



YEAR 4 LEARNING JOURNEY OVERVIEW

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.U.R.S.T**

P roud	I nquisitive	C onfident	K ind	H ealthy	U nderstanding	R espectful	S uccessful	T rustworthy
---------------	---------------------	-------------------	--------------	-----------------	-----------------------	--------------------	--------------------	---------------------

CULTURAL CAPITAL

Pickhurst Academy is committed to ensuring all of our pupils are equipped with the knowledge and cultural capital they need to succeed in life.

Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We ensure that we are introducing them to the best that has been thought and said, and it is our mission to engender an appreciation of human creativity and achievement. We want all of our pupils to leave Pickhurst, by the end of KS2, with aspirational goals for their future, without any limitations.

We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu (1986). We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

KNOWLEDGE (what we know)	SKILLS (what we do)	APPRECIATION (what we value)	ASPIRATION (who we want to be)
-----------------------------	------------------------	---------------------------------	-----------------------------------

INTENT	IMPLEMENTATION	IMPACT
At Pickhurst we passionately believe that our children have the right to a rich, engaging and relevant curriculum that will help them to thrive in the modern world. The richness is derived from both creative thinking around how we build learning experiences and a drive to deepen learning through connecting both the content of the curriculum and the contexts in which learning is applied. The Pickhurst curriculum embodies our core values and places the child at the centre of their own personal and academic development. We endeavour to give children opportunities that will equip	During the course of the week children have a full and balanced curriculum. In Year 4, teachers nurture and encourage the feelings of independent thinking, learning and decision making. We believe that an 'immersive' approach to learning through thematic topics and core texts, allows children to understand how learning is connected across subjects, topics and core concepts. In the same way, skills are taught and lessons are designed to challenge children to apply their knowledge and skills to solve problems both together and independently. The cornerstone of the Year 4 planning is pupil voice and	By the end of Year 4, children will not only have met the academic requirements, they will have a positive view of education and a lively, inquisitive nature. At Pickhurst, we assess and measure outcomes in line with the starting points of each child, checking that they are taught, supported and challenged to make the best progress possible and to reach at least the expected national standards or beyond. At Pickhurst, we encourage the 'Every Child Matters' agenda. Therefore, exposure to enriching provisions in Year 4 such as stimulating educational visits, exploration of the forest

Pickhurst Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



<p>them with the tools and knowledge to thrive in an ever changing and complex society as valuable contributors. In Year 4, our children learn to hone skills and knowledge learned in Year 3 and use this prior knowledge to develop new understanding. Our aim is to foster a love for learning and for children to apply taught skills across all subjects. We seek for all children to access their learning and make progress in all areas of the curriculum. An engaging and inspirational curriculum can foster curiosity and a passion for learning so that children may develop into life-long learners.</p>	<p>allowing engagement in the form of discussion. We believe this is vital in enhancing cultural capital. P4C allows us to share topical stimuli and provides children with the opportunity to debate. Children share their viewpoint and respect the opinions of others. P.E. lessons are anchored within real world sporting events and inspirational figures. Children have the opportunity to explore our forest school and use this experience to inform creative writing. Each week children have the opportunity to listen to others, including teachers, read as well as read aloud. This enhances not only the range of stories being heard by each child but also in the way that they are read to them. In addition to our rich curriculum, we have guest speakers visiting the school to compliment the curriculum and broaden children's horizons.</p>	<p>school and topic-based emersion days allows us to place an increased emphasis on personalisation of the curriculum. Our curriculum aims to develop and encourage every child and to nurture their personal growth through our core school values. All children have an opportunity to develop the ability to make confident choices between right and wrong and to understand the ways in which they can make a positive difference to both their local community and the wider world. The children will be fully prepared to embrace the challenges of their next stage with confidence, determination and valuable knowledge.</p>
---	---	--

ENGLISH					
AUTUMN		SPRING		SUMMER	
<p><i>The King Who Banned the Dark</i> Writing Outcomes: Character description Setting description Persuasive writing Letter writing Writing narrative</p>	<p><i>Leon and the Place Between</i> Writing Outcomes: Character description Setting description Persuasive writing Letter writing Writing narrative</p>	<p><i>The Iron Man</i> Writing Outcomes: Character description Newspaper report Instructions Letter writing Writing narrative</p>	<p><i>The Boy at the Back of the Class</i> Writing Outcomes: Setting description Recount/Personal profile Persuasive writing Poetry</p>	<p><i>I was a Rat</i> Writing Outcomes: Diary entry Playscripts Writing in role Persuasive letter Writing narrative</p>	<p><i>Varjak Paw</i> Writing Outcomes: Diary entry Character and setting description Explanation text Letter of advice Writing narrative</p>



MATHS

AUTUMN		SPRING		SUMMER	
Place Value Addition and Subtraction	Area Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions Decimals A	Decimals B Money Time	Shape Statistics Position and Direction

SCIENCE

AUTUMN		SPRING		SUMMER	
Sound	States of Matter	Electricity	Animals Including Humans	Living things and their habitats	Human Impact

HISTORY

AUTUMN		SPRING		SUMMER	
Ancient Egyptians		Roman Britain		Crime and Punishment	

GEOGRAPHY

AUTUMN		SPRING		SUMMER	
	The Americas		Rivers and the Water Cycle		Earthquakes and Volcanoes

ART

AUTUMN		SPRING		SUMMER	
Collage: Shape, form and colour	3D: Portraiture		Drawing: Light and Shadow	Painting and Colour Theory: Control, layering and colour matching	



DESIGN & TECHNOLOGY

AUTUMN		SPRING		SUMMER	
		Food: Adapting A Recipe			Structure: Pavilions

COMPUTING

AUTUMN		SPRING		SUMMER	
Collaborative learning	Website design	HTML	Investigating weather	Online Safety	Google Classroom Consolidate

PSHE/RHE

AUTUMN		SPRING		SUMMER	
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing

PE

AUTUMN		SPRING		SUMMER	
Invasion games, Handball	Invasion games, Handball	Dance, Modern and Contemporary	Circuit Training	Swimming	Athletics

RE

AUTUMN		SPRING		SUMMER	
How do we know what is right and wrong? (Judaism, Christianity, Sikhism)	How do we know what is right and wrong? (Judaism, Christianity, Sikhism)	Why does there have to be good and bad in the world? (Christianity, Buddhism, Zoroastrianism)	Why does there have to be good and bad in the world? (Christianity, Buddhism, Zoroastrianism)	Is there evidence of God? (Hinduism, Baha'I, Judaism, Islam)	Is there evidence of God? (Hinduism, Baha'I, Judaism, Islam)



MUSIC					
AUTUMN		SPRING		SUMMER	
Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay

P4C and Citizenship					
AUTUMN		SPRING		SUMMER	
Citizenship: <u>Democracy</u> Democracy for all Support the Crayons P4C: Lonesome George, the last tortoise, Fables, Not Now, Bernard and The Giving Tree	Citizenship: <u>Rule of Law</u> Games Without Rules P4C: Jackson Pollock Art and John Lewis Christmas Advert	Citizenship: <u>Individual Liberty</u> Plan to be Good Encouraging Differences P4C: The Ship of Theseus, The Present and Zoo by Anthony Browne	Citizenship: <u>Individual Liberty</u> Free to Be Me Express Yourself P4C: Time Travel, The Mirror of Erised – Harry Potter and You’ve Got a Friend in Me	Citizenship: <u>Mutual respect, tolerance and diversity</u> Welcoming New People We Are Britain P4C: The Balloon Debate, Imagine by John Lennon and Can You Keep Up?	Citizenship: <u>Economics, Money and Managing Resources</u> How Payments are Changing How We Pay For Things P4C: Dog Computers – Communicating with our Pets, Piper – Disney Pixar, Pets and Fireworks and Read the Instructions Challenge

MFL					
AUTUMN		SPRING		SUMMER	
Autumn 1 1. Introduce other people 2. Telling the time 3. Using a French dictionary	Autumn 2 1. Numbers 21-40 2. Alphabet 3. Letters to Santa	Spring 1 1. Classroom objects 2. Dates and birthdays 3. Weather and places in France	Spring 2 1. Household items 2. Special occasions including Easter	Summer 1 1. Food preferences and prices 2. Numbers 41 - 59 3. Items of clothing	Summer 2 1. Animals 2. French cities



WELLBEING/MINDFULNESS

AUTUMN		SPRING		SUMMER	
Nature	Quiet Spaces	Silent Nights Mental Health Week	Sparkling Meditations	Up, up and Away	Wizards Happy Wise Festival

TRIPS & EXPERIENCES

AUTUMN		SPRING	SUMMER
Egyptian Day Place of Worship - Gurdwara		RE Workshop (Exploring religion through music) London Zoo	Tower of London Workshop with a Police Officer National Portrait Gallery

Parent Workshops

AUTUMN	SPRING	SUMMER
Year 4 Expectations	Multiplication check	