

# YEAR 4 LEARNING JOURNEY

## THE PATHWAY DEVELOPMENT

As children travel along their Learning Journey, they follow **The Pathway** — our whole-school model for learning and personal growth. At the heart of The Pathway are five **Development Trails**, which run through everything we do:

**Performance, Social, Community, Team and Communication.** Each Trail represents an essential area of development, helping children grow in confidence, character and real-world skills as they move through school.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
				
Developing confidence in front of an audience through performances, singing, dancing, drama and public speaking.	Learning how to build and maintain positive relationships.	Understanding what it means to contribute to school, local and global communities.	Learning how to work together towards a common goal.	Building confidence in expressing ideas clearly and effectively.
Encouraging self-expression and creativity while overcoming nerves.	Developing kindness, empathy and respect for others.	Developing a sense of responsibility for others and the environment.	Developing leadership skills by taking on responsibilities within a group.	Learning how to listen actively and respond thoughtfully.
Learning to engage and inspire others through performance.	Understanding how to work with different personalities and navigate social situations.	Taking part in projects that benefit the wider world, fostering a sense of belonging.	Understanding different roles in a team and how to contribute effectively.	Developing skills in debating, presenting and storytelling.




## BRIGHT BEGINNINGS

As part of The Pathway, children take part in Bright Beginnings - hands-on experiences that build life skills and support their personal development. Each activity links to one of the five Trails, and offers a fun, practical way to grow in confidence, independence and teamwork. Below are this year's Bright Beginnings moments for this year group.

PERFORMANCE	SOCIAL	COMMUNITY	TEAM	COMMUNICATION
Create a rap song and video to share	Learn how to whittle a stick safely with a friend	Fundraise for a chosen charity	Create and follow a map to complete a treasure hunt	Explain and demonstrate how to build a den

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
English Class Texts						
Maths Focus	Place Value (4 wk) Addition & Subtraction (3 wk)	Measurement (1 wk) Multiplication & Division (3 wk) Revision/assessment (3 wk)	Multiplication & Division (3 wk) Length & Perimeter (2 wk) Fractions (2 wk)	Fractions (2 wk) Decimals (3 wk)	Decimals (2 wk) Money (2 wk) Time (2 wk)	Shape (2 wk) Statistics (1 wk) Position & Direction (2 wk) Revision/ assessment (1 wk)
Science Focus	Group and classify living things (3 weeks) Data collection (1 week) States of matter (2 weeks)	States of matter (5 weeks) Consolidation (1 week)	Sound (5 weeks) Data Collection (1 week)	Electricity (4 weeks) Energy (1 week)	Data collection (2 weeks) Habitats (2 weeks) Deforestation (1 week) The digestive system (1 week)	The digestive system (3 weeks) Food Chains (2 weeks)
Science End Points	Children can recognise that living things can be grouped in a variety of ways. Children can talk about criteria for grouping, sorting and classifying (non-statutory).	Children can group materials into solids, liquids and gases. They relate this to common uses of materials and explore the differences between them.	Children can identify how sounds are made, associating some of them with vibrating. They can ask relevant questions and use different types of scientific enquiries to answer them.	Children can draw and build series circuits and identify why circuits may not be working. They can identify the role conductors and insulators and investigate the difference between them in circuits. They are able to draw simple conclusions and make predictions. Children can explain what energy is and how we can reduce our energy consumption.	Children collect data and can understand how seasonal changes affect plant and animal life, analyse and present their findings. Children investigate plants and animals locally, considering biodiversity and can identify the differences between urban and rural habitats and the needs of plants and animals living there. Children can sort and classify both plants and animals based upon their physical characteristics and human impacts on habitats. Children can explain deforestation and identify the impacts in the UK and worldwide.	Children can compare the tooth structure of animals based on diet. They can identify the different type of teeth in humans and their functions. They can explain the causes and impact of tooth decay. Children can define digestion and describe the process.
Geography Focus	Scandinavian Europe			Settlement – York Today	Mountains	
Geography End Points	Children can locate Scandinavian counties on a map. They can explain about the biomes, the features and features of human settlement. Children can link these features to farming and energy use.				Children can explain how mountains are formed and the main physical features of mountains. Children can find out how the climate of mountains affects tourism.	



SUBJECT	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
HISTORY FOCUS		Anglo-Saxons	The Vikings			World War II
HISTORY END POINTS		Children have knowledge of the Anglo-Saxon invasion and settlement of Britain, including how they lived, key events, places and people and the legacy they left.	Children develop knowledge of the Viking arrival and settlement in England, their rulers, daily life, beliefs and conflicts and to understand how their struggle for power shaped the country and left a lasting legacy.			Children develop an understanding of the impact of WWII on Britain, focusing on the experiences of children in Manchester — including evacuation, daily life, and the war’s legacy in shaping modern society.
ART & DESIGN FOCUS		Anglo-Saxon Crosses 	Viking Weaving 		Mountain Collages 	Portraits- 
ART & DESIGN END POINTS		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. Children draw from pictures, Anglo-Saxon crosses to plan their sculptures. They annotate their sketches to explain and elaborate their ideas. Children use moldable materials to create large scale sculptures. Children replicate patterns using materials.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas. Children create weavings and use layers of two or more colours. Children can use precise repeating patterns.		Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas. Children select and arrange materials for a striking effect. They arrange materials to create a picture with texture and layers.	Children can experiment with drawing and colour in their sketch books, developing their ideas with independence. They can annotate their sketches to give more detail to their ideas. Children draw self-portraits and use shading to show light and shadow. Children apply tone to show edges and curves. Children create light and dark tones and colour mix to add contrasting colours to their portrait.
DESIGN & TECHNOLOGY FOCUS	Making a slingshot car			Adapting a recipe for Viking Day	Making an Electric Torch	
DESIGN & TECHNOLOGY END POINTS	Children work independently to produce an accurate, functioning car chassis. They attempt to reduce air resistance through the design of the shape. They produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. Children construct car bodies effectively and complete a trial and evaluate for improvements.			Children follow a recipe with some support. They adapt the recipe by adding extra ingredients and stick to a budget.	Children help make a working switch and identify the features of a torch and how it works. They create suitable designs that fit the success criteria and create a functioning torch with a switch.	

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Outdoor PE Focus	Invasion Games	Multi-skills	Tag Rugby	Hockey	Athletics	Cricket & Swimming
Outdoor PE End Points	Move with the ball using a range of techniques, showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Use running, jumping, throwing and catching in isolation and in combination; develop flexibility, strength, technique, control and balance.	Move with the ball using a range of techniques, showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Vary the tactics they use in a game. Adapt rules to alter games.	Move with the ball using a range of techniques, showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Vary the tactics they use in a game. Adapt rules to alter games.	Children can confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities Children should be taught to swim confidently and proficiently over a distance of at least 25 metres using different types of strokes effectively. They should also be able to perform safe self-rescue in different situations.
Indoor PE Focus	Gymnastics: Movement	Circuit Training	Gymnastics: Shape	Dance: Carnival of the Animals / Diwali / Easter skills	Dance: Water	Dance: Extreme Earth
Indoor PE End Points	Children can create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances	Children can follow instructions to complete a set of exercises, describe the different effects of aerobic and anaerobic exercise, identify parts of the body and participate in exercises that use different muscles, set their own targets for improvement.	See autumn 1	Children can identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy		
MUSIC Focus	Musical Structures	Exploring feelings When You Play	Glockenspiels 2	Expression and Improvisation	Violins Composer- Hans Zimmer Focus piece- Earth	Violins
MUSIC End Points	Children understand that musical sections that repeat or change help create the structure, or form, of a piece of music or a song. They can identify patterns in the sections of music and songs and recognise verses and choruses can repeat or alternate and these provide structure in music. Listen, play instruments and sing to 20 <sup>th</sup> and 21 <sup>st</sup> century orchestral music, soul ballad and contemporary R&B styles.	Children can identify how special effects in music can make the words we sing more meaningful and that the sounds that we hear in music can also help to communicate specific moods. Listen, perform instrument and sing to electronic dance music and folk styles.	Children develop their playing skills further and can read the notes C. D. E F and G, play, compose and perform music using these notes considering rhythm, pitch, melody and tempo.	Children can recognise that improvisation is a way to express our feelings. Children can use glockenspiels to improvise and explore improvisation and expression through listening, playing instruments and singing to gospel and 20 <sup>th</sup> and 21 <sup>st</sup> century orchestral music.	Children can hold the violin and bow effectively and create long and short notes through plucking and the use of the bow. Children develop their rhythm skills, learn to play using all four strings and can play as an ensemble.	Children can hold the violin and bow effectively and create long and short notes through plucking and the use of the bow. Children develop their rhythm skills, learn to play using all four strings, can play as an ensemble and perform a selection of pieces to an audience.

Subject	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Computing Focus	Collaborative Learning	Further Coding with Scratch	Internet Safety	HTML	Computational Thinking	
Computing End Points	Children understand the need to be thoughtful when working on a collaborative document. They plan a survey for Microsoft Form with a range of different question types and export data to a spreadsheet to calculate averages and sums of numbers.	Children can create a simple script in Scratch and use decomposition to identify key features and create variables within a program.	Children can describe how to search over multiple platforms and aware of the accuracy of the results presented. They can describe some of the methods used to persuade people to buy online.	Children can add text between the heading and paragraph tags. They can easily activate the goggles to investigate a web page. They can change the colours and sizes of their object elements and choose an image to create their own news story.	Children can understand that problems can be solved more easily using computational thinking. They create a Scratch program and solve problems using computational thinking.	
PSHE Focus	Being Me in My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
PSHE End Points	Children can talk about being part of a team and how their attitudes and actions affect different people. They learn about group work and how to make positive contributions.	Children talk about judging people by their appearances, first impressions and what influences their thinking of what is normal. They can talk about their own uniqueness and what is special about themselves.	Children explore overcoming feelings of disappointment and how to set new goals and plans. Children can talk about strategies they have for overcoming challenges together.	Children understand different people make them feel different emotions and understand the effect of smoking or drinking alcohol. They understand about peer pressure and how to deal with it.	Children explore jealousy, loss and bereavement. They understand feelings associated with this and strategies for coping with the change. Children understand that sometimes relationships end and this can be amicable.	Children understand bodily changes at puberty, particularly around menstruation and personal hygiene products. Children understand how a baby is formed by the joining of an ovum and sperm.
Religious Education Focus	God, the World and Self	Personal Belief	Marking Life’s Journey	Personal Belief	Belonging	Authority/ Religious/Non-Religious Viewpoint
Religious Education End Points	Islam Enquiry 1 Does praying at regular intervals help Muslims in their everyday lives?	What is the most significant part of the nativity story for Christians today?	Islam Enquiry 2 Does completing a pilgrimage make a person a better Muslim?	Is forgiveness always possible for Christians?	Do people need to go to church to show they are Christians? OR Why are there four Gospels and how are they relevant for Christians?	Islam Enquiry 3 What is the best way for a Muslim to lead a good life? + Humanism Enquiry (lessons 1-2) What motivates Humanists to lead good lives?
French Focus	Phonetics & Instruments	Instruments	Presenting Myself	Presenting myself	Classroom	Classroom
French End Points	Children name and recognise up to 10 instruments in French. They attempt to spell some of these nouns with their correct definite article/determiner in French.	Children learn how to say I play an instrument in French.	Children know how count to 20 in French, ask somebody how they are feeling and give an appropriate response back.	Children can ask somebody their age, name, where they live and reply.	Children can recall from memory a selection of nouns and indefinite articles for common classroom objects. They can learn how to use the negative in French.	Children can describe what we have and do not have in our pencil case. Children can respond to simple classroom commands