

# Year 4 — Personal Development



Subject	Character development	Citizenship	British values	Equality	Physical and mental health	Preparations for next stages	Careers
English	<ul style="list-style-type: none"> <li>-Increased vocabulary</li> <li>-communication skills</li> <li>-debating skills</li> </ul>	<ul style="list-style-type: none"> <li>-How characters exist within their different societies.</li> <li>-Study of how characters face and overcome challenges.</li> </ul>	<ul style="list-style-type: none"> <li>-Democracy – voting for the next text</li> <li>-Tolerance – different communities.</li> <li>-Tolerance – completing something they might not enjoy (a book)</li> </ul>	<ul style="list-style-type: none"> <li>-Range of texts set in different time periods and different cultures, including fantasy.</li> </ul>	<ul style="list-style-type: none"> <li>-Themes of friendship</li> <li>-Themes of animals supporting mental health</li> <li>-Reading to support mental health</li> </ul>	<ul style="list-style-type: none"> <li>-Inference skills</li> <li>-communication skills</li> <li>-ability to write to a good standard</li> <li>-Write in standard English</li> <li>-Letter writing</li> <li>-Non-fiction texts writing.</li> </ul>	<ul style="list-style-type: none"> <li>-author</li> <li>-journalist</li> <li>-researcher</li> </ul>
Maths	<ul style="list-style-type: none"> <li>-Problem solving</li> <li>-Perseverance</li> <li>-Resilience</li> </ul>	<ul style="list-style-type: none"> <li>-Being kind and supportive of other's abilities.</li> <li>-Understanding our currency</li> </ul>	<ul style="list-style-type: none"> <li>-Tolerance of different subjects</li> <li>-individual liberty – choice of resources to use and different methods.</li> </ul>	<ul style="list-style-type: none"> <li>-All children taught the same content.</li> <li>-Support given to those who require it.</li> </ul>	<ul style="list-style-type: none"> <li>-Challenging mental ability.</li> </ul>	<ul style="list-style-type: none"> <li>-Problem Solving</li> <li>-Money</li> <li>-Time</li> <li>-Data Handling</li> <li>-Interpreting timetables</li> </ul>	<ul style="list-style-type: none"> <li>-Mathematician</li> <li>-Statistician</li> </ul>
Science	<ul style="list-style-type: none"> <li>-Team work</li> <li>- problem solving</li> <li>- asking questions</li> </ul>	<ul style="list-style-type: none"> <li>-Respect for the environment</li> <li>-Respect for neighbours of school when carrying out investigations outdoors</li> </ul>	<ul style="list-style-type: none"> <li>Respecting those we work with.</li> <li>Listening to others.</li> </ul>	<ul style="list-style-type: none"> <li>-Scientists – British &amp; Non British (variety of races), male &amp; female Howard Latimer, Thomas Edison, Isaac Newton, Linnaeus, Liz Bonnin</li> </ul>	<ul style="list-style-type: none"> <li>-Healthy eating/ lifestyles.</li> <li>-Digestion</li> <li>-pollution – causes and how to prevent air pollution</li> </ul>	<ul style="list-style-type: none"> <li>-problem solving skills</li> <li>-developing working scientifically skills</li> <li>-developing ability to draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>-Botanists</li> <li>-Nutritionists</li> <li>-Ecologists</li> <li>-Electricians</li> <li>-Chemists</li> </ul>
RE	<ul style="list-style-type: none"> <li>-personal understanding</li> <li>-visiting church to celebrate Christian festivals.</li> <li>-building self control</li> </ul>	<ul style="list-style-type: none"> <li>-awareness of different beliefs</li> <li>-increased understanding of different ways of life.</li> </ul>	<ul style="list-style-type: none"> <li>-respectful of others</li> <li>-tolerant and respectful of other people's views, opinions and religions</li> </ul>	<ul style="list-style-type: none"> <li>-awareness of how different religions treat different protected characteristics (gender, race, age etc).</li> </ul>	<ul style="list-style-type: none"> <li>-spirituality</li> </ul>	<ul style="list-style-type: none"> <li>-visit from practising Muslim children – making it real.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher,</li> <li>Support worker.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>-Understanding how technology is developing</li> <li>-Use of technology to support learning</li> <li>-screen time</li> </ul>	<ul style="list-style-type: none"> <li>-plagiarism</li> <li>-part of online communities</li> </ul>	<ul style="list-style-type: none"> <li>-respect – online trolling/cyber bullying</li> <li>-rule of law – aware of hacking, phishing, viruses.</li> <li>-individual liberty – create own avatars.</li> </ul>	<ul style="list-style-type: none"> <li>-All having access to technology to support learning during lessons.</li> <li>-Awareness that not everyone has this privilege.</li> </ul>	<ul style="list-style-type: none"> <li>-screen time</li> <li>-use of technology to aid mental and physical health (eg cosmic yoga)</li> </ul>	<ul style="list-style-type: none"> <li>-Use of spreadsheets</li> <li>-Coding</li> <li>-Online safety</li> </ul>	<ul style="list-style-type: none"> <li>-Coder</li> </ul>
PE	<ul style="list-style-type: none"> <li>-Accessing SEND ability sports events.</li> <li>-Town sports</li> <li>-Sports day</li> <li>-Athletics competitions</li> </ul>	<ul style="list-style-type: none"> <li>-Being part of a team</li> <li>-Showing good sportspersonship</li> </ul>	<ul style="list-style-type: none"> <li>-Rule of law, teaching the children to follow rules through games.</li> <li>-Mutual respect is shown throughout the subject of PE, teaching of cheering teams on and never disregarding others feelings during loss.</li> </ul>	<ul style="list-style-type: none"> <li>-Swimming lessons for all.</li> <li>-Taking turns.</li> <li>-Team work through games.</li> <li>-Adapt all games to allow inclusivity through every PE topic.</li> <li>-Make use of our adaptive PE cards for any game we play, offering support to everybody in any way that they need.</li> <li>-Physical, cognition and learning, sensory and social and emotional adaptations.</li> </ul>	<ul style="list-style-type: none"> <li>Promoting an active lifestyle through exercise for approx 3 hours a week.</li> </ul>	<ul style="list-style-type: none"> <li>-Setting foundations of skills to build on in Upper Key Stage 2.</li> </ul>	<ul style="list-style-type: none"> <li>-Sportsperson</li> </ul>
History	<ul style="list-style-type: none"> <li>-understanding our ancestors shaped the world we live in today</li> </ul>	<ul style="list-style-type: none"> <li>-respecting different class of people (looking at hierarchy in Ancient Greece/Rome)</li> </ul>	<ul style="list-style-type: none"> <li>-Democracy – Athens is the birthplace of democracy</li> <li>-Introduction of the Roman Empire – rule of law</li> <li>-Tolerance/ individual liberty – slavery</li> <li>-rule of law – gunpowder plot</li> <li>-debate – Cromwell</li> <li>-formation of the Union Flag</li> </ul>	<ul style="list-style-type: none"> <li>-roles of men and women</li> <li>-difference in treatment of rich and poor</li> </ul>	<ul style="list-style-type: none"> <li>-preparation of being Spartan soldier (mental health of leaving home at 7, sleeping on pallets, food rations etc), Physical health – becoming strong and carrying out manual labour.</li> </ul>	<ul style="list-style-type: none"> <li>-knowledge of voting, monarchy and politics</li> <li>-developing understanding of sources where historical facts come from</li> </ul>	<ul style="list-style-type: none"> <li>-Historian</li> <li>-development of career choices for men and women</li> </ul>

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<b>Geography</b>	Understanding where we live in the world. Understanding how different places in the world are. Developing different skills relevant for the subject (atlas/ map skills).	-caring for the environment around us -awareness of different environments - different ways of living	-respect – developing respect of other countries -democracy/ rule of law – Northern Ireland and Republic of Ireland	-awareness of different environments and ways of life/ cultures	-aware of opportunities to visit other countries.	-greater awareness of the world around them -map reading and using grid references	-geographer -cartographer -meteorologist
<b>Art</b>	-resilience -understanding own abilities -knowledge of specific skills eg: colour mixing, sketching, painting	-right to express themselves through the medium of art	-individual liberty – to make own choices about patterns and designs used for final art pieces. Individual liberty—choice of how to present work in sketch books	-all experience the same process regardless of gender or ability -Male and female artists, pictures of different genders/races sewing	-use of art as a relaxation tool -development of fine motor skills	-understanding art around them	-illustrator -designer -artist -architect
<b>Design and Technology</b>	-resilience -understanding own abilities -knowledge of specific skills eg: sewing, designing, make, evaluate	-right to express themselves through the medium of design and technology	-individual liberty – to make own choices about designs and projects and work at their own level.	-all experience the same process regardless of gender or ability -Adaptions made where needed to ensure all children can access the curriculum	-development of fine motor skills -Being proud of something they have produced and created	-sewing – life skill	-designer -architect
<b>Music</b>	-resilience -confidence -performance skills -skills of playing an instrument	-Performing for others at school and in the local community	-Respect/ tolerance - Respecting and understanding music from a range of cultures.	-Listening to a range of musicians and genres. -All children having the opportunity to perform in a role they are comfortable with	-vocal health -singing to promote positive mental health -singing for others (care home)	-working with different people -understanding talents of others	-musician -performer -orchestral conductor -music technician
<b>French</b>	Writing letter to a pen friend. Resilience in learning a new language.	Understanding not everyone is the same as you. Supporting others.	Respect for other languages/ cultures	Taking turns, giving everyone a chance to have a go.	Challenging yourself, trying something different.	Basic knowledge of language skills to transfer to secondary school.	Language teacher

## Year 4—SMSC

Spiritual Examples	Moral Examples	Social Examples	Cultural Examples
<ul style="list-style-type: none"> <li>• RE Curriculum – teaches about many religions – Christianity, Humanism, Islam, Sikhism, Buddhism, Judaism.</li> <li>• Children exposed to how other Religions celebrate different festivals to Christians. (Chinese New Year/Eid).</li> <li>• Opportunities to enjoy the natural world and develop confidence through residential visit to Robinwood.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour pathway teaches children right from wrong – assemblies to reinforce this.</li> <li>• Pupils taught to appreciate the views of others – different religions, ethnic groups, diversity within the community.</li> <li>• Pupils are mentored when they make the wrong choices and supported to improve their behaviour – filling in a reflection form with a member of staff to reflect on their behaviour choices.</li> </ul>	<ul style="list-style-type: none"> <li>• Kagan structures and cooperative learning – working collaboratively to support others.</li> <li>• Events where pupils work collaboratively – reading buddies, presenting in groups to the class.</li> <li>• After school events such as discos, film nights to facilitate further socialisation amongst peers.</li> <li>• Pupils perform in Christmas performances.</li> <li>• Chance to perform for others during Music assemblies.</li> <li>• Team building activities during sports week.</li> </ul>	<ul style="list-style-type: none"> <li>• Places of worship visits and inviting visitors in from a range of backgrounds – visits from practising Muslims, visits to local Church.</li> <li>• French – children learn the language and aspects of the French culture.</li> <li>• History curriculum – teaches about cultural influences that have shaped our world today.</li> <li>• Sports week</li> <li>• Song of the day – listening to a range of music from a range of genres.</li> <li>• Zoom with book authors from a range of cultures.</li> </ul>

## Year 4—Wider opportunities

Enrichment	Pupil leader ship	Safeguarding
<ul style="list-style-type: none"> <li>• Robinwood residential – team building, confidence building, developing problem solving and listening skills, staying away from home, personal challenge.</li> <li>• Sports teams— resilience, confidence, determination, team work, respect of others, sportsmanship</li> <li>• Town sports</li> <li>• Sports day</li> <li>• Sports week—trying new things and learning new skills</li> <li>• Science week</li> <li>• Swimming lessons</li> <li>• Performing at the crowning of the May King and Queen</li> <li>• Trip to the pantomime</li> <li>• Eaton Bank/Congleton High for cross country</li> <li>• Eaton Bank/Congleton High for indoor athletics competitions</li> <li>• Eaton Bank/Congleton High for Music workshops</li> <li>• Visits to local church</li> <li>• Reading buddies</li> <li>• Pets as therapy</li> <li>• Charity events—CIN, Comic relief, East Cheshire Hospice</li> <li>• Christmas concert</li> <li>• Extra curricular music lessons</li> <li>• House competitions</li> <li>• Choir opportunities</li> <li>• Extra curricular clubs</li> <li>• County wide picture news</li> <li>• Primary Dance performance</li> <li>• Friends and family lunch</li> <li>• PTA events—Disco, BBQ, Stoke Pantomime trip</li> <li>• Worship led by members of the community (Nic Blackmore, Rev Nic, Stoke City, Music for life)</li> <li>• Zooms with authors</li> </ul>	<ul style="list-style-type: none"> <li>• Vote for school councillor and wellbeing and worship ambassador (showing the British Value of democracy)</li> <li>• Whole school impact: reading dragons, wellbeing and worship ambassadors, school council.</li> <li>• Job application for class jobs eg: eco monitor, digital leader, science ambassador, reading dragons.</li> </ul>	<ul style="list-style-type: none"> <li>• Antibullying week</li> <li>• Safer internet day</li> <li>• Earth day</li> <li>• Home time procedures.</li> <li>• Cooking safety when using knives and ovens.</li> <li>• Relationships and sex education – changes in girls and boys.</li> <li>• D+T – safety when using hot glue guns.</li> </ul>