

YEAR 4

CURRICULUM

Cycle B



Belong. Believe. Become.

Road map of Year 4 Cycle B

Why did the Vikings come to England?



How are mountains formed?



What did we learn from the Ancient Greeks?



What do we remember the Mayans for??









Who wants to live in America?



What made the Romans great?



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	<p>What made the Romans great?</p> 	 <p>Who wants to live in America?</p>	<p>What do we remember about the Mayans?</p> 	 <p>What did we learn from the Ancient Greeks?</p>	<p>How are mountains formed?</p> 	 <p>Why did the Vikings come to England?</p>
Science	Scientific investigations	Electricity	States of Matter	Animals including humans	Living things and their habitats	Sound
Geography		North America			Mountains	
History	Romans		The Mayans	The Ancient Greeks		The Vikings

Art and Design		Pop art- Artist study- Andy Warhol		Clay pots	Watercolour mountains	
DT	Catapults		Chocolate, chocolate, chocolate!			Viking long boats
Music	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Recorders
PE	Dance	Gymnastics	Tennis	Football	Cricket/rounder	Athletics
French	Numbers, days and months Birthdays	Colours Clothes	Body parts Whole body	Family The second person	Animals Zoo/farm	Likes and dislikes
PSHCE	Living in the wide world		Relationships		Health and wellbeing	

Computing	Computing systems and networks- the internet	Creating media-audio production	Programming A-repetition and shapes	Data and information- data logging	Creating media-photo editing	Programming B-repetition in games
RE						

Rights Respecting School

We are **GOLD!**

1  DEFINITION OF A CHILD	2  NO DISCRIMINATION	3  BEST INTERESTS OF THE CHILD	4  MAKING RIGHTS REAL	5  FAMILY GUIDANCE AS CHILDREN DEVELOP	6  LIFE, SURVIVAL AND DEVELOPMENT	7  NAME AND NATIONALITY
8  IDENTITY	9  KEEPING FAMILIES TOGETHER	10  CONTACT WITH PARENTS ACROSS COUNTRIES	11  PROTECTION FROM KIDNAPPING	12  RESPECT FOR CHILDREN'S VIEWS	13  SHARING THOUGHTS FREELY	14  FREEDOM OF THOUGHT AND RELIGION
15  SETTING UP OR JOINING GROUPS	16  PROTECTION OF PRIVACY	17  ACCESS TO INFORMATION	18  RESPONSIBILITY OF PARENTS	19  PROTECTION FROM VIOLENCE	20  CHILDREN WITHOUT FAMILIES	21  CHILDREN WHO ARE ADOPTED
22  REFUGEE CHILDREN	23  CHILDREN WITH DISABILITIES	24  HEALTH, WATER, FOOD, ENVIRONMENT	25  REVIEW OF A CHILD'S PLACEMENT	26  SOCIAL AND ECONOMIC HELP	27  FOOD, CLOTHING, A SAFE HOME	28  ACCESS TO EDUCATION
29  AIMS OF EDUCATION	30  MINORITY CULTURE, LANGUAGE AND RELIGION	31  REST, PLAY, CULTURE, ARTS	32  PROTECTION FROM HARMFUL WORK	33  PROTECTION FROM HARMFUL DRUGS	34  PROTECTION FROM SEXUAL ABUSE	35  PREVENTION OF SALE AND TRAFFICKING
36  PROTECTION FROM EXPLOITATION	37  CHILDREN IN DETENTION	38  PROTECTION IN WAR	39  RECOVERY AND REINTEGRATION	40  CHILDREN WHO BREAK THE LAW	41  BEST LAW FOR CHILDREN APPLIES	42  EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54  HOW THE CONVENTION WORKS	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					


Supporting documents-



SUGGESTED TRIPS

“Better to see something once than hear about it a thousand times.”

--Asian proverb

Autumn 1	What made the Romans great?	<p>Hadrian’s Wall visit- https://www.english-heritage.org.uk/visit/places/housesteads-roman-fort-hadrians-wall/school-visits/</p> 
Autumn 2	Who wants to live in America?	
Spring 1	What do we remember the Mayans for?	<p>Leyburn chocolate factory- https://www.inspiredchocolate.co.uk/workshops</p> <p>OR</p> <p>York’s chocolate story- https://www.yorkschocolatestory.com/education/</p> 
Spring 2	What did we learn from the Ancient Greeks?	
Summer 1	How are mountains formed?	<p>Lake District visit- Kewswick https://keswick-launch.co.uk/</p> 
Summer 2	Why did the Vikings come to England?	<p>Yorvik- https://learning.yorkarchaeology.co.uk/</p> 

* It is not guaranteed that these trips will happen, they are simply suggested.

READING CANON

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







—Dr. Seuss

Reading Canon books		
<p>What made the Romans great?</p>	<p>What do we remember the Mayans for?</p>	<p>How are mountains formed?</p>
<p>Who wants to love in America?</p>	<p>What did we learn from the Ancient Greeks?</p>	<p>Why did the Vikings come to England?</p>

READING

“There is no greater gift we can give children, no one thing we can equip them with that will serve them as well as being a fluent reader. Reading is knowledge and a skill that permeates every aspect of adult life.”

—Emma Turner

VIPERS skills and knowledge progression		
Vocabulary	Inference	Prediction
<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read use a thesaurus to find synonyms discuss why words have been chosen and the effect these have on the reader explain how words can capture the interest of the reader discuss new and unusual vocabulary and clarify the meaning of these find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) infer characters' feelings, thoughts and motives from their stated actions. consolidate the skill of justifying them using a specific reference point in the text use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> justify predictions using evidence from the text. use relevant prior knowledge as well as details from the text to form predictions and to justify them. monitor these predictions and compare them with the text as they read on 
Explain	Retrieval	Sequence
<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. identifying main ideas drawn from more than one paragraph. identify themes from a wide range of books summarise whole paragraphs, chapters or texts highlight key information and record it in bullet points, diagrams, maps etc 

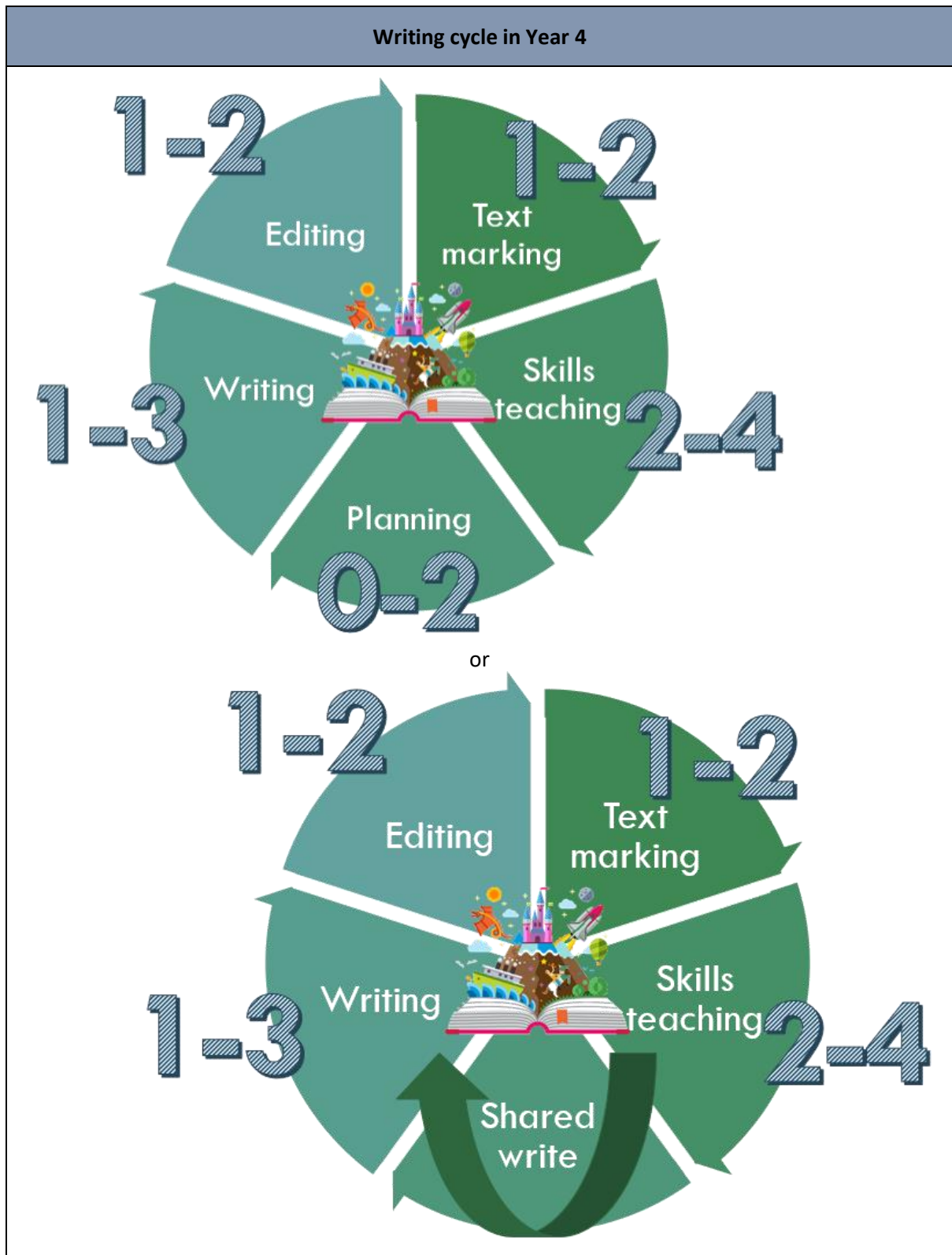
Throughout the year children should be taught to-

Word Reading	Comprehension
<ul style="list-style-type: none"> • Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter- , super-, anti-, auto-, -ation, -ous; (English Appendix 1) • Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1) 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks • Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes • Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read • Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally • Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination • Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry • Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books • Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context • Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity • Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text • Understand what he/she reads independently by predicting what might happen from details stated and implied • Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these • Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials • Retrieve and record information from non-fiction over a wide range of subjects • Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say

WRITING

“Writing for children is an art in itself, and a most interesting one.”

-- Enid Blyton



Genre of writing skills and knowledge progression		
Instructions	Recount (newspaper, diary, reports, biographies, letters)	Explanation texts
<ul style="list-style-type: none"> • In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. • Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features). • Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again. 	<ul style="list-style-type: none"> • Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. • Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. • Include recounts when creating paper or screen based information texts. 	<ul style="list-style-type: none"> • Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms • Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. • Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: – purpose: to explain a process or to answer a question – structure: introduction, followed by sequential explanation, organised into paragraphs – language features: usually present tense; use of connectives of time and cause and effect; use of passive voice – presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering • After oral rehearsal, write explanatory texts independently from a flow

		chart or other diagrammatic plan, using the conventions modelled in shared writing.
Non-chronological reports	Persuasion (adverts, leaflets, arguments, letters)	Information texts
<ul style="list-style-type: none"> • Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. • Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs • Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. • Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style 	<ul style="list-style-type: none"> • Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. • Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. • • Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words • Both orally and in and writing to assemble and sequence points in order 	<ul style="list-style-type: none"> • Fill out brief notes into connected prose. • Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. • Begin to use graphic organisers as a tool to support writing up of information • Develop and refine ideas in writing using planning and problem-solving strategies • Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.

	<p>to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately.</p> <ul style="list-style-type: none">• Use writing frames if necessary to back up points of view with illustrations and examples• To present a point of view both orally and in writing,(e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this.(e.g. showing pictures.)• Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples• Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if..., then'; 'on the other hand...'; 'finally'; 'so'	
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Balanced argument and discussion texts (speech, essay, letter)	Poetry	Story/narrative
<ul style="list-style-type: none"> • In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. • Continue to explore the expression of different views through discussion, role play and drama. 	<p>Reading poetry-</p> <ul style="list-style-type: none"> • Describe poem’s impact and explain own interpretation by referring to the poem; • Comment on the use of similes and expressive language to create images, sound effects and atmosphere; • discuss the poem’s form and suggest the effect on the reader <p>Performing poetry-</p> <ul style="list-style-type: none"> • vary volume, pace and use appropriate expression when performing • use actions, sound effects, musical patterns and images to enhance a poem’s meaning <p>Creating poetry-</p> <ul style="list-style-type: none"> • use language playfully to exaggerate or pretend; • use similes to build images and identify clichés in own writing; • write free verse; use a repeating pattern; experiment with simple forms 	<p>Telling stories-</p> <ul style="list-style-type: none"> • Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques,(e.g.) improvise alternative courses of action for a character. <p>Writing stories-</p> <ul style="list-style-type: none"> • Plan complete stories by identifying stages in the telling: introduction–build-up–climax or conflict- resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Some time later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood

Throughout the year children should be taught the following grammar and punctuation-

Word	Sentence	Text
<ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Punctuation	Terminology for pupils
<ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] Use of commas after fronted adverbials 	determiner pronoun, possessive pronoun adverbial

Knowledge organisers **Word lists**

Year 4 Writing

This document provides writing tips for Year 4 students, including sections on 'The golden rule of writing', 'The more you read, the more you know', 'The more you write, the more you learn', and 'The more you think, the more you know'. It also includes a 'TIP TOP' section with 'Topic', 'Place', and 'Person' categories, and a 'Checklist for the teacher'.

Year 3 and 4 Word List

A list of words for Year 3 and 4 students, including: accident(s), actually, address, answer, appear, arrive, believe, brace, breath, breathe, build, busy/business, consider, caught, centre, century, circle, complete, consider, continue, decide, describe, different, disappear, early, earth, eighth/eigh, enough, exercise, fault, experience, famous, factory, gas, grammar, group, guard, guide, hard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, nearly, notice, occasion(s), often, opposite, ordinary, particular, regular, separate, special, straight, strange, strength, suppose, surprise, question, recent, regular, remember, separate, special, straight, strange, strength, suppose, surprise, therefore, through/through, thought, through, through, various, weight, various features.

Grammar and punctuation booklet

Supporting resources



MATHS

“Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.”

-- Shakuntala Devi

Throughout the year children should be taught to-		
Autumn 1	1	Review of column addition and subtraction
	2	Numbers to 10,000
Autumn 2	3	Perimeter
	4	3, 6, 9 times tables
Spring 1	5	7 times tables and patterns
	6	Understanding and manipulating multiplicative relationships
Spring 2	7	Coordinates
	8	Review of fractions
Summer 1	9	Fractions greater than 1


	Number and place value
	Number facts
	Multiplication and division
	Addition and subtraction
	Fractions
	Geometry
	Other

Summer 2	10	Symmetry in 2D shapes
	11	Time
	12	Division with remainders


Throughout the year children should be taught the following-

Number facts	Tables facts
<ul style="list-style-type: none"> • Number Facts Chart completed; • Number Facts Test achieved; • HTU + O; HTO + T; HTO + H; • Bonds to 100 	<ul style="list-style-type: none"> • Bronze, Silver and Gold – 6x, 9x, 7x, 11x, 12x • Tables Chart completed; • Super Gold Test achieved.

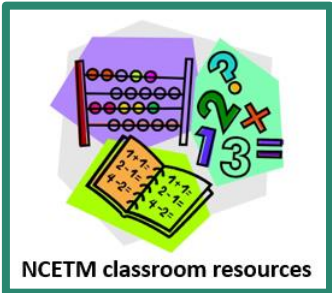
Supporting documents-




Long term plan



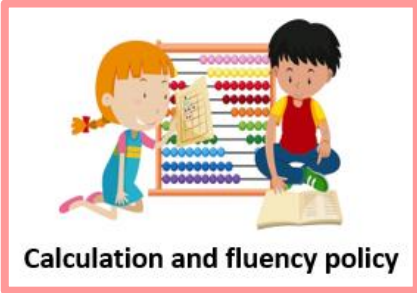
NCETM unit overview




NCETM classroom resources




Progression documents




Calculation and fluency policy



Language focus



Mastery materials



Questions, tasks and activities

SCIENCE

“Science is a way of life. Science is a perspective. Science is the process that takes us from confusion to understanding.”


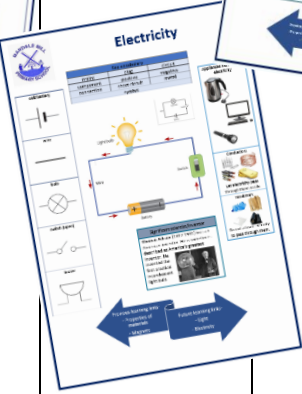
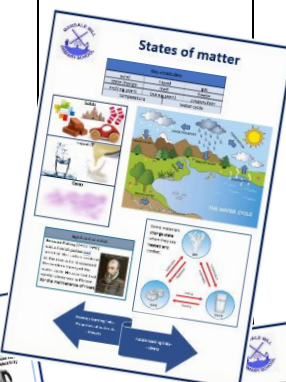
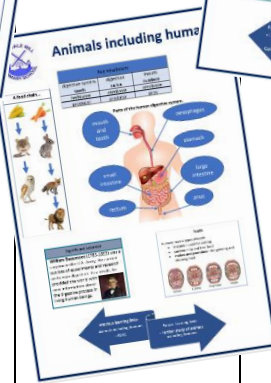

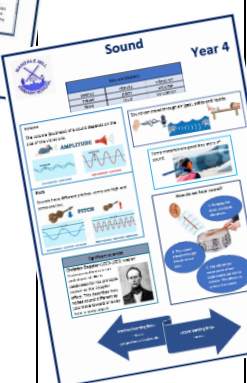
--Brian Greene

Skills and knowledge in Science for Year One				
Working scientifically				
<p>PLAN- Begin to explore ideas and ask own questions about scientific phenomena. Begin to plan different types of scientific enquiry to answer questions. Begin to decide which variables to control. Make predictions based on scientific knowledge independently.</p>	<p>DO- Sometimes set up a range of comparative and fair tests. Begin to explain which variables need to be controlled and why. Make a series of measurements adequate for the task. Begin to suggest improvements to the test, giving reasons.</p>	<p>RECORD- Begin to record data and results of increasing complexity using – scientific diagrams and labels, classification keys, tables, bar graphs, line graphs. Begin to choose how best to present data. Use some scientific language in my work.</p>		
<p>REVIEW- Begin to draw scientific, causal conclusions using the results of an enquiry to justify ideas. Begin to explain the conclusion using scientific knowledge and understanding. Begin to distinguish opinion and facts. Begin to use the findings to make predictions and set up further enquiries. Begin to use abstract models to explain my ideas.</p>	<p>IDENTIFY AND CLASSIFY- Begin to use keys and other information records to classify and describe living things, materials and other scientific phenomena. Begin to develop own keys and other information records to classify and describe. Begin to identify changes related to scientific phenomena.</p>	<p>RESEARCH- Begin to recognise which secondary source will be most useful to research. Begin to carry out research independently.</p>		
<p>VOCABULARY- Begin to confidently use the correct scientific language when appropriate.</p>				
States of matter	Sound	Living things and their habitats	Electricity	Animals, including humans
<ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases 	<ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating 	<ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help 	<ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, 	<ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans

<ul style="list-style-type: none"> 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 (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> 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 find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases. 	<p>group, identify and name a variety of living things in their local and wider environment</p> <ul style="list-style-type: none"> recognise that environments can change and that this can sometimes pose dangers to living things 	<p>identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> 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 and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. 	<ul style="list-style-type: none"> 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
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Taught topics					
Scientific investigations	Electricity	States of Matter	Animals including humans	Living things and their habitats	Sound
Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above.

Knowledge organisers (including vocabulary)

Scientific investigations	Electricity	States of Matter	Animals including humans	Living things and their habitats	Sound*
					

Assessments

Scientific investigations	Electricity	States of Matter	Animals including humans	Living things and their habitats	Sound*

Curriculum links

Scientific investigations	Electricity	States of Matter	Animals including humans	Living things and their habitats	Sound*
	<p>Future electricity learning within science</p> <p>DT project- Chair swing</p> <p>Computing learning</p>	<p>Geography learning- mountains, rivers, seaside</p> <p>Food technology in DT- fusion cooking</p>	<p>Evolution and inheritance</p> <p>Learning around internal organs (respiratory system)</p>		<p>Learning within music</p>
	<p>Computing learning</p>	<p>Knowledge around properties of materials</p> <p>Weather learning</p> <p>Food technology in DT- bread, soap, tarts</p>	<p>Previous learning about animals including humans- herbivores etc</p> <p>PSHE learning around oral hygiene</p> <p>Work around habitats</p>	<p>Learning around biomes and hot and cold parts of the world</p> <p>Learning around habitats</p> <p>Work around weather, climate change and sustainability</p>	<p>Learning within music</p> <p>Properties of materials</p>

Supporting documents



ART & DESIGN

“Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible.”

--MaryAnn F. Kohl

Skills and knowledge in Art for Year Four		
Drawing	Painting	
<ul style="list-style-type: none"> • Work in a sustained and independent way to create an accurate and detailed drawing. • Developing key areas of work (line, tone, pattern and texture). • Draw from different view points considering horizon lines. • Begin to consider perspective. • Use different techniques for purpose (eg. Different styles of shading). • Work from a variety of sources (including observational and photographs) to create own work. 	<ul style="list-style-type: none"> • Make and discuss the hue, tint, tone, shade and mood. • Mix colours, shades, tones and tints with confidence, building on previous knowledge. • Select colour for purpose explaining choices. • Confidently control the marks made and experiment with different effects and textures. • Begin to use perspective within painting. • Begin to develop their own style. 	
Sculpture	Printing	Collage
<ul style="list-style-type: none"> • Understand that a range of media can be selected due to their properties for different purposes. • Independently recognise problems and adapt work when necessary- taking inspiration from other sculptures. • Able to compare different styles and approaches. • Make a slip to join pieces of clay together. • Use tools to carve and add shapes, texture & pattern. • Use tools and equipment confidently, to mould and manipulate materials. 	<ul style="list-style-type: none"> • Research and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want. • Choose ink and overlay colours and the best way to use these. 	<ul style="list-style-type: none"> • Skills may continue to develop through the use of ‘scrap booking’ in the sketch books.

Curriculum links

Pop art- Artist study- Andy Warhol	Clay pots	Watercolour mountains
Colour choice work linked with silhouettes	Clay head of state topic to consolidate joining techniques Clay work within WWII monument topic	Paint choice and decision making within silhouettes topic Sketching work within Whitby topic
Printing knowledge from Inuit art topic and cartouches topic Knowledge around colour (space art etc) Knowledge of colour mixing	Previous art topics- clay train and tools knowledge Clay head of state topic and joining techniques States of matter knowledge- keeping clay malleable etc	Brush techniques from previous topics Colour mixing and choice work from previous topics Sketching knowledge

Supporting documents



COMPUTING

“Coding is today’s language of creativity. All our children deserve a chance to become creators instead consumers of computer science.”


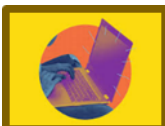

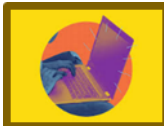





—Maria Klawe

Skills and knowledge in computing			
Programming	Using Computers	Handling Data	Creating Media
<ul style="list-style-type: none"> Plan a program which includes selection to produce a given outcome Debug errors in increasingly complex programs to accomplish specific goals Evaluate the effectiveness of a program and ways it could be improved Identify patterns (repetition) in a sequence Understand repetition in programming is also called looping Identify a loop in a program Understand, identify and justify when to use 'infinite' or 'count- controlled' loops Explain the importance in instruction order in a loop Plan a solution to a problem using decomposition 	<ul style="list-style-type: none"> Explain that computers can be connected together to form systems Describe a computer system Recognise the role of computer systems in our lives Recognise how information is transferred over the internet using packets Explain how sharing information online lets people in different places work together Contribute to a shared project online Evaluate different ways of working together online 	<ul style="list-style-type: none"> Collect data using a digital device Recognise that a sensor can be used as an input device for data collection Use a larger data set to find information Use a computer program to sort data by one attribute Export information and present data in a table and a graph Interpret data that has been collected and draw conclusions Choose tools to select and analyse data to answer questions Use 'AND' and 'OR' to refine data selection Select an appropriate graph to visually compare data 	<p>TEXT-</p> <ul style="list-style-type: none"> Use cross-curricular opportunities to consolidate previous learning from Year 1 – Year 3 <p>IMAGES-</p> <ul style="list-style-type: none"> Use a computer to (further) manipulate images Change the composition of an image Recognise images can be changed for different purposes Describe positive and negative effects that retouching can have on an image Use the most appropriate tool for a particular purpose <p>MULTIMEDIA-</p> <ul style="list-style-type: none"> Identify the features of a good video

			<ul style="list-style-type: none"> • Plan a video production using a story board • Use a computer to make a video • Make edits to a video to improve the outcome • Consider the impact of changes made on the quality of the video
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Online Safety

- To use different passwords for a range of online services.
- To know what to do if my password is lost or stolen.
- To show I understand my responsibilities for the well-being of others in my online social group.
- To describe common systems that regulate age-related content (e.g. PEGI, BBFC and parental warnings) and describe their purpose.
- To describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.
- To explain the ways in which anyone can develop a positive online reputation.
- To define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online.
- To describe ways in which media can shape ideas about gender.
- To demonstrate the use of search tools to find and access online content which can be reused by others.

Taught topics					
Computing systems and networks- the internet	Creating media- audio production	Programming A- repetition and shapes	Data and information- data logging	Creating media- photo editing	Programming B- repetition in games
Pupils should be taught: <ul style="list-style-type: none"> The internet Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content. 	Pupils should be taught: <ul style="list-style-type: none"> Audio production Capturing and editing audio to produce a podcast, ensuring that copyright is considered 	Pupils should be taught: <ul style="list-style-type: none"> Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes. 	Pupils should be taught: <ul style="list-style-type: none"> Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation, 	Pupils should be taught: <ul style="list-style-type: none"> Photo editing Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled, 	Pupils should be taught: <ul style="list-style-type: none"> Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
Supporting documents					
Computing systems and networks- the internet	Creating media- audio production	Programming A- repetition and shapes	Data and information- data logging	Creating media- photo editing	Programming B- repetition in games
					
General					
 <p>Teacher guide</p>		 <p>Teach Computing site</p>		 <p>Curriculum map</p>	

DESIGN AND TECHNOLOGY


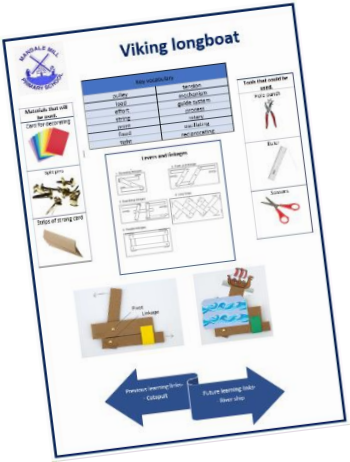
“When you take technology and mix it with art, you always come up with something innovative.”
 — Robert Rodríguez

Skills and knowledge		
Explore		
<p>Research and evaluate existing products.</p> <p>Consider user and purpose.</p> <p>Understand how key people have influenced design.</p>		
Design	Make	Evaluate
<p>List tools needed before starting the activity.</p> <p>Plan the sequence of work e.g. using a storyboard.</p> <p>Record ideas using annotated diagrams.</p> <p>Use models, kits and drawings to help formulate design ideas.</p> <p>Combine modelling and drawing to refine ideas.</p> <p>Devise step by step plans which can be read / followed by someone else.</p> <p>Use exploded diagrams and cross-sectional diagrams to communicate ideas.</p> <p>Sketch and model alternative ideas.</p> <p>Decide which design idea to develop.</p>	<p>Make prototypes.</p> <p>Develop one idea in depth.</p> <p>Use researched information to inform decisions.</p> <p>Produce detailed lists of ingredients / components / materials and tools.</p> <p>Select from and use a wide range of tools.</p> <p>Select from and use a wide range of materials.</p> <p>Use appropriate finishing techniques for the project.</p>	<p>Refine their product review and rework/improve</p> <p>Identify the strengths and weaknesses of their design ideas.</p> <p>Give a report using correct technical vocabulary.</p> <p>Consider and explain how the finished product could be improved related to design criteria.</p> <p>Discuss how well the finished product meets the design criteria of the user.</p>


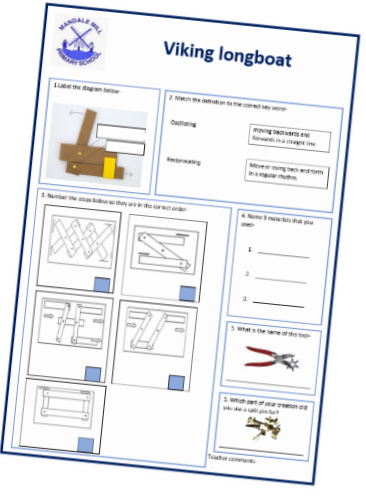
Taught topics

Catapults	Chocolate, chocolate, chocolate!	Viking long boats
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Cut wood to size using a saw. Join wood and support with struts. Create moving part using dowel. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Knowledge around ingredients. Design own recipe. Safety around heating, melting, baking and cooking in the kitchen using different appliances. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Use card and split pins to create leavers and linkages.

Knowledge organisers (including vocabulary)

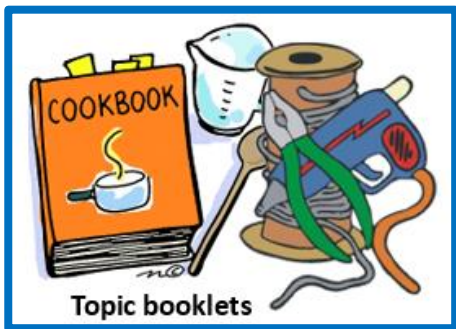
Catapults	Chocolate, chocolate, chocolate!	Viking long boats
		

Assessments

Catapults	Chocolate, chocolate, chocolate!	Viking long boats
		

Curriculum links		
Catapults	Chocolate, chocolate, chocolate!	Viking long boats
<p>Chair swing topic- using dowel within the moving part</p> <p>Earthquake proof building- joining, corners etc</p>	<p>Creation of recipe for fusion cooking recipe</p> <p>Key ingredient choice for within fusion cooking topic</p>	
<p>Topics involving different mechanisms (water well, castle etc)</p> <p>Structures skills from picture frames topic, water well topic, earthquake proof building etc</p> <p>Forces knowledge</p> <p>Safety knowledge</p>	<p>Safe use of microwaves within soap topic</p> <p>Use of a recipe within bread topic</p> <p>Knowledge of changes in state from science learning</p>	<p>Topics involving different mechanisms (water well, castle etc)</p> <p>Forces knowledge from within science</p>

Supporting documents



GEOGRAPHY

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

--Barack Obama

Skills and knowledge in Geography	
Location and Place Knowledge	Human and Physical Geography
<ul style="list-style-type: none"> • Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Climates around the world. • Understand geographical similarities and differences through the study of human and physical geography of a region (the river Nile compared with the Tees) within Africa. • Understand geographical similarities and differences through the study of human and physical geography of North America. 	<ul style="list-style-type: none"> • Earthquakes and Volcanoes-Understand key geographical aspects • Rivers and the water cycle- Understand key geographical aspects • To understand key geographical aspects of mountains & Valleys. • Human impact on the environment.
Geographical Skills and Fieldwork	
<ul style="list-style-type: none"> • Build four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. • Use maps with symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure and record physical and human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	

Taught topics

North America

Pupils should be taught:

- Name the countries in North America and locate them on a world map.
- Locate major cities in North America and discuss their main landmarks and characteristics.
- Compare an area of North America to Stockton.
- Compare buildings, climate and culture in the USA to the UK.

Mountains

Pupils should be taught:

- Name the types of mountain and how they are formed- fold, fault-block, dome, volcanic and plateau- and how each is formed.
- Use an OS map to plot mountain type and height.
- Name and locate famous mountains around the world.
- Name and locate mountains in the UK.
- Local study of the Lake District and it's mountains.

Knowledge organisers (including vocabulary)

North America

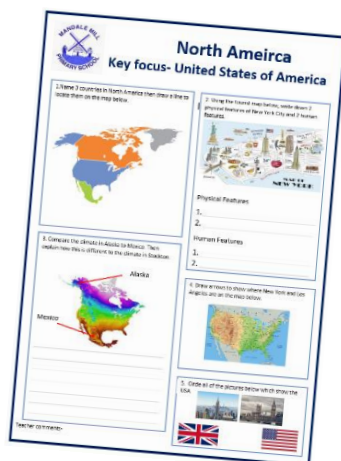


Mountains

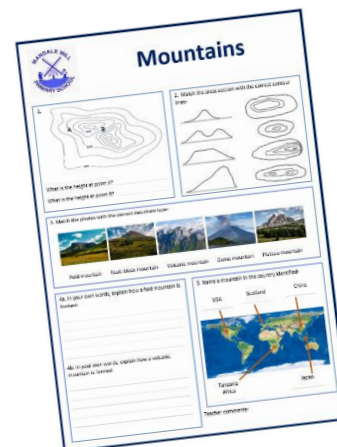


Assessments

North America



Mountains



Curriculum links

North America	Mountains
<p>Knowledge rivers around the world- Mississippi in the USA</p> <p>Knowledge of volcanoes around the world- Mount Loa in the USA</p> <p>Knowledge of the USA for WWII topic</p>	<p>Knowledge of volcanoes around the world</p> <p>Knowledge from rivers topic</p> <p>Map work skills</p>
<p>Knowledge of continents and seas</p> <p>Knowledge of countries within North and South America (eg Brazil from rainforests topic, Mexico from Mayans topic)</p> <p>Knowledge of weather patterns within the UK (weather topic) and across other countries studied</p> <p>Knowledge rivers around the world- Mississippi in the USA</p> <p>Knowledge of volcanoes around the world- Mount Loa in the USA</p>	<p>Knowledge of volcanoes around the world</p> <p>Place knowledge</p> <p>Knowledge around Mount Vesuvius from Romans topic</p> <p>Knowledge from rivers topic</p> <p>Map work skills</p>

Supporting documents



HISTORY

“History is important because it teaches us about past. And by learning about the past, you come to understand the present, so that you may make educated decisions about the future.”

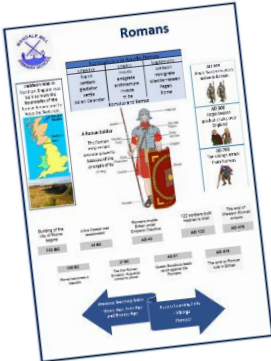
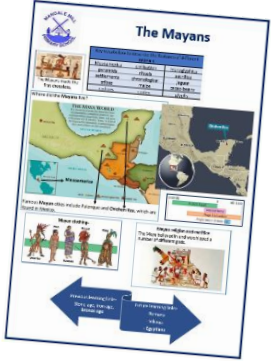

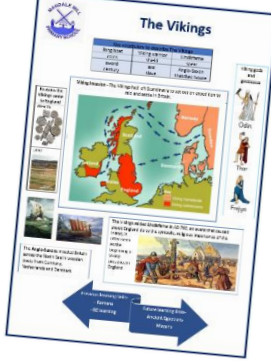
--Richelle Mead

Skills and knowledge in history	
Chronological understanding	
<ul style="list-style-type: none"> Place current study on a Mandale Mill Policy time line in relation to other studies. Use relevant terms and periods labels Relate current studies to previous studies. Identify changes within and across historical periods. Use words and phrases relating to specific periods. 	
Historical Interpretations and Understanding	Organisation and communication
<ul style="list-style-type: none"> Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. Select relevant sections of information. Compare accounts of events from different sources. Fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Children at KS2 are not expected to construct their own historical arguments. Across the key stage, children are expected to deepen their historical knowledge through repeated exposure of the core concepts below and increasing substantive knowledge of the subject as the key stage progresses. This will be reflected in the children’s historical writing. The purpose of the writing should be primarily to communicate the substantive topic knowledge in a coherent and logical manner, with increasing detail and confidence as the key stage progresses. Writing may be framed around key historical enquiry questions, underpinning units, linked to the second order concepts of: <ul style="list-style-type: none"> Cause and consequence Change and continuity Similarity and difference Historical significance However, key to this approach is that children have studied in depth the topic content and vocabulary to afford children with the key knowledge that they need in order to write successfully.





Taught topics

Romans	The Mayans	The Ancient Greeks	The Vikings
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Explore Julius Caesar’s attempted invasion in 55-54BC. • About the Roman army and it’s power. • The successful invasion by Claudius and conquest including Hadrian ’s Wall. • A study around Hadrian’s wall and it’s importance to the locality. • The British resistance- Boudicca. • The impact the Roman Empire had on Britain. • The Roman withdrawal and fall of the Roman Empire. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Where Maya is. • What it is like today and how it differs from our society. • What Maya was like in 900AD. • Significant aspects of Mayan life (chocolate, gods, houses, clothing). 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • The religion and gods associated with Ancient Greece. • The chronology of Ancient Greece. • How Ancient Greece has influenced the modern western world- <ul style="list-style-type: none"> ○ Democracy ○ Olympics 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • About Viking raids and invasions. • What it is that attracted people to invade Britain. • About the first invasion at Lindisfarne. • The local invasion upon Hartlepool Headland by Norwegian pirates.

Knowledge organisers (including vocabulary)

Romans	The Mayans	The Ancient Greeks	The Vikings
			

Assessments

Romans	The Mayans	The Ancient Greeks	The Vikings
			

Curriculum links

Romans	The Mayans	The Ancient Greeks	The Vikings
<p>Knowledge to feed into Vikings topic</p> <p>Knowledge around power for Changes in the Monarchy topic</p> <p>Place knowledge for mountains topic and volcanoes topic</p>	<p>Place knowledge around Mexico and North and South America for USA topic</p> <p>Knowledge around other civilizations during this period</p>	<p>Knowledge around power for Changes in the Monarchy topic-particularly Prime Minister and democracy</p>	<p>RE knowledge around the Viking invasion and Lindisfarne</p> <p>Knowledge around monks and monasteries from changes in the monarchy topic</p> <p>Invasion knowledge to compare to WW2 topic</p>
<p>Knowledge around other civilizations during this period</p> <p>UK place knowledge</p> <p>Knowledge around power for Changes in the Monarchy topic</p>	<p>Knowledge around other civilizations during this period</p> <p>Knowledge around religions and gods, goddesses and religious belief and practice</p> <p>Geography knowledge around hot places of the world</p>	<p>Knowledge around power for Changes in the Monarchy topic-particularly Prime Minister and democracy</p> <p>Knowledge of sports and the Olympics from whole school events</p> <p>Knowledge around religions and gods, goddesses and religious belief and practice</p>	<p>Knowledge from Romans topic</p> <p>UK place knowledge</p> <p>RE knowledge around the Viking invasion and Lindisfarne</p> <p>Knowledge around monks and monasteries from changes in the monarchy topic</p>

Supporting documents



LANGUAGES- FRENCH

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”

--Flora Lewis

Skills and knowledge in languages					
Listening			Speaking and Pronunciation		
Reading and Writing			Grammar		
Intercultural Understanding					
Taught topics					
Numbers, days and months Birthdays	Colours Clothes	Body parts Whole body	Family The second person	Animals Zoo/farm	Likes and dislikes
Children are to learn: <ul style="list-style-type: none"> Numbers to 31 Days of the week Months of the year Children are to be able to write-independently- the date and title. Question and answer: When is your birthday? My birthday is... 	Children are to learn: <ul style="list-style-type: none"> A range of colours including the word for light and dark. Different types of clothes and the colour of them. e.g My socks are light blue, his socks are blue, her socks are dark blue. Question and answer- What colour is... 	Children are to learn: <ul style="list-style-type: none"> To sing head, shoulders, knees and toes in French. Be able to label parts of the body. He has.. she has... they have... Question and answer – What is it? ... It is... They are... What colour hair does your friend 	Children are to learn: <ul style="list-style-type: none"> Different family members Children should be able to talk about someone else’s family. Question and answer: Who is it?... Here is... 	Children are to learn: <ul style="list-style-type: none"> A range of animals which would be seen in a zoo or farm. Question and answer: What is it? It is... 	Practice and consolidation... <ul style="list-style-type: none"> Use this topic to address any gaps/misc onceptions. Revisit vocabulary which isn’t as strong. Create a piece of writing which includes the learning of this year.

It is...

(male/fem
ale)

Knowledge organisers (including vocabulary)

Numbers, days
and months
Birthdays

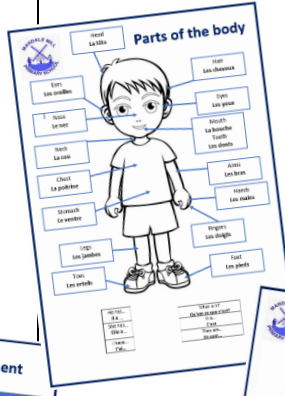
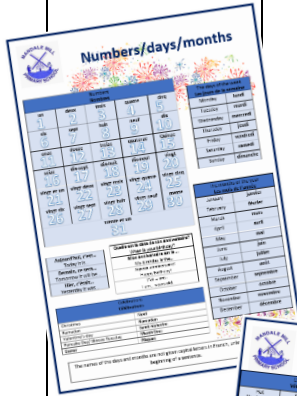
Colours
Clothes

Body parts
Whole body

Family
The second
person

Animals
Zoo/farm

Likes and
dislikes



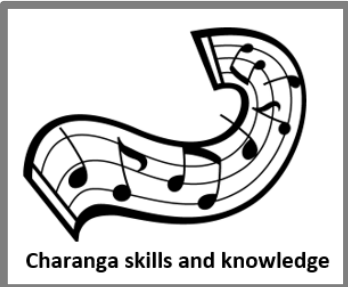






Supporting documents



MUSIC








“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.”

--Plato

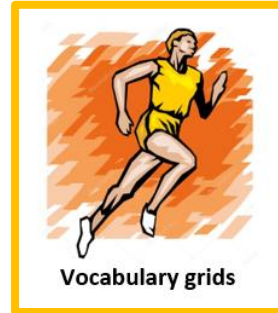
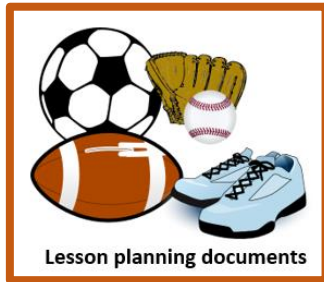
Skills and knowledge in music					
Listen and Appraise	Singing	Playing	Improvisation		
Composition			Performance		
 <p>Charanga skills and knowledge</p>					
Taught topics					
Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Recorders
As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits.	The learning is focused around exploring and developing playing skills through the glockenspiel.	Stop! – a song/rap about bullying.	All the learning is focused around one song: Lean On Me.	All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.	Children continue to develop their skills with playing recorders.
Supporting documents					
Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Recorders
					

PHYSICAL EDUCATION

Sports do not build character. They reveal it.
--John Wooden

Skills and knowledge in physical education		
Dance	Field games	Net and wall games
Outdoors and adventurous activities	Striking and fielding	Target games
Athletics	Gymnastics	Invasion games
Life skills- health and safety		Life skills- citizenship
 <p>Progression documents</p>		
Taught topics		
Autumn One	Spring One	Summer One
Pupils should be taught: Dance 	Pupils should be taught: Tennis 	Pupils should be taught: Cricket/rounders 
Autumn Two	Spring Two	Summer Two
Pupils should be taught: Gymnastics 	Pupils should be taught: Football 	Pupils should be taught: Athletics 

Supporting documents






PERSONAL, SOCIAL AND HEALTH EDUCATION

You're braver than you believe, stronger than you seem and smarter than you think.

--Winnie the Pooh

Skills and knowledge in PSHE					
Confidence and responsibility	Views and opinions	Health and hygiene	Relationships and respect	Personal safety	Emotional wellbeing
<ul style="list-style-type: none"> Identify positive ways to face new challenges, applying knowledge creatively. 	<ul style="list-style-type: none"> Convey own opinions and answers clearly, supported by evidence. Formulate questions to further their understanding or adapt their viewpoint. 	<ul style="list-style-type: none"> Identify some factors that affect emotional health and well-being (e.g. exercise or dealing with emotions). 	<ul style="list-style-type: none"> Recognise that their actions affect themselves and others Respond to, or challenge, negative behaviours such as stereotyping and aggression evaluating social norms. 	<ul style="list-style-type: none"> Assess and manage risks associated with personal lifestyle and activity choices; trying new ideas, facing challenges safely and recognising what is dangerous. Develop their understanding of online safety, including the protection of personal details. 	<ul style="list-style-type: none"> Recognise strong emotions and identify ways of self-regulating them positively Explain how things can be misinterpreted or misrepresented.

Collaboration	Diversity	Citizenship	Financial understanding	Relationships and feelings	Goals
<ul style="list-style-type: none"> List different types of teasing, discrimination, bullying and aggressive behaviours explaining how it can feel and who can help with these issues. 	<ul style="list-style-type: none"> Explain the words 'discrimination' and 'stereotype' and give examples of both. 	<ul style="list-style-type: none"> Explain how they might make a positive contribution to a world issue, such as global warming, poverty or fair trade. Recognise the role of voluntary and community groups. 	<ul style="list-style-type: none"> Discuss how to make money and show enterprise. List several ways of saving money, including those linked with banks and building societies. 	<ul style="list-style-type: none"> Describe why someone might start a relationship with another person. 	<ul style="list-style-type: none"> Talk about their achievements and plan how to work towards new goals, making use of constructive feedback.

Taught topics		
Living in the Wide World	Relationships	Health and Wellbeing (H)
Pupils should be taught: <ul style="list-style-type: none"> • Shared Responsibilities • Communities • Media literacy & digital resilience • Economic wellbeing: Money • Economic wellbeing: Aspirations, work & career 	Pupils should be taught: <ul style="list-style-type: none"> • Families and close positive relationships • Friendships • Managing hurtful behaviour and bullying • Safe relationships • Respecting self and others • Respecting self and others 	Pupils should be taught: <ul style="list-style-type: none"> • Healthy Lifestyles (physical wellbeing) • Mental Health • Ourselves, growing and changing • Keeping Safe • Drugs, alcohol and tobacco
Supporting documents		
 <p>Detailed long-term plan</p>	 <p>PSHE and RSE policy</p>	 <p>Yasmin and Tom resource Username- Mand...</p>

RELIGIOUS EDUCATION

“Differences were meant not to divide but to enrich.”

-- J. H. Oldham

Skills and knowledge in religious education		
<p>Knowing about and understanding religions and worldviews.</p> <ul style="list-style-type: none"> Give simple definitions of some key terms to do with life after death such as salvation, heaven, reincarnation. Describe what Ahimsa, Grace and Ummah are in religious perspectives. 	<p>Expressing and communicating ideas related to religions and worldviews.</p> <ul style="list-style-type: none"> Identify the reasons why a particular idea is important to a religious group and how it makes a difference to the world. Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life. 	<p>Gaining an understanding of the skills involved in applying religions and worldviews.</p> <ul style="list-style-type: none"> Discuss their own ideas about the importance of values to live by, comparing them to religious ideas

Taught topics

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Supporting documents

Currently under review.
New scheme coming!

