

See the documents [SPPS Maths Overview](#) and [SPPS English Overview 2014](#) for these core objectives

Statutory objectives

SPPS objectives or suggested topics / activities

Science						
Working Scientifically	Topics	Living things and their habitats	Animals, inc Humans	State of Matter	Sound	Electricity
<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>Build on these skills from Year 3:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <p>Main skills to focus on in Year 4:</p> <ul style="list-style-type: none"> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 	<p>Pupils should be taught to:</p> <p>Biology</p> <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 group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>Pupils should be taught to:</p> <p>Biology</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans 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. 	<p>Pupils should be taught to:</p> <p>Chemistry</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases 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. 	<p>Pupils should be taught to:</p> <p>Physics</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating 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>Pupils should be taught to:</p> <p>Physics</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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. <p><i>(May wish to complete over 2 half terms)</i></p>	

SPPS Curriculum Objectives Y4 Statutory Requirement Objectives



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NON CORE SUBJECTS: PART 1 OF 3			
Geography	History	Art & Design	Design & Technology
<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Through Anglo Saxons and Scots – How Britain’s settlements and developed. Land comparison, mountains in Scotland v’s London.</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <p>physical geography, including: rivers, mountains (comparisons to Scotland), and the water cycle.</p> <p>human geography, including: types of settlement and land use (settling near a river)</p> <p>Totally London/ River Thames – Water cycle and rivers. Why is London wher it is? - Links with trade, settlement requirements.</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features use fieldwork to observe, measure, record and present the human and physical features in the local area (River Thames) 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxons and Scots <p>Anglo Saxons and Scots</p> <ul style="list-style-type: none"> A local history study <p>Totally London/ River Thames</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China <p>Ancient Egypt</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas- This needs to b be apparent in planning about great artists, architects and designers in history. <p>Media to cover- printing paint, fabric paint, clay</p> <p>Artist focus: Claude Monet</p>	<p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

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NON CORE SUBJECTS: PART 1 OF 3			
Geography	History	Art & Design	Design & Technology
<p>using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Global Citizenship Aims Pupils should:</p> <ul style="list-style-type: none"> begin to identify unfairness and take appropriate action understand the causes and effects of inequality empathise and respond to the needs of others make links between our lives and the lives of others have an awareness of finite resources understand our potential to change things <p>Curriculum links and resources</p> <ul style="list-style-type: none"> The Water Cycle - Understand how the water cycle works and how companies and individuals all have a role to play to ensure we minimise the effects upon the environment?(Eco Schools resources) Water vulnerability - Introduce your pupils to the idea that although water is a fundamental human right, many people have restricted access to it. (Oxfam resources) Others - Eco Schools – Water Quality Testing (practical investigation). Visits – Thames barrier Education centre 			<ul style="list-style-type: none"> apply their understanding of computing to program, monitor and control their products. <p>Topic: River Thames Focus – Water carrier / waterproof device</p> <ul style="list-style-type: none"> - Design, make and evaluate -Selecting materials for purpose / functional qualities -Technical knowledge -How to reinforce/ strengthen a structure <p>Topic: Sound (Science linked) Focus – Making musical instruments – stringed instruments using elastic bands</p> <ul style="list-style-type: none"> - Design, make and evaluate -Selecting materials for their functional properties – use of rubber bands for vibration -Technical knowledge -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Topic: Ancient Egyptians/ Science Electricity Focus – torches to explore tombs</p> <ul style="list-style-type: none"> -Design, make and evaluate -Technical knowledge -Understand and use electrical systems in their products [for example, series circuits -Incorporating switches, bulbs, buzzers and motors] <p>Cooking and nutrition</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. <p>Topic: Anglo Saxons Focus – to prepare and cook a savoury dish linked to seasonal vegetables</p> <ul style="list-style-type: none"> -Design, make and evaluate -Technical knowledge -Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques- focus boiling and steaming, linked to healthy eating

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NON CORE SUBJECTS: PART 2 OF 3			
Computing	R.E	PHSE (Following SPPS Program)	Physical Education
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <p>List of topics-</p> <ul style="list-style-type: none"> We are meteorologists: Presenting London weather, Link to water cycle. We are HTML editors: making websites with hyperlinks about River Thames. We are musicians: Producing digital music- link to science and designing instruments. We are software engineers: designing a healthy eating game using kodu. We are co authors: producing a wiki about Ancient societies. 	<p>Pupils should follow:</p> <p><u>Southwark Syllabus:</u></p> <p>Judaism Unit 1 – Jewish beliefs about God</p> <p>Judaism Unit 2 – Jewish home and celebrations</p> <p>Islam Unit 3 – the Final Messenger</p> <p>Islam Unit 4 – Islamic way of life</p> <p>Sikhism Unit 4 – The Gurus</p> <p>Christianity Unit – The Bible</p> <p><i>(See units for full objectives)</i></p>	<p>Pupils should be taught:</p> <p>Autumn 1: Difference & diversity; creating class rules to match school vision and values.</p> <p><u>PATHS</u></p> <ol style="list-style-type: none"> Getting started (including: co-operative learning skills; golden rule; listening to others ...) Feelings and relationships (including: recognising & controlling anger; control signals; feelings intensity ...) Making good decisions Being responsible and caring for others Problem-Solving <p><u>Sex and Relationships Education: Growing Up (Autumn 2)</u></p> <ol style="list-style-type: none"> Growing and changing What is Puberty? Puberty changes and reproduction <p><u>Drug & Alcohol Education: Alcohol</u></p> <ol style="list-style-type: none"> Effects of Alcohol Alcohol and Risk Limits to Drinking Alcohol 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>2 hours per week. 1 hour to be to be REAL PE 1 hour to be a sport/ discipline linked to competition timetable.</p> <p><u>REAL PE SCHEME OF WORK</u> Unit 1- Personal skills: weeks 1-6. Unit 2- Social skills: Weeks 7-12. Unit 3- Cognitive Skills: Weeks 13-18 Unit 4- Creative Skills: Weeks 19-24 Unit 5- Physical Skills: Weeks 25-30 Unit 6- Health and Fitness: Weeks 31-36 <i>(These units do not need to be taught in this order, it is best to start with Personal and then move on. If you feel the children need lots of work on Social or Creative skills then</i></p>

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Computing	R.E	PHSE (Following SPPS Program)	Physical Education
<ul style="list-style-type: none"> We are toy developers: design on screen prototype for computer controlled toy for tomb exploration 			<p><i>work through the lessons in all the units but keep the focus on the skill which you choose.)</i></p> <p><u>SPORT/DISCIPLINE UNITS/SCHEMES OF WORK.</u></p> <p><i>(These should be taught in line with the competition calendar which will be issued at the start of each school year.)</i></p> <p>Dance-1, 2, 3. Follow SOW- in the year 4 folder along with this document. 18 lessons total.</p> <p>Gymnastics-1, 2, 3. Follow SOW- in the year 4 folder along with this document. 18 lessons total.</p> <p>Games-1, 2, 3. Follow SOW- in the year 4 folder along with this document. 18 lessons total.</p>

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NON CORE SUBJECTS: PART 3 OF 3	
Music	MFL
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ speak in sentences, using familiar vocabulary, phrases and basic language structures ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ present ideas and information orally to a range of audiences* ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ▪ describe people, places, things and actions orally* and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>Niveau Bleu Scheme</p> <p>Year 4: Modules 1-6 (For session 2014/15 Y3-6 to use modules for Y3 to ensure initial coverage, in result of changes to the curriculum)</p> <p>Rigilo Scheme of Work</p> <p>These units could be supplemented with selected Rigilo Units (See 14 15 SPPS MfL Appendix, Fronter, Curriculum Entrance Hall, Modern Foreign Languages, Resources)</p>

ERROR: syntaxerror
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