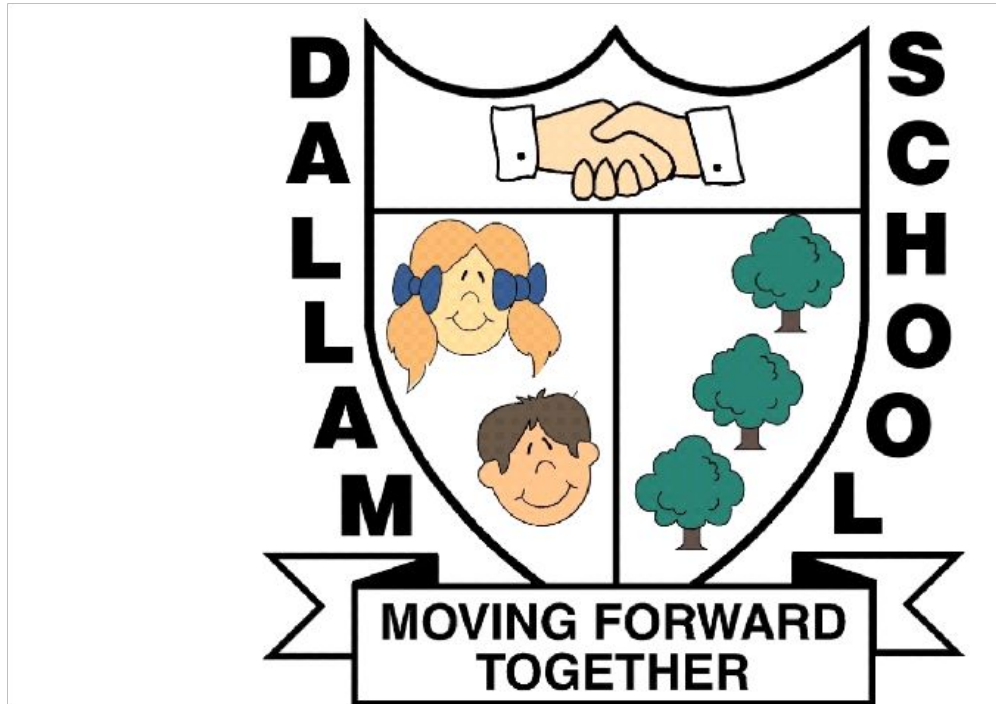


DALLAM PRIMARY SCHOOL



Year 4 Curriculum

Intent

The curriculum at Dallam Primary is designed to provide a broad and balanced education that meets the needs of all of our children while delivering the programmes of study outlined in the National Curriculum in England. Through a wide range of subjects, it encourages effective communication, independence, curiosity, creativity and resilience to produce collaborators, innovators and leaders. Promoting physical development and mental well-being are key elements in supporting the development of the whole child and promoting a positive attitude to learning.

Central to our curriculum are core skills that underpin everything that we do:

Active Learning:

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- Assess themselves and others

Basic Skills:

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively.
- To calculate efficiently and apply skills to solve problems
- To use new technologies confidently and purposefully

Creative Thinking:

- To ask questions to extend their thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives or new solutions
- To connect ideas and experiences in inventive ways

Our approach enables children to make connections within and across subjects as they acquire the knowledge, understanding and skills they will need for the next stage in their learning and to make a positive contribution to and celebrate diversity within their community and in the wider world today and in the future.

Long Term Plan

	AUTUMN		SPRING		SUMMER	
Science	States of Matter Animals including Humans		Living things and their habitats Animals including humans		Electricity Sound	
Computing	Collaborative Learning using Digital Literacy Computer Coding with Scratch E-Safety		Website Design Exploring Websites. E-Safety		Using Technology to investigate the Weather Computational Thinking. E-Safety	
History	Anglo Saxons and Scots – The Fall of the Western Roman Empire Invasion, Settlement and Kingdoms		Viking Raids and Invasion		The Struggle for the Kingdom of England	
Geography			The Countries of Europe including Russia Compare and Contrast the UK and Another European Country		Mountains, rivers and the Water Cycle	
Design and Technology	Food and Nutrition	Textiles	Structures	Mechanical	Digital World	Electrical Systems
Art and Design	Drawing and Painting					
	Textiles					
Music	Adapting and Transposing Motifs	Samba, carnival sounds and instruments	Body and tuned percussion	Changes in pitch, tempo and dynamics	Becoming Composers	
PE	Personal Skills (Real PE) Athletics	Social Skills (Real PE) Invasion Games	Cognitive Skills (Real PE) Rugby Swimming	Creative Skills (Real PE) Striking and Fielding Games Swimming Outdoor Adventure	Physical Skills (Real PE) Net and Wall Games	Health and Fitness (Real PE) Striking and Fielding Games Athletics Dance
RE	Christianity – God How and why might Christians use the Bible?	Hinduism What might Hindus learn from celebrating Diwali?	Christianity – The Church What does 'love thy neighbour' really mean?	Christianity – Jesus Is sacrifice an important part of religious life?	Islam Why do Muslims fast during Ramadan?	Sikhism How do Sikhs express their beliefs and values?
Languages	My school	My local area	My family	My school	My local area	My family
PHSE	Being in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

English

The image shows the word "English" in a playful, colorful font. Each letter is a thick, 3D block letter. The colors are: 'E' is green, 'n' is light blue, 'g' is red, 'l' is yellow, 'i' is pink, 's' is purple, and 'h' is light blue. Seven hands are visible, each holding one of the letters from below. The background is plain white.

Spoken Language

Throughout each year group, pupils will build on the oral language skills build in previous years at a level which is appropriate to their age. They will be encouraged to communicate effectively across a range of contexts and to a range of audiences. They will have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils will be encouraged to take turns and participate constructively in conversations and debates.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Throughout Year 4, pupils will have opportunities to read and enjoy listening to a range of quality fiction.

The reading spine books for Year 4, which will be read aloud throughout the year are:

Voices in the Park

Perry Angel's Suitcase

Bill's New Frock

Why the Whales Came

The poetry spine includes:

Deep in the Green Wood

Hello H2O

Hot Like Fire

Sensational Poems –Roger McGough

Reading

Pupils will be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]

Reading

- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Reading Across the Curriculum

Throughout Year 4, pupils' learning across the curriculum will be supported by a range of quality books including:

Autumn term

Arthur and the Golden Rope

Spring term

Manfish

Summer term

Vivienne Westwood

David Bowie

Writing

During Year 4, pupils will write a range of genres. Particular focus will be placed on:

**stories involving: a wish, a rags to riches tale and a tale of fear
recounts, persuasion and explanation.**

Talk For writing Texts include:

King Midas

Tree Giant –Pie Corbett

The True Story of the Three Little Pigs

Hey Little Ant

Theme park persuasion

Writing

Pupils will be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

write legibly, fluently and with increasing speed by:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar □ discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)

Writing

evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- develop their understanding of vocabulary and grammatical concepts by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- using and understanding grammatical terminology appropriate to Y3 accurately and appropriately when discussing their writing and reading.

PALS Objectives - Autumn

Writing is planned for and assessed using objectives from PALS files which break down Y3/4 National Curriculum objectives into Year groups and ensure progression through the year.

Year 4		Autumn – Working within
Vocabulary	Nouns and Adjectives	Use greater range of different types of determiners (e.g. Articles, possessives, quantifiers,) choosing synonyms to avoid repetition e.g. most dogs, many dogs.
		Use the Standard English form for demonstratives e.g. those dogs not them dogs.
		Use precise nouns for clarity e.g. the puppy and use synonyms to avoid repetition e.g. monster, creature.
		Use precise adjectives for clarity e.g. the lilac coat, use synonyms to avoid repetition e.g. rough sea, stormy sea
		Write expanded noun phrases using adjective and another noun e.g. the scary guard dog, the shiny sports car.
	Use greater range of comparatives to avoid repetition e.g. largest, greatest	
Verbs and Adverbs	Use Standard English for verbs e.g. we were happy not we was happy; I did not I done including past progressive verbs e.g. I was running not I were running.	
	Use precise adverbial phrases for place (preposition phrases) using a greater range of prepositions to avoid repetition e.g. under the sea, in the sea, at the bottom of the sea.	
Cohesive Devices	Use a greater range of adverbs e.g. soon and adverbial phrases for time e.g. A long time ago.	
	Use fronted adverbs e.g. Therefore or fronted adverbial phrases at the start of a sentence e.g. Under the tree, the next day, Quickly and quietly.	
	Use a greater range of adverbs e.g. soon and adverbial phrases for time e.g. A long time ago	
Sentence	Sentence Structure	Use a range of sentence structures including simple sentences for effect and multi-clause sentences using co-ordinating conjunction e.g. and, so. But, or.
		Start sentence with subordinate clause using previously taught conjunctions e.g. Because I was tired, I went to bed including where the subordinate clause acts as a fronted adverbial e.g. Before I opened my present, I made a wish.
		Use subordination _ using 'who' in relative clause embedded within the main clause e.g. The man, who wore dark glasses, walked down the road.
	Punctuation	Use the full range of punctuation taught at KS1 correctly – capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes.
		Use commas after fronted adverbials e.g. After Lunch, Maddie went out to play.
Use commas when subordinate clauses come before main clause e.g. Because he was tired, he went to bed including when the subordinate clause acts as a fronted adverbial e.g. After she woke up, she went downstairs		
Use a comma to replace 'and' in sentences with more than two main clauses e.g. He ran down the road, jumped over the wall and fell into the pond.		

PALS Objectives - Autumn

Composition	Writing Process	Read and discuss similarly structured writing to understand and learn from its structure, vocabulary, grammar.
		Plan own writing for a given audience and purpose (using models of similarly structures writing/planning and discussion) by organising ideas on a planning frame.
		Follow own plan to draft and write each section or paragraph, recording accurately what has been composed.
		Edit by suggesting improvement and making changes to grammar and vocabulary to improve consistency e.g. accurate use of pronoun.
		Proof read for spelling and punctuation errors.
		Read aloud own writing to teacher/group/whole class using appropriate intonation and controlling volume so that the meaning is clear.
	Narrative	Use a greater range of cohesive devices to make links across the text e.g. pronouns, adverbs, adverbial phrases.
		Start new paragraphs to signal change in time, setting or speaker and support overall direction of the text.
		Include descriptions of settings and characters to advance the action.
	Non-Fiction	Use appropriate organisation and features of text types to balance the content and suit the purpose and form of the text type e.g. head-lines and sub-headings in a newspaper report.
Use a greater range of cohesive devices to make links across the text e.g. pronouns, adverbs, adverbial phrases. Include relevant description of subject matter to inform the reader.		

PALS Objectives - Spring

Year 4		Spring - Focussing
Vocabulary	Nouns and Adjective	Intensify adjectives by using a greater range of adverbs e.g. extremely scary, really huge.
		Write expanded noun phrases for description by adding preposition phrases e.g. the dog with spots, a man in a black hat.
	Verbs and Adverbs	Use precise verbs for clarity e.g. yelled and use synonyms to avoid repetition e.g. yelled, shouted.
		Use a range of appropriate tenses, with correct subject-verb agreement, in a range of text types: simple present, present progressive, simple past, past progressive, future, imperative, present perfect and past perfect e.g. He had worked for five years before he retired.
		Use range of modal verbs to show ability e.g. can, can't could, couldn't might, might not.
	Cohesive Devices	Use precise adverbs of manner (how) for clarity e.g. he shouted angrily not loudly and use synonyms to avoid repetition e.g. quickly, rapidly, swiftly.
Use pronouns to link sentences e.g. The witch gave the boy an apple. He ate it.		
Sentence	Sentence structure	Use subordination for time using a greater range of conjunctions within the appropriate text e.g. until, till – I was bored until my friend arrived.
		Use subordination for cause using a greater range on conjunction e.g. as – I followed John as he knew the way.
	Punctuation	Use apostrophes to show missing letters in a greater range of contractions e.g. we're, they're, wouldn't, shouldn't. Use apostrophes to mark plural possession e.g. the boys' father, the girls' bags including where the noun is already plural e.g. the children's toys. Use inverted commas (speech marks) and other forms of punctuation to indicate direct speech in dialogue either spoken words e.g. "Can you speak Chinese?" asked Lucy, or the reporting clause e.g. Tom exclaimed "What a great day!"
Composition	Writing Process	Use own plan as a starting point for oral/written composition.
		Compose and rehearse sentences, including dialogue, (orally/silently) using the vocabulary and sentence structures that have been taught.
		Evaluate own and others' writing for sentence and effectiveness by re-reading to self/peers
		Write narrative with chronological sequences in a greater range of genres e.g. adventure, fantasy
		Write a narrative with clear plots and structures e.g. beginning, build up, problem resolution and ending.
		Organise and develop whole narratives with balanced coverage.
		Write openings that either use a device to introduce character e.g. description or dialogue or describe a setting.
		Write endings that are appropriate to the genre and which make a simple link back to opening.

PALS Objectives - Summer

Year 4		Summer - Securing
Vocabulary	Nouns and Adjectives	Write expanded noun phrases using a preposition phrase (modified adjective and noun) e.g. the dog with very sharp teeth.
		Write expanded noun phrases for specification using a greater range of prepositions e.g. by, inside, outside – the dog by the kennel.
		Write expanded noun phrases with modifying adjectives/nouns and preposition phrases e.g. the scary guard dog with sharp teeth.
Vocabulary	Cohesive Devices	Use adverbs e.g. Therefore or adverbial phrases for cause e.g. As a result.
		Use adverbs e.g. However or adverbial phrases for opposition e.g. On the other hand.
		Use adverbs e.g. Actually or adverbial phrases for emphasis e.g. In fact.
Sentence	Sentence Structure	Use subordination for condition e.g. unless – We will go out unless it rains.
		Use subordination – using 'that' following verbs for thinking and feeling e.g. I felt that it was wrong. We were sorry that it had ended.
		Use subordination – using 'which' as relative pronoun for inanimate objects e.g. He caught the bag which was full of sweets.
		Use sentences with more than two clauses with at least one subordinate clause e.g. His clothes were dirty and his hair was tangled because he lived in the woods. He was fired when he got home because the game finished late.
Composition	Writing Process	When discussing writing, recognise and use terminology from previous year groups and Y4: determiner; pronoun, possessive pronoun; adverbial.
	Narrative	Include dialogue (conversation) to advance the action.
	Non-Fiction	Write a range of chronological texts in different forms e.g. recounts – newspaper report, recount within a letter; instructions – how to play a game.
		Write a range of non-chronological texts in different forms e.g. reports – historical report, geographical report; persuasive texts – advert, leaflet; explanations.
Write opening paragraphs using questions statements and/or commands to engage the reader and to show personal viewpoint.		
		Write closing statements showing personal viewpoint, including a simple link back to opening.

Maths



Throughout Year 4 pupils will:

- develop mathematical fluency and conceptual understanding in increasingly complex problems
- recall and apply knowledge rapidly and accurately
- reason mathematically, recognise and describe relationships and use correct mathematical vocabulary to prove their findings
- solve a wide range of increasingly complex problems – both routine and non-routine
- use efficient written and mental methods of calculation
- break problems down into a series of manageable steps
- persevere to find solutions
- make connections between multiplication and division with fractions, decimals, percentages and ratio.
- extend their understanding of the number system and place value to include larger integers
- Be introduced to the language of algebra as a means for solving a variety of problems
- read, spell and pronounce mathematical vocabulary correctly

Number and Place Value

Pupils will be taught to:

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number and Place Value

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Number and Place Value

- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to a quarter, a half and three-quarters?
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence

Geometry

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

The long term plan for maths in Year 4 ensures full coverage of the National Curriculum.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Numbers to 10,000			Number: Addition and Subtraction			Number: Multiplication and Division					Assess and Review
Spring	Number: Further Multiplication and Division		Statistics	Number: Fractions			Measures: Time	Number: Decimals				Assess and Review
Summer	Measures: Money		Measures: Mass, Volume, Length		Geometry: Area		Geometry: Angles		Geometry: Position and Movement	Roman numerals	Assess and Review	

Pupils are assessed throughout the year to determine whether they are on track to achieve Age Related Expectations at the end of the Year.

Year 4	Working within	Focussing	Securing
<u>MathsNoProblem</u> Number	Chapter 1,2,3,	Chapter 4,6,8	Chapter 9
Number and the number system	<p>Understand place value to find 1000 more or less than any given number</p> <p>Order and compare numbers beyond 1000</p> <p>Count in multiples of 6,7,9,25 and 1000</p> <p>Recognise the place value of each digit in a 4-digit number thousands, hundreds, tens, ones</p> <p>Make number patterns</p> <p>Round numbers to the nearest 10, 100 and 1000.</p> <p>Understand/recognise negative numbers in context</p> <p>Count backwards to negative numbers</p>	<p>Compare numbers with the same number of decimal places to 2dp.</p> <p>Count in hundredths and recognise that hundredths arise when dividing by 100</p> <p>Round decimals with 1dp. to the nearest whole number</p> <p>Write mixed number fractions and show on a number line.</p> <p>Recognise and write decimal equivalents of tenths, hundredths, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p>	<p>Read Roman numerals to 100 (I to C), understand how the numeral system changed to include zero</p> <p>Find the effect of dividing a one or two-digit number by 10 and 100, identifying the digits as ones, tenths, hundredths</p> <p>Compare numbers with the same number of decimal places to 2dp.</p> <p>Round decimals with 1dp. to the nearest whole number</p>
Calculation	<p>Know when to find the difference by counting up</p> <p>Estimate and use inverse operations to check</p> <p>Add with or without renaming (hundreds,tens,ones)</p> <p>Add and subtract using mental strategies</p> <p>Subtract without renaming (column subtraction) and with renaming (in hundreds, tens, ones).</p> <p>Add and subtract numbers with up to 4 digits using the formal columnar written methods</p> <p>Use place value, known/derived facts to \times and \div mentally, including:</p> <ul style="list-style-type: none"> - multiplying by 0 or 1 and dividing by 1 - multiplying together three numbers - multiplying with multiples of 10, 100 <p>Know by heart multiplication facts for the 6, 7 and 9 \times tables, derive quickly associated division facts.</p> <p>Recognise and use factor pairs</p> <p>Understand and use commutative law</p> <p>Multiply 2-digit and 3-digit numbers by a one-digit number using renaming and formal written method</p> <p>Multiply and divide by 11 and 12.</p> <p>Round up or down after \div depending on context.</p> <p>Divide 2-digit and 3 digit numbers with remainders.</p>	<p>Add and subtract fractions with the same denominator</p> <p>Add fractions (recording as a mixed number and in the simplest form).</p> <p>Subtract fractions using understanding of equivalence.</p> <p>Simplify mixed numbers and improper fractions.</p> <p>Find the effect of dividing a one or two-digit number by 10 and 100, identifying the digits as ones, tenths, hundredths</p>	<p>Recall \times and \div facts for \times tables up to 12×12</p>

Problem solving	Solve multi-step addition and subtraction problems. Solve multi-step problems in context of measures deciding which operations/methods to use and why. Solve problems involving multiplication and division, e.g. finding all possibilities, problems where n objects are connected to m objects, problems involving scaling/comparison	Solve simple measure and money problems involving fractions and decimals to 2dp. Solve problems with increasingly large positive numbers to calculate quantities, and with non-unit fractions where the answer is a whole number. Recognise and explain patterns and relationships. Solve word problems involving time durations.	Solve problems involving \times and \div using the distributive law to multiply two-digit numbers by one digit. Solve problems involving money Solving problems involving scale reading
Ongoing	<ul style="list-style-type: none"> • count in multiples of 6, 7, 9, 25 and 1000 • count up and down in hundredths and recognise and write decimal equivalents of any number of tenths or hundredths • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) and order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • add and subtract numbers with up to 4 digits using the formal columnar written methods • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • estimate and use inverse operations to check answers to a calculation • recall multiplication and division facts for multiplication tables up to 12×12 		
Year 4	Working within	Focussing	Securing
Measurement	<p>Estimate, compare and calculate different measures. Estimate, compare and calculate money in pounds and pence Record, compare, round and estimate amounts of money</p> <p>Read and write times on analogue and digital 12 and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Use timetables to calculate duration Measure mass, volume, height and length Convert fluently between different units of measure: mass, volume and length Measure and calculate the perimeter of a rectilinear figure in centimetres and metres and in different units Find the area of rectilinear shapes</p>		
Geometry	<p>Describe positions on a 2-D grid as coordinates in the first quadrant Visualise 3D shapes from 2D drawings and identify simple nets of 3D shapes.</p> <p>Identify symmetrical figures, draw lines of symmetry and complete symmetrical figures in a specific line of symmetry</p> <p>Classify regular and irregular polygons using mathematical properties. Identify and explain if a polygon is regular or irregular</p> <p>Draw axes in first quadrant and read, write and use pairs of coordinates.</p> <p>Describe movement between positions as translations of units to the left/right and up/down Recognise lines of symmetry, including in different orientations and where the line of symmetry does not dissect the original shape.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles Identify acute and obtuse angles and compare and order angles up to two right angles. Describe position and movement</p> <p>Plot specified points and draw sides to complete a given polygon.</p>		

Statistics	<p>Understand and use a range of scales in bar charts and graphs</p> <p>Solve a problem by representing and interpreting data in tally charts and frequency tables</p> <p>Draw and read picture graphs, bar graphs and line graphs</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
Ongoing	<ul style="list-style-type: none"> • count in multiples of 6, 7, 9, 25 and 1000 • count up and down in hundredths and recognise and write decimal equivalents of any number of tenths or hundredths • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) and order and compare numbers beyond 1000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1000 • add and subtract numbers with up to 4 digits using the formal columnar written methods • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • estimate and use inverse operations to check answers to a calculation • recall multiplication and division facts for multiplication tables up to 12×12

The National Curriculum specifies the content of each year group's science curriculum.

Throughout Year 4, Pupils will:

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.

Science is taught through project work wherever possible, but is often covered as a series of discrete lessons and is organised across the year in Year 4 as follows.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
States of Matter	Animals Including Humans	Animals Including Humans Living Things and Their Habitats		Electricity	Sound

Animals Including Humans

Pupils will:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

States of Matter

Pupils will:

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Living Things and Their Habitats

Pupils will:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.
- understand how animals can adapt to their environment.

Electricity

Pupils will:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

Sound

Pupils will:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

SMSC



Whilst opportunities for the development of SMSC are incorporated into all aspects of school life, there are many areas of the curriculum that are designed to specifically address different elements of Social, Moral, Spiritual and Cultural education:

Social Development:	Moral Development:	Spiritual Development:	Cultural Development:
<ul style="list-style-type: none"> • Exercise leadership and responsibility • Work successfully as a member of a group or a team • Work co-operatively • Use a range of social skills in different contexts <p style="text-align: center;">BIG ISSUES through Explore project</p> <ul style="list-style-type: none"> • Reflect on my contribution to society and to the world of work • Appreciate the rights and responsibilities of individuals • Recognise and respect social differences • Challenge the values of a group or wider community • Foster a sense of community, with common, inclusive values • Understand and debate social issues 	<ul style="list-style-type: none"> • Express views in an open and safe learning environment • Develop the desire to explore my own and others' views <p style="text-align: center;">Explore project</p> <ul style="list-style-type: none"> • Develop a willingness to express views on ethical issues • Develop an ability to make responsible and reasoned judgements on moral dilemmas • Develop the ability to think through the consequences of my own and others' actions 	<ul style="list-style-type: none"> • Reflect on own experiences, and learn from reflection • Enjoy learning, and be fascinated by the world around us • Develop an appreciation of the intangible • Ask questions and be curious – 'why?', 'How?', 'Where?' • Develop a sense of empathy with others, concern and compassion • Develop a respect for insight as well as for knowledge and reason • Understand feeling and emotions • Use imagination and creativity in their learning) • Develop an expressive and creative impulse • Have space for their own thoughts, ideas and concerns 	<p style="text-align: center;">Create project</p> <ul style="list-style-type: none"> • Participate in literature, drama, music, art, crafts, and other cultural events. • Develop a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures • Develop a willingness to participate in, and respond to, artist and cultural enterprises • Pupils' understanding and appreciation of the wider range of cultural influences that have shaped their own heritage and that of others

Pupils will be taught Spanish in KS2. They will:

- Listen to and understand the main points and some detail from a short spoken passage.
- Give a presentation in a clear audible voice.
- Converse briefly without prompts.
- Enjoy listening and speaking confidently.
- Read aloud with confidence, enjoyment and expression, in chorus or individually.
- Read and understand the main points and some detail from a short written passage.
- Write several sentences from memory.
- Develop a short text using a model.
- Demonstrate understanding of and respect for cultural diversity.
- Present information about an aspect of another country.
- Create spoken and written language using simple sentences.
- Use a dictionary/ICT resource to look up spellings.
- Discuss with a friend and devise role-plays.
- Plan and prepare themselves for a language activity.

Autumn Term



Throughout this project children will:

- Plan and research
- Analyse and evaluate
- Explore issues, events and problems from different perspectives
- Support conclusions using reasoned arguments and evidence
- Show empathy
- Show a commitment to fairness
- Communicate learning in relevant ways
- Work towards a goal

History: What happened when the Romans left?

Historical enquiry

- Use and evaluate sources of information, including ICT, to find out about events, people and changes in Anglo Saxon times
- Use the relevant material to build up a picture of a past event (ongoing)
- Ask and answer a variety of questions (ongoing)

Chronology

- Place events, people and changes into correct periods of time on a timeline (ongoing)
- Use terms related to the period and begin to date events (ongoing)

Historical Knowledge

- Identify key features of people's lives in Anglo Saxon times
- Know some of the reasons for the dissolution of the Roman empire in Britain
- Know about settlement in Anglo Saxon times including place names
- Look for cause and effect in Anglo Saxon times and offer reasonable explanations for these

Historical Interpretation

- Identify and describe reasons for and results of historical events, situations and changes in the period studied (ongoing)
- Identify different ways in which the past is represented and interpreted (ongoing)

Design Technology

Design

- Create a design using a given budget
- Create a design criteria for a product, articulating decisions made

Make

- Use a paper template to measure, mark and cut fabric
- Select own stitch style to join fabric and be able to justify choice
- Sew small, straight stitches neatly

Evaluate

- Test and evaluate an end product against original design criteria

Cooking and Nutrition

- Follow a recipe from start to finish
- Prepare ingredients independently
- Follow basic hygiene and health and safety rules while cooking
- Adapt a recipe to improve or change to meet new criteria

Art and Design

Exploring and Evaluating – ongoing throughout the year

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
- Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them
- Keep notes about the purpose of their work in their sketchbooks and adapt and improve it based on this

Drawing

- Draw simple objects and use marks and lines to produce texture and surface detail
- Draw objects with depth – experiment with drawing in the third dimension
- Experiment with different grades of pencils and other implements

Textiles

- Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects
- Match the tool to the material
- Develop skills in stitching, cutting and joining
- Create a stencil to paint a repeated pattern

Music

Performing

- Sing in tune and in time
- Combine and perform different versions of a musical motif
- Understand and play syncopated rhythms as part of a group
- Perform rhythmic breaks within the samba piece

Composing

- Understand what a musical motif is
- Compose and notate a motif
- Develop and transpose a musical motif
- Compose a basic rhythmic break

Listening and Applying

- Recognise and identify the main features of samba music

Computing

Computer Networks/Programming

- Learn how to use basic features of google Documents
- Share Google documents with others
- Create a presentation using google slides.
- Learn how to create, share surveys and questionnaires on google forms.
- Use scratch features, tools and decomposition skills to understand scripts.
- To make variables and understand their role.

Programming/data Handling - Online Safety

- Make judgements about the accuracy of results online.
- Look at the methods used to encourage people to buy online.

RE

Expressing and communicating ideas related to religious and worldviews

Shared Human Experiences (ongoing)

- Talk about different types of human communities and the things that unite communities
- Suggest stories or words that might be inspiring when trying to overcome difficulties in life
- Talk about belonging and the different ways people express their belonging to a community

The Search for Personal Meaning (ongoing)

- Discuss their own identity and the different role and responsibilities that they have
- Can make comparisons with their own beliefs and the values of those religions and beliefs they have studied

Christianity (God)

- Explain why the Bible can be described as a library and give examples of different writings found in the Bible and how they are a source of moral guidance
- Explain other sources of authority that Christians may look to when making decisions about how they live (church leaders, prayer, conscience)

Hinduism

- Describe the moral guidance that Hindus may gain from the story of Rama and Sita
- Explain and describe why and how Hindus celebrate Diwali and the importance of light

PSHE

Being in my world

Celebrating Difference

- I can tell you a time when my first impression of someone changed as I got to know them
- I can explain why it is good to accept people for who they are

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Give reasons why warming up before an activity is important.
- Explain why physical activity is good for your health – giving a number of benefits e.g healthy heart, strong bones...
- Understand how to exercise safely and describe how the body feels during different activities with reference to a variety of physical factors
- Record and monitor how hard I am working

Athletics

- I can change speed and direction whilst running in a range events.
- I can take a running jump and land it accurately
- I can use a range of throwing techniques with a variety of objects.

Games

- I can catch and control a ball whilst moving using both hands and feet
- I can accurately pass a ball
- I can explain how tactics are different for attacking and defending – ongoing throughout the year
- I can make up a game with simple rules in small groups – ongoing throughout the year

PE

Personal Skills (Real PE)

- persevere with a task and improve my performance through regular practice.
- cope well and react positively when things become difficult

Social Skills (Real PE)

- I am happy to show and tell others about my ideas
- I can organise roles and responsibilities and I can guide a small group through a task

Spring Term



Throughout this project, pupils will:

- Recognise our roles as Global citizens
- Recognise that we can impact our environment and community
- Show a commitment to fairness
- Show empathy
- Analyse and evaluate
- Communicate learning in relevant ways
- Work towards a goal

History: Who were the Vikings?

Historical enquiry

- Use and evaluate sources of information, including ICT, to find out about events, people and changes in Viking times
- Use the relevant material to build up a picture of a past event (ongoing)
- Ask and answer a variety of questions (ongoing)

Chronology

- Place events, people and changes into correct periods of time on a timeline (ongoing)
- Use terms related to the period and begin to date events (ongoing)

Historical Knowledge

- Know about the Scots invasions from Ireland to north Britain (Scotland)
- Look for cause and effect in Viking times and offer reasonable explanations for raids and invasion

Historical Interpretation

- Identify and describe reasons for and results of historical events, situations and changes in the period studied (ongoing)
- Identify different ways in which the past is represented and interpreted (ongoing)

Geography: What might I find in Europe?

Locational Knowledge

- Name and locate countries in Europe and their major cities including Russia.
- Identify environmental regions and key human and physical features of countries in Europe
- Identify the Arctic and Antarctic Circles
- Identify the the position and significance of lines of longitude and latitude

Place Knowledge

- Understand geographical similarities and differences through the comparison of human and physical features of the North West region of the UK and a region in a European country

Human and Physical Geography

- Describe types of settlement and land use in Europe
- Describe and understand the key aspects of climate zones, biomes and vegetation belts in Europe.

Geographical Skills and Fieldwork

- Use maps, atlases and aerial photographs to find out about countries in Europe including Russia

Design Technology

Design

- Select materials to create a desired effect
- Create a prototype

Make

- Understand how to reinforce corners to strengthen a structure
- Measure, mark, cut and assemble with increasing accuracy

Evaluate

- Explain why a design is effective and ineffective
- Investigate previous products and compare advantages and disadvantages

Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Art and Design

Exploring and Evaluating – ongoing throughout the year

- Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them
- Keep notes about the purpose of their work in their sketchbooks and adapt and improve it based on this
- Record and collect visual information using digital cameras and video
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

Drawing

- Organise line tone, shape and colour to represent figure and forms in movement
- Begin to show facial expressions and body language in drawings

Music

Performing

- Refine and perform a vocal ostinato
- Sing a song in a round and add a harmony line

Composing

- Create musical rhythms using body percussion
- Create simple tunes
- Begin to build and then improve a composition
- Compose a percussive ostinato

Appraising

- Suggest improvements to others' work using some musical vocabulary

Listening and Applying

- Identify structure and texture in music
- Understand what musical loops are
- Understand what an ostinato is and how to recognise them in different types of music

Computing

Creating Media/Skills Showcase

- Use various features within Google Slides.
- Plan, design and create my webpage using Google Sites
- Understand how HTML defines how a website is displayed.
- Edit HTML to design and edit my own posters.
- Understand fake stories and create them by hacking the code of a website
- Replace the texts and images of a webpage.

Programming/Data Handling - Online Safety

- Understand that what we see or read online is not always true.
- Understand that technology can be designed to impersonate or act as a living thing and how this can be dangerous.

RE

Expressing and communicating ideas related to religious and worldviews

Shared Human Experiences (ongoing)

- Talk about different types of human communities and the things that unite communities
- Suggest stories or words that might be inspiring when trying to overcome difficulties in life
- Talk about belonging and the different ways people express their belonging to a community

The Search for Personal Meaning (ongoing)

- Discuss their own identity and the different role and responsibilities that they have
- Can make comparisons with their own beliefs and the values of those religions and beliefs they have studied

Christianity – The Church

- Retell some of the main parables of Jesus and talk about how they are a source of guidance for Christians
- Describe and explain Christian attitudes about how to treat people and the importance of love for all

Christianity (Jesus)

- Retell the story of Jesus in the wilderness and explain why sacrifice might be an important Christian value
- Describe what a Christian might do during Lent and why
- Discuss Christians who have been examples of sacrificial love and how their faith motivated them (e.g. Martin Luther King)

PSHE

Dreams and Goals

- I know how to make a new plan and set new goals even if I have been disappointed
- I know what it means to be resilient and to have a positive attitude

Healthy Me

- I can recognise when people are putting me under pressure and can explain ways to resist this when I want to
- I can identify feelings of anxiety and fear associated with peer pressure
- I understand the facts about alcohol and its effects on health, particularly the liver and also some of the reasons some people drink alcohol
- I understand the facts about smoking and its effects on health and also some of the reasons people start to smoke

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Give reasons why warming up before an activity is important.
- Explain why physical activity is good for your health – giving a number of benefits e.g healthy heart, strong bones...
- Understand how to exercise safely and describe how the body feels during different activities with reference to a variety of physical factors
- Record and monitor how hard I am working

Outdoor Adventure

- I can participate in a range of problem solving adventure games
- I can construct a basic shelter in a safe environment
- I can use maps to complete orienteering activities

Gymnastics

- I can perform a range of rolls with control and accuracy
- I can begin to develop a longer and more varied movement phrase with smooth, planned links between actions.
- I can work with a partner and groups to create sequences

PE

Cognitive Skills (Real PE)

- I can identify specific parts of a performance to work on.
- I can understand ways (criteria) to judge a performance.

Creative Skills (Real PE)

- I can link actions and develop sequences of movements that express my own ideas.
- I can change tactics, rules or tasks to make activities more fun or more challenging.

Summer Term



Throughout this project, pupils will:

- Show flexibility
- Organise time and resources
- Adapt ideas as circumstances change
- Be creative
- Explore different ways of expression
- Communicate learning in relevant ways
- Work towards a goal

History: Who was victorious in the struggle for The Kingdom of England?

Historical enquiry

- Use the relevant material to build up a picture of a past event (ongoing)
- Ask and answer a variety of questions (ongoing)

Chronology

- Place events, people and changes into correct periods of time on a timeline (ongoing)
- Use terms related to the period and begin to date events (ongoing)

Historical Knowledge

- Know some key facts about the struggle for the Kingdom of England

Historical Interpretation

- Identify and describe reasons for and results of historical events, situations and changes in the period studied (ongoing)
- Identify different ways in which the past is represented and interpreted (ongoing)

Geography: What are the key features of mountains and rivers?

Locational Knowledge

- Use maps to locate significant rivers in Europe

Human and Physical Geography

- Describe and understand key aspects of a mountain range in Europe
- Describe the features of a significant river in Europe and understand the water cycle

Geographical Skills and Fieldwork

- Use four figure grid references, symbols and keys to build knowledge of the wider world
- Make and use more detailed maps that use symbols and a key
- Observe, measure and record key features of a local river

Art and Design

Exploring and Evaluating – ongoing throughout the year

- Compare ideas, methods and approaches in their own and others' work and say what they think and how they feel about them
- Keep notes about the purpose of their work in their sketchbooks and adapt and improve it based on this

Painting and Mixed Media

- Use tints and shades to paint an object in 3D.
- Mix tints and shades by adding black or white paint
- Paint with care and control to make a still life with recognisable objects
- Show an understanding of how colour can be used to show light and dark, and three dimensions

Design and Technology

Design

- Use computer aided design to manipulate shapes and clipart

Make

- Create a working electrical circuit

Evaluate

- Evaluate product against design criteria and make amendments

Technical Knowledge

- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Music

Performing

- Perform a piece of music as part of a group.
- Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.

Composing

- Work as a group to create a piece of music.
- Compose a coherent piece of music in a given style with voices, bodies and instruments.
- Use letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.

Appraising

- Use musical vocabulary to discuss the purpose of a piece of music.
- Use musical vocabulary when discussing improvements to their own and others' work.

Listening and Applying

- To know that a glissando in music means a sliding effect played on instruments or made by your voice.

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Give reasons why warming up before an activity is important.
- Explain why physical activity is good for your health – giving a number of benefits e.g healthy heart, strong bones...
- Understand how to exercise safely and describe how the body feels during different activities with reference to a variety of physical factors
- Record and monitor how hard I am working

Dance

- I can I and perform with a partner, demonstrating actions that link with fluency and accuracy
- I can begin to design their own movement phrases that respond to the stimuli or emotion
- I can remember, perform and evaluate short dance phrase, showing an understanding and an awareness of others.

Swimming

- I can swim competently, confidently and proficiently over a distance of at least 25 metres
- I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- I can perform safe self-rescue in different water-based situations. In spring?

Physical Skills (Real PE)

- I can perform and repeat longer sequence, with clear shapes and controlled movement.

Computing

Programming/Data Handling

- Understand the four elements of computational thinking.
- Apply knowledge of decomposition to a real world task.
- Create a game in Scratch.
- Use computational thinking to solve a range of challenges.
- Record data into a spreadsheet.
- Design a weather station which gathers and records data.
- Use search engines to find and record data.
- Use green screen technology to record a weather forecast.

Online Safety

- To know the positive and negative effects whilst being online.
- To know how to be respectful online.

RE

Expressing and communicating ideas related to religious and worldviews

Shared Human Experiences (ongoing)

- Talk about different types of human communities and the things that unite communities
- Suggest stories or words that might be inspiring when trying to overcome difficulties in life
- Talk about belonging and the different ways people express their belonging to a community

The Search for Personal Meaning (ongoing)

- Discuss their own identity and the different role and responsibilities that they have
- Can make comparisons with their own beliefs and the values of those religions and beliefs they have studied

Islam

- Use subject specific language to describe how and why Muslims fast at Ramada
- Explain the importance Ramadan as one of the Five Pillars of Islam

Sikhism

- Talk about teachings and stories from Sikhism
- Talk about the 5 Ks

PSHE

Relationships

- I can explain different points of view on an animal rights issue
- I can express my own opinion and feeling about animal rights issues

Changing Me

- I can identify what I am looking forward to when I am in Year 5
- I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this