMPUTING</p>



Mindfulness Perseverance Respect Reflection Truth Aspiration Inspiration

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<ul style="list-style-type: none"> • Be able to identify the significance of Danelaw on England today • Be able to confidently talk about who Edward the Confessor was and what he did • Be able to understand and recall the Battle of Hastings • Explore the significance of Viking trade networks, including the exchange of goods such as furs, slaves and luxury items . 		<ul style="list-style-type: none"> • Pupils know the role belief and faith have in worldviews and that people with similar worldviews often live together in communities. • Children can make links between historic and modern worldviews. • Students know that a sacred text can be interpreted in many ways and that some interpretations may be difficult for people outside of that faith community. • Pupils can link ideas, engage with and summarise some beliefs from sacred texts. • Children know that an individual's reasons for a belief in a God or the supernatural can be justified in numerous ways. • Children know that worldviews can evolve and that not everybody from the same worldview will live the same way. • Pupils know that history and religion can be combined and expressed in specific ways in specific geographical areas. 	<ul style="list-style-type: none"> • Understand the links between the algorithms they create and the real-life applications they offer • Incorporate timers into their codes and solve logical reasoning problems including IF statements to increase complexity of their programs • Gain deeper understanding of variables and their uses • Understand how computers connect to the internet • Understand the relevance of their online safety knowledge when considering how the internet functions • Have knowledge of search engine functions, features and layouts • Assess the validity and quality of webpages • Make informed software choices for task requirements • Have good knowledge of online safety and understand the importance of gaining this knowledge
<p>SCIENCE-Teach discretely but link where relevant)</p>		<p>CORE SKILLS Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.</p>	
<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Look at grouping living things by using classification keys. • recognise that environments can change and that this can sometimes pose dangers to living things. <p>Animals, including humans</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans. • identify the different types of teeth in humans and their simple functions. • construct and interpret a variety of food chains, identifying producers, predators and prey. <p>States of matter</p>	<p>READING</p> <ul style="list-style-type: none"> • Read books accurately and at a speed sufficient for them to focus on understanding what they read rather than on decoding individual words. • Apply their growing knowledge of root words (etymology and morphology) prefixes and suffixes as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet. • Read Year 3/4 common exception words. Discuss unusual correspondences between spellings and sounds and where they occur within the word. • Develop understanding and enjoyment of stories, plays and non-fiction and learning to read silently. 	<p>WRITING</p> <ul style="list-style-type: none"> • Write a range of narratives and non-fiction pieces using a consistent and appropriate structure. • Write a range of narratives that are well-structured and well-paced. • Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. • Understand the grammatical difference between plural and possessive -s. • Understand the Standard English forms for verb inflections instead of local spoken forms • Plan by discussing writing similar to what they will be writing in order to understand and learn from its structure, vocabulary and grammar and to discuss and record ideas. 	<p>MATHS</p> <p>Numbers to 10,000</p> <ul style="list-style-type: none"> • Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100. • Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning. • Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each. • Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. • Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). <p>Perimeter</p> <ul style="list-style-type: none"> • Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.



<ul style="list-style-type: none"> Group materials together into solids, liquids or gases. observe that some materials change state when they are heated or cooled. identify the part played by evaporation and condensation in the water cycle. <p>Sound</p> <ul style="list-style-type: none"> Know sounds are made from vibration. recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it See patterns in sound and pitch based on distance. <p>Electricity</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts. identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit. recognise some common conductors and insulators, and associate metals with being good conductors 	<ul style="list-style-type: none"> Begin to use appropriate intonation, tone volume and action (if appropriate) when reading aloud to show awareness of the audience. Recognise, listen to, discuss and compare, in both books that are read to them and that they read to themselves, a wide range of fiction, poetry, plays and non-fiction. Take turns and listen to what others say. Increase their familiarity with a wide range of books, including fairy stories, myths and legends and retelling of some of these orally. Read books that are structured in different ways and read for a range of purposes. Recognise some different types of poetry and prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Identify a wide range of author style, themes and conventions in a range of books e.g. good over evil or features e.g. greetings in letters, diary written in 1st person or use of presentational devices such as numbers or headings. Justify their views about what they have read, with increasing independence at the end of Year 4. Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Identify and begin to explain how language, structure, and presentation contribute to meaning. Identify main ideas drawn from more than one paragraph and summarise. 	<ul style="list-style-type: none"> To draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. Consistently organise paragraphs around a theme. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements/ propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read consistently and amend their own and others' writing, for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and control the tone and volume so that the meaning is clear. Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Use fronted adverbials to start sentences. Consolidate, develop and build a rich vocabulary in order to express their ideas including the use of synonyms. Select the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas) 	<p>3, 6, 9 times tables</p> <ul style="list-style-type: none"> Recall multiplication and division facts up to 12×12, and recognise products in multiplication tables as multiples of the corresponding number. <p>7 times table and patterns</p> <ul style="list-style-type: none"> Recall multiplication and division facts up to 12×12, and recognise products in multiplication tables as multiples of the corresponding number. <p>Understanding and manipulating multiplicative relationships</p> <ul style="list-style-type: none"> Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size. Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication. Understand and apply the distributive property of multiplication. Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100) <p>Coordinates</p> <ul style="list-style-type: none"> Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant. <p>Review of fractions</p> <ul style="list-style-type: none"> Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. <p>Fractions greater than 1</p> <ul style="list-style-type: none"> Reason about the location of mixed numbers in the linear number system. Convert mixed numbers to improper fractions and vice versa. Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. <p>Symmetry in 2D shapes</p> <ul style="list-style-type: none"> Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry. <p>Time</p> <ul style="list-style-type: none"> This topic is part of the National Curriculum but is not included in the DfE 2020 guidance or the NCETM Mastery PD Materials. <p>Division with remainders</p> <ul style="list-style-type: none"> Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders.
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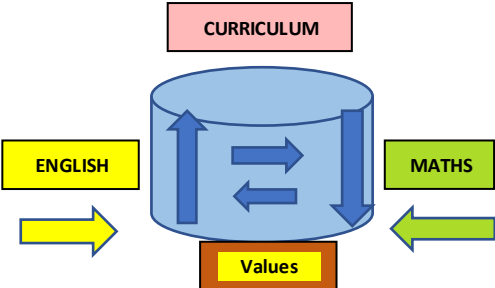
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	<ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that they have read. • Discuss words and phrases that capture the reader's interest and imagination. • Ask questions to improve their understanding of a text. • Draw inference such as inferring characters' feelings, thoughts and motives from their actions, supporting their views with evidence from the text. • Predict what might happen from details stated and implied. • Develop their knowledge and skills in reading non-fiction about a wide range of subjects. • Use organisational devices available within a non-fiction to retrieve, record and discuss information effectively. • Build on others' ideas and opinions about a text in discussion. 	<ul style="list-style-type: none"> • Use apostrophes to mark plural possession. • Use commas after fronted adverbials. • Increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch. • Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. 	
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HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 4					
Through the Window Geography	Transport and Trade History	European Countries Geography	Anglo-Saxons History	Wonderful Water Geography	Vikings History
An exploration of the local area through fieldwork, mapping and understanding human and physical geography. Additionally, the children will look closer at the counties and cities of the UK using four grid references and a range of maps. They will record their work through sketches and observations.	A study of the local transport (including rail and canal networks) and the importance of manufacturing and trade, dating from the Industrial Revolution. They specifically look at the history of the Ashby line which is now the Weddy Walk.	An exploration of European countries, identifying similarities and differences in physical and human geography across regions and their locations, further continuing the children's use of map work from Autumn Children to compare a European place to one in the local area.	A study into the Anglo-Saxon occupation of the UK. Starting from invasions through to conquering and settling. The children will explore how the landscape of the country changed (including names) over that period and the impact that they made on the country that is still evident today, (gods, language, place names and settlements).	The children will develop their understanding of physical geography including key topographical features (inc. coasts, rivers and the water cycle). Children will also understand types of settlements in modern and historic Britain including trade links and the distribution of water as a natural resource.	A study into the Viking occupation of the UK. Starting from invasions through to conquering, colonising and settling. The children will explore how the country was divided over that period and how the Vikings lived alongside the Anglo-Saxons up to 1066.



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EXPRESSION	PHYSICAL EDUCATION	KEY VOCABULARY		CURRICULUM SCHEMA
<p>MUSIC</p> <ul style="list-style-type: none"> Perform a simple part rhythmically. Sing songs from memory with accurate pitch. Improvise using repeated patterns. Use notation to record and interpret sequences of pitches. Use notation to record compositions in a small group or on my own. Explain why silence is often needed in music and explain what effect it has. Identify and describe the different purposes of music. Listen to a range of musical styles and genres Identify music genres on a timeline and link to key points in history. Play a musical instrument. 	<p>GAMES</p> <ul style="list-style-type: none"> Catch with one hand. Throw and catch accurately. Hit a ball accurately with control. Can use a small range of racquet/hand skills. Jeep possession of the ball. Can vary tactics and adapt skills. Can use varied of speeds and movement to the advantage. Throw in different ways and hit a target Can jump in different ways. <p>GYMNASTICS/DANCE</p> <ul style="list-style-type: none"> Can include a range of shapes. I can work with a partner to create, repeat and improve sequence with 3+ phases. Can perform with increasing musicality with control Can show rhythm and style 	<p>HISTORY</p> <p>ROMANS: Invasion Empire, Julius Caesar, Augustus, 55BC, 42AD Hadrian's Wall, Icenii Boadicea, Celts, army, resistance, villa, mosaic, gladiator chariot, good road.</p> <p>ANGLO-SAXONS: Picts, Scots, Staffordshire Hoard, Chronicles, Sutton Hoo, treasure, jewellery, Dark Ages, pagan; Gods Woden. Thunor, Frige, Tiw, kingdom, Mercia, Offa</p> <p>MONARCHY: Monarch, King, Queen, royal, Crown, kingdom, power, autocratic, despot, democratic, King John, Henry VIII, Queen Anne, Victoria</p>	<p>GEOGRAPHY</p> <ul style="list-style-type: none"> -counties and cities -environmental regions, -key physical and human characteristics -topographical features -human geography -settlements in modern and past Britain trade links distribution -Fieldwork -Ordnance survey maps 	<ul style="list-style-type: none"> ❖ Link Learning through topics and subjects. ❖ Ensure progression of skills and knowledge. ❖ Consolidate & revise skills and knowledge. ❖ Reinforce Key specific vocabulary. 
<p>FRENCH</p> <ul style="list-style-type: none"> Follow a text whilst listening to it being read. Listen for and identify specific phrases in instructions, stories and songs Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Share short pieces of information to another person. Read and understand familiar written words and phrases Read a wider range of familiar written words, phrases and short sentences aloud to another person. Read aloud short pieces of text applying knowledge learnt from the 1st and 2nd set of phonic sounds taught (CH OU ON OI and I IN IQUE ILLE) 	<p>VALUES</p> <p>SCHOOL VALUES:</p> <ul style="list-style-type: none"> Mindfulness Perseverance Respect Reflection <p>BRITISH VALUES:</p> <ul style="list-style-type: none"> Democracy Rule of Law Individual Liberty Respect & Tolerance <p>Truth</p> <ul style="list-style-type: none"> Aspiration Inspiration <p>Where possible link examples of these values to topic/thematic work</p> <p>School Vision: Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success</p>	<p>CULTURAL CAPITAL</p> <p>Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-</p> <p>Core skills in English and Maths</p> <p>Creativity – Art & Design, DT, Expressive Arts</p> <p>History and Heritage – History, Cultural heritage</p> <p>Understanding the World – Geog., Current Affairs</p> <p>Discovery – Science, Technology/Computing</p>		<p>PSHE</p> <p>Promoting the PSHE curriculum as well as Values & Cultural Capital</p> <p>Family and Relationships: respect and manners, healthy friendships, how my behaviour affects others, bullying, stereotypes (gender and disability) families in the wider world (British Values) change and loss.</p> <p>Health and Well-being: healthy teeth, relaxation, celebrating mistakes, meaning and purpose (my role) my happiness, emotions and mental health.</p> <p>Safety and the changing body: internet safety (age restrictions, share aware, consuming information)</p>



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<ul style="list-style-type: none"> • Write some familiar words, phrases and simple sentences • Understand the concept of gender and which article to use correctly with different nouns. • Know which article to use correctly with different nouns. 			<p>Values and Personal Skills – inc. British Values. Discovery – Science, Technology/Computing Values and Personal Skills – inc. British Values. Courageous Advocacy* – subsume aspects of CA into the Year 6 wider curriculum themes:-</p>	<p>online) first aid (asthma) privacy and secrecy, growing up, puberty and tobacco.</p> <p>Citizenship: human rights, caring for the environment, community and diverse communities (British Values) contributing to society, local councillors.</p> <p>Economic wellbeing: money (keeping track, looking after and value) influences on career choice, changing career and workplace equality.</p> <p>Transition lesson: setting goals</p>
DANCE AND DRAMA				
<p>DANCE:</p> <ul style="list-style-type: none"> • I can compose my own dances in a creative way. • I can perform to an accompaniment. • My dance shows clarity, fluency, accuracy and consistency. <p>Cross curricular Music: –Spanish or Italian. Music –from Italy; Vivaldi :The Four Seasons; Viking /Nordic Music - 'Ivar's Revenge' Compose music to create sounds of the desert.</p>	<p>DRAMA:</p> <ul style="list-style-type: none"> • Interpret work of play wrights & make connections with their own work. • reflect on how working in role helps to explore complex issues. • develop script with clear structure using stage directions, make use of dramatic convention. • adopt and sustain a range of roles. <p>Cross Curricular Drama:</p> <ul style="list-style-type: none"> • Acting out & role play Greek myths; 		<p style="text-align: center;">CULTURAL CAPITAL</p> <ul style="list-style-type: none"> ▪ Destruction of the rainforests (Amazonia) ▪ Flooding – charitable works for a relatable cause; Hydroelectric power (Rivers) ▪ Migration, inequalities, refugees, Brexit. (European Neighbours) ▪ Conservation of heritage sites – (Romans) <p>Poor countries/ famine – (World Kitchen)</p>	

