

<b>Year 4</b>	
<b>English</b>  <b>Spoken</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li><input type="checkbox"/> listen and respond appropriately to adults and their peers</li> <li><input type="checkbox"/> ask relevant questions to extend their understanding and knowledge</li> <li><input type="checkbox"/> use relevant strategies to build their vocabulary</li> <li><input type="checkbox"/> articulate and justify answers, arguments and opinions</li> <li><input type="checkbox"/> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li><input type="checkbox"/> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li><input type="checkbox"/> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li><input type="checkbox"/> speak audibly and fluently with an increasing command of Standard English</li> <li><input type="checkbox"/> participate in discussions, presentations, performances, role play, improvisations and debates</li> <li><input type="checkbox"/> gain, maintain and monitor the interest of the listener(s)</li> <li><input type="checkbox"/> consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li><input type="checkbox"/> select and use appropriate registers for effective communication.</li> </ul>
<b>Reading</b>	<p><b>Word reading:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><b>Comprehension:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li><input type="checkbox"/> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li><input type="checkbox"/> reading books that are structured in different ways and reading for a range of purposes</li> <li><input type="checkbox"/> using dictionaries to check the meaning of words that they have read</li> </ul> </li> <li><input type="checkbox"/> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li><input type="checkbox"/> identifying themes and conventions in a wide range of books</li> <li><input type="checkbox"/> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li><input type="checkbox"/> discussing words and phrases that capture the reader's interest and imagination</li> <li><input type="checkbox"/> recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li><input type="checkbox"/> understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li><input type="checkbox"/> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li><input type="checkbox"/> asking questions to improve their understanding of a text</li> <li><input type="checkbox"/> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li><input type="checkbox"/> predicting what might happen from details stated and implied</li> <li><input type="checkbox"/> identifying main ideas drawn from more than one paragraph and summarising these</li> <li><input type="checkbox"/> identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> retrieve and record information from non-fiction</li> <li><input type="checkbox"/> 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.</li> </ul>
<b>Writing</b>	<p><b>Spelling:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li><input type="checkbox"/> spell further homophones</li> <li><input type="checkbox"/> spell words that are often misspelt (English Appendix 1)</li> <li><input type="checkbox"/> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li><input type="checkbox"/> use the first two or three letters of a word to check its spelling in a dictionary</li> <li><input type="checkbox"/> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>Handwriting:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> 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 are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> <p><b>Composition:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> plan their writing by: <ul style="list-style-type: none"> <li><input type="checkbox"/> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li><input type="checkbox"/> discussing and recording ideas</li> </ul> </li> <li><input type="checkbox"/> draft and write by: <ul style="list-style-type: none"> <li><input type="checkbox"/> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li><input type="checkbox"/> organising paragraphs around a theme</li> <li><input type="checkbox"/> in narratives, creating settings, characters and plot</li> <li><input type="checkbox"/> in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li><input type="checkbox"/> evaluate and edit by: <ul style="list-style-type: none"> <li><input type="checkbox"/> assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li><input type="checkbox"/> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li><input type="checkbox"/> proof-read for spelling and punctuation errors</li> <li><input type="checkbox"/> 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.</li> </ul> </li> </ul>

	<p><b>Grammar &amp; punctuation:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop their understanding of the concepts set out in English Appendix 2 by:</li> <li><input type="checkbox"/> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li><input type="checkbox"/> using the present perfect form of verbs in contrast to the past tense</li> <li><input type="checkbox"/> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li><input type="checkbox"/> using conjunctions, adverbs and prepositions to express time and cause</li> <li><input type="checkbox"/> using fronted adverbials</li> <li><input type="checkbox"/> learning the grammar for years 3 and 4 in English Appendix 2</li> <li><input type="checkbox"/> indicate grammatical and other features by:</li> <li><input type="checkbox"/> using commas after fronted adverbials</li> <li><input type="checkbox"/> indicating possession by using the possessive apostrophe with plural nouns</li> <li><input type="checkbox"/> using and punctuating direct speech</li> <li><input type="checkbox"/> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>
<p><b>Maths</b></p>	<p><b>Number &amp; place value</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> count in multiples of 6, 7, 9, 25 and 1000</li> <li><input type="checkbox"/> find 1000 more or less than a given number</li> <li><input type="checkbox"/> count backwards through zero to include negative numbers</li> <li><input type="checkbox"/> recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li><input type="checkbox"/> order and compare numbers beyond 1000</li> <li><input type="checkbox"/> identify, represent and estimate numbers using different representations</li> <li><input type="checkbox"/> round any number to the nearest 10, 100 or 1000</li> <li><input type="checkbox"/> solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li><input type="checkbox"/> 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.</li> </ul> <p><b>Addition &amp; subtraction:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li><input type="checkbox"/> estimate and use inverse operations to check answers to a calculation</li> <li><input type="checkbox"/> solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>

**Multiplication and division:**

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- 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.

**Fractions:**

Pupils should be taught to:

- 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  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$
- 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:**

Pupils should be taught to:

- 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
- read, write and convert time between 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.

**Geometry:**

Shapes –

Pupils should be taught to:

- 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.

	<p>Position and direction:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe positions on a 2-D grid as coordinates in the first quadrant</li> <li><input type="checkbox"/> describe movements between positions as translations of a given unit to the left/right and up/down</li> <li><input type="checkbox"/> plot specified points and draw sides to complete a given polygon.</li> </ul> <p>Statistics –</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li><input type="checkbox"/> solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>
<p><b>Science</b></p>	<p><b>Living things and their habitats</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> recognise that living things can be grouped in a variety of ways</li> <li><input type="checkbox"/> explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li><input type="checkbox"/> recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Animals inc. humans:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe the simple functions of the basic parts of the digestive system in humans</li> <li><input type="checkbox"/> identify the different types of teeth in humans and their simple functions</li> <li><input type="checkbox"/> construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>States of Matter:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> compare and group materials together, according to whether they are solids, liquids or gases</li> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Sound:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify how sounds are made, associating some of them with something vibrating</li> <li><input type="checkbox"/> recognise that vibrations from sounds travel through a medium to the ear</li> <li><input type="checkbox"/> find patterns between the pitch of a sound and features of the object that produced it</li> <li><input type="checkbox"/> find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li><input type="checkbox"/> recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>

	<p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> identify common appliances that run on electricity</li> <li><input type="checkbox"/> construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li><input type="checkbox"/> recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
<p><b>Art &amp; design:</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas</li> <li><input type="checkbox"/> 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]</li> <li><input type="checkbox"/> about great artists, architects and designers in history.</li> </ul>
<p><b>Computing</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li><input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li><input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li><input type="checkbox"/> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li><input type="checkbox"/> use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li><input type="checkbox"/> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li><input type="checkbox"/> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
<p><b>D&amp;T</b></p>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li><input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li><input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>

	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> investigate and analyse a range of existing products</li> <li><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li><input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li><input type="checkbox"/> understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li><input type="checkbox"/> understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li><input type="checkbox"/> apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><b>Cooking and nutrition:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand and apply the principles of a healthy and varied diet</li> <li><input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li><input type="checkbox"/> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
<b>Geography</b>	<p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li><input type="checkbox"/> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li><input type="checkbox"/> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> describe and understand key aspects of:</li> <li><input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li><input type="checkbox"/> human geography, including: types of settlement and land use, economic activity including trade links, and the distribution</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li><input type="checkbox"/> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li><input type="checkbox"/> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>

<b>History</b>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> changes in Britain from the Stone Age to the Iron Age</li> <li><input type="checkbox"/> the Roman Empire and its impact on Britain</li> <li><input type="checkbox"/> Britain's settlement by Anglo-Saxons and Scots</li> </ul> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> a local history study</li> <li><input type="checkbox"/> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li><input type="checkbox"/> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li><input type="checkbox"/> Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li><input type="checkbox"/> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>
<b>MFL - Spanish</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> listen attentively to spoken language and show understanding by joining in and responding</li> <li><input type="checkbox"/> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li><input type="checkbox"/> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li><input type="checkbox"/> speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li><input type="checkbox"/> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li><input type="checkbox"/> present ideas and information orally to a range of audiences*</li> <li><input type="checkbox"/> read carefully and show understanding of words, phrases and simple writing</li> <li><input type="checkbox"/> appreciate stories, songs, poems and rhymes in the language</li> <li><input type="checkbox"/> broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li><input type="checkbox"/> write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li><input type="checkbox"/> describe people, places, things and actions orally* and in writing</li> <li><input type="checkbox"/> understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p>The starred (*) content above will not be applicable to ancient languages.</p>
<b>Music</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li><input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li><input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory</li> <li><input type="checkbox"/> use and understand staff and other musical notations</li> <li><input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li><input type="checkbox"/> develop an understanding of the history of music.</li> </ul>

**PE**

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety:

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