



Sport and Health

Year 4, Summer Term

This document outlines the key learning and knowledge for each curriculum area linked to Sport and Health. There are suggested activities in each curriculum area.

This document needs to be used alongside the curriculum coverage document which details the statutory requirements for each area.

History

Key learning:

Pupils should develop an awareness of the past. They should ask and answer questions, using parts of stories and other sources to show that they understand key features of events, for example by looking at primary and secondary sources and answering questions or identifying key features. Pupils should be taught to identify differences in past and present, for example by sorting photos and identifying key features in the photos.

Pupils should develop a knowledge about British, local and world history and make comparisons over time.

Knowledge:

- **Changes within living memory**
 - *To know when the NHS began and why it was and still is important*
 - *To compare life without the NHS to life with the NHS (can link to pandemics)*
 - *To know when the Paralympics began*
 - *To know how sporting events have changed over time.*
- **Events beyond living memory**
 - *To know when the Olympics began.*
- **Lives of significant individuals who have contributed to national and international achievements (comparing life in different periods)**
 - *Florence Nightingale*
 - *Significant sporting individuals*
- **The lives of significant people in the past**
 - *To name significant inventors (Edison, Wright brothers)*
- **Ancient Greece – a study of Greek life and the influence on current Olympics.**

Skills:

- To use and analyse a range of historical sources
- To sort and compare pictures from the past
- To sort and compare artefacts from the past
-

Suggested links/activities:

- History of major sporting events (Olympics, World cup, Paralympics)
- Focus on Greece as origin of Olympics. Link to Ancient Greece and sports that originated in ancient Greece.
- History of the NHS – link to recent events and how important it is.
 - Comparison of life before NHS and life now.

Geography

Key learning:

Pupils should develop a curiosity about the world and different places. Teaching should equip pupils with knowledge of different places, people and environments. Pupils should learn geographically different places and the difference between these. Pupils should develop knowledge of globally significant places.

Knowledge:

- **Locational Knowledge**
 - *To name and locate key continents, countries and oceans (link to sporting events)*
- **Place Knowledge**
 - *To understand geographical similarities and differences between an area in the UK and an area elsewhere in the world*
- **Human and Physical Geography**
 - *To compare physical and human geographical features*

Skills:

- To use maps and atlases to locate continents, countries and oceans
- To use aerial photographs to make comparisons and recognise landmarks

Suggested link/activities:

- Learn about and compare countries in sporting events (world cup, Olympics, Paralympics).
- Focus on Greece as origin of Olympics.

Science

Key learning:

Pupils should develop their investigative skills and curiosity. Pupils should develop understanding of methods and processes through following instructions. Pupils should be taught to work scientifically, making and testing predictions. Pupils should be encouraged to ask questions, observing changes, noticing patterns and grouping and classifying. Pupils should carry out simple, comparative tests.

- **Animals including humans**
 - *Knowledge: To identify, name, draw and label basic parts of the human body and say which is associated to each sense.*
 - *Knowledge: To explore the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.*
 - *Knowledge: To identify that humans and some other animals have skeletons and muscles for support, protection and movement.*
 - *Knowledge: To identify and name the main parts of the human circulatory system.*
 - *Skill: To match body parts on their own bodies.*
 - *Skill: To sort healthy and unhealthy body choices.*
- **Working scientifically (Skills)**
 - *To ask simple questions and recognise they can be answered in different ways*
 - *To observe closely using equipment*
 - *To perform simple tests*
 - *Identifying and classifying*
 - *To use observations to answer questions*
 - *To gather and record data*
 - *To set up simple practical enquires and comparative tests*
 - *To take accurate measurements*

- *To make predictions and draw conclusions*

Suggested activities:

- Healthy body—including nutrition, diet & exercise
- Digestive system
- Teeth
- Skeletons & Muscles
- Circulatory System—heart
- Medicine safety

Music

Key learning:

Musical education should engage and inspire pupils to develop a love of music, increase self-confidence, creativity and a sense of achievement. Pupils should perform, listen to, review and evaluate music across a range of historical periods and cultures. Pupils should explore how music is created through pitch, duration, dynamics, tempo, texture and musical notations where appropriate.

Knowledge:

- To recognise music and instruments from different cultures, traditions and places around the world.
- To know that you can perform music solo or as part of a group
- To recognise and name instruments
- To know that instruments and voice can be used to create sound
- To know that instruments and voice can be used to manipulate sound

Skills:

- To use voice expressively and creatively
- To listen with concentration to a range of music
- To play instruments musically
 - *Using instruments to create different sounds*
- To experiment with, create and combine sounds
- To play and perform solo and as part of a group

Suggested activities:

- Music from around the world.
- Mindfulness and meditation - relaxing music, how does music make us feel?

Computing

Key learning:

Pupils should be taught how digital systems work. Pupils should be equipped to use information technology to create programs, systems and a range of content. Computing ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Pupils should understand some concepts of the fundamentals of computer science. Pupils should be able to evaluate and apply information technology to solve problems. Pupils should be responsible, competent, confident and creative users of information and communication technology.

Knowledge:

- To understand algorithms by following precise and unambiguous instructions.
 - *Follow and create instructions to brush teeth, create healthy snack, complete an exercise etc. on a computer program (e.g. book creator)*

Skills:

- To use technology purposefully to create, organise, store, manipulate and retrieve digital information
- To use technology responsibly and safely
- To use sequence, selection and repetition in programs
 - *Create a stop animation film*
- To use search engine technologies effectively
 - *Use the web to search for information to make a non-fiction book*
- To select, use and combine a range of software
 - *Use book creator to make a book with pictures, sound, text and video*

Suggested activities:

- Using book creator, clicker to create health guides
- Algorithms - brushing teeth, preparing healthy snack, completing an exercise

Art and Design

Key learning:

Art and design should inspire and engage and challenge pupils. Pupils should experiment, invent and create their own works of art, craft and design. Pupils should explore ideas and record experiences. They should have the opportunity to draw, paint and sculpt. Pupils should evaluate and analyse art work.

Knowledge:

- To know that a range of equipment and materials can be used to produce art
- To know about the work of different artists and art from different cultures and make comparisons.

Skills:

- To use a range of materials creatively
- To use drawing, paint and sculpture to share ideas, experiences and imagination
- To experiment with colour, shape, pattern, texture, line, form and space
- To use sketch books to record observations, review and revisit ideas.
- To use a range of techniques to record observations
- To analyse their own and others work

Suggested activities:

- Design and make a sports kit using different media – link to bodies and sport
- Self-portrait – link to mental wellbeing and self confidence

Design and Technology

Key learning:

Design and Technology is a practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems in a variety of contexts. Pupils should develop the creative, practical and technical expertise needed to perform everyday tasks confidently and enable them to participate in an increasingly technical world. Pupils should critique, evaluate and test ideas. Pupils should begin to develop and apply the principles of nutrition and learn how to cook.

- **Design**
 - To design purposeful, functional and appealing products based on design criteria
 - To generate, develop, model and communicate ideas
 - To use research to inform designs
- **Make**

- To select and use a range of tools to perform practical tasks
- To select and use a wide range of materials
- **Evaluate**
 - To explore and evaluate a range of existing products
 - To evaluate ideas against design criteria
 - To understand how key events and individuals in design and technology helped shape the world
 - To test, evaluate and refine ideas
- **Technical Knowledge**
 - To build structures, exploring how they can be made stronger, stiffer and more stable
 - To explore mechanisms
 - To explore electrical materials

Suggested activities:

- Healthy cooking and meal planning
- Product packaging for healthy food
- EatWell plate

RE

Key learning:

Topics in the RE curriculum are based on Key Questions and Big Ideas; these fall into 3 categories: Believing, Expressing and Living.

Believing: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

Expressing: Religious and spiritual forms of expression; questions about identity and diversity.

Living: Religious practices and ways of living; questions about values and commitments.

Knowledge:

- **Believing:** To know about and understand a range of religions and world views
- **Expressing:** To express ideas and insights about the nature, significance and impact of religions and worldviews
- **Living:** What does it mean to belong to a community? Link to celebrations that make us feel happy.

Skills:

- To gain and deploy the skills needed to engage seriously with religions and world views

Suggested activities:

- Food from other cultures
- Celebrations that make us feel good - link to religions