

**English**

**English texts: A christmas in time.**

**Year 4 writing assessment objectives:**

Narrative

Poetry

Write for both fictional and non-fictional purposes

Use expanded noun phrases to describe and add detail to settings and characters

Use co-ordinating and subordinating conjunctions

Use prepositions to express place and time

Demarcate sentences with capital letters and full stops,

Spell common exception words(Year 1-2), spellings with contracted forms and Y1/2

Spelling rules correctly

spell some words correctly (Year 3-4)

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

Use paragraphs or sections to organise and structure according to purpose and audience



**PSHE**

**National Curriculum objectives**

How to train their minds to focus on whatever they want.

They will learn that this is Neuroplasticity, and they can do anything they put their mind to.

How they use each part of Team H-A- P and reflect on when they use them to develop their understanding.

How the Amygdala reacts to real and perceived danger.

About what triggers their own Amygdala to fight, flight and freeze and how they can train their brain to calm their Amygdala down.

About the brain's structure and how neurons carry messages to create neural pathways.

How neural pathways help us to form habits.

More about how to look after their brains and what happens if we don't.

They will learn how our minds can feel like a Snow globe, leaving

Penguin Pig by Stuart Spendlow

I can tell you the risks of making friends online including the risks of talking to people I have never met and how people **sometimes pretend to be someone they are not.**

I can tell you why it is important to treat people online the same as you treat people in person.

I can tell you some strategies for managing online bullying.

I can tell you how to critically consider sources of information.

I can tell you how information and data



**Science**

**National Curriculum objectives**

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

**Progression in skills objectives**

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 differences, similarities or changes related to simple scientific ideas and processes

Use straightforward scientific evidence to answer questions or to support his/her findings

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

**Spanish**

**National Curriculum objectives**

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.

**Progression in skills objectives**

Can listen and respond accurately to a sequence of commands

Can communicate some simple commands to another person

Can recognise and read names of places in a town, and accurately match words to pictures
Can ask where something is, and respond appropriately

**Design Technology**

**National Curriculum objectives**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.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic.

To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.

To understand and apply the principles of a healthy and varied diet

To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

**Progression in skills objectives**

Generate ideas, considering the purposes for which they are designing

Make labelled drawings from different views showing specific features

Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail

Use simple graphical communication techniques

Sew using a range of different stitches, weave and knit

Join and combine materials and components accurately in temporary and permanent ways

Measure, tape or pin, cut and join fabric with some accuracy

**Computing**

**National Curriculum objectives**

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.

**Progression in skills objectives**

To describe how networks physically connect to other networks

To recognise how networked devices make up the internet

To outline how websites can be shared via the World Wide Web (WWW)

To describe how content can be added and accessed on the World Wide Web (WWW)

To recognise how the content of the WWW is created by people

To evaluate the consequences of unreliable content

**National Curriculum objectives**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Progression in skills objectives**

Decide on ways to improve a piece of work using compositional elements and implement changes

Apply a broader range of more challenging skills executed with precision

Create a unison sequence

Demonstrate control when taking weigh on hands

Perform actions such as balance, body shapes and flight with control

Implement compositional elements into sequences

Adapt actions and sequences to work with partners and small groups

Work as a group to combine sequences

Judge other’s performances using appropriate communication

**Oracy**

**National Curriculum objectives**

Ask relevant questions to extend their understanding and knowledge

Use relevant strategies to build their vocabulary

Articulate and justify answers, arguments and opinions

**Progression in skills objectives**

Able to use a series of questions to keep a conversation flowing e.g. ‘Do you like science? What do you like most about science? Have you learned about food chains yet?’

Be aware of when they can’t remember and ask for an explanation e.g. ‘Is the author the one that writes the story and the illustrator does the pictures?’

Identify clearly when they haven’t understood/can’t remember specific vocabulary and can ask questions to clarify their understanding e.g. ‘What do we call a ghost again, is it a spectator or a spectre?’

Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan e.g. ‘We decided that Jenny would go first because she’s the fastest and would get us a good start.’

**RE**

**Christianity**

**Progression in Skills**

Give examples of agreements and contracts and explain how I would feel if one was broken.

Tell you an affirmation/promise I would like to make.

Start to explain what makes Jewish people believe they have a special relationship with God.

Tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.

Design a symbolic object to show the significance of Christmas or the Christmas holiday.

Describe one thing a Christian might learn about Jesus from a Christmas symbol.

Ask questions about what Christmas means to Christians and compare this with what it means to me.