



Year 4

* Online Safety threads through every topic

Science & Foundation Curriculum

Topic →	Potions	Flow	I am Warrior	Tremors	Burps, Bottoms & Bile	Gods & Mortals
Local Links	Local ingredients for potions Plan a local journey	Bourn Brook – local rivers and other water	Local history study – Caldecote	Fenland area v mountainous areas	Teeth – dentist visit/trip	Greece (vs Caldecote) Q&A Greek parent
Science	States of Matter	Electricity Soil, aquatic plans	Sound	Rocks (fossils & soils) Living things & their habitats	Animals including humans (teeth, digestion)	Living things & their habitats
Art & Design	3D structures Crayon art	Painting/print Photography (digital) Artists (Monet)	Collage: Roman mosaic Design & make: Jewellery Mould: clay	Sculpture Photography (digital)	Design Drawing Print	Drawing Greek sculpture
Computing*	Digital Literacy	Understanding Technology	Digital Literacy	Programming	Programming	Programming Digital Literacy
D&T	Product development and construction	Mechanical systems Electronics	Product development (Roman food) Construction (Roman shields)	Structures Working models (volcanoes)	Healthy foods – prepare, measure and assemble	Materials and textiles
Geography	Local journeys	Rivers & the water cycle	Study of a European country (vs local)	Mountains, volcanoes & earthquakes (vs local Fenland area)	Maps, atlases & globes Fieldwork	Maps, atlases & globes Fieldwork
History	Question historically	Local history	Romans	How the locality has been shaped by the past	Significant individuals	Ancient Civilisations - Greeks
Music	Listen and review	History of music	Listen and review History of music	Perform	Improvise & compose	Compose & perform
PE	Gymnastics: Principles of balance Games: Ball on ground	Games: Tag Rugby Dance: Rugby & the Haka	Dance: Roman OAA	Gymnastics: Rotation Games: Net games - tennis	Swimming: Improvers Games: Rounders	Athletics: Penthalon & Boccia Swimming: Improvers
PSHE	Relationships Medicines	Health and well-being – strength and skills	Relationships – anti-bullying, online safety	Living in the wider world - community	Health and well-being – managing risk	Growth and change (RSE)
RE	Ourselves, our families and our communities	Ourselves, our families and our communities	Demonstrations of faith Prayer	Places of worship	Religious stories and symbols	Religious stories and symbols
Spanish	Listening	Speaking	Speaking Reading	Speaking Writing	Speaking Reading & writing	Intercultural understanding



Character Education - Year 4

Every Caldecote pupil will:

- Be responsible for the upkeep of a raised bed in the 'garden' along with their class
- Have a chance to 'dress up' for a special occasion at least once every year
- Prepare some food and then eat it as part of a celebration
- Perform in front of your class at least once every year
- Tell your class about your favourite character from a book
- Take part in a performance in the hall
- Compete in a whole school sporting competition at least once a year

"9 by 9" by the age of 9 years each Year 4 pupil will:

- Create a chemical reaction
- Write and perform a poem
- Use a camera to document a performance
- Make a sculpture
- Explore somewhere new outside your local area
- Make a den
- Learn about a religion and visit a place a worship
- Make up your own game and teach it to someone else



Reading - Year 4

Decoding	Can read age appropriate texts with a good level of fluency and stamina. Can use a range of strategies to decode unfamiliar words. Use a range of punctuation to add meaning to what they are reading.	Inference	Describe the actions of characters in a text and begin to explain them, in the context of the narrative. Make inferences about characters' actions in a story based on evidence from the text. Empathise with a character's motives and behaviours.
Range of Reading	Is able to choose books that they enjoy and will challenge them. Use reading as a tool to support other aspects of learning.	Prediction	Make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas.
Familiarity of texts.	Recognise similarities and differences between texts structured in different ways. Uses their broad reading experiences to compare books by the same author or on a similar theme.	Authorial Intent	Identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc Identify language used to create atmosphere and discuss why this language has been chosen. Discuss how the use of different sentence types changes the meaning of a passage.
Poetry and Performance	Is familiar with different types of poetry e.g Confidently reads a range of texts aloud, considering intonation, tone, volume and actions. Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.	Non-Fiction	Explain how paragraphs have been used to organise a text. Explain how the format and presentation of a text impacts on the reader.
Word Meanings	Give meaning to new language using the context in which it appears. To identify any word derivatives to aid word meaning.	Discussing Reading	Respond orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion.
Understanding	Choose skilful questions to improve their understanding of the text.	Accelerated Reader	Star reader test termly to set book range and targets which are monitored weekly



Year 4 Reading Assessment

Decoding	<input type="checkbox"/> I can read age appropriate texts with a good level of fluency and stamina. <input type="checkbox"/> I can use a range of strategies to decode unfamiliar words. <input type="checkbox"/> I can use a range of punctuation to add meaning to what I am reading. <input type="checkbox"/> I can use my understanding of root words, prefixes (including re- , sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words. <input type="checkbox"/> I can read and decode further exception words accurately, including words that do not follow spelling patterns.	Inference	<input type="checkbox"/> I can describe the actions of characters in a text and begin to explain them, in the context of the narrative. <input type="checkbox"/> I can make inferences about characters' actions in a story based on evidence from the text. <input type="checkbox"/> I can empathise with a character's motives and behaviours and can show you the parts of the text that tell me this.
Range of Reading	<input type="checkbox"/> I can choose a wide range of books that I enjoy and will challenge me. <input type="checkbox"/> I can use reading as a tool to support other aspects of learning. <input type="checkbox"/> I can show that I enjoy reading by reading lots of different types of books and for different reasons.	Prediction	<input type="checkbox"/> I can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas. <input type="checkbox"/> I can tell from what I have read how a character is feeling and thinking and why they carry out an action.
Familiarity of texts.	<input type="checkbox"/> I can recognise similarities and differences between texts structured in different ways. <input type="checkbox"/> I can use my broad reading experiences to compare books by the same author or on a similar theme.	Authorial Intent	<input type="checkbox"/> I can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc <input type="checkbox"/> I can identify language used to create atmosphere and discuss why this language has been chosen. <input type="checkbox"/> I can discuss how the use of different sentence types changes the meaning of a passage or the cohesion. <input type="checkbox"/> I can understand how the use of words in a text, how it is set out and its presentation add to its meaning.
Poetry and Performance	<input type="checkbox"/> I can discuss different types of poetry e.g. free verse and narrative poetry. <input type="checkbox"/> I can identify different types of poetry e.g confidently reads a range of texts aloud, considering intonation, tone, volume and actions. <input type="checkbox"/> I can demonstrate an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.	Non-Fiction	<input type="checkbox"/> I can explain how paragraphs have been used to organise a text. <input type="checkbox"/> I can explain how the format and presentation of a text impacts on the reader. <input type="checkbox"/> I can find and record information from non-fiction texts over a wide range of subjects.
Word Meanings	<input type="checkbox"/> I can give meaning to new language using the context in which it appears. <input type="checkbox"/> I can identify any word derivatives to aid word meaning.	Discussing Reading	<input type="checkbox"/> I can respond orally to texts read to me and those that I have read, showing increasing maturity in the way I engage with the discussion. <input type="checkbox"/> I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others.
Understanding	<input type="checkbox"/> I can use a dictionary to check the meaning of words. <input type="checkbox"/> I can ask questions to improve my understanding of the text. <input type="checkbox"/> I can check what I have read, and that I have understood it, by telling someone else what has happened. <input type="checkbox"/> I can ask questions about what I have read to help me understand a complicated text.	AR	Pupils in KS2 use the accelerated reader programme. They have star reader tests followed by close monitoring of the AR numbered books.



Writing - Year 4			
Transcription		Composition	
Handwriting	Spelling	Vocabulary, grammar and punctuation	Structure and purpose
<p>Evidence:</p> <ul style="list-style-type: none"> -Writing is legible. -All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. -Writing is spaced sufficiently so that ascenders and descenders do not meet. -Appropriate letters are joined consistently 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. -Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. -Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically. Write words spelt ch e.g. scheme, chemist, chef. -Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen. -Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags. -Spell the majority of words from the YR 3-4 word list. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. -Experiment with sentences with more than one clause. -Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. -Use time connectives. -Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... -Use expanded noun phrases and adverbial phrases to expand sentences. -Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. -Use inverted commas accurately for direct speech. Identify the correct determiner e.g. a, an, these, those. -Usually use the past or present tense, and 1 st /3 rd person, consistently. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> -Discuss and develop initial ideas in order to plan and draft before writing. -Write to suit purpose and with a growing awareness of audience, using some appropriate features. -Organise writing into sections or paragraphs, including fiction and non-fiction. -Appropriately use a range of presentational devices, including use of title and subheadings. -Use dialogue, although balance between dialogue and narrative may be uneven. -Describe characters, settings and plot, with some interesting details. -Evaluate own and others' writing; proof read, edit and revise.



Year 4 writers should be able to

Year 4 writers should be able to			
Aspect	Autumn	Spring	Summer
Handwriting	Increase the legibility, consistency and quality of their handwriting	Make downstrokes of letters parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	
Composition	Write from memory simple dictated sentences that include words and punctuation taught Organise their narrative writing into clear sequences with more than a basic beginning, middle and end	Write a narrative with a clear structure, setting, characters and plot Include key vocabulary and grammar choices that link to the style of writing eg scientific/historical words or those that fit context	Begin to open paragraphs with topic sentences and organise them around a theme Make their ending developed and close the narrative appropriately relating to the beginnings or a change in a character
Grammar	Use a range of sentences with more than one clause through use of conjunctions Use a wider range of conjunctions such as although, however, despite, as well as Open sentences in different ways to create effects	Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition Make improvements to writing by proposing changes to grammar and vocabulary to improve consistency Use fronted adverbials of place, time and manner include the use of a comma	Use expanded noun phrases with modifying adjectives Use adverbs and prepositions to express time, place and cause Build cohesion with paragraphs through controlled use of tenses; subordinating conjunctions Use standard English for verb inflections – instead of spoken forms
Punctuation	Demarcate all sentences correctly	Use the apostrophe for omission and possession Secure the use of punctuation in direct speech include a comma after the reporting clause	Always use commas for fronted adverbials
Spelling	Use the first two or three letters of a word to check its spelling in a dictionary	Spell words with additional prefixes and suffixes and understand how to add them to root words Use plural 's' and possessive 's' correctly	Recognise and spell additional homophones Make comparison from a word already know to apply to an unfamiliar word Spell identified commonly misspelt words from the Y3 & 4 word list



Maths - Year 4

Number and place value	<ul style="list-style-type: none"> • 4 digit numbers • Introduction to negative numbers • Roman numerals to 100 (C) • Numbers beyond 1000 • Rounding numbers 	Addition & subtraction	<ul style="list-style-type: none"> • Four-digit addition and subtraction 	<p style="text-align: center;">Calculation</p> <p style="text-align: center;">Pupils learn these strategies and choose the most efficient methods for their calculation in Y4</p> <ul style="list-style-type: none"> • Column addition and subtraction • Bar modelling • Long multiplication • Long division 'bus stop' method • Estimation and inverse to check calculations
Multiplication and Division	<ul style="list-style-type: none"> • All X tables • Count in 6s, 7s, 9s, 25s and 1,000s • Factor pairs • Multiply 3 digit by 1 digit number • Divide 3 digit by 1 digit number including remainders 	Fractions and decimals	<ul style="list-style-type: none"> • Common equivalent fractions • Add and subtract fractions with the same denominator • Introduction to decimals • Hundredths • Rounding decimals • Comparing decimal numbers 	
Measurement	<ul style="list-style-type: none"> • Area of rectangles by counting squares • Converting between units of measure • Solving problems involving money • Converting between different units of time – 12hr and 24hr • Comparing angles • Perimeter of rectangles 	Geometry	<ul style="list-style-type: none"> • Compare and classify (including congruence) geometric shapes (including quadrilaterals, triangles, trapeziums and rhombus) • Acute and obtuse angles • Lines of symmetry in 2D shapes • Coordinates in the first quadrant • Translations 	
		Statistics	<ul style="list-style-type: none"> • Discrete and continuous data • Bar charts, time graphs and tables 	



Our Year 4 mathematicians should be able to

<p>Number and place value</p> <ul style="list-style-type: none"> - Count backwards through zero to include negative numbers - Count in multiples of 6, 7, 9, 25 and 1000 - Read Roman numerals to 100 - Find 1000 more or less than any given number - Compare and order numbers beyond 1000 - Round numbers to the nearest 10, 100 or 1000 	<p>Addition & subtraction</p> <ul style="list-style-type: none"> - Add and subtract 4-digit numbers using formal column methods - Estimate and use inverse to check answers to calculations - Solve addition and subtraction two step problems in a variety of contexts deciding which operations and methods to use and why.
<p>Multiplication and Division</p> <ul style="list-style-type: none"> - Recall and use multiplication and division facts for all tables up to X12 - Recognise and use factor pairs and commutativity in mental calculations - Multiply 2-digit and 3-digit numbers by 1-digit numbers using formal written method - Divide 2-digit and 3-digit numbers by a 1-digit number using formal written method beginning to use remainders - Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1 and multiplying three numbers together - Find the effect of multiplying a number with up to 2 decimal places by 10 and 100, identifying the value of the digits in the answer as ones, tenth and hundredths. 	<p>Fractions and decimals</p> <ul style="list-style-type: none"> - Recognise and show, using diagrams, families of common equivalent fractions - Add and subtract fractions with the same denominator - Divide a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths - Count up and down in hundredths and recognise that hundredths arise from dividing an object, number or quantity into 100 equal parts - Recognise and write decimal equivalents of any number of tenths or hundredths - Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ - 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.
<p>Statistics</p> <ul style="list-style-type: none"> - 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 	<p>Geometry</p> <ul style="list-style-type: none"> - Compare and classify (including congruence) geometric shapes, including quadrilaterals, triangles, trapeziums and rhombus based on their properties and sizes. - Describe positions on a 2D grid as coordinates in the first quadrant - Identify lines of symmetry in 2D shapes presented in different orientations - Complete a simple symmetric figure with respect to a specific line of symmetry - Describe movements between positions as translations of a given unit to the left/right/up/down - Plot specified points and draw sides to complete a given polygon - Identify acute and obtuse angles and compare and order angles up to two right angles by size
<p>Measurement</p> <ul style="list-style-type: none"> - Read and write and convert between analogue and digital 12 and 24 hour clocks - Measure and calculate the perimeter of rectangles (including squares) in cm and m - Find the area of rectangles by counting squares - Convert between different units of measure (km to m, hour to min) 	



Science – Year 4							
Area of Science	Big Question	Big Idea	Key Vocabulary		Enquiry Type	Working scientifically	
Biology	Living things and their habitats	Are some animals more alike than others?	Living things on Earth come in a huge variety of different forms that are all related because they all came from the same starting point 4.5 billion years ago.	Human impact Deforestation Nature reserves Extinction	Endangered Classification keys Migrate Hibernate	Grouping and classifying Use secondary sources of information	<input type="checkbox"/> Questions are beginning to be improved in order to clarify exactly what is being investigated <input type="checkbox"/> Identify which type of enquiry they would need to use to answer their question e.g. secondary research, fair test, grouping and sorting <input type="checkbox"/> Make a prediction which has a plausible reason <input type="checkbox"/> Amend predictions according to findings <input type="checkbox"/> Plan and conduct investigations independently to produce evidence to answer a question <input type="checkbox"/> Identify some variables in a fair test <input type="checkbox"/> Set up a fair test using continuous data identifying a variable that can be changed and measured <input type="checkbox"/> Explain why a test is a fair one <input type="checkbox"/> Make careful and accurate observations including the use of standard units taking into account mathematical knowledge up to Year 4 (convert units of measurements) <input type="checkbox"/> Accurately read scales on a range of thermometers and know that there are two main scales used to measure temperature <input type="checkbox"/> Suggest appropriate ways in which to gather, record and classify <input type="checkbox"/> Present continuous data on a line graph e.g. to show the temperature of a melting material changes with time <input type="checkbox"/> Planning, doing and evaluating process (with support) <input type="checkbox"/> Make sense of findings noticing patterns, similarities and differences to draw simple conclusions and answer questions
	Animals inc humans	Do our stomach digest our food? Could we live without a skeleton?	The different kinds of life have evolved over millions of generations into different forms in order to survive in the environments in which they live	Digestion Absorption Muscles Protection Enzyme	Movement Joints Endoskeleton Exoskeleton	Finding out things from secondary sources Grouping and classifying	
Chemistry	States of matter	Is it always easy to tell the difference between solids, liquids and gases? Are all solids hard?	At room temperature, some substances are in a solid, liquid or gas state. The state of many substances can be changed by heating or cool them. The amount of matter does not change.	Gases Particles State Evaporate Condense	Condensation Celsius Fahrenheit Precipitation	Grouping and classifying Observing changes over a period of time Comparative and fair tests	
	Rocks	How can we know things about a dinosaur when they have been extinct for 65 million years?	Much of the solid surface of the Earth is covered by soil, which is a mixture of pieces of rock and remains of organisms. We know about extinct animals through fossils.	Sediment Peat Dead Matter Filter	Retention Fossilisation Mary Anning	Comparative and fair tests Find out things using secondary sources	
Physics	Sound	Why can we hear things that we can't see? Can you hear in space?	Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it (Sound is one form of energy.)	Pitch Volume Instrument Amplitude	Frequency Ear drum Vibration Mediums	Noticing patterns Use secondary sources of information Comparative and fair tests	
	Electricity	Does electricity flow easily through all objects?	Energy, which cannot be created or destroyed, comes in many different forms and tends to move away from objects that have lots of it	Conductor Insulator Circuit Cell	Switch Wire Lamp Electrical appliance	Grouping and classifying Comparative and fair tests Noticing patterns	



Area of science		Year 4 Scientists should be able to
Biology	Living things and their habitats	<ul style="list-style-type: none"> <input type="checkbox"/> Can use classification keys to identify unknown plants and animals e. flowering and non-flowering plants <input type="checkbox"/> Explore and identify local plants and animals <input type="checkbox"/> Can give examples of how an environment may change both naturally and due to human impact <input type="checkbox"/> Can present their learning about changes to the environment in different ways e.g. campaign video, persuasive letter
	Animals including humans	<ul style="list-style-type: none"> <input type="checkbox"/> Use a model to describe the journey of food through the body <input type="checkbox"/> Describe what happens in each part of the digestive system <input type="checkbox"/> Identify the functions of different organs <p>Crazy fact: Flies puke its digestive juices all over its food and waits for it to break the food down before sucking it up!</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify that humans and some other animals have skeletons and muscles <input type="checkbox"/> Understand that skeletons and muscles provide support, protection and movement <input type="checkbox"/> Can describe how muscles and joints help them to move
Chemistry	States of matter	<ul style="list-style-type: none"> <input type="checkbox"/> Justify why something is a solid, liquid or gas <input type="checkbox"/> Give examples of things that melt/freeze and how their melting points vary <input type="checkbox"/> Explore how some materials can change state <input type="checkbox"/> Measure temperatures using a thermometer <input type="checkbox"/> Explain why there is condensation on the inside the hot water cup but on the outside of the icy water cup <input type="checkbox"/> From their data, can explain how to speed up or slow down evaporation <input type="checkbox"/> Can describe the water cycle in a range of ways e.g. diagrams, story of a water droplet, explanation <input type="checkbox"/> Explain the difference between air and gas
	Rocks	<ul style="list-style-type: none"> <input type="checkbox"/> Can explain how a fossil is formed <input type="checkbox"/> Identify plant and animal matter as well as rocks in samples of soil <input type="checkbox"/> Test water retention of soils and suggest reasons for their results
Physics	Sound	<ul style="list-style-type: none"> <input type="checkbox"/> Explain what happens when you strike a drum or pluck a string and use a diagram to show how sounds travel from an object to the ear <input type="checkbox"/> Describe sounds (vibrations) travelling through different mediums such as air, water, metal <input type="checkbox"/> Identify a correlation between pitch and the features of the object producing the sound (the shorter the bar on xylophone the higher the pitch) <input type="checkbox"/> Find patterns between the volume and the strength of vibrations (amplitude) and pitch and frequency <input type="checkbox"/> Recognise that sounds get fainter as the distance from the sound source increases <input type="checkbox"/> Explain, using what they have learnt, why some people are deaf or why we can hear things we can't see
	Electricity	<ul style="list-style-type: none"> <input type="checkbox"/> Identify electrical appliances <input type="checkbox"/> Can construct electric circuits and incorporate a switch into a circuit to turn it on and off <input type="checkbox"/> Communicate structures of circuits using drawings which show how the components are connected <input type="checkbox"/> Predict whether or not a lamp will light in a simple series circuit and justify their reasons <input type="checkbox"/> Sort and classify common conductors and insulators <input type="checkbox"/> Can give reasons for choice of materials for making different parts of a switch and describe how their switch works



Art & Design - Year 4								
Generate ideas and make								Key Vocab / Learning Concepts
Draw	Paint	Sculpt / 3D	Print	Collage	Mould	Textiles	Digital (covered in computing)	
Explore shading using different media Develops use of hatching and cross-hatching	Creates different effects by using a variety of tools and techniques such as dots, scratches and splashes	Recreates 2D images in a 3D piece using different construction techniques and materials	Explores images through mono-printing on a variety of papers	Collects, sorts, names and colour matches materials to create an image Use coiling, overlapping, tessellation, mosaic and montage	Uses a malleable material to create an object with fine detail	Experiments with soft sculpture Cuts and joins patterns embellishing the components	Create images, video and sound recordings and explain why they were created	Sketch, observational Sculpt, tessellate, mosaic, montage, Shape, form, proportion, armature
Knowledge								
Artists: Anthony Gormley, representations of water including Claude Monet, Georges Seurat								
Designers: Heather Galler, Roman mosaics, Greek sculpture, Easter Island carvings								
Year 4 Artists and Designers should be able to								
<ul style="list-style-type: none"> ▪ Knows how to show facial expressions and body language in sketches and paintings ▪ Knows how to use marks and lines to show texture in own art ▪ Knows how to use line, tone, shape and colour to present figures and forms in movement ▪ Knows how to show reflections in own art ▪ Knows how to print onto different materials using at least four colours ▪ Knows how to sculpt clay and other mouldable materials ▪ Can experiment with the styles used by other artists ▪ Can explain some of the features of art from historical periods ▪ Can integrate digital images into own art 								



Computing - Year 4					
Area of Computing		Key Understanding and skills	Vocabulary	Implementation	Online Safety
Computer Science/ IT /Digital Literacy	Understanding Technology	<p>To know how to search for information and to know if it is useful or not.</p> <p>To recognise that there is a difference between the Internet and the World Wide Web.</p> <p>To understand some of the services offered by the internet.</p> <p>To understand the role of web browsers.</p> <p>To understand the difference between a web browser and a search engine.</p> <p>To produce and upload a podcast.</p>	<p>URL</p> <p>Research</p> <p>Communicate</p> <p>IP Address</p> <p>ISP</p> <p>Web Server</p> <p>Browser Author</p> <p>Domain Hyperlinks</p> <p>Refresh</p> <p>Wired/ Wireless</p>	<p>Plugged and unplugged tasks.</p> <p>Explain how individual web pages can be found (e.g. by clicking on a favourite link, search result or by typing in a URL).</p> <p>Upload a class podcast onto the school website to present an area of their learning.</p>	<p>Core Objectives:</p> <p>To recognise and describe different acceptable and unacceptable behaviour when using technology</p> <p>Year 4 understanding and skills:</p> <p>I follow the schools safer internet agreement and I understand the need for these rules.</p> <p>I understand that not all information on the internet may be reliable or accurate.</p> <p>I can use different search engines.</p> <p>I know to use caution when searching for images on the internet and what to do if I find anything unsuitable.</p> <p>I understand that if I do make personal information available online then it can be seen by others.</p> <p>I know the different online communication forms that may be used at home and that outcomes to internet searches may be different at home.</p> <p>I understand the difference between copying the work of others and re- structuring information.</p> <p>I know when not to open an email or when an attachment could be unsafe.</p> <p>Key Vocabulary:</p> <p>Reliable</p> <p>Accurate</p> <p>Caution</p> <p>Restructuring</p>
	Digital Literacy	<p>To select and use software to accomplish a given goal.</p> <p>To use a variety of different software to produce a piece of work.</p> <p>To interpret and present discrete and continuous data using appropriate graphical methods.</p> <p>To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>Functions</p> <p>Cell</p> <p>Column</p> <p>Spreadsheet</p> <p>Storyboard</p> <p>Motion</p> <p>Enhance</p> <p>Evaluation</p>	<p>When presenting what they have learned, use a wider range of tools: comic strips, desktop publishers, animation tools etc. to combine text, images, video and audio.</p> <p>For example, use Book Creator or PowerPoint to make an e-book including their own artwork, text and a sound recording.</p> <p>Use Excel to present data from a science experiment or maths investigation. Incorporate this into Word or PPT and use this to write a recount of the experience.</p>	
	Programming	<p>To design a program in Scratch using specific instructions to solve a goal.</p> <p>To make an accurate prediction and explain why they think something will happen.</p> <p>To use logical reasoning to solve problems.</p> <p>To use sequence, selection and repetition in programming.</p> <p>To develop programs that experiment with variables to control models.</p>	<p>Error</p> <p>Accurate prediction</p> <p>Variable</p> <p>Decomposition</p> <p>Question/Answer List</p> <p>Logic</p> <p>Reason</p> <p>Control</p> <p>Variable/s</p> <p>Specific</p> <p>Simulate</p>	<p>Scratch: Eg When shown a Scratch project that has an error, use logical reasoning to find and correct errors in the code/program. Use prediction to explain why something might happen.</p> <p>Design and create own simple program including questions and answers.</p> <p>Use a combination of data blocks including “questions, answers and lists”.</p> <p>Collect data, create a simple Q&A variable.</p> <p>Use a microphone input device to record their questions and answer.</p>	



Our Year 4 computer users should be able to

Programming:

- Experiment with variables to control models
- Give an on-screen robot specific instructions that takes them from A to B
- Make an accurate prediction and explain why they believe something will happen (linked to Programming)
- Debug a program using logical reasoning

Understanding Technology:

- Search for information effectively
- Understand some of the services offered by the internet
- Produce and upload a podcast

Digital Literacy:

- Select and use software to accomplish given goals
- Use a range of software to solve problems and produce information
- Collect and present data

A safe computer user in Year 4

Knowledge and Understanding:

- Recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion
- Know how to respond if asked for personal information or feels unsafe about content of a message
- Recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy
- Understand that the outcome of internet searches at home may be different than at school
- Understand that if they make personal information available online it may be seen and used by others

Skills:

- Recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new
- Identify when emails should not be opened and when an attachment may not be safe



Design & Technology - Year 4

Design, make, evaluate and use technical knowledge

Food	Materials	Textiles	Electrical and Electronics	Construction	Mechanics	Computing	Key Vocab / Learning Concepts
Prepare ingredients hygienically using appropriate utensils Measure ingredients to the nearest gram accurately Assemble or cook ingredients controlling the temperature of hob, if cooking	Measure and mark out to the nearest millimetre Apply appropriate cutting and shaping techniques that include cuts such as slots or cut outs Select appropriate joining techniques	Understand the need for a seam allowance Select the most appropriate techniques to decorate textiles	Create series and parallel circuits	Choose suitable techniques to construct products Strengthen materials using suitable techniques	Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product such as pulleys and gears	Use software to design and present product design Control and monitor models using software designed for this purpose	Annotated diagram Modify Aesthetics Measure – increasing accuracy Components Product System Three-dimensional Helmet Shield/Protect/Defend

Year 4 Designers should be able to

- Use ideas from other people when they are designing
- Produce a plan and explain it
- Evaluate and suggest improvements for their designs
- Evaluate products for their purpose and appearance
- Explain how they have improved their original design
- Present a product in an interesting way
- Measure accurately
- Persevere and adapt their work when their original ideas do not work
- Know how to be both hygienic and safe when using food



Geography - Year 4

A Year 4 Geographer should be able to

1. Know how to plan a journey from my town/city to another place In England
2. Know how to find at least six cities in the UK on a map
3. Research to discover features of villages, towns and cities and appreciate the differences
4. Know about, name and locate some of the main Islands that surround the UK
5. Know the areas of origin of the main ethnic groups In the UK and our school
6. Know the difference between the British Isles, Great Britain and the united kingdom
7. Use a road map to plan a journey from one city or town to another
8. Know where the equator, tropic of Cancer, tropic of Capricorn and the Greenwich meridian are on a world map (know what Is meant by the term ‘tropics’)
9. Know and label the main features of a river
10. Know why most cities are located by a river
11. Know the name of, and locate, a number of the world’s highest mountains
12. Explain the features of a water cycle

Topic ➔	Rivers and the Water Cycle	Study of a European Country	Mountains, Volcanoes, Earthquakes	Maps, Atlases and Globes / fieldwork
Skills Covered	9, 10, 11, 12	3, 7	3, 8, 11	1, 2, 3, 4, 5, 6
Activity Ideas/ Context	Why are most cities located near a river? Name the main features of a river Explain the features of a water cycle	Features (similarities and differences) of villages, towns and cities Plan a journey using a road map	Name and label the main features of a volcanoes, mountains and earthquakes	Use maps, atlases and globes to locate key places Use geographical vocabulary (In objectives)
Vocabulary	Source Tributary River channel Flood plain Riverbank Mouth Meander Water cycle	Europe (continent) Country (names of European countries) Hamlet Location	Lava Magma Rock Seismometer Tectonic plate Volcanic eruption Volcanic plate	Map Atlas Globe World Locate Feature Place Region



History - Year 4

Key Content		A study of an aspect or theme in British history: Romans 753 BC – 1453 AD	Ancient Greece 800 BC – 146 BC
Topic		I am Warrior	Gods and Mortals
Key Vocab		Roman soldier, Celtic warrior, Conquer, Defeat, Empire, Gladiator, Revolt, Tribe	Conquer, Dedicate, Democracy, God, Myth, Philosopher, Battle of Marathon, Trojan War
Historical skills	Investigating & Interpreting	<ul style="list-style-type: none"> Use evidence presented to build up a picture of the past, allowing pupils to express opinions based on what they have seen or read. Look at the range of evidence available and suggest suitable sources of evidence for enquiry. Begin to evaluate the usefulness of different sources. Use secondary sources (historical textbooks, the internet and library) to conduct research. Suggest causes and consequences of some of the main events in history, using evidence to support. <p>See source work guidelines</p>	
	Chronology	<ul style="list-style-type: none"> Place events from period studied on time line. Attach dates to specific events studied. Identify key features and events of a specific time studied. Begin to look for causation of and links between events studied within a time period e.g. I think this happened because... This was affected by earlier events because... Begin to describe the social, ethnic, cultural and religious diversity of a time period. Understand why some events, individuals, situations and changes are considered to be significant within a time period. Articulate this in group or pair discussions. 	
	Communicating & Presenting	<ul style="list-style-type: none"> Use the following vocabulary: <ul style="list-style-type: none"> Names of time periods Era Pre-historic Early medieval Late medieval Autocracy Expansion BC/AD (and what these mean) Heresy Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making, extended writing pieces and whole-class presentations. 	
Significant People/Events	Boudicca, Julius Caesar, Augustus, Claudius, Hadrian		Hippocrates, Archimedes, Pythagoras, Alexander the Great, Socrate



Year 4 Historians should

Romans

- Know about at least three things that the Romans did for our country
- Know why the Romans needed to build forts in this country
- Know that Rome was a very important place and many decisions were made there
- Know about the lives of at least 2 famous people of the Roman period

Greeks

- Know about and can talk about the struggle between the Athenians and the Spartans
- Know about some of the things that the Greeks gave the world
- Know that the Greeks were responsible for the birth of the Olympics
- Know that the Greek Gods were an important part of Greek culture
- Know how to locate Greece on a map

General

- Summarise how Britain may have learnt from other countries and civilizations (historically and more recently)
- Research to find answers to specific historical questions about the local area
- Know how the locality today has been shaped by what happened in the past
- Know about the impact that one of these periods of history has had on the world



Spanish - Year 4						
Listening		Speaking		Reading	Writing	Intercultural understanding
Understand a range of familiar spoken phrases eg: • basic phrases concerning myself, my family and school Respond to a clear model of language.		Know how to pronounce some single letter sounds. Imitate correct pronunciation with some success. Answer simple questions and give basic information eg: • about the weather • brothers and sisters • pets		Understand some familiar written phrases eg: • simple weather phrases • basic descriptions of objects	Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. • shopping list • holiday greetings by email/postcard. Begin to spell some commonly used words correctly.	Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.
Half-Termly Coverage						
Activities	Vocab re cap - talking about me (6 weeks)	Saying likes and dislikes when talking about food and drink (6 weeks)	Hobbies and sports (3weeks) Saying likes and dislikes when talking about hobbies and sports (2 weeks)	School subjects (3 weeks) Saying likes and dislikes when talking about school subjects (2 weeks)	Days of the week (2 weeks) Months of the year (3 weeks)	Saying when your birthday is (4 weeks)
Key Vocabulary	un hermano una hermana un padre una madre los padres una abuela un abuelo unos gemelos un gemelo una gemela (una)hija única (un) hijo único un medio hermano una media hermana un hermanastro una hermanastra un padrastro una madrastra	me gusta me encanta no me gusta no me encanta ¿Qué te gusta comer y beber? Espagueti el queso el jamón el pan los bocadillos la pasta la ensalada la fruta las hamburguesas las patatas fritas	¿Qué deportes te gustan? me encanta me gusta mucho me gusta bastante no me gusta odio el ciclismo el atletismo la gimnasia la natación el fútbol el tenis el hockey el rounders	asignaturas escolares Ciencia Arte Deporte / Educación Física Historia Matemáticas Geografía Música Informática, Computación Las lenguas El inglés El español	lunes martes miércoles jueves viernes sábado domingo enero febrero marzo abril mayo junio julio agosto septiembre octubre noviembre diciembre	¿Cuándo es tu cumpleaños? Mi cumpleaños es el doce de febrero el veinticinco de septiembre el dos de octubre el cinco de junio el diez de marzo el quince de julio



A Year 4 international speaker can

- name and describe people
- name and describe a place
- name and describe an object
- have a short conversation saying 3-4 things
- give a response using a short phrase
- start to speak in sentences
- read and understand a short passage using familiar language
- explain the main points in a short passage
- read a passage independently
- use a bilingual dictionary or glossary to look up new words
- write phrases from memory
- write 2-3 short sentences on a familiar topic
- say what they like / dislike about a familiar topic



Music - Year 4						
Featured Composers: Wolfgang Amadeus Mozart (1756-1791) & Carl Orff (1895-1982)						
	Performing	Improvising and Composing		Listening and reviewing	History of Music	
Skills – What?	Sing songs from memory with accurate pitch Sing songs with a simple ostinato part Sing with a developing understanding of expression and dynamics Perform simple rhythmic and melodic patterns on a variety of percussion instruments	Represent sounds on a graphic score with symbols for a group performance Compose 4 bars of music using 3 notes with an understanding of note value and time signature Understand and use Italian musical terminology within vocal and instrumental composition		Recognise the family groups within the orchestra and the importance of the conductor Identify some of the structural and expressive aspects of the music heard (starts slowly and gets faster) Share ways to improve the composition of others	Recognise the work of at least one composer Compare and contrast music from different periods e.g. Williams/Dukas	
Inter-related dimensions	<ul style="list-style-type: none"> • Pitch – recognise and respond to higher and lower middle sounds and general shapes of a melody. Begin to recognise steps, leaps and repeated notes. • Duration – distinguish between a pulse and rhythm. Understand that rhythmic patterns fit to the beat. Begin to understand 4 metre rhythm patterns and syncopated rhythms. • Dynamics – understanding getting louder and getting quieter • Tempo- understanding faster and slower • Timbre – identify a range of instruments by name and how they are played. • Texture – recognise different combinations of layers in music • Structure – develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs 					
Possible Coverage	<p>Warms ups. Copy, follow and play rhythms using quavers, crotchets, minims</p> <p>Perform group spell compositions</p> <p>Learn and perform Sea Shanties in 2 parts</p> <p>Learn and perform raps and chants</p> <p>Perform group compositions</p> <p>On-going singing assemblies</p> <p>Key Stage Performance</p>	<p>Write spells and add instruments – compose/create/score sounds.</p> <p>Choose instruments to accompany a spell dance</p> <p>Compose a ‘Storm’ soundscape with a graphic score (Bristol Music)</p> <p>Rhyme patterns – create patterns and record on 4x4 grids. Add words/phrases</p> <p>Create raps/chants</p> <p>Create ‘Volcanic soundscapes’ using pitched and unpitched instruments.</p> <p>Create ostinato riff on keyboards and add volcanic sounds above. Score notation</p> <p>Use Carl Orff ‘Carmina Burana. O Fortuna’ as a stimulus for group compositions</p>		<p>Listen to soundtrack from ‘Harry Potter’ – John Williams (refer to Y2 learning)</p> <p>Compare with Paul Dukas ‘The Sorcerer’s Apprentice’ used in Fantasia</p> <p>Benjamin Britten – ‘Sea Interludes’ – ‘Storm’. Compare with ‘La Mer’ – Debussy (studied in Y1)</p> <p>Mozart Horn Concerto No4– identify family groups in the orchestra-</p> <p>Summer - extended piece - Listen to and review Carl Orff ‘Carmina Burana. O Fortuna’ (Ten Pieces). Identify instrumentation</p>	<p>Link listening to previous learning e.g. John Williams/Debussy</p> <p>Learn about the origins of Sea shanties</p>	
Key Vocabulary	<p>Rap</p> <p>Chant</p> <p>Ostinato</p>	<p>Graphic Score</p> <p>Piano/forte</p>	<p>Semibreve</p> <p>Largo/Allegro</p>	<p>Pitched percussion</p>	<p>Conductor</p> <p>Brass</p> <p>Wind</p> <p>Rondo</p> <p>Crescendo/diminuendo</p> <p>Orchestra - Strings</p> <p>Percussion</p> <p>Concerto</p> <p>Solo</p>	<p>Sea shanties</p>



Year 4 Musicians should know how to

- Perform a simple part rhythmically
- Sing songs from memory with accurate pitch
- Improvise using repeated patterns
- Use notation to record and interpret sequences of pitches
- Use notation to record compositions in a small group or on their own
- Explain why silence is often needed in music and explain what effect it has
- Identify the character in a piece of music
- Identify and describe the different purposes of music
- Begin to identify the style of work of Beethoven, Mozart and Elgar



PSHE - Year 4		
Relationships	Health & Well-Being	Living in the Wider World
<p>How do we treat each other with respect? Respect for self and others; courteous behaviour; safety; human rights.</p>	<p>What strengths, skills and interests do we have? Self-esteem: self-worth; personal qualities; goal setting; managing setbacks.</p> <p>How will we grow and change? Growing and changing; puberty.</p> <p>How can we manage risk in different places? Keeping safe; out and about; recognising and managing risk</p>	<p>How can our choices make a difference to others and the environment? Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions.</p>
SMSC (spiritual, moral, social and cultural) development throughout the year		
On- going- Mindfulness / Calming - Reflection time to be included within the weekly timetable of all year groups		
Possible Evidence		
<p>Positive friendships, including online. Responding to hurtful behaviour; managing confidentiality; recognising risks online. Respecting differences and similarities; discussing difference sensitively.</p>	<p>Personal qualities and individuality; develop self-worth; managing setbacks, learn from mistakes and reframe unhelpful thinking. Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty. Medicines and household products; drugs common to everyday life. Recognise, predict, assess and manage risk in different situations</p>	<p>What makes a community; shared responsibilities. How data is shared and used.</p>
Key Vocabulary		
<p>Bullying Emotion (Happy, Sad, Angry, Worried, Excited) Friends Feelings Safety Circle</p>	<p>Rules Risk Right Wrong Change (Correct Terminology for body parts)</p>	<p>Family Home Community Difference Similarity</p>



PE - Year 4			
Themes	Skills	Key Vocabulary	
Dance			
Roman inspired dance Rugby and the Haka *	To perform actions which convey a mood or feeling To take the lead when working in a group To use mirror and cannon to develop dance To feedback on things I like in a dance and those which could be altered.	Rhythm Level Cannon	Timing Mirror
Gymnastics			
Principles of balance* Rotation*	To create sequences with control and greater balance and focus. To develop and improve a sequence based on feedback. To control timings when working independently and with a partner. To use a range of levels, direction, rotations and jumps within a performance. To travel across higher apparatus in different ways	Jumps – pike, half turn, cat leap and tuck	
Games			
Net games - Tennis * Ball on the ground – football and hockey * Rounders	To throw and catch with one hand To throw directly across a given distance / to a set target To use tactics and skill to keep possession To develop an understanding of rules in different games To throw, catch, pass and kick with control	Football Attacker Defender Tennis Forehand /Backhand	Rugby Action Reaction Scrum Rally
Athletics			
Pentathlon* Boccia#	To refine sprinting & run for a distance To perform a long jump with one step To refine a team (relay) running strategy To develop the sling throw (discus)	Technique Understanding limits Combination jumps	
Outdoor and Adventurous Activities			
Basic orienteering	To work to complete a task within a time limit To solve small simple problems to solve a larger problem To understand keys on a map	Co-operation Control Resilience	Risk Improve
Knowledge and understanding of health, fitness and the body			
To recognise different ways to warm up and cool down for different exercise types To recognise where strength is needed and how to develop this To name a range of muscles in the body and begin to identify which they are working on / using during physical activity To have a greater understanding of the link between food and drink and exercise		Food groups Balanced diet	



A Year 4 sports person should be able to

Dance:

- Take the lead when working with a partner or group
- Use dance to communicate an idea

Gymnastics:

- Work in a controlled way
- Include change of speed and direction and include a range of shapes
- Work with a partner to create, repeat and improve a sequence with at least three phases

Games:

- Catch with one hand
- Throw and catch accurately
- Hit a ball accurately with control
- Keep possession of the ball
- Vary tactics and adapt skills depending on what is happening in a game

Athletics:

- Run over a long distance
- Sprint over a short distance
- Throw in different ways
- Hit a target
- Jump in different ways

Outdoor and Adventurous:

- Follow a map in a more demanding familiar context
- Follow a route within a time limit



RE - Year 4				
Big Question	What is important for Jews about being part of God's family?	Why pray?	Is Easter a festival of new life or sacrifice	How and why are churches different?
Key Learning	Ourselves, our families and our communities	Demonstrations of faith The importance of prayer for others, positions of prayer and reasons.	Religious stories and symbols	Places of worship
Key Vocabulary	Shabbat: Kosher Challah Wine Jewish Life: Chanukah Covenant Dreidel Maccabees One God (YHVH) Purim Rosh Hashanah Shofa	Lord's Prayer Conscience Rosary Bible Crucifix Quran Prostrate Kneeling	Gospel Lord's Supper Pentecost Salvation Ascension Holy Communion	Lectern Cassock Surplice Stole Synagogue Ark Kippah Tallit Torah Scrolls Yad

