



Curriculum Information

Year Four

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

Dr. Seuss



WESTFIELD PRIMARY

This document provides details of the curriculum covered in a given year group. The statements for each curriculum subject are the knowledge and skills we would expect a child to master during the course of the academic year. We hope that this will provide families with detailed and clear information regarding what their children will be learning in school and develop home – school links.

Our curriculum is carefully designed to ensure that children meet the National Curriculum 2014 and Early Years Curriculum goals. Classes have either a termly or half termly “topic” and the majority of their subject work is linked to this theme. We write our own English Framework to ensure that reading, writing and topic work links together coherently. Throughout the year, we use specialist coaches for PE and the teaching of French in KS2. Educational visits and visitors enhance work in the classroom and bring learning alive. In addition, we enjoy whole school themed events and days such as Literacy Week, Creative Writing Days and subject themed days.

Parents are informed of the curriculum through this document and Topic Webs; both of which are available on the school website. Additional information is gained through Parent Consultation Evenings, annual pupil reports and Curriculum Information Evenings where appropriate. Parents are most welcome to speak with either the Head or Deputy Headteacher if they require further information about any aspect of the curriculum.

Our Literacy Framework ensures that reading is taught in a comprehensive and thorough way. In EYFS and KS1, pupils take part in a daily phonics session and teaching is based around “Letters and Sounds”. We use a range of resources including the “Jolly Phonics” scheme.

Our reading scheme, “Bug Club” runs throughout the school. The school has a non-fiction library and children have access to a wide range of fiction texts in every classroom. Achievement and commitment to reading is celebrated half termly.

In mathematics, we use the Early Years and National Curriculum 2014 frameworks to ensure pupils are taught the necessary and essential skills. In addition, we use the “Power Maths” online scheme.



Curriculum Intent Statement

September 2019

Our aim is to provide our children with an engaging, exciting and empowering curriculum that provides them with the confidence and skills to flourish in today's society and the future.

At Westfield Primary the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, develop independence and creativity and build resilience and a love for learning.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge-based curriculum, concepts and values. We provide many enhancement opportunities to engage learning and we actively encourage involvement and participation in sport, the arts and computing. Learning at Westfield is underpinned by the belief that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

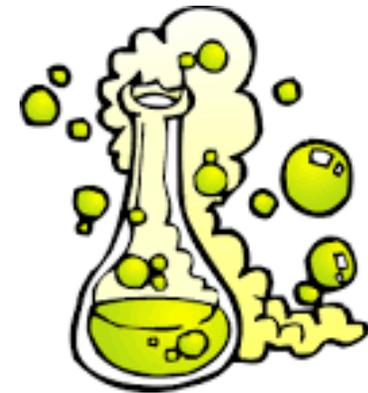
Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum afternoons, sporting activities and performances.

Children leave Westfield with a sense of belonging to a tightly knit community, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.



Westfield's Year Four Scientists

- Identify and name the parts of the human digestive system
- Know the functions of the organs in the digestive system
- Identify and know the different types of human teeth
- Use and construct food chains to identify producers, predators and prey
- Use classification keys to group, identify and name living things
- Know how changes to an environment could endanger living things
- Group materials based on their state of matter (solid, liquid, gas)
- Know the temperatures at which materials change state
- Know about and explore how some materials can change state
- Know the part played by evaporation and condensation in the water cycle
- Identify and name appliances that require electricity to function
- Construct a series circuit
- Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)
- Predict and test whether a lamp will light within a circuit
- Know the function of a switch
- Know the difference between a conductor and insulator; giving examples of each
- Know how sound is made, associating some of them with vibrating
- Know how sound travels from a source to our ears
- Know the correlation between pitch and the object producing a sound
- Know the correlation between the volume of a sound and the strength of the vibrations that produced it
- Know what happens to a sound as it travels away from its source





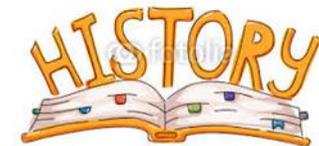
Westfield's Year Four Geographers

- Know the names of and locate at least eight major capital cities across the world
- Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map
- Know what is meant by the term tropics
- Know at least five differences between living in the UK and a Mediterranean country
- Know the names of and locate some of the world's deserts
- Explain the features of the water cycle
- Know what is meant by biomes and what are the features of a specific biome
- Use maps and globes to locate the equator, Tropics of Cancer and Capricorn and the Greenwich Meridian



Westfield's Year Four Historians

- Know how Britain changed between the end of the Roman occupation and 1066
- Know about how the reintroduction of Christianity changed Anglo-Saxon society monasteries
- Know that during the Anglo-Saxon period, Britain was divided into many kingdoms
- Know how the lives of wealthy people were different from the lives of poor people – eg. food
- Use a time line to show when the Anglo-Saxons were in England
- Know some of the main characteristics of the Athenians and Spartans
- Know about the influence that the Gods had on Ancient Greece
- Know at least five sports competed in the Ancient Greek Olympics





Westfield's Year Four Linguists

- Name and describe people, a place and an object
- Have a short conversation, saying three to four things
- Give response to using a short phrase
- Start to speak, using a full sentence Read and understand a short passage using familiar language
- Explain the main points in a short passage
- Read a passage independently
- Use a bilingual dictionary or glossary to look up new words Write phrases from memory
- Write 2-3 short sentences on a familiar topic
- Write what they like or dislike about a topic
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Westfield's Year Four Computing Technologists

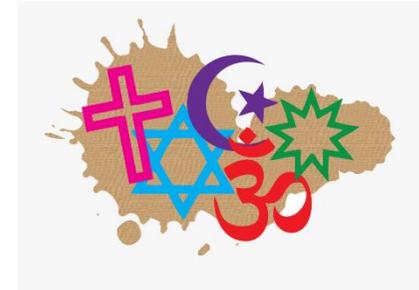
- Give an onscreen robot specific instructions that takes it from A to B
- Experiment with variables to control models
- Make an accurate prediction and explain why they believe something will happen (linked to programming)
- Know how to search for specific information and know which information is useful and which is not
- Select and use software to accomplish given goals
- Recognise acceptable and unacceptable behaviour using technology





Westfield's Year Four Theologists

- Describe faith rites of passage e.g. Lifelong promises: marriage ceremonies and wedding decorations / the places where faith members marry
- Know when and why believers come together each week. Know how they behave and why
- Describe people we can look up to
- Understand that some people are positive role models
- Understand that some faith members can be positive role models e.g. Jesus as role model for Christians
- Know that there are different creation stories, and recognise some similarities between them
- Understand what is meant by 'wonder'
- Know what is meant by 'stewardship' of the Earth
- Know what some holy books say about respect for the world



Westfield's Year Four Artists

- Know how to integrate digital images into art work
- Use sketchbooks to help create facial expressions
- Use sketchbooks to experiment with different texture
- Use photographs to help create reflections Know how to show facial expressions and body language in sketches and paintings
- Know how to use lines and marks to show texture in art
- Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections
- Know how to print onto different materials using at least four colours
- Know how to sculpt clay and other mouldable materials
- Experiment with the styles used by other artists
- Explain some of the features of art from historical periods
- Know how different artists developed their specific techniques





Westfield's Year Four Design Technologists

- Use ideas from other people when designing
- Produce a plan and explain it
- Persevere and adapt work when original ideas do not work
- Communicate ideas in a range of ways, including by sketches and drawings which are annotated
- Know which tools to use for a particular task and show knowledge of handling the tool
- Know which material is likely to give the best outcome
- Measure accurately; evaluate and suggest improvements for a design
- Evaluate products for both their purpose and their appearance
- Explain how the original design has been improved
- Present a product in an interesting way
- Links scientific knowledge by using lights, switches or buzzers
- Use electrical systems to enhance the quality of a product
- Use IT where appropriate, to add to the quality of the product
- Know how to be both hygienic and safe when using food
- Bring a creative element to the food product being designed



Westfield's Year Four Musicians

- Sing songs from memory with accuracy and pitch
- Use notation to record compositions in small group or individually
- Explain why silence is often needed in music and explain what effect it has
- Use notation to record and interpret sequences and pitches
- Identify and describe the different purposes of music
- Begin to identify the style of work of Beethoven, Mozart and Elgar





Westfield's Year Four Athletes

- Plan and perform a sequence of movements
- Improve sequence based on feedback
- Think of more than one way to create a sequence which follows some "rules"
- Throw and catch accurately with one hand
- Hit a ball accurately with control
- Vary tactics and adapt skills depending on what is happening in a game
- Move in a controlled way
- Include change of speed and direction in a sequence
- Work with a partner to create, repeat and improve a sequence with at least three phrases
- Take the lead when working with a partner or a group
- Use dance to communicate an idea
- Follow a map in a more demanding familiar context
- Follow a route within a time limit
- Provide support and advice to others in gymnastics and dance
- Be prepared to listen to the advice of others

