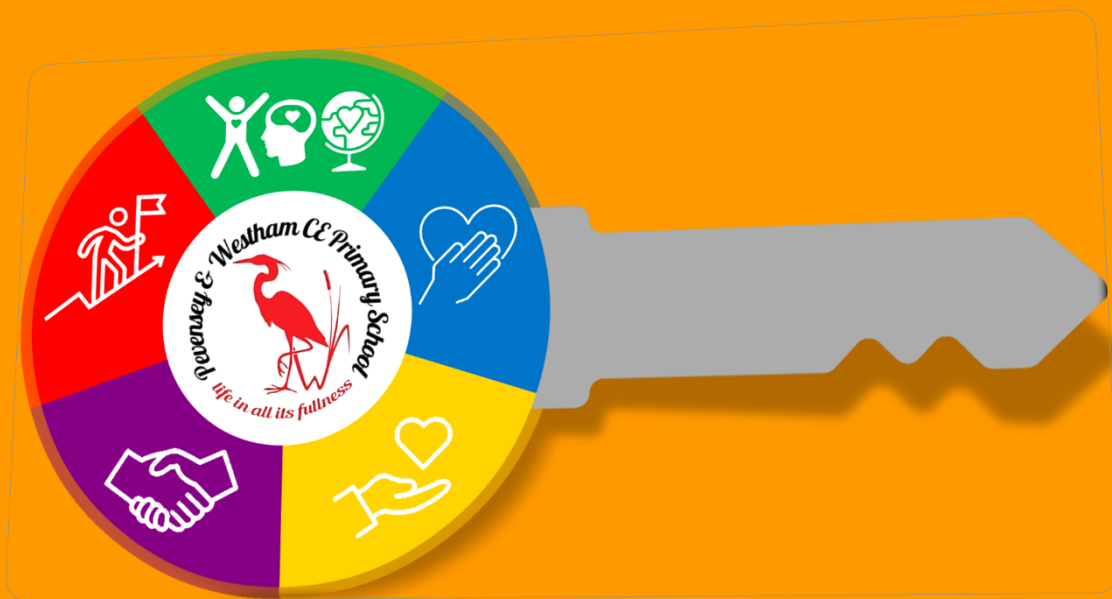


# Year 4 PaWS Passport





# Year 4 PaWS Passport

Our PaWS Passports highlight some of the key milestones for your child's learning this year across the wider curriculum. The points included are not an exhaustive list of everything you child will learn but detail some of the most important objectives. These objectives are key stepping stones for the essential learning your child should secure as they progress through the school: they are the building blocks for future learning.

These milestones are listed by subjects and include suggestions and links for you to support your child to embed and overlearn these key objectives at home. Overlearning will help your child to thoroughly master the learning points ready for their next step.

Digital copies are available on the school website:

<https://pevenseyschool.org.uk/learning/pawspassports>

## **School Vision:**









*“At PaWS we have an ambitious vision to work in partnership with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life.”*

John 10:10

## Year 4 Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Science</b>		Sound	States of matter	Electricity	Living things and their habitats	Animals including humans
<b>RE</b>	What is the 'Trinity' and why is it important for Christians?	What do Hindus believe God is like?	What does it mean to be Hindu in Britain today?	What do Christians call the day Jesus died 'Good Friday'?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark the significant events of life?
<b>History</b>	Romans How did the arrival of the Romans change Britain?		Anglo-Saxons and Vikings Should this period of time be called the 'Dark Ages'? How well did Saxons & Vikings get on with each other?			
<b>Geography</b>	National Parks What are National Parks for?				Water Friend of Foe? What challenges are coastal communities facing?	
<b>Computing</b>	Positives and negatives	The internet		Repetition in games (Scratch)	Spreadsheets (Google Sheets)	Photo editing
<b>Music</b>	Recorders 1		Recorders 2		Recorders 3	
<b>Art &amp; Design</b>	Story telling through drawing		Exploring Pattern		Sculpture/Structure	
<b>DT</b>		Design and create a pneumatic toy for a KS1 child		Make a bendy bag to store a chosen item		Adapting a biscuit recipe
<b>PE</b>	Gymnastics	Hockey	Dance Swimming	Gymnastics	Athletics Stool Ball	Basketball
<b>French</b>	Presenting myself / Je me présent		Vegetables/ Les légumes		What is the weather? / Quel temps fait-il?	
<b>RSHE Life Skills</b>	Setting Ground Rules, Wellbeing and Values	Family and relationships	Safety and the changing body	Health and wellbeing	Citizenship	Economic Wellbeing  Transition to Y5

# Art and Design

-  Use sketchbooks to record and develop ideas and experiment with techniques.
-  Use key concept vocabulary when discussing art.
-  Create tone, texture and form through observational drawing.
-  Use drawing as a way of communicating ideas.
-  Use materials to create 3D forms.
-  Investigate the nature and quality of different materials and how they can be manipulated.
-  Develop understanding of pattern (rotation, symmetry, repetition)
-  Create artwork for a purpose (historical jewellery).

## Home Learning opportunities

Year 4 Art and Design

<https://www.bbc.co.uk/bitesize/subjects/zxv346f>

<https://www.tate.org.uk/kids>

Laura Carlin

<https://www.heartagency.com/artists/laura-carlin/>






Rachel Parker

<https://www.rachelparkerdesigns.co.uk/>

Shaheen Ahmed

<https://www.shaheenahmed.com/>

# Computing

-  Describe what bullying looks like online.
-  Share advantages and disadvantages of anyone being able to create content online.
-  Use repetition (loops) to make a programmable element (e.g., sprite) move (e.g., appear and disappear in random locations) in a game.
-  Create simple formula on a spreadsheet using the four mathematical operations.
-  Change the appearance of a digital image (e.g., cropping, corrections, filters).

## Home Learning opportunities

Online safety

Be Internet awesome

[www.beinternetawesome.withgoogle.com/en\\_us/interland](http://www.beinternetawesome.withgoogle.com/en_us/interland)

Band Runner











[www.thinkuknow.co.uk/parents/articles/band-runner/](http://www.thinkuknow.co.uk/parents/articles/band-runner/)

KS2 Computing

<https://www.bbc.co.uk/bitesize/subjects/zvnrq6f>

<https://scratch.mit.edu/>

# Design and Technology

-  Work safely with a range of tools and hygienically
-  Adapt a recipe
-  Evaluate and compare based on taste, smell, texture and appearance
-  Plan and make a product within a given budget
-  Select appropriate stitches for strength
-  Use neat, consistently sized stitches
-  Measure, mark out, cut and shape materials and components with some accuracy
-  Assemble, join and combine materials and components with some accuracy
-  Use annotated sketches and cross-sectional drawings communicate ideas.
-  Consider the views of others, including intended users, to improve their work

## Home Learning opportunities

Recipes

[www.foodforlife.org.uk/skills/recipes](http://www.foodforlife.org.uk/skills/recipes)

Sewing – running stitch and back stitch







<https://www.youtube.com/watch?v=i1-B01FB56s>

<https://www.youtube.com/watch?v=sjHm8CL9WDA>

Recycled craft ideas

<https://www.goodhousekeeping.com/home/craft-ideas/g39561047/recycled-crafts-for-kids/>

# French

-  Listen to longer passages and understand more by picking out key words and phrases in current and previous units.
-  Communicate with others with improved confidence and accuracy: learn to ask and answer questions based on the language covered and incorporate a negative reply when required.
-  Read aloud short pieces of text applying knowledge learnt. Understand most of what is read when it is based on familiar language.
-  Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. E.g., My name, where I live and my age.
-  Better understand the concept of gender and which articles to use for meaning (E.g., 'the', 'a' or 'some'). Introduce simple adjectival agreement (E.g., adjectival agreement when describing nationality), the negative form and possessive adjectives.
-  Know that in different languages, structures can be unique to that language. E.g., In English, we say it is hot but in French, we say, it is 'doing' hot. Understanding there is not always a word for word translation.

## Home Learning opportunities

Subscribed Apps









<https://www.languageangels.com/schools/apps>

KS2 French

<https://www.bbc.co.uk/bitesize/subjects/z39d7ty>



# Geography

-  **Identify and locate** some of the National Parks of Great Britain
-  **Explain** why areas of Great Britain are selected as National Parks
-  **Describe and explain** some of challenges facing the National Park (e.g., soil erosion, littering, Ash Dieback disease)
-  **Draw an informed conclusion** as to how National Parks are managing to tackle these challenges
-  **Identify, describe and explain** how the course of a typical river changes from source to mouth and the physical features it creates
-  **Explain** how rivers play such an important part in the water cycle
-  **Explain** why the coastline around the local area is under threat from flooding and cliff erosion
-  **Compare and contrast** some of the options available to the local area in the future to manage the threat of coastal flooding

## Home Learning opportunities

Key Stage 2 Geography

<https://www.oddizzi.com/> (password and username are class name)

<https://www.bbc.co.uk/bitesize/subjects/zbkw2hv/year/zmyxxyc>







[School Learning Zone - KS2 Geography \(school-learningzone.co.uk\)](http://school-learningzone.co.uk)

Rivers

<https://www.primaryhomeworkhelp.co.uk/rivers.html>

[https://world-geography-games.com/en/world\\_rivers.html](https://world-geography-games.com/en/world_rivers.html)

# History

-  **Identify** and **locate** those modern-day countries that were once part of the Roman Empire.
-  **Explain** that Boudica has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her. Most pictures come from Roman accounts – no surviving pictures. Later interpretations are affected by later discovery of evidence.
-  **Describe** what remains today in Britain of the Roman occupation. E.g., roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc.
-  **Explain** that some historians call this period of time the ‘Dark Ages’ due to the lack of clear archaeological finds (many Anglo-Saxons and Vikings were carpenters) and the fall of the Roman Empire.
-  **Explain** that Britain was an attractive location for invaders from Europe and Scandinavia (landscape, resources, trade links, fertile land, space) and many were tempted to emigrate.
-  **Identify** and **describe** the time of Roman Britain, the Saxons and Vikings in relation to prior units studied across BC and AD.

## Home Learning opportunities

Romans

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/year/z63tt39>

[School Learning Zone - Roman Britain \(school-learningzone.co.uk\)](https://www.school-learningzone.co.uk/roman-britain)






Anglo Saxons

[School Learning Zone - The Anglo Saxons \(school-learningzone.co.uk\)](https://www.school-learningzone.co.uk/anglo-saxons)

Vikings

[School Learning Zone - The Vikings \(school-learningzone.co.uk\)](https://www.school-learningzone.co.uk/vikings)

# Music

-  Understand how to hold and blow into a recorder
-  To cover finger holes on a recorder properly correcting errors in sound
-  To play and learn to keep timing as a group
-  Copy simple rhythms created from semibreves, minims, crotchets, quavers and rests
-  To recognise, play and write learnt notes using a musical staff

## Home Learning opportunities

Year 4 music







<https://www.bbc.co.uk/bitesize/subjects/zwxhfg8/year/z63tt39>

[School Learning Zone - KS2 Music \(school-learningzone.co.uk\)](https://www.school-learningzone.co.uk)

Charanga login

<https://charanga.com/site/log-in/>

# Religious Education

-  Recognise what a 'Gospel' is and give kinds of stories it contains.
-  Identify some Hindu deities and say how they help Hindus describe God.
-  Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.
-  Make links between the Gospel accounts and how Christians mark the Easter events in their communities.
-  Describe how Christians show their beliefs about the Holy Spirit in Worship.
-  Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark milestones.

## Home Learning opportunities

Year 4 RE

[www.bbc.co.uk/bitesize/subjects/z7hs34j](http://www.bbc.co.uk/bitesize/subjects/z7hs34j)

[School Learning Zone - KS2 World Religions](#)








Christianity

[www.primaryhomeworkhelp.co.uk/religion/christian.htm#top](http://www.primaryhomeworkhelp.co.uk/religion/christian.htm#top)

Hinduism

<http://primaryhomeworkhelp.co.uk/religion/hinduism.htm>

# RSHE Life Skills

-  Identify the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
-  Explain the meaning of, and identify, stereotypes
-  Recognise how their increasing independence brings increased responsibility and describe ways to keep themselves and others safe
-  Know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
-  Describe basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or that they think is wrong
-  Know which commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety
-  Describe how to recognize if someone is having an asthma attack and what to do.

## Home Learning opportunities

Key Stage 2 RSHE Life Skills

[www.bbc.co.uk/bitesize/subjects/zfhbr2p](http://www.bbc.co.uk/bitesize/subjects/zfhbr2p)

[www.bbc.co.uk/teach/ks2-pshe/zbrg7nb](http://www.bbc.co.uk/teach/ks2-pshe/zbrg7nb)

<https://www.bbc.co.uk/bitesize/subjects/zfhbr2p>

<https://learning.parliament.uk/en/age-range/age-7-to-11/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/safety/activities-safety-kids/>

# Science



**Sound:** understand that sound is vibrating particles and travel through a medium to the ear and can vary in pitch and volume.



**States of matter:** Explain the processes of evaporation, condensation, freezing and melting between the three main states of matter.



**Electricity:** understand what a complete circuit is and construct a simple series electrical circuit and name the basic parts.



**Living things and their habitats:** Explore and use a classification key to identify a variety of living things.



Understand how humans have affected the environment.



**Animals including humans:** describe simple function of basic part of the human digestive system.



Construct and interpret a food chain, identify producers, prey and predators.

## Home Learning opportunities

Key Stage 2 Science

[www.bbc.co.uk/bitesize/subjects/z2pfb9q/year/zmyxxyc](http://www.bbc.co.uk/bitesize/subjects/z2pfb9q/year/zmyxxyc)

[School Learning Zone - KS2 Science](#)

[Science lessons for Key Stage 2 students - Oak National Academy \(thenational.academy\)](#)

## More useful websites:

School website

[www.pevenseyschool.org.uk](http://www.pevenseyschool.org.uk)

Doodle Learning

<https://students.doodlelearning.com/>

Times Table Rock Stars

<https://play.ttrockstars.com/auth/school/student/7769>

Dyslexia Awareness

<https://www.callscotland.org.uk/information/dyslexia/>

Books for Topics

<https://www.booksfortopics.com/>