

Collaboration

in Year 4...



Year 4 provides the learners with further experiences and new opportunities to develop their skill of collaboration. Combining this with creativity, the children show great collaboration when designing and creating their steady hand game and Ufton Court Exhibition. This involves effective discussion, listening to ideas and talking about how to merge or improve them. The children need to be resilient at this point in the process as they may find their ideas is altered, changed, or even removed from a final piece

Sport is another great example in Year 4 of collaboration at it's finest! Team games allow the children to apply learned techniques and provides a great opportunity for individuals to feel encouraged as part of a group and also to work on improving their technique with peer support. We start the year by using maps and working together to orienteer ourselves around the school grounds.

Organisation

in Year 4...



In Year 4, the children are supported in developing their organisation skill further, as a progression from Year 3. We model how to lay out our learning to ensure it is clear and progressive. We demonstrate identifying what we already know, what we would like to find out and how to we are going to do this. We also model layout out our learning to enable us to problem solve systematically.

Reflections on our learning are key in enabling us to organise our next steps as we work our way through a topic. The children are given more responsibility in this area. Formative feedback is a further area in which the children can organise their areas of strength and for development. Purple Penning, 'Tickled Pink' and 'Green for Growth' formative feedback methods are now well established in Year 4 and used regularly alongside verbal feedback for core subjects. The children are also more experienced in using these methods to support peer formative feedback also.

The children build on their learning from Year 3 of the D and E for describe and Explain, and are introduced in Year 4 to A for analysing their observations. Year 4 use organisation skills across all areas of the curriculum with a good example being during our historical studies to arrange different historical events and eras into an accurate chronological order on a historical timeline. They had to be particularly organised whilst on their residential trip to Upton Court where they needed to learn and implement life skills that saw them organising their rooms, clothes and personal belongings! They used discussion and built consensus, working systematically.

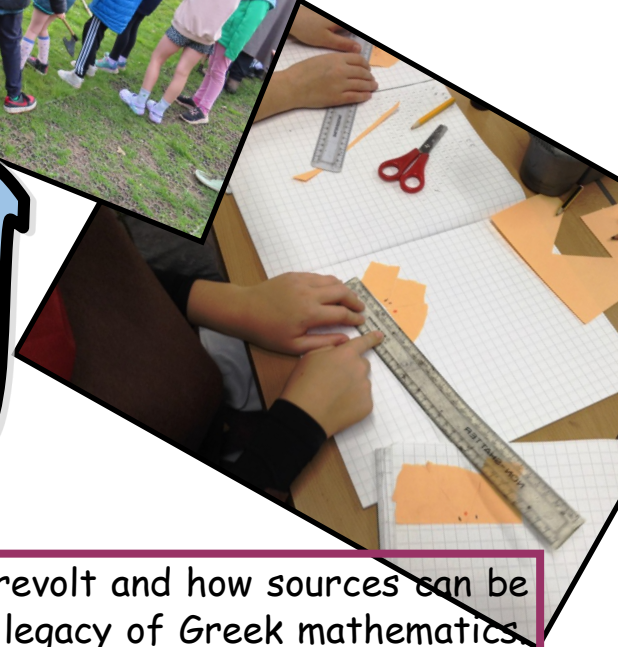
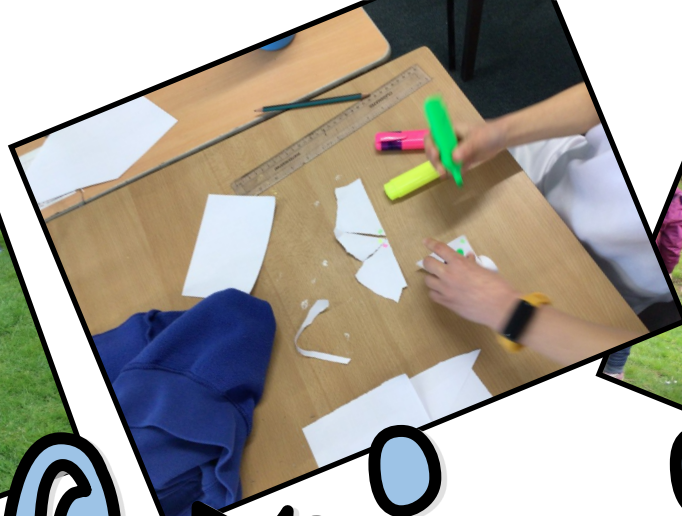
Creativity

in Year 4...



Year 4 love to show off their creativity! They are able to experiment with a variety of techniques and consider how to turn their designs into pop-ups. We encouraged the children to problem solve and to adapt. Year 4 use a language related to 'taking calculated risks'. We talk about 'trailing your ideas' and we use the 'FAIL' poster to discuss how to develop our ideas if they did not work. WE know that we can 'test out' or 'develop' a theory' safely. This works very effectively when designing and constructing pieces of work based on pop up moving Christmas cards and making Christmas decorations for our Year 4 enterprise!

Using Greek art and important symbols to create a piece of art through four different media types - sketch, paint, sculpture and textiles. The children demonstrate the ability to take ownership of their creations.



Curiosity

in Year 4...

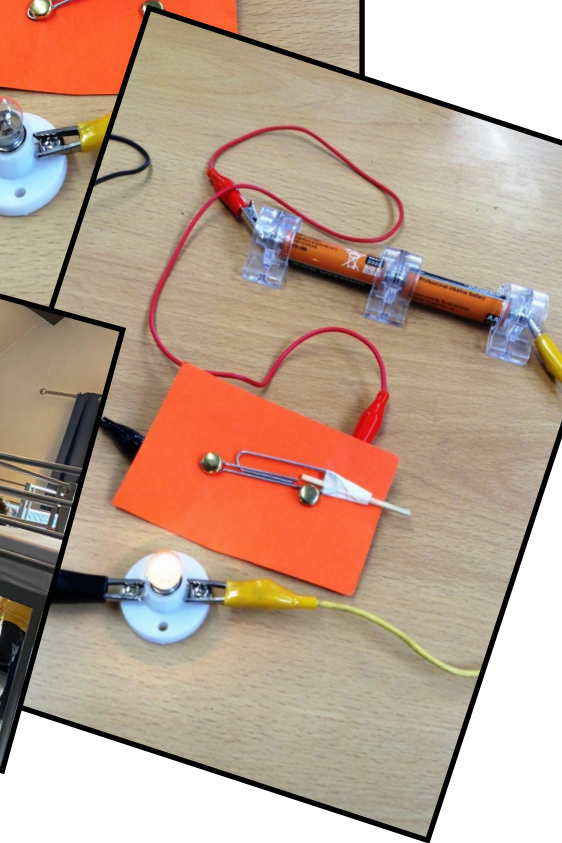
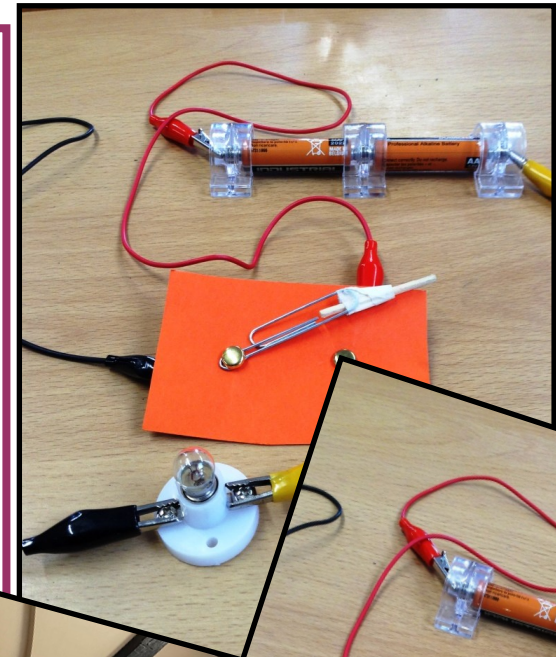
The children in Year 4 curiously investigate Boudicca's revolt and how sources can be both reliable and unreliable as well as investigating the legacy of Greek mathematics. In the Forest School area, the children used a variety of resources to construct shelters. They also experimented to light campfires. They were curious to find solutions to problems and would attempt to apply their previous knowledge. Would it work in this situation? What might we have to adapt, change or take away to make it even better?

When learning about natural events, the children were able to recreate the process of an avalanche using kitchen resources. Curiously, they asked questions and formed a hypothesis about the angle of avalanches.



Independence for the children in Year 4 is achieved through effective modelling, skills of adapting to limitations and having access to appropriate tools, materials or technology. We talk further with the children about 'having a go' and also about identifying people and resources they can gain advice and direction from in achieving challenging tasks. We encourage the children to reflect on prior learning and model this in supporting them to progress at their own pace to achieve their very best.

Here the children worked independently to design and construct a working electrical switch as part of our science learning about circuits. This investigative opportunity allowed children to learn to use their independence to explore through trial and error and take risks, while also drawing on prior knowledge to construct the circuit correctly and add a switch to manually light the bulb.



Independence

in Year 4...

Perseverance

in Year 4...



Year 4 provides further opportunities and experiences to practice patience and a willingness to make mistakes and learn from them.

We showed great perseverance in using electrical circuits to create 'steady hand games' in DT. This was tricky but enabled the children to experience the concept of the FAIL poster in every classroom as well as the feeling of success after a long and challenging process. Part of perseverance is to evaluate success and analyse why things did or didn't work out. This again is a great opportunity for the children to evaluate their use and understanding of this skill and what they might need to do to self-help next time—even if it is as simple as not giving up!

PE is another great opportunity in Year 4 to demonstrate Perseverance. With the introduction of new sports and skills particularly in gymnastics and team games.