

Year 4

English

Reading

- Use knowledge to read 'exception' words
- Read range of fiction & non-fiction
- Use dictionaries to check meaning
- Prepare poems & plays to perform
- Check own understanding of reading
- Draw inferences & make predictions
- Retrieve & record information from non-fiction books
- Discuss reading with others

Writing

- Use prefixes & suffixes in spelling
- Use dictionary to confirm spellings
- Write simple dictated sentences
- Use handwriting joins appropriately
- Plan to write based on familiar forms
- Rehearse sentences orally for writing
- Use varied rich vocabulary
- Create simple settings & plot
- Assess effectiveness of own and others' writing

Grammar

- Use range of conjunctions
- Use present perfect tense
- Use range of nouns & pronouns
- Fronted adverbials with punctuation
- correctly punctuated speech
- Punctuation- new line for new speaker
- Know language of clauses, prepositions and adverbs

Speaking & Listening

- Give structured descriptions
- Participate activity in conversation
- Consider & evaluate different

Vocabulary- see plans

Art & Design

- Use sketchbooks to collect, record and evaluate ideas
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials
- Learn about great artists, architects & designers in history

These skills have been linked the creative curriculum under the following topics –

Cycle 1 Autumn Stone Age to Iron Age, Spring James and the Giant Peach and Summer Tudors

Cycle 2 Autumn Walk Like an Egyptian/ Polar Express, Spring A South American Adventure and Summer The Roman Empire

Computing

- Design, write and debug programs, including solving problems (Tudors, James and the Giant Peach)
- Use sequence, selection, and repetition in programs (What A Wonderful World)
- Use logical reasoning (James and the Giant Peach....,)
- Understand computer networks (The Roman Empire)
- Use search technologies effectively (Tudors, The Roman Empire)
- Select, use and combine a variety of software, including collecting, analysing, evaluating and presenting data
- Use technology safely, respectfully and responsibly –E-safety (Walk Like An Egyptian)

E-Safety

Mathematics

Number/Calculation

- Learn x12 times tables
- Secure place value to 1000
- Mentally add & subtract units, tens or hundreds to numbers of up to 4 digits
- Written column addition & subtraction
- Solve number problems, including multiplication & simple division and missing number problems
- Use commutativity to help calculations

Geometry & Measures

- Measure & calculate with metric measures
- Measure simple perimeter and area
- Add/subtract using money in context
- Use Roman numerals up to M; tell time
- Calculate using simple time problems- 24 hour
- Draw 2-d / Make 3-d shapes
- Identify right angles, acute and obtuse, symmetry, properties of triangles and quadrilaterals

Fractions (unit and non-unit)

- Use & count in tenths and make links with decimal notation
- Recognise, find & write fractions
- Recognise some equivalent fractions
- Add/subtract fractions up to <1
- Order fractions with common denominator

Data

- Interpret bar charts & Pictograms – static and continuous data.

Design & Technology

- Use research & design criteria to develop products which are fit for purpose
- Use annotated sketches and prototypes to explain ideas
- Select & use a range of tools, equipment, materials and components
- Evaluate existing products & improve own work
- Use mechanical systems in own work
 - Understand seasonality; prepare & cook dishes

History

- Britain's settlement by Anglo-Saxons and Scots (Stone Age and Iron Age)
- Changes in Britain from the Stone Age to the Iron Age (Stone Age and Iron Age)
- Britain and the wider world during Tudor times (Tudors)
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study (Walk Like An Egyptian)
- The Roman Empire and its impact on Britain (The Roman Empire)

Science

Working Scientifically

Autumn 1 & 2: Electricity and Sound

Spring 1 & 2: Animals including humans/living things and habitats

- Asking simple Qs
- Observing
- Simple tests
- Identifying and classifying
- Using observations/ideas to suggest answers
- Gathering and recording data

Summer 1 & 2: States of matter and child led investigations

Geography

- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Stone Age and Iron Age)
- Place knowledge - not local (Stone Age and Iron Age, Tudors, James and the Giant Peach)
- Compass and map work (Tudors, and The Roman Empire)
- Locate world countries (Tudors)
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. (Tudors, Walk Like An Egyptian)
- Field work (James and the Giant Peach)
- An environmental issue caused by a change in the environment and attempts to manage the environment sustainably (James and the Giant Peach)

Modern Languages

Modern Languages

- Listen and engage
- Explore language through songs and rhymes
- Ask and answer questions
- Speak in sentences, using familiar vocabulary
- Develop accurate pronunciation and intonation
- Present ideas and information orally
- Read carefully and show understanding
- Appreciate stories, songs, poems and rhymes
- Broaden their vocabulary
- Write phrases from memory,
- Describe people, places, things and actions
- Understand basic grammar

Year 4 will be studying French using the Rigolo scheme

Music

- Play and perform using musical instruments
- Improvise and compose music for a range of purposes
 - Listen with attention to detail
 - Use and understand staff and other musical notations
 - Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Covered by Charanga

Learning for Life

Friendship; Life Bus; Journeys taken in life; Hygiene and Medication/ Drugs; Nutrition; Feelings; Different kinds of Families; Bullying; Change; Staying Safe; Life skills-using money; E- Safety

Physical Education

- Use running, jumping, catching, throwing and in combination.
- Play competitive games – enjoy collaborating and communicating with each other.
 - Apply basic principles for attacking and defending.
- Take part in outdoor adventurous activities (Residential)
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Compare their performances and demonstrate improvement **Covered by the REAL PE Scheme of work and PPA cover**

Religious Education

- Recognise that some questions about life are difficult to answer
- Investigate and describe how sources of inspiration and influence make a difference to themselves and others
- Apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives
- Suggest what might happen as a result of their own and others' attitudes and actions
- Suggest answers to some questions raised by the study of religions and beliefs

These key skills are covered in the key "Big ideas" of the phase:- How did Jesus change lives? Why do Christians call God 'Father'? Christmas Y4: How can artists help us to understand Christmas? Easter Y4: How does Lent help Christians prepare for Easter? (Short unit) Sikkism ,How did the Church begin? Is Christian worship the same all around the world? How did Jesus change lives? Why do Christians call God 'Father'? Why is praying important for Christians? Easter Y4: How does Lent help Christians prepare for Easter? (Short unit) How can a synagogue help us to understand the Jewish faith? What are important times for Jews?