YEAR 4 CURRICULUM

Year 4

Autumn		Spring		Summer	
Literacy					
Poetry Free verse Animal poems **Narrative** Traditional tale Myths Roman R&R **Non-fiction** Report Bug book **Terminology/ Punctuation/ Grammar** adverb, adverbial phrase of time, fronted adverbial, comma after fronted adverbial, apostrophe of possession, past/present tense agreement, subject/verb agreement	**Poetry** Riddles **Narrative** Traditional Myths **Non-fiction** Report **Terminology/ Punctuation/ Grammar** Edit, abbreviate, summarise, heading, sub-heading, proof-read, apostrophe-plural possession, paragraph, expanded noun, prepositions	**Poetry** Free verse People **Narrative** Story with setting Man in search of his luck **Non-fiction** **Terminology/ Punctuation/ Grammar** Clause, setting, character, plot, determiner, inverted speech, direct speech, possessive pronoun, inverted commas, prepositional phrases, conjunctions, pronoun agreement	**Poetry** Narrative Animals **Narrative** Plays **Non-fiction** Persuasion **Terminology/ Punctuation/ Grammar** Oral poetry	**Poetry** Free verse 1 **Narrative** Story with a theme (greed) **Non-fiction** Explanation (dragon text) **Terminology/ Punctuation/ Grammar** Intonation, tone, volume, present perfect tense, adverbs of cause	**Poetry** Research poet 1 **Narrative** Stories with a theme George's marvellous medicine **Non-fiction** Discussion **Terminology/ Punctuation/ Grammar**
Numeracy					
▪ 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.		▪ round any number to nearest 100, 1000. ▪ 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.		▪ 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.	

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▪ 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. ▪ order and compare numbers beyond 1000. ▪ round any number to nearest 10, 100. ▪ recognise the place value of each digit in a 4 digit number. ▪ count backwards through zero to include negative numbers. ▪ solve number and practical problems that involve the above and with increasingly large positive number. ▪ read Roman numerals to 100 (1 to 100). ▪ 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. ▪ add and subtract numbers with up to 4 digits using the formal column additions and subtraction. ▪ estimate and use inverse operations to check answers. ▪ solve two step problems. ▪ recall multiplication and division 3, 4, 5 and 6. ▪ multiply 2 and 3 digit numbers by one digit number. ▪ 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. ▪ convert between different units of measure [for example, kilometre to metre; hour to minute]. ▪ convert measures e.g. m -7cm etc. ▪ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. ▪ shape – compare, classify, identify quadrilaters and triangles (4). ▪ describe movements between positions as translations of a given unit to the left/right and up/down. ▪ 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. ▪ interpret data – bar and time graphs. ▪ solve problems from bar graphs,	▪ 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. ▪ recall multiplication and division 6, 7, 8, 9 and 10. ▪ 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. ▪ 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. ▪ 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 ¼ ½ ¾. ▪ 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. ▪ convert between different units of measure [for example, kilometre to	▪ 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. ▪ recall multiplication and division facts for multiplication tables up to 12 × 12. ▪ recognise and use factor pairs and commutativity in mental calculations. ▪ 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. ▪ measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. ▪ find the area of rectilinear shapes by counting squares. ▪ read, write and convert time between analogue and digital 12 and 24 hours clocks. ▪ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. ▪ 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. ▪ plot specified points and draw sides to complete a given polygon. ▪ 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.

pictograms and tables e.g. differences.	metre; hour to minute]. ▪ estimate, compare and calculate different measures, including money in pounds and pence. ▪ describe positions on a 2-D grid as coordinates in the first quadrant. ▪ 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.	

Science

Children should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.

They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units and help to make decisions about how to record and analyse this data. With help, children should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Children should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences.

Animals, including humans Electricity	States of matter Sounds	Habitats and living things

History

Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.

Romans		Vikings and Anglo Saxons

Geography

Locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork: use the eight points of a compass, four figure grid reference, use of maps, atlases and globes.

UK Environmental regions Human/physical characteristics Capital/major cities	Similarities and differences of UK, Russia and Italy Volcanoes	Europe (including Russia) Italy Environmental regions Human/physical characteristics Capital/major cities

Art

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Great artists, architects and designers in history.

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Investigating pattern	Art relevant to topic/painting/drawing techniques	Journeys
D&T		
• A variety of creative and practical activities. • Pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. • Work in a range of relevant contexts - home, school, leisure, culture, enterprise, industry, wider environment. • Technical knowledge. • Design, make and evaluate. • Cooking and nutrition.		
Torches	Moving storyboards	Pencil cases
Computing		
• Design and write programs to achieve specific goals, including solving problems. • Use logical reasoning to explain how simple algorithms work and to detect problems and errors. • Understands computer networks including the internet, using it for communication and collaboration. • Uses internet safely and appropriately. • Collect and present data.		
Authoring	Accuracy counts	Turtles and games
PE/Gymnastics/Dance		
• Use running, jumping, catching and throwing in isolation and in combination. • Play competitive games (modify) e.g. basketball, netball, cricket, football, hockey, rounders, tennis. • Develop flexibility and control in gymnastics, dance and athletics. • Compare performance to achieve personal bests.	• Use running, jumping, catching and throwing in isolation and in combination • Play competitive games (modify) e.g. basketball, netball, cricket, football, hockey, rounders, tennis. • Develop flexibility and control in gymnastics, dance and athletics. • Compare performance to achieve personal bests.	• Use running, jumping, catching and throwing in isolation and in combination • Play competitive games (modify) e.g. basketball, netball, cricket, football, hockey, rounders, tennis. • Develop flexibility and control in gymnastics, dance and athletics. • Compare performance to achieve personal bests. • Swimming.
RE		
• Christianity/Sikhism/Hinduism • Belonging-Hindu teaching about God, Hindu worship • Christmas	• Christianity/Sikhism/Hinduism • Belonging-Sikhism/Christianity • Sharing food as part of worship • Easter	• Christianity/Sikhism/Hinduism • Special books and sacred texts • Sacred writings and stories
Music		
• Singing • Listening and appraising	• Dragon scales • Performance singing	• Listening and appraising • Salt, pepper, vinegar, mustard
PHSE		
• New beginnings • Getting on and falling out • Citizenship/charity • Name a range of jobs and skills • Saving money	• Going for goals • Good to be me • Respect for living things • Peer pressure	• Relationships • Changes • Resolving differences

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<table>
<tr><th colspan="3">MFL/French</th></tr>
<tr><td colspan="3">• Listen and engage
• Ask and answer questions
• Speak in sentences using familiar vocabulary
• Develop appropriate pronunciation
• Show understanding of words and phrases
• Appreciate stories/songs/poems/rhymes
• Broaden vocabulary</td></tr>
<tr><th colspan="3">Reading</th></tr>
<tr><td>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.

Reading comprehension

• 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</td><td>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
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<tr><th colspan="3">Spelling</th></tr>
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1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • 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.	1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • 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.	1) • Spell further homophones • Spell words that are often misspelt (English Appendix 1) • 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.

Handwriting

- 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 downstrokes of letters are parallel and equidistant; that lines of writing.

Spoken Language

Statuary

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their knowledge 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.

Non-statuary

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in previous years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class.

Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

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Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.