Year 4 Curriculum

2018 – 2019

Year 4 Long Term Overview 2018/19 – Jo Cheyne / Nikki Dowding

Term 1 – TOPIC - Crime and Punishment *Wow Event – Scientist- states of matter*

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Stories with dilemmas (Dick Turpin) Explanation texts	Number Place value	States of matter	Logo Blogging E-safety	Punishment device - pulleys	Crime and punishment	History of Music	My feelings and me. New beginnings. Democracy	Running and Jumping Throwing and Catching	Religions in the Neighbourhood

Term 2 – TOPIC - Crime and Punishment *Wow Event – Build paper circuits and Policeman visit*

English	Maths	Science	Computing	Art/DT	History/ Geography	French	PSHE	PE	RE
Persuasive writing Auto-biographies Biographies Heroes	Number – Multiplication and Division Measurement - Area	Electricity – Santa's burglar alarm Paper circuit – multiple choice related to topic.	Coding Blogging E-safety	Make an electronic device	Crime and punishment	La Jolie Ronde Scheme of Work	Getting on and falling out Rule of law	Gymnastics	Creation Stories from other cultures

Term 3 – TOPIC Rotten Romans *Wow Event – The Collection Mosaic*

English	Maths	Science	Computing	Art/DT	History/ Geography	French	PSHE	PE	RE
Historical stories Performing and reciting poems	Roman numerals Fractions Time Decimals	Animals, including humans	Effective searching Hardware investigators	Cooking a Roman Feast	Romans	La Jolie Ronde Scheme of Work	Going for goals Individual liberty	Competitive games – Badminton	Sikhism Roman Gods

Long Sutton County Primary School Curriculum 2018 – 2019

Term 4 – TOPIC Rotten Romans *Wow Event – Production and Mosaics*

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Cultural stories Dramatic conventions	Scaling Roman Numerals Decimals Measurement – Money	Animals, including humans	Animation Blogging E-safety	Mosaics – Artist Gaudi To create patterns or shapes. Use overlapping, tessellation, mosaic and montage.	Romans	Singing (production)	Good to be me Individual liberty	Dance	Sikhism Roman Gods

Term 5 - TOPIC Through the keyhole *Wow Event – Walk round Long Sutton*

English	Maths	Science	Computing	Art/DT	History/ Geography	French	PSHE	PE	RE
Information texts Creating images (Haikus)	Measures – Lengths and Perimeter Geometry – Angles, Shape and Symmetry	Habitats	Blogging E-Safety	**Cultural textiles** – Tartan – links to geog Google famous tartan designers Tartan bookmark Making a loom To create weavings.	Local study Map houses (Symbols and keys), human settlements. Why do people live here? (Geog)	La Jolie Ronde Scheme of Work	Relationships Mutual respect	Outdoor Activities	Islam

Term 6 – TOPIC - A world of surprises *Wow Event – Burghley House – sculpture gardens and garden of surprises*

English	Maths	Science	Computing	Art/DT	History/ Geography	Music	PSHE	PE	RE
Digital media Classical and contemporary poetry	Geometry – Position and Direction Statistics Measurement – Area and Perimeter	Sound	Data E-Safety and software Writing for different audiences (Digital media)	**Sculpture** Andy Goldsworthy/ Hamish Fulton Include textures, that convey feelings, expressions or movement.	Use 8 points of the compass	Improvise and compose music	Changes Mutual respect	Athletics	Islam

Year 3/4 English Curriculum 2018/19 Statutory Requirements

<table>
<tr><th colspan="2">Spoken Language</th></tr>
<tr><td colspan="2">Pupils should be taught to:
▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
▪ participate in discussions, presentations, performances, role play, improvisations and debates
▪ consider and evaluate different viewpoints, attending to and building on the contributions of others
▪ articulate and justify answers, arguments and opinions
▪ speak audibly and fluently with an increasing command of Standard English
▪ gain, maintain and monitor the interest of the listener(s)</td></tr>
<tr><th>Reading – Word Recognition</th><th>Reading - Comprehension</th></tr>
<tr><td>Pupils should be taught to across Lower KS2:
▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Spelling Progression Document 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.</td><td>Pupils should be taught to across Lower KS2:
▪ develop positive attitudes to reading and understanding of what they read by:
▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
▪ reading books that are structured in different ways and reading for a range of purposes
▪ using dictionaries to check the meaning of words that they have read
▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
▪ identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
▪ discussing words and phrases that capture the reader's interest and imagination
▪ recognising some different forms of poetry [for example, free verse, narrative poetry]
▪ understand what they read, in books they can read independently, by:
▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
▪ asking questions to improve their understanding of a text
▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
▪ predicting what might happen from details stated and implied
▪ identifying main ideas drawn from more than one paragraph and summarising these
▪ identifying how language, structure, and presentation contribute to meaning
▪ retrieve and record information from non-fiction
▪ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</td></tr>
</table>

Writing - Transcription	Writing - Handwriting	Writing – Vocabulary, Grammar and Punctuation	Writing - Composition
Spelling Pupils should be taught to: ▪ use further prefixes and suffixes and understand how to add them as listed in **Spelling Progression Document** ▪ spell further homophones ▪ spell words that are often misspelt – **Spelling Progression Document** ▪ 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.	*Pupils should be taught to:* ▪ 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 are spaced sufficiently so that the ascenders and descenders of letters do not touch].	*Pupils should be taught to:* ▪ develop their understanding of the concepts set out in **English Grammar Progression** by: ▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ▪ using the present perfect form of verbs in contrast to the past tense *e.g. He has gone out to play* contrasted with *He went out to play*] ▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ▪ using conjunctions, adverbs and prepositions to express time and cause ▪ using fronted adverbials ▪ indicate grammatical and other features by: ▪ using commas after fronted adverbials ▪ indicating possession by using the possessive apostrophe with plural nouns ▪ using and punctuating direct speech ▪ use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.	*Pupils should be taught to:* ▪ plan their writing by: ▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ discussing and recording ideas ▪ draft and write by: ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ▪ organising paragraphs around a theme ▪ in narratives, creating settings, characters and plot ▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others' writing and suggesting improvements ▪ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▪ proof-read for spelling and punctuation errors ▪ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Key Terminology for children

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') determiner, pronoun, possessive pronoun, adverbial

Year 4 Maths Curriculum 2018/19 Statutory Requirements

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions (including decimals)
Pupils should be taught to: • count in multiples of 6, 7, 9, 25 and 1,000 • find 1,000 more or less than a given number • count backwards through 0 to include negative numbers • recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) • order and compare numbers beyond 1,000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1,000 • 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 0 and place value	Pupils should be taught to: • 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	Pupils should be taught to: • recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 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 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects	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 100 and dividing tenths by 10 • 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 hundreds • 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 1 decimal place to the nearest whole number • compare numbers with the same number of decimal places up to 2 decimal places • solve simple measure and money problems involving fractions and decimals to 2 decimal places

Year 4 Maths Curriculum 2018/19 Statutory Requirements

Measurement	Geometry – Properties of Shape	Geometry – Position and Direction
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	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 2 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	Pupils should be taught to: • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon

Statistics
Pupils should be taught to: • 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

Year 4Science Curriculum 2018/19 Statutory Requirements

Living things and their habitats

Pupils should be taught to:

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

Animals, including humans

Pupils should be taught to:

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

States of matter

Pupils should be taught to:

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

Sound

Pupils should be taught to:

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

- recognise that sounds get fainter as the distance from the sound source increases

Year 4Science Curriculum 2018/19 Statutory Requirements

Electricity

Pupils should be taught to:

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

Year 4History Curriculum 2018/19 Statutory Requirements

The Roman Empire and its impact on Britain

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

A local history study

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

A study of an aspect or theme in British history that extend pupils' chronological knowledge beyond 1066

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

Year 4Geography Curriculum 2018/19 Statutory Requirements

Locational knowledge

- 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, and major cities.
- name and locate countries 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.

Human and physical geography

- describe and understand key aspects of:
    - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-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
- 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

Year 4 Computing Curriculum 2018/19 Statutory Requirements

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Year 4 Art Curriculum 2018/19 Statutory Requirements

Pupils should be taught:

- 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]
- about great artists, architects and designers in history.

Year 4 DT Curriculum 2018/19 Statutory Requirements

Design

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

Year 4 Music Curriculum 2018/19 Statutory Requirements

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notation
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Year 4 PE Curriculum 2018/19 Statutory Requirements

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

Year 4 MFL Curriculum 2018/19 Statutory Requirements (see La Jolie Ronde Scheme of Work)

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- 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