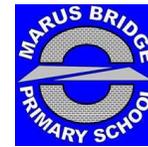




# Marus Bridge Primary School

## Curriculum Overview Year 4 20-21

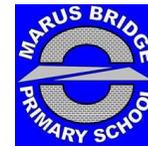


Subject	Autumn 1	Autumn 2	Spring 1&2	Summer 1	Summer 2
<b>English</b>	<p style="text-align: center;"><b><u>The Singing Ringing Tree</u></b></p> <p><u>Writing opportunities:</u></p> <ul style="list-style-type: none"> <li>• Character description</li> <li>• Setting description</li> <li>• Letter</li> </ul> <p><u>Writing outcomes:</u></p> <p>1a. Use a variety of simple sentences</p> <p>1g. Can choose nouns or pronouns appropriately to avoid repetition</p> <p>2a. Use full stops and capital letters to demarcate sentences accurately</p> <p>2b. Use exclamation marks and question marks accurately</p> <p>2c. Consistently use capital letters for proper nouns</p> <p>2e. Use commas in a list</p> <p>2h. Use the apostrophe for omission mostly correctly</p> <p>3a. Use a varied and rich vocabulary to describe setting and characters</p> <p>5b. Proof read to check for spelling errors using a dictionary</p> <p>5c. Proof read to check for missing punctuation</p> <p>7a. Clear differentiation between ascenders and descenders</p> <p>7c. Uses the diagonal and horizontal strokes that are needed to join letters</p>	<p style="text-align: center;"><b><u>The Egyptian Cinderella</u></b></p> <p><u>Writing opportunities:</u></p> <ul style="list-style-type: none"> <li>• Narrative Write</li> </ul> <p><u>Writing outcomes:</u></p> <p>3a. Use a varied and rich vocabulary to describe setting and characters</p> <p>3b. Use separate paragraphs for changes in time and place</p> <p>3c. Write a clear story structure with build-up and climax</p> <p>2d. Use inverted commas mostly accurately</p> <p style="text-align: center;"><b><u>The Water Cycle (No book)</u></b></p> <p><u>Writing opportunities:</u></p> <ul style="list-style-type: none"> <li>• Report</li> </ul> <p><u>Writing outcomes:</u></p> <p>4b. Use organisational devices confidently e.g. headings and subheadings, bullet points, introductory phrases</p> <p>2f. Use commas after fronted adverbials</p> <p>2g. Use commas for separating clauses, although not always accurately</p>	<p style="text-align: center;"><b><u>The Iron Man</u></b></p> <p><u>Writing opportunities:</u></p> <ul style="list-style-type: none"> <li>• Persuasive letter</li> <li>• Hogarth's Diary</li> <li>• Scrap Yard Poetry</li> <li>• Newspaper article</li> </ul> <p><u>Writing outcomes:</u></p> <p>1a. Use a variety of simple, compound and complex sentences throughout</p> <p>1d. Extend sentences using a wider range of coordinating and subordinating conjunctions</p> <p>1e. Can use verb tenses consistently and accurately</p> <p>2d. Use inverted commas mostly accurately</p> <p>2f. Use commas after fronted adverbials</p> <p>2g. Use commas for separating clauses, although not always accurately</p> <p>3b. Use separate paragraphs for changes in time and place</p> <p>3c. Write a clear story structure with build-up and climax</p> <p>4b. Use organisational devices confidently e.g. headings and subheadings, bullet points, introductory phrases</p> <p>4a. Write a clear introduction, followed by logical paragraphs, drawing to a defined conclusion</p> <p>5d. Check own writing against genre success criteria and make improvements</p> <p>5e. Read peers' writing and suggest improvements</p> <p>6c Use homophones mostly accurately</p> <p style="text-align: center;"><b><u>Poetry – A Caribbean Dozen</u></b></p> <p><u>Writing opportunities:</u></p> <p>? New book unit (PoR)</p> <p><u>Writing outcomes:</u></p> <p>? New book unit (PoR)</p>	<p style="text-align: center;"><b><u>Arthur and the Golden Rope</u></b></p> <p><u>Writing opportunities:</u></p> <p>? New book unit (PoR)</p> <p><u>Writing outcomes:</u></p> <p>? New book unit (PoR)</p>	<p style="text-align: center;"><b><u>Roald Dahl Play Scripts</u></b></p> <p><u>Writing/performance opportunities:</u></p> <p>? New unit (not PoR)</p> <p><u>Writing outcomes:</u></p> <p>? New unit (not PoR)</p>



# Marus Bridge Primary School

## Curriculum Overview Year 4 20-21

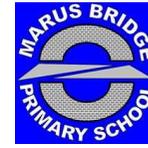


<b>Maths</b>	<b><u>Number &amp; Place Value</u></b>	<b><u>Multiplication and Division</u></b>	<b><u>Fractions and Decimals</u></b>	<b><u>Geometry</u></b>	<b><u>Time</u></b>
	<p>Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)</p> <p>Order and compare numbers beyond 1000</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers.</p> <p style="text-align: center;"><b><u>Addition and Subtraction</u></b></p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p> <p style="text-align: center;"><b><u>Perimeter</u></b></p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Convert between different units of measure [for example, kilometre to metre]</p>	<p>Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two digit and three digit numbers by a one digit number using formal written layout.</p> <p>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p style="text-align: center;"><b><u>Area</u></b></p> <p>Convert between different units of measure [for example, kilometre to metre]</p> <p>Find the area of rectilinear shapes by counting squares.</p>	<p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>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.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Convert between different units of measure [for example, kilometre to metre]</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Recognise and write decimal equivalents to one quarter, one half and three quarters.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p style="text-align: center;"><b><u>Money and Measure</u></b></p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p style="text-align: center;"><b><u>Position and Direction</u></b></p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p>	<p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p style="text-align: center;"><b><u>Statistics</u></b></p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
<b>Science</b>	<b><u>Sound</u></b>	<b><u>States of Matter</u></b>	<b><u>Electricity</u></b>	<b><u>Animals – Teeth – Eating and Digestion</u></b>	<b><u>Environment – Living things and their habitats</u></b>
	<p>I can identify how sounds are made, associating some of them with something vibrating.</p> <p>I can recognise that vibrations from sounds travel through a medium to the ear.</p> <p>I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>I can recognise that sounds get fainter as the distance from the sound source</p>	<p>I can compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>I can 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 (<math>^{\circ}\text{C}</math>).</p>	<p>I can identify common appliances that run on electricity</p> <p>I can construct a simple series electrical circuit, identify and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>	<p>I can describe the simple functions of the basic parts of the digestive system in humans.</p> <p>I can identify the different types of teeth in humans and their simple functions.</p> <p>I can describe how teeth and gums have to be cared for in order to keep them healthy.</p>	<p>I can recognise that living things can be grouped in a variety of ways</p> <p>I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>I can recognise that environments can change and this can sometimes pose dangers to living things.</p>



# Marus Bridge Primary School

## Curriculum Overview Year 4 20-21

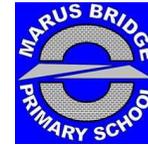


	<p>increases.</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>I can recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>I know that electricity sources can be mains or battery.</p> <p>I know that batteries 'push' electricity round a circuit and can make bulbs, buzzers and motors work.</p> <p>I know that faults in circuits can be found by methodically testing connections.</p>	<p>I can construct and interpret a variety of food chains identifying producers, predators and prey.</p>	<p>I can research an endangered environment and present my findings to the class.</p> <p>I can use and make identifications keys for plants and animals.</p> <p>I can get involved in caring for an environment either through school clubs or at home/in the community.</p>
<b>History</b>	<p style="text-align: center;"><b><u>Anglo-Saxons</u></b></p> <p>I can plot events on a timeline using centuries.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades.</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p>	<p style="text-align: center;"><b><u>Egyptians</u></b></p> <p>I can plot events on a timeline using centuries.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades.</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p>		<p style="text-align: center;"><b><u>Vikings</u></b></p> <p>I can plot events on a timeline using centuries.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades.</p> <p>I can explain how an event from the past has shaped our life today.</p>	
<b>Geography</b>			<p style="text-align: center;"><b><u>Countries around the World (Spring 1)</u></b>  <b><u>(Planning adapted from Plan Bee – see folder in Spring term)</u></b></p> <p>I can name and locate many of the world's major rivers using an atlas.</p> <p>I can understand some of the reasons for geographical similarities and differences between countries.</p> <p>I can explore the features of a desert.</p> <p>I can identify and locate countries on a world map.</p> <p>I can identify vegetation belts and world biomes.</p> <p style="text-align: center;"><b><u>Volcanoes (Spring 2)</u></b>  <b><u>(Plan Bee Unit)</u></b></p> <p>I can locate and name some of the most famous volcanoes.</p> <p>I can understand some of the reasons for geographical similarities and differences between countries.</p> <p>I can identify and locate countries on a world map.</p>		<p style="text-align: center;"><b><u>Earning a Living (Plan Bee Unit)</u></b></p> <p>I can explain how land is used in the U.K. and how this has changed over time.</p> <p>I can understand the importance of economic activity in relation to employment.</p>



# Marus Bridge Primary School

## Curriculum Overview Year 4 20-21



<b>Design Technology</b>			<p><b><u>Iron Man Model</u></b></p> <p><b><u>Structures and Electrical Components</u></b></p> <p>I can produce a plan and explain it.</p> <p>I can evaluate and suggest improvements for my designs.</p> <p>I can explain how I have improved my original design.</p> <p>I can measure accurately.</p> <p>I can persevere and adapt my work when my original ideas do not work.</p> <p>I can work safely when using electricity.</p> <p>I can make a simple circuit incorporating a battery, light bulb, switch and connecting wires in a safe manner.</p> <p>I can find a fault in a simple circuit and correct it.</p>		<p><b><u>Bug Houses</u></b></p> <p>I can produce a plan and explain it.</p> <p>I can measure accurately.</p> <p>I can evaluate products for both purpose and audience.</p> <p>I can present a product in an interesting way.</p> <p>I know how materials can be combined and mixed in order to create more useful properties.</p> <p>I can join and combine materials accurately.</p>
<b>Art and Design</b>	<p><b><u>Drawing</u></b></p> <p>I can accurately copy a more detailed drawing, taking into account line, shape, texture and form.</p> <p>I can accurately draw an object from observation, taking into account the size of my drawing, the thickness of the lines, shape, form and texture.</p> <p>I can choose and use a wider range of pencil grades when drawing, to show tones and textures in my art.</p>	<p><b><u>Turner</u></b></p> <p>I use my sketch book effectively, understanding the process of developing, evaluating and editing ideas, when working in response to my study of artists. (Turner)</p> <p>I can name and mix the 6 tertiary colours.</p> <p>When examining the work of artists, I can compare, contrast and attempt some of the techniques used. (Turner)</p> <p>I can explain some of the features of art from historical periods.</p> <p>I can use drawing, painting and sculpting to create my own artwork in response to the work of an artist or architect, utilising the skills taught so far. (Turner, Wren)</p>		<p><b><u>Architects (Plan Bee Unit)</u></b></p> <p>I can sculpt clay and other mouldable materials.</p>	
<b>ICT and Computing</b>	<p><b><u>I-Safe</u></b></p> <p>I can distinguish between personal information, which is safe to share online, and private information which is unsafe to share</p> <p>I can use keywords in search engines to refine online searches</p> <p>I can understand when it is acceptable to use the work of others</p>	<p><b><u>I-Mail</u></b></p> <p>I understand that messages can be used to communicate over distance a number of ways</p> <p>I understand how email travels and how to retrieve it</p> <p>I can send and reply to emails</p> <p>I can attach a file to an email</p>	<p><b><u>I-Animate</u></b></p> <p>I can understand what an animation is</p> <p>I can create a scene for an animation</p> <p>I understand that animations can be created using digital tools</p> <p>I can create an animated scene</p> <p>I can storyboard and create a short animation</p>	<p><b><u>I-Program</u></b></p> <p>I understand that a program is a sequence of statements written in a programming language</p> <p>I can program a sequence of statements</p> <p>I can program an object to move and draw</p>	<p><b><u>I-Data</u></b></p> <p>I can sort record cards using field names</p> <p>I can understand that information can be stored as numbers, text and choices (e.g. yes/no)</p> <p>I understand that storing information in an organised way helps answer questions</p>



# Marus Bridge Primary School

## Curriculum Overview Year 4 20-21

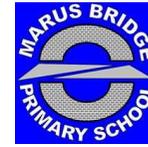


<b>Music</b>	<p>I can use strong passwords</p> <p>I can explore strategies for safely managing spam</p> <p>I can analyse why private information should not be shared without permission</p> <p>I can identify strategies for dealing responsibly with cyberbullying</p>	<p>I can understand the advantages of attaching files to emails</p> <p>I can use email to communicate ideas</p>	<p>I understand that commands and actions can be programmed to be executed depending upon whether a condition is true or not</p> <p>I can combine repetition and conditional statements in a program</p>	<p>I can search a database to answer questions</p> <p>I can use the information in a database to create a simple chart</p>	
<b>Music</b>	<p style="text-align: center;"><b>Brass</b></p> <p style="text-align: center;"><b>Making Music:</b></p> <p>I can learn to play clear notes on a brass instrument.</p> <p>I can keep a steady tempo/pulse whilst performing music.</p> <p>I can perform a simple part rhythmically.</p> <p>I can use and understand staff and some musical notations related to pitch and value.</p> <p style="text-align: center;"><b>Appraisal:</b></p> <p>I can identify and describe the different purposes of music.</p> <p>I can evaluate music using musical vocabulary (<u>tempo, structure, dynamics/volume, pitch, timbre</u>)</p>	<p style="text-align: center;"><b>Brass</b></p> <p style="text-align: center;"><b>Making Music:</b></p> <p>I can learn to play clear notes on a brass instrument.</p> <p>I can keep a steady tempo/pulse whilst performing music.</p> <p>I can perform a simple part rhythmically.</p> <p>I can use and understand staff and some musical notations related to pitch and value.</p> <p style="text-align: center;"><b>Appraisal:</b></p> <p>I can identify and describe the different purposes of music.</p> <p>I can evaluate music using musical vocabulary (<u>tempo, structure, dynamics/volume, pitch, timbre</u>)</p> <p>+ I can sing songs from memory with accurate pitch (<u>a capella</u> and with backing).</p> <p>I can sing in <u>rounds/canon</u>.</p>	<p style="text-align: center;"><b>Brass</b></p> <p style="text-align: center;"><b>Making Music:</b></p> <p>I can learn to play clear notes on a brass instrument.</p> <p>I can keep a steady tempo/pulse whilst performing music.</p> <p>I can perform a simple part rhythmically.</p> <p>I can use and understand staff and some musical notations related to pitch and value.</p> <p style="text-align: center;"><b>Appraisal:</b></p> <p>I can identify and describe the different purposes of music.</p> <p>I can evaluate music using musical vocabulary (<u>tempo, structure, dynamics/volume, pitch, timbre</u>)</p>	<p style="text-align: center;"><b>Brass</b></p> <p style="text-align: center;"><b>Making Music:</b></p> <p>I can learn to play clear notes on a brass instrument.</p> <p>I can keep a steady tempo/pulse whilst performing music.</p> <p>I can perform a simple part rhythmically.</p> <p>I can use and understand staff and some musical notations related to pitch and value.</p> <p style="text-align: center;"><b>Appraisal:</b></p> <p>I can identify and describe the different purposes of music.</p> <p>I can evaluate music using musical vocabulary (<u>tempo, structure, dynamics/volume, pitch, timbre</u>)</p> <p>+ I can sing songs from memory with accurate pitch (<u>a capella</u> and with backing).</p> <p>I can sing in <u>rounds/canon</u>.</p>	
<b>PE</b>	<p style="text-align: center;"><b>External Provider – Andy (Hall)</b></p> <p style="text-align: center;"><b>Athletics</b></p> <p>I am increasingly accurate in throwing for distance.</p> <p>I can move in an increasingly coordinated way.</p> <p>I can control take-off and landing when jumping.</p> <p>I show increasing control in balance and agility.</p> <p>I can explain how the body reacts during different types of exercise.</p> <p>I can warm up and cool down appropriately.</p>	<p style="text-align: center;"><b>External Provider – Andy (Hall)</b></p> <p style="text-align: center;"><b>Invasion Games</b></p> <p>I can decide on the best position in team games.</p> <p>I can begin to make use of space.</p> <p>I can vary skills, actions and ideas within simple games.</p> <p>I can explain how the body reacts during different types of exercise.</p>	<p style="text-align: center;"><b>External Provider – Andy (Hall)</b></p> <p style="text-align: center;"><b>Gymnastics</b></p> <p>I can move in an increasingly coordinated way.</p> <p>I can control take-off and landing when jumping.</p> <p>I show increasing control in balance and agility.</p> <p>I can refine movements into increasingly complex sequences.</p> <p>I can cooperate with others to form sequences.</p> <p>I can use different parts of the body for different effects.</p> <p>I can understand how performances can</p>	<p style="text-align: center;"><b>External Provider – Andy (Outdoors)</b></p> <p style="text-align: center;"><b>Outdoor Team Building</b></p> <p>I can begin to make use of space.</p> <p>I can vary skills, actions and ideas within simple games.</p> <p style="text-align: center;"><b>Class Teacher (Indoors – Monday PM)</b></p> <p style="text-align: center;"><b>Dance</b></p> <p>I can move in an increasingly coordinated way.</p> <p>I can control take-off and landing when jumping.</p>	<p style="text-align: center;"><b>External Provider – Andy (Outdoors)</b></p> <p style="text-align: center;"><b>Athletics</b></p> <p>I am increasingly accurate in throwing for distance.</p> <p>I can move in an increasingly coordinated way.</p> <p>I can control take-off and landing when jumping.</p> <p>I show increasing control in balance and agility.</p> <p>I can explain how the body reacts during different types of exercise.</p> <p>I can warm up and cool down appropriately.</p>



# Marus Bridge Primary School

## Curriculum Overview Year 4 20-21



	<p><b>Is it possible to do work on personal bests here?</b></p> <p><b><u>Class Teacher (Outdoors)</u></b></p> <p><b><u>Dance/Gymnastics/Yoga</u></b></p> <p>Teachers to plan appropriate PE lessons which allow pupils to socially distance. Any topic can be chosen as long as social distancing can be maintained. The above topics are recommended. Please see the PE risk assessment for more information.</p>	<p>I can warm up and cool down appropriately.</p> <p><b><u>Class Teacher (Outdoors)</u></b></p> <p><b><u>Football</u></b></p> <p>I can stop a ball with increasing control and accuracy. I am increasingly accurate in throwing for distance. I can decide the best way to move a ball for different purposes and needs. I can choose an appropriate speed to move a ball. I can decide on the best position in team games. I can begin to make use of space. I can vary skills, actions and ideas within simple games. I can warm up and cool down appropriately.</p>	<p>be improved, through practice and reflection.</p> <p><b><u>Class Teacher (Outdoors)</u></b></p> <p><b><u>Striking and Fielding Skills</u></b></p> <p>I can throw, catch, strike, field and stop a ball with increasing control and accuracy. I am increasingly accurate in throwing for distance. I can decide the best way to move a ball for different purposes and needs. I can choose an appropriate speed to move a ball.</p>	<p>I show increasing control in balance and agility. I use movements to communicate an idea, using expression and conveying emotion. I can refine movements into increasingly complex sequences. I can cooperate with others to form sequences. I can use different parts of the body for different effects. I can understand how performances can be improved, through practice and reflection.</p> <p><b><u>Outdoor Adventurous Activities</u></b></p> <p><b><u>(Anderton Centre)</u></b></p>	<p><b><u>Class Teacher (Outdoors)</u></b></p> <p><b><u>Basketball</u></b></p> <p>I can throw, catch, strike, field and stop a ball with increasing control and accuracy. I am increasingly accurate in throwing for distance. I can decide the best way to move a ball for different purposes and needs. I can choose an appropriate speed to move a ball. I can decide on the best position in team games. I can begin to make use of space. I can vary skills, actions and ideas within simple games. I can warm up and cool down appropriately.</p>
<b>RE</b>	<p><b><u>Neighbours</u></b></p> <p>I can talk about neighbours in religion.</p>	<p><b><u>Christianity (Christmas)</u></b></p> <p>I can talk about the Christian faith: Advent, Christmas, Lent and Easter.</p>	<p><b><u>Inspirational People (Spring 1)</u></b></p> <p>I know about inspirational people including those of multi faith.</p> <p><b><u>Christianity (Easter) (Spring 2)</u></b></p> <p>I can talk about the Christian faith: Advent, Christmas, Lent and Easter.</p>	<p><b><u>Sikhism</u></b></p> <p>I can talk about Sikhism. I know about inspirational people including those of multi faith. Understand a different culture and way of life link to overseas.</p>	<p><b><u>Becoming an Adult</u></b></p> <p>I know about becoming an adult and my role. Understand a different culture and way of life link to overseas.</p>
<b>PSHE &amp; C</b>	<p><b><u>Say No!</u></b></p> <p>I understand what a risk is and that it has pros and cons. I understand what a 'drug' is and can identify some of the different types of drugs. I understand the risks of smoking to my health.</p>	<p><b><u>Money Matters</u></b></p> <p>I understand what a risk is and that it has pros and cons. I know a range of different ways to pay for things, some may involve debt or credit. I know what makes up family expenses.</p>	<p><b><u>Who Likes Chocolate? (Spring 1)</u></b></p> <p>I understand there is a moral and ethical side to cost.</p>	<p><b><u>Growing Up</u></b></p> <p>I can describe the body changes that happen when a child grows up. I understand some of the reasons why change can feel uncomfortable and know some coping strategies.</p>	<p><b><u>It's Our Word</u></b></p> <p>I know ways to save energy in the home and why we need to. I understand what climate change is and its impact on the environment.</p>



# Marus Bridge Primary School

## Curriculum Overview Year 4 20-21



	<p>I can resist peer pressure and understand the difference between a group and a gang. I can recognise that pressure comes from a variety of sources. I know the difference between legal and illegal drugs. I know the dangers and consequences of carrying knives. I can make a contribution to develop strategies to prevent bullying. I understand how the media presents information.</p>	<p>I understand what a charity does. I understand there is a moral and ethical side to cost. I understand that advertising can influence what we buy.</p>	<p style="text-align: center;"><b><u>People Around Us</u></b> <b><u>(Spring 2)</u></b></p> <p>I can describe democracy in simple terms. I can tell you what a stereotype is. I can appreciate the need for tolerance and respect for people's differences. I can recognise and respect the similarities and differences between people in different places.</p>		
<b>MfL (Spanish)</b>	<p style="text-align: center;"><b><u>Welcome to School</u></b> <b><u>Super Learners</u></b></p> <p style="text-align: center;">Welcome to our school.</p>	<p style="text-align: center;"><b><u>Robot Town</u></b></p> <p>My local area, your local area. Robots, commands, actions. Shops, signs and directions. Let's Sparkle Xmas poem.</p>	<p style="text-align: center;"><b><u>Spr 1: Family Tree and Faces</u></b></p> <p>Family tree and faces. Epiphany time again. Meet the alien family.</p> <p style="text-align: center;"><b><u>Spr 2: Celebrating Carnival/Body Parts</u></b></p> <p>Carnival of animals. Body parts and aliens. Alien family "Easter egg hunt,"</p>	<p style="text-align: center;"><b><u>Feeling Unwell/Jungle Animals</u></b></p> <p>I don't feel well. Walking through the jungle (story and rhyme) plus dragons and unicorns – fantastical animal descriptions.</p>	<p style="text-align: center;"><b><u>Summer Time</u></b></p> <p>Weather. Enormous Turnip performance story. Ice creams and simple ice cream role-play.</p>
<b>Educational visits or visitors</b>	<p style="text-align: center;"><b><u>Anglo Saxons Tatton Park</u></b></p>	<p style="text-align: center;"><b><u>Pantomime Visit</u></b> December</p>	<p style="text-align: center;"><b><u>Water Safety Talk</u></b> January No Cost – Arrange via LB.</p>	<p style="text-align: center;"><b><u>Outdoor Residential</u></b> April Approximately £100</p>	<p style="text-align: center;"><b><u>Sea Life Centre</u></b> June/July Approximately £20 (There are talks linking to habitats and looking after our world – links to science and PSHE topics.)</p>
<b>Parents Afternoon / workshops</b>	<p style="text-align: center;"><b><u>Parent meeting</u></b></p>	<p style="text-align: center;"><b><u>Brass Concert</u></b> <b><u>Christmas Performance</u></b></p>	<p style="text-align: center;"><b><u>Parents' Afternoon</u></b></p>		<p style="text-align: center;"><b><u>Sports Day and Brass Concert</u></b></p>