











Year 4


There is a requirement for all schools to publish the outline curriculum for each year group on their website. It is impossible to publish details of every aspect of the curriculum. This document outlines the key content. Staff will always be very happy to discuss the content of the curriculum in more detail with any parent or carer. It should be noted that the details below are the 'standard curriculum' requirements; we constantly differentiate these to support and extend all pupils.




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|  | <ul style="list-style-type: none"> • Give a personal point of view on a text. • Re-explain a text with confidence. • Justify inferences with evidence, predicting what might happen from details stated or implied. • Use appropriate voices for characters within a story. • Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation. • Skim & scan to locate information and/or answer a question. • Recognise the apostrophe of possession (plural). |
|  | <ul style="list-style-type: none"> • Vary sentence structure, using different openers. • Use adjectival phrases (e.g. biting cold wind). • Use appropriate choice of noun or pronoun. • Use apostrophe for singular & plural possession. • Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.). • Use commas to mark clauses. • Use legible, joined handwriting of consistent quality. • Write using paragraphs to organise ideas. • Use connecting adverbs to link paragraphs. |
|  | <ul style="list-style-type: none"> • Count backwards through zero to include negative numbers. • Compare & order numbers beyond 1000. • Compare & order numbers with 2 decimal places. • Read Roman numerals to 100. • Find 1000 more/less than a given number. • Count in multiples of 6, 7, 9, 25 & 1000. • Recall & use multiplication & division facts all tables to 12x12. • Recognise the place value of any 4-digit number. • Round any number to the nearest 10, 100 or 1000. • Round decimals with one decimal place to nearest whole number. • Add & subtract: <ul style="list-style-type: none"> ▪ Numbers with up to 4-digits using column method. |

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| | <ul style="list-style-type: none"> ▪ Numbers with up to 1dp. • Multiply: <ul style="list-style-type: none"> ▪ 2-digit by 1-digit ▪ 3-digit by 1-digit • Divide: <ul style="list-style-type: none"> ▪ 3-digit by 1-digit • Count up/down in hundredths. • Write equivalent fractions. • +/- fractions with same denominator. • Read, write & convert time between analogue & digital 12 & 24 hour clocks. |
| <p>RELIGIOUS EDUCATION</p>  | <ul style="list-style-type: none"> • Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used • Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> - a range of religious beliefs - the life and work of key figures in the history of the People of God - different roles of people in the local, national and universal Church - religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments - those actions of believers which arise as a consequence of their beliefs • Makes links between: <ul style="list-style-type: none"> - beliefs and sources, giving reasons for beliefs - beliefs and worship, giving reasons for actions and symbols - beliefs and life, giving reasons for actions and choices • Uses a range of religious vocabulary • Ask and respond to questions about their own and others experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose • Make links to show how feelings and beliefs affect their behaviour and that of others • Use a given source to support a point of view • Express a point of view • Express a preference |
|  | <ul style="list-style-type: none"> • Take measurements using different equipment and units of measure and record what they have found in a range of ways. • Take accurate measurements using standard units. • Explain their findings in different ways (display, presentation, writing). • Find any patterns in their evidence or measurements. • Make a prediction based on something they have found out <ul style="list-style-type: none"> • Record and present what they have found using scientific |

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| | <p>language, drawings, labelled diagrams, bar charts and tables.</p> <ul style="list-style-type: none"> • Describe a range of sounds and explain how they are made. • Compare sources of sound and explain how the sounds differ. • Explain how to change a sound (louder/softer). • Describe and explain how a sound travels from a source to our ears. • Explain what happens to sound as it travels away from its source. • Explain how you could change the pitch of a sound. • Investigate how different materials can affect the pitch and volume of sounds • 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. • 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. • 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. • 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. |
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|  | <ul style="list-style-type: none"> • Experiment with variables to control models • Give an on-screen robot specific instructions to take them from A to B • Make an accurate prediction and explain I believe something will happen (linked to programming) • De-bug a program • Design algorithms that use repetition and loops • Select and use software to accomplish give goals • Collect and present data • Recognise acceptable and unacceptable behaviour using technology |
|  | <p>Aspects of History including</p> <ul style="list-style-type: none"> • Anglo Saxons • Vikings • Shang Dynasty • Normans • Plot events on a timeline using centuries • Explain how historical items can be used to help build up a picture of life in the past. • Explain how an event from the past has helped shaped our lives today. • Research two versions of an event and show how they differ. • Research what it was like for children in a given period of history and present my findings to an audience. • Explain how Britain may have learned from other countries and civilisations. |
|  | <p>Through the following topics:</p> <ul style="list-style-type: none"> • All around the world • Water • Somewhere to settle • Our local area <p>Children will learn to:</p> <ul style="list-style-type: none"> • 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. • 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. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, |

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| | <p>the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <ul style="list-style-type: none"> • 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. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • 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. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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. • 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. |
| <p>ART</p>  | <ul style="list-style-type: none"> • Mix and match colours, predict outcomes and mix my own black or brown. • Select and use simple ICT mark making tools (brush & pen). • Appreciate the impact of light and dark on simple objects. • Give reasons for some of the actions of a famous artist (or the reasons for why a piece of art work is as it is). • Record 1st hand observations, using a range of appropriate materials. • Successfully use ideas from my own sketchbook to create and develop my own ideas. • Investigate a variety of methods and techniques, using shape, tone and texture in drawing, photography and print making. • Explore how visual qualities can be organised and combined for different purposes to communicate. • Investigate lines, shapes, colours and textures to produce work on a theme. • Explore the effect of light and colour, texture and tone on natural and manmade objects. |

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|  | <ul style="list-style-type: none"> • Come up with at least one idea about how to create their product. • Take account of the ideas of others when designing. • Produce a plan and explain it to others. • Suggest some improvements and say what was good and not so good about their original design. • Tell if their finished product is going to be good quality. • Conscience of the need to produce something that will be liked by others. • Show a good level of expertise when using a range of tools and equipment. • Have they thought of how they will check if their design is successful?. • Begin to explain how they can improve their original design. • Evaluate their product, thinking of both appearance and the way it works. • Measure carefully so as to make sure they have not made mistakes. • Have they attempted to make their product strong? |
|  | <ul style="list-style-type: none"> • Explain the place of silence and say what effect it has. • Start to identify the character of a piece of music. • Describe and identify the different purposes of music. • Begin to identify with the style of work of Beethoven, Mozart and Elgar. • Perform a simple part rhythmically. • Sing songs from memory with accurate pitch. • Improvise using repeated patterns. |
|  | <ul style="list-style-type: none"> • Create, repeat and improve a sequence showing at least 3 phrases. • Talk about a dance idea and respond to the ideas of others in order to extend my thinking. • In gymnastics and dance perform movements with skill and safety, showing good awareness of space and partner's needs. • Plan, perform and repeat sequences that include changes of speed and level, clear shapes and quality of movement. • Move to find a space when I am not in possession during a ball game. • Create dance phrases that communicate our ideas. • Refine my movements, taking into account any accompaniment. • 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 |



French

- Numbers 1-31, months, dates
- Birthday celebrations and some more Christmas vocabulary.
- Create invitations
- Learn about how ephipany is celebrated in France, understand songs, stories and video about birthdays and other celebrations
- Shapes and prepositions of place, to be used creatively in an art project focusing on the work of Matisse.
- Use familiar verb forms in this new context to describe pictures they create.
- Parts of the body and face and use this language to describe the work of other famous French artists (e.g. Matisse).
- Family members.
- Re-tell the story 'The giant turnip' or 'Les quatre amis' - The four friends.
- Say 'J'ai un/une..qui s'appelle..' I have a ...called... and apply this also in the context of pets.
- Adjectives for describing personality and physical description (hair and eyes).
- Key verbs in the 3rd person singular and plural: --> a (has), est (is), ont (have), sont (are).