









Mental Health and Wellbeing  (Whole School Approach)  School Values						
	EH4MH 10-a-day Kindness Calendar <a href="https://www.normalmagic.co.uk/">Happier Kinder Together   Action for Happiness</a> <a href="https://www.normalmagic.co.uk/">https://www.normalmagic.co.uk/</a> <a href="https://happymaps.co.uk/">https://happymaps.co.uk/</a>					
Termly and Assembly Themes	Kindness	Community	Respect	Relationships	Happiness	Health
	Stay connected to those you care about.  Being kind to one another what does that look like?  Being kind to yourself and the school community  <b>Protected Characteristics</b> Race 	Actively care for others  What are our communities?  How can we support our school community and each other  <b>Protected Characteristics</b> Disability 	Be proud of your very being.  Take a break.  Respecting each other's views  Respecting our community and school  Respecting each other Sportsmanship  <b>Protected Characteristics</b> Religion and Belief  Sex 	Talk about your feelings  Ask for help  Positive healthy relationships.  <b>Protected Characteristics</b> Marriage and Civil Partnerships  Sexual Orientation 	Do something that you enjoy and are good at.  Celebrating achievements  Supporting each other's achievements  Being positive and positive emotions and well being  <b>Protected Characteristics</b> Age  Gender Reassignment 	Keep yourself Hydrated!  Keep active in Mind and Body  How to get help  Healthy choices  <b>Protected Characteristics</b> Pregnancy and Maternity 

## Year 4 Overview

<b>Skills Builder / Social Interaction</b>  <b>Step ???</b>			 	 		
<b>Skills Builder Step 3</b> <a href="#">Training Area - Skills Builder Hub</a>  <a href="#">Educators Toolkit - Expanded Framework 2022.pdf (skillsbuilder.org)</a>	<p><b>I listen to others and can tell someone else what it was about</b>  The building blocks of this step are learning:  How to listen effectively and stay focused  How to retain and process information  How to recall and explain that information to someone else  <b>Reflection questions</b>  How do you make sure you are listening?  How do you help ensure that you stay focused?  How do you make sure you remember a longer piece of speech, a series of instructions or a story?  When do you find this easier or more difficult?  When are you good at recalling information that you have heard?  What are the most important things to share?</p>	<p><b>I keep Trying and stay calm when something goes wrong</b>  The building blocks of this step are learning:  How you might feel when something goes wrong  How to stay calm in the face of setbacks  <b>Reflection questions</b>  How do you feel when something goes wrong?  When might you feel angry? When might you feel upset?  How do you behave if you are angry or upset?  How can you stay calm when something goes wrong?  Why is this important?</p>	<p><b>I work well with others by taking responsibility for completing my tasks</b>  The building blocks of this step are learning:  What it means to take responsibility  When taking responsibility works well  <b>Reflection questions</b>  What does it mean to take responsibility?  What are the positive effects of taking responsibility?  What are some of the risks of taking responsibility?  How can you get the balance right?  Do you have any experience of taking responsibility?</p> <p><b>I speak effectively by making points in a logical order</b></p> <p>The building blocks of this step are learning:  What we mean by putting things in a logical order, and why it matters  Some approaches to putting things in a logical order  <b>Reflection questions</b>  What do we mean by putting ideas in a logical order?  Why does it matter?  How do you think you can put things in a logical order?  Do you do this at the moment?  Could you try it?</p>	<p><b>I manage dividing up tasks between others in a fair way.</b>  The building blocks of this step are learning:  How to divide up tasks  How to share tasks out in a fair way  How to spot if there are problems  <b>Reflection questions</b>  What do we mean by tasks?  How can you share tasks between people in a fair way?  How can you tell if there are problems with how you have divided up tasks?  Do you have any examples of having done this?</p> <p><b>I pride myself when I am being successful</b>  The building blocks of this step are learning:  How you know when you have been successful  How can you take satisfaction in your success  <b>Reflection questions</b>  How do you know when you are successful?  How can you measure success?  Can you give some examples?  What does it mean to take satisfaction in success?  Why is that important?  Can you give examples of when you have done this?</p>	<p><b>I complete task by finding information/ineed myself.</b>  The building blocks of this step are learning:  How to identify extra information that is needed  How to find this additional information  <b>Reflection questions</b>  What is meant by ‘information’?  When might we need additional information to solve a problem?  How do we know what information we need?  Where are some of the different places you might find extra information?  Which are the best places for different types of information?</p>	<p><b>I generate ideas when I’ve been given a clear breif</b>  The building blocks of this step are learning:  What is a creative brief  How to generate ideas for a brief  <b>Reflection questions</b>  What is meant by a brief?  How can a brief be helpful?  Can you give examples of where you have been given a brief?  How can you create ideas to fulfil a brief?  What are some things that you should do, and some things that you should avoid doing?  Have you got any examples of having done this?</p>



## Year 4 Overview


Planning To be submitted First Friday Back from The School Holiday

There are 2 templates choose which template you prefer.

Staff planning 2023-2024



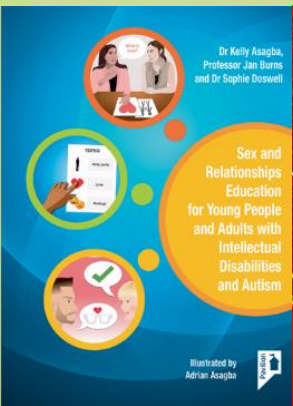
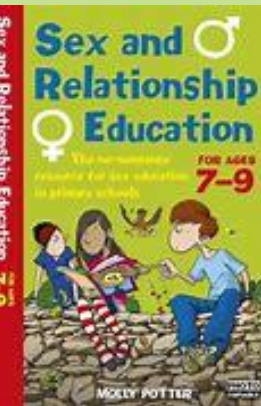


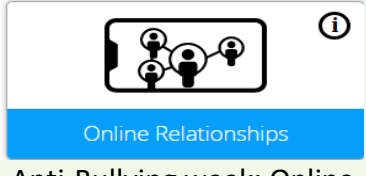

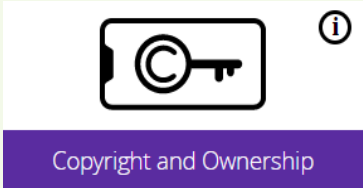
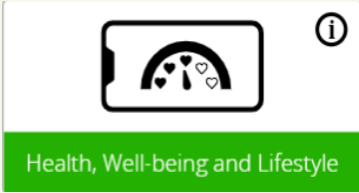

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reading</p> <p>Genre</p> <p>Shared planning</p> <p>Yr 4 - Orange</p>	<p>DES Planned Resource:</p>  <p>Ruth Miskin Resource:</p> 	<p>DES Planned Resource:</p>  	 <p>DES Planned Resource:</p> 	 <p>DES Planned Resource:</p> 	 <p>DES Planned Resource:</p> 	 
<p>Writing</p> <p>Purpose &amp; Genre</p> <p>Shared Planning</p>	<p><b>Fiction:</b> Orion and the Dark <b>Outcome:</b> Narrative retell</p> <p><b>Fiction:</b> The Owl who was afraid of the Dark <b>Outcome:</b> Narrative - Plop on a different adventure</p>	<p><b>Non-Fiction:</b> My pet goldfish <b>Outcome:</b> recount about a pet (or toy pet)</p> <p><b>Non-Fiction:</b> Earth shattering Events <b>Outcome:</b> Chronological Report - an explanation of the process of a volcano eruption</p> <p><b>Poetry:</b> Christmas Poem <b>Outcome:</b> Christmas poem in Christmas card to parents</p>	<p><b>Non-Fiction:</b> Big book of Blooms <b>Outcome:</b> Explanation Text; To write a mini book of plants and their life cycle</p> <p><b>Fiction:</b> Jack and the Beanstalk <b>Outcome:</b> To write an alternative narrative I.e. Jack and the ...</p>	<p><b>Fiction:</b> Traction Man <b>Outcome:</b> To write a detailed character description within a story.</p> <p><b>Non-fiction:</b> Did Romans really eat Flamingos? <b>Outcome:</b> To create questions and information to answer them.</p>	<p><b>Fiction:</b> Stone Age boy <b>Outcome:</b> Narrative – alternative version I.e. Stone Age boy visits Roman girl</p> <p><b>Fiction:</b> How to Wash a woolly Mammoth <b>Outcome:</b> Class book of instructions – how to...</p>	<p><b>Non-fiction:</b> What a Waste <b>Outcome:</b> write a persuasive letter to persuade others to be kinder to the environment.</p> <p><b>Poetry:</b> Set up a sensory puddle experience for children to write their own sound puddle poem. <b>Outcome:</b> Class book of Water poems</p>
Maths	<p>Follow Power Maths/White Rose Scheme of Work <a href="#">Maths Whole School Long Term Overview.docx (sharepoint.com)</a></p>					
	<p>Number Place Value <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788571">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788571</a> <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788572">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788572</a></p>	<p>Number: Addition and Subtraction <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788573">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788573</a></p>	<p>Measurement: Money <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788584">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788584</a></p>	<p>Number: Multiplication and Division <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788577">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788577</a></p>	<p>Number: Decimals <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788581">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788581</a></p>	<p>Geometry: Property of Shapes <a href="https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788587">https://www.activelearnprimary.co.uk/app/plans/powermaths/unit/788587</a></p>

## Year 4 Overview


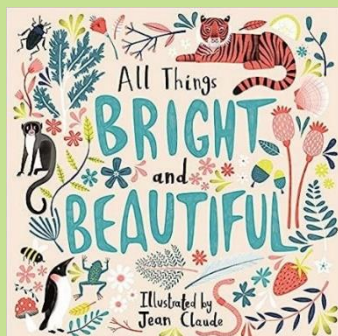
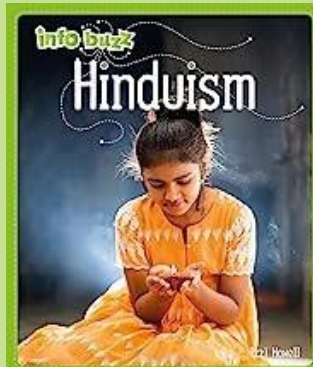
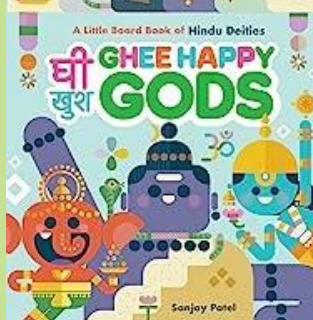
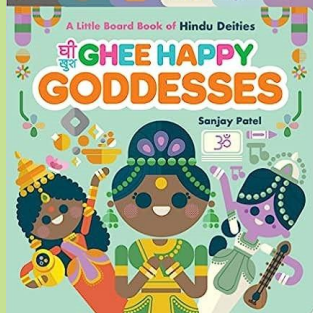

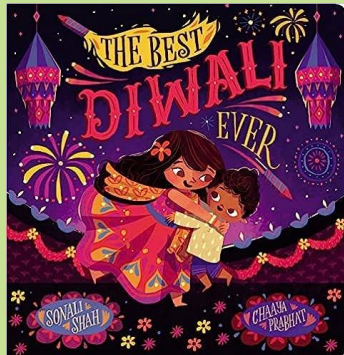

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<b>Science</b> <b>Not a 2-year programme anymore</b> <b>Grammarsaurus</b> <a href="#">Login - Grammarsaurus</a>  <b>Grammarsaurus</b>	<b>Animals including Humans.</b> <i>What happens to the food that we eat?</i>  I can name the basic parts of the digestive system and describe their functions. I can identify the different teeth and describe their function. I can plan and carry out an investigation. I can communicate my results. I can construct and interpret a variety of food chains. I understand what producers, predators and prey are. I can construct and interpret a variety of food chains. I understand what producers, predators and prey are.	<b>States of Matter</b> <i>Can materials change state?</i>  I can identify solids, liquids, and gases. I can make careful observations. I can communicate my results. I can take accurate measurements using thermometers. I can observe that some materials change state when they are heated or cooled. I can identify the part played by evaporation and condensation in the water cycle. I can plan and carry out a fair test. I can associate the rate of evaporation with temperature.	<b>Sound</b> <i>What is Sound?</i>  I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations from sounds travel through a medium to the ear.  I can recognise that vibrations from sounds travel to the ear.  I can investigate if the size of the pinna affects the volume of the sound.  I can report my findings from enquiries.  I can find patterns between the pitch of a sound and features of the object that produced it.  I can find patterns between the volume of a sound and the strength of the vibration that produced it.  I can set up simple fair tests.	<b>Electricity</b> <i>What is electricity?</i>  I can identify common appliances that use electricity. I can construct a simple circuit and name the parts of the circuit. I can identify if a bulb will light up in a circuit. I can recognise common conductors and insulators. I can investigate switches.	<b>Living things and Habitats</b> <i>Which living things can be found in the local area?</i>  I can develop descriptions using relevant scientific language and vocabulary. I can recognise that living things can be grouped in a variety of ways. I can recognise that living things can be grouped in a variety of ways. I can explore and name a variety of living things in my local environment. I can explore and use classification keys to help group, identify and name a variety of living things in my local environment. I can recognise that environments can change and that this can sometimes pose dangers to living things.	
<b>PE</b>	<b>Co-Operative Games</b>	<b>Games: Invasion Benchball</b>	<b>Gym</b>	<b>Get Healthy Get Fit</b>	<b>Games Strike / Fielding</b>	<b>Athletics</b>
<b>PSHE</b>  <b>PSHE Framework</b> <a href="#">PSHE Association   Charity and membership body for PSHE education (pshe-association.org.uk)</a>	Self-Awareness  PSHE Association planning framework for SEND - KS1 & 2 Pg 9 – 10  SA4 - People who are special to us. SA5 - Getting on with others.	<b>Self-Care, Support and Safety</b>  PSHE Association planning framework for SEND - KS1 & 2 Pg 12 –14  SSS4 - Keeping safe online. SSS5 -Public and private.	Changing and Growing  PSHE Association planning framework for SEND - KS1 & 2 Pg 16 – 17  CG2 - Changes at puberty. CG3 -Dealing with touch. CG4 -Different types of relationships.	Managing Feelings  PSHE Association planning framework for SEND - KS 1 & 2 Pg 15  MF2 - Managing strong feelings	Healthy Lifestyles  PSHE Association planning framework for SEND - KS1 & 2 Pg 18 – 19  HL2 - Taking care of physical health. HL3 - Keeping well.	The World I Live In  PSHE Association planning framework for SEND - KS1 & 2 Pg 21  WILI4 - Taking care of the environment. WILI5 - Belonging to a community. WILI6 - Money.



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<b>Resources For PSHE</b>	<p align="center"> <b>Family Planning</b>  <a href="https://www.fpa.org.uk/RSHE-for-Teachers">RSHE for Teachers (fpa.org.uk)</a>  <a href="https://www.fpa.org.uk/growing-up-with-yasmine-and-tom">Growing up with Yasmine and Tom (fpa.org.uk)</a> </p> <p align="center">  </p> <p align="center">    </p>					
<p><b>PD Whole School E-Safety Overview</b></p> <p>From Project EVOLVE</p> <p>Sign In to your Account   ProjectEVOLVE</p> <p>Toolkit Resources Year 4 or below</p>		  <p>Anti-Bullying week: Online bullying <a href="https://anti-bullyingalliance.org.uk/">https://anti-bullyingalliance.org.uk/</a></p>	 <p>Safer Internet Day: <a href="https://saferinternet.org.uk/">https://saferinternet.org.uk/</a></p>	 <p>CSE Awareness Day March 18th <a href="https://stop-cse.org/national-child-exploitation-awareness-day/">https://stop-cse.org/national-child-exploitation-awareness-day/</a></p>		
<p><b>To put in the outcomes from project evolve year 4</b></p> <p><a href="#">Search and Access Resources ► Year Group   ProjectEVOLVE</a></p>						
<p><b>PD Life Skills</b></p>	<p>Hot and Cold Snacks Hot and cold drinks Invitations</p>	<p>Gardening Cleaning Sewing</p>	<p>Adult/Peer Interactions</p>	<p>Emergency Services Danger How to get help</p>	<p>Walking Planning a journey Shopping</p>	<p>Internet research and Administration Skills Application Letters</p>
<p><b>PD Careers</b></p>	<p>Belonging to the community People who help us visit Police. Identifying Jobs and skills for people who like outdoors. Widget jobs to support <a href="#">KS 2 3 Jobs Widgets Lesson.pptx</a></p>		<p>Belonging to the community People who Help us Visit Doctor / Nurse Identifying Jobs and skills for people who like animals. Widget jobs to support KS 2 3 Jobs Widgets Lesson.pptx</p>		<p>Belonging to the community People who Help us lifeguard / Lifeboat Identifying Jobs and skills for people who like space. Widget jobs to support <a href="#">KS 2 3 Jobs Widgets Lesson.pptx</a></p>	

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Careers Resources					
RE  To be completed in Class Sketch Books	<p><b>Christianity - The Trinity</b> This builds on our learning in year 3 People of God. This will help our learning later in year 4 Pentecost.</p> <p><a href="#">Religious Education.pptx</a></p> 	<p><b>Hinduism - Introduction to Hinduism</b> This is the first time we have learnt about Hinduism. This will help us with our learning later in year 4 Hinduism in the UK.</p> <p><a href="#">Religious Education.pptx</a></p>   	<p><b>Christianity - Salvation (2)</b> This builds on our learning in year 2 about ‘Salvation’. This will help our learning later is year 4 when we study Pentecost.</p> <p><a href="#">Religious Education.pptx</a></p> 	<p><b>Hinduism - Hinduism in the UK</b> This builds on our learning earlier in year 4 Introduction to Hinduism. This will help with our learning in year 6.</p> <p><a href="#">Religious Education.pptx</a></p> 	<p><b>Christianity – Pentecost / Biblical Texts</b> This builds on our learning in year 4 about ‘Salvation’ This will help us with our learning in year 6.</p> <p><b>Biblical Text</b> This builds on learning in year 1 God in the bible. This will help with our learning in year 6</p> <p><a href="#">Religious Education.pptx</a></p> <p>Visit Exeter Cathedral</p> 



## Year 4 Overview

<p><b>History</b></p> <p>Grammarsaurus</p>						
	<p><b>Chronology</b></p> <p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p> <p><b>Evidence &amp; Interpretation</b></p> <p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p> <p><b>Cause and Consequence</b></p> <p>I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.</p>	<p><b>Change and Continuity</b></p> <p>I can explain the concept of change over time and represent this with evidence.</p> <p><b>Similarity and Difference</b></p> <p>I can describe the social, ethnic, cultural, and religious diversity of the past.</p> <p><b>Historical Significance</b></p> <p>I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support)</p>			<p><b>Chronology</b></p> <p>I can place events, artefacts, and historical figures on a timeline, using dates and time (BCE/CE).</p> <p><b>Evidence &amp; Interpretation</b></p> <p>I can suggest more than one suitable source for historical enquiry. I can begin to discuss the reliability of sources.</p> <p><b>Cause and Consequence</b></p> <p>I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p>	<p><b>Change and Continuity</b></p> <p>I can explain the concept of change over time when the Romans arrived in Britain and represent this with evidence.</p> <p><b>Similarity and Difference</b></p> <p>I can describe the social, ethnic, cultural, and religious diversity of the past.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p> <p><b>Historical Significance</b></p> <p>I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).</p>
<p><b>Geography</b></p> <p>Local Knowledge to be taught throughout</p> <p>Grammarsaurus</p>						
			<p><b>Place</b></p> <p>I understand that places can have meaning to people and make some suggestions or examples.</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography.</p> <p><b>Space</b></p> <p>I can identify the continents of the world.</p> <p>I can use maps to identify some of the countries of Europe and their capital cities.</p> <p>I can identify some key physical features and settlements in Campania.</p> <p>I can identify the location of my region in England and the key human and physical features of my region.</p>			

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			<p>I can compare key physical features in Campania to those in my own region.</p> <p><b>Physical and Human Processes</b></p> <p>I can understand that physical processes are the natural forces that change Earth’s physical features.</p> <p>I understand how the tectonic movement has shaped the Earth's surface.</p> <p>I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy.</p> <p>I understand human processes in my region and Campania, including settlements and economic activity.</p> <p><b>Cultural Awareness and Diversity</b></p> <p>I can understand the similarities and differences between my region and Campania and give some examples.</p> <p>I can understand that cultural identity may vary from region to region.</p> <p><b>Scale</b></p> <p>I can understand how my region is an area within England, and there are towns and cities within my region.</p> <p>I can understand that Campania is a region within Italy.</p> <p>I can understand that England and Italy are countries within the continent of Europe.</p>			
Expressive Arts						
Art	Sonia Delaunay <a href="#">Yr 3-4 ART Sonia Delaunay</a>		Recycled Art <a href="#">Yr 4 ART Recycled Art</a>		Plant Art <a href="#">Yr 3-4 ART Plant Art</a>	
Design & Technology <a href="#">DT - PlanBee</a>		Seasonal Socking <a href="#">Yr 3-4 DT Seasonal Stockings</a>		Making Mini Green Houses <a href="#">Yr 3-4 DT making mini greenhouses</a>		Seasonal Food <a href="#">Yr 3-4 DT Seasonal food</a>
Horticulture	Clearing and Harvesting Potting Seeds Making Compost Planting Bulbs	Polytunnel Clearing and development of the area Bird Feeders and Feeding Making Christmas wreaths	Winter Pruning Signs of Winter Growth Birdwatching Preparing woodland grounds	Looking for signs of spring Looking and the difference light and dark makes to plants	Grass maintenance Planting seeds fruit and vegetables Protecting plants from animals Preparing for Dawlish om Bloom and OMS in bloom	Dawlish and OMS in Bloom judging. Preparing plants for the summer fate  Gathering crops grown
Forest School	Tarpaulin folding group activity. Basic tool Use and Health and safety Basic fire starting and Health and safety. Charcoal Pencils Woodland Diorama	Christmas decorations Woodland reindeers wreaths	Bug Hotels Developing and looking after the forest school Bird feeders Clay insects	Looking at signs of spring Developing and looking after the forest school Making hanging items Development of skills	Looking at summer and the seasonal changes Den building Securing skills	