



Year 4

	We promote spiritual development by...	We promote moral development by...	We promote social development by...	We promote cultural development by...
English	<p>Lion and The Unicorn- Learn about the feeling of courage and facing your fears.</p> <p>Little Mouse's Big Book of Fears- Learn about facing fears.</p> <p>The Great Kapok Tree/The Shaman's Apprentice- learning how different cultures have different beliefs and different ways of solving problems.</p> <p>Nature poems- discussing how the poems make us feel, images created by the poems.</p>	<p>The Zoo- to discuss pros and cons of Zoo's and how different people will have different views. How we treat animals and people.</p> <p>Smasher- he becomes a hero, discussing truth, right and wrong and that good rules over bad.</p>	<p>Lion and The Unicorn- conflict between the characters, kind and unkind characters.</p> <p>The Butterfly Lion- relationships between the characters, compassion, love.</p> <p>The Dragon Sitter- learning about relationships, the importance of communication with each other.</p>	<p>The Great Kapok Tree/The Shaman's Apprentice. Stories about Rainforest and the impact of man on the forests</p> <p>Narratives of Liberation unit- Rosa Parks.</p> <p>Fireworks Poems- Learn about Guy Fawkes.</p>
Maths	<p>Encouraging children to build resilience by providing challenges and support linked to their ability.</p> <p>Provide appropriate and timely feedback and praise to each child.</p>	<p>Children learn to work together, supporting and encouraging each other's learning.</p>	<p>Group work during Number Day.</p> <p>Investigations in groups and pairs.</p> <p>Maths monthly challenges</p>	<p>During Number day children are able to explore maths in non traditional ways.</p> <p>Children are encouraged to relate maths to the real world through investigations.</p>
Science	<p>Science week- children have an opportunity to explore</p>	<p>Understanding the effect of humans on God's creation</p>	<p>Learning about tooth decay and the importance of good</p>	<p>Exploring musical instruments from around the world (Sound</p>

	<p>and investigate scientific enquiry types.</p> <p>Practical and hands-on investigations/experiments to show how amazing God's creation is.</p>	<p>and the responsibility we have towards the planet.</p>	<p>hygiene</p> <p>Local habitats and environmental changes</p> <p>Experiments - taking turns and discussing results</p>	<p>Unit).</p> <p>Looking at food chains with animals from different countries.</p>
RE	<p>Learning a range of different faiths (Christianity, Hinduism and Judaism). Children are encouraged to question and reflect on each, whilst relating to their own lives. Spirituality is discussed as something that children can have without believing in a particular religion.</p>	<p>Learning about the moral dilemmas that Noah and Abraham faced when asked to give up everything and follow God. Jesus dared to touch lepers and heal them, treating everyone kindly. Children are encouraged to see that Jesus and God wanted a peaceful world in which people respect each other and that these are values that should be followed by everyone, no matter what belief they have.</p>	<p>Being respectful of each other's religions during and outside of lessons. For example, they are exposed to pictures of different Hindu Gods. Children are encouraged to question, talk to each other, discuss and reflect on their learnings.</p>	<p>Exploring different faiths from different cultures: Christianity, Hinduism and Judaism</p>
Computing	<p>Children explore internet safety and use the internet as a source to research and support and learn within the curriculum. E.g. English unit on Wolves.</p>	<p>Children learn the importance of staying safe on the internet and keeping personal information private.</p>	<p>Children explore ways to stay safe online when playing online. Also the importance of playing age appropriate games.</p>	<p>Develop a sense of awe and wonder at human ingenuity. E.g. programming and animation</p>
Art	<p>Pysanky Eggs - Ukrainian Easter Egg history and design.</p>	<p>Developing understanding of art as creativity, unique expression, perspective-taking, subjective, transcends language,timeless.</p>	<p>Using art to build social bonds - working together, sharing materials, encouraging each other, accepting differences. Coasts- painting based on the coast where we spend the residential trip. Developing understanding of art as subjective</p>	<p>Maya masks Ancient Egypt Tutan Khamun's death mask. Kandinsky's concentric circles to 12 different famous pieces of music from around the world. Anglo Saxon artefacts.</p>
Design and technology	<p>Reflect on their book when completed. How they feel about their creation.</p>	<p>To write a narrative where a character learns something and changes in some way. Ensure that the story has a</p>	<p>To write a book for a younger child- thinking of the needs of others. Working in collaboration to</p>	<p>To write a book for a younger child- thinking of the needs of others. Working in collaboration to</p>

		moral to it.	create a book.	create a book.
MFL	Children compare beliefs and the way they are celebrated at Christmas and Easter in French speaking countries. They marvel at the beauty of a different language and delight in the differences they can see in the wider world.	MFL encourages respect for others' cultures and languages, and it promotes trust and fairness.	Children are encouraged to work cooperatively in pairs and groups. Pupils are encouraged to experiment with language and learn from their mistakes. They are given the opportunity to share their opinions, and listen to others'.	Children discuss the French way of life (eg, shopping, towns and celebrations) . They explore a famous French artist and the impact they have had on the wider world (Monet).
Geography	Reflecting on water in the Water cycle as a spiritual source.	Learning about respecting water generally and the Earth's rivers, mountains and coasts.	Learning to socialise and getting used to independent living during the residential trip to Oslington Bay and pond dipping in The Chiltern Open Air Museum.	Gaining knowledge of the UK and the world in which we live by exploring rivers and mountains in atlases.
History	Learning about the creation stories, the beliefs and gods of the Maya, the ancient Egyptians and the Anglo-Saxon religions, including sacrificing, the afterlife and mummification.	Learning that history has made the present world and that the moral code has changed. In Maya times, the loser of a ball game called Pok Ta Pok would be sacrificed.	Socialising whilst exploring as a class and year group the historic buildings in the Chiltern Open Air Museum.	Learning that through invasions in history, we are descended from different cultures. For example, people in the UK have a Roman and Anglo-Saxon heritage, which is from Italy, Scandinavia and Germany.
Music	Children are encouraged to express their delight and curiosity in creating their own sounds. There are regular opportunities where music is used to relax or stimulate so children can think about how music might make them feel. Children will use electronic keyboards to explore scales, rhythm, stepwise motion, expression and melodic structure. Children will then explore notation and the history of music further by	Children explore how music can convey human emotions. They learn about the self-discipline required to learn a musical instrument. They will understand how to perform expressively and create a meaningful performance.	Children learn to understand how an orchestra works together; the required cooperation and appreciation. Children are given the opportunity to engage with others through music. Children are given the opportunity to play and develop skills in playing the Samba instruments on their own and as part of a group. Children will focus on keeping time whilst playing as part of a group as well as the role each instrument plays within the	Children are given the opportunity to learn a musical instrument. Activities provide children with opportunities to listen to music from around the world, appreciating musical expression from different times and places. Children also look at the future of music with music technology. Our Samba course introduces young people to the music of an exciting and different culture. The sessions teach participants about the history of Brazilian culture, Samba music and the

	performing a variety of different songs		<p>Samba ensemble.</p> <p>Children will get the opportunity to play in different parts of the Boomwhacker orchestra to see where they prefer to be.</p> <p>Year 3 classes will learn lots of different techniques to make writing a song a simple process. They will choose their own theme and target market and will compose a song to a brief of their own creation.</p>	<p>instruments involved in Samba music.</p> <p>Children learn to play a Boomwhacker - a new instrument in a fun, creative and inventive way.</p>
PE	Creating Dance and Gymnastic routines-creativity. Reflecting on their performances	To understand the rules of games.	<p>Working as a team</p> <p>Communicating with each other.</p> <p>Encourage children to work with others they would not normally work with.</p>	To understand the positive aspects of competition and develop the ability to conduct fair play.
PSHE	All units - understanding that all humans have equal value and have agency, autonomy and that human life is sacred	<p>Safety First unit -how to keep ourselves and others safe.</p> <p>It's My Body unit- how to care for ourselves/ safe boundaries.</p> <p>VIP unit-respect and responsibility to others.</p>	<p>Think Positive unit - coping strategies/resilience building self and others.</p> <p>Relationships unit - how we relate to others/healthy relationships.</p> <p>Be yourself unit- self worth and understanding emotions.</p> <p>VIP unit- respect and responsibility to others.</p>	One World unit- study of a child's life in Malawi/issues of poverty, fairness and Fair Trade.