



St. Anne's Curriculum Content – Year 4

Year 4: Reading

I can read aloud and understand words based on knowledge of root words, prefixes and suffixes

I can read further exception words, including those with unusual spelling/sound links

I can retell some fairy tales or traditional tales orally

I can identify themes and conventions in a range of books

I can perform plays and poetry aloud using intonation, tone, volume and action

I can recognise some different forms of poetry

I can use dictionaries to check the meanings of words

I can check that a text makes sense, including explaining the meaning of words in context

I can identify and summarise the main ideas drawn from more than one paragraph

I can draw inferences about feelings thoughts and motives

I can use evidence to justify inferences

I can discuss words and phrases which capture the reader's interest

I can identify how language contributes to meaning

I can identify how structure and presentation contribute to meaning

I can retrieve and record information from non-fiction texts





Year 4: Writing

I can spell words which are often misspelt from the Y3-4 list

I can use the possessive apostrophe accurately with plurals

I can use a dictionary to check a spelling

I can use appropriate handwriting joins, including choosing un-joined letters

I can adopt the features of existing texts to shape own writing

I can build sentences with varied vocabulary and structures

I can organise paragraphs around a theme

I can develop detail of characters, settings and plot in narratives

I can proof-reads for spelling and punctuation errors

I can use simple organisational devices in non-fiction

I can suggest improvements to grammar and vocabulary

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

I can read aloud using appropriate intonation, tone and volume

I can use a range of conjunctions to extend sentences with more than one clause

I can choose nouns and pronouns for clarity and cohesion

I can use conjunctions, adverbs and prepositions to express time, cause & place

I can use fronted adverbials

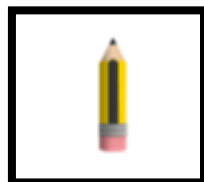
I can understand the difference between plural and possessive '-s'

I can use standard English forms for verb inflections instead of local spoken forms

I can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition

I can use extended noun phrases, including with prepositions

I can use inverted commas and other punctuation to indicate direct speech





Year 4: Maths

Number and place value

I can count in multiples of six, seven, nine, 25 and 1,000

I can count backwards through zero, including negative numbers

I can recognise place value in four-digit numbers

I can round any number to the nearest 10, 100 or 1000

Addition and subtraction

I can solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why

Multiplication and Division

I know tables up to 12×12

I use short multiplication method

Fractions (including decimals)

I can recognise and use hundredths

I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$

I can divide one- or two-digit numbers by 10 and 100, using tenths and hundredths

I can round decimals with one decimal place to the nearest whole number

I can compare numbers up to two decimal places

Geometry – Properties of Shape

Find the area of rectilinear shapes by counting squares

Solve problems converting units of time

Compare and classify shapes, including quadrilaterals and triangles

Complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry- Position and Direction

Describe positions on a 2-D grid using co-ordinates

Describe translations using a given unit to the left/right and up/down

Statistics

I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs





Year 4: Science

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Biology

Living Things and their Habitats

- 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

- 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

Chemistry

States of Matter

- 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

Physics

Sound

- 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

Electricity

- 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 4: Computing

Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller groups.

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.

Understand computer networks, including the internet, how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

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

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork

Develop and share ideas in a sketchbook and in finished products

Improve mastery of techniques

Learn about the great artists, architects and designers in history





Year 4: Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression

Improvise and compose music using the inter-related dimensions of music separately and in combination

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand the basics of the staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers

Develop an understanding of the history of music



Year 4: PE

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

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

Swimming and water safety

Pupils should be taught to:

- 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





Year 4: Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

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, such as 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, such as gears, pulleys, cams, levers and linkages

Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors

Apply their understanding of computing to programme, monitor and control their products

Cooking and nutrition

Understand and apply the principles of a healthy and varied diet

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed





Year 4: PSHE

Families and Friendships

Positive friendships, including online

Safe Relationships

Responding to hurtful behaviour; managing confidentiality; recognising risks online

Respecting Ourselves and Others

Respecting differences and similarities; discussing difference sensitively

Belonging to a Community

What makes a community; shared responsibilities

Media Literacy and Digital Resilience

How data is shared and used

Money and Work

Making decisions about money; using and keeping money safe

Physical Health and Mental Wellbeing

Maintaining a balanced lifestyle; oral hygiene and dental care

Growing and Changing

Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty

Keeping Safe

Medicines and household products; drugs common to everyday life





Year 4: Religious Education

Unit Number 4.1 The Journey of Life and Death

Knowledge

Pupils will learn:

- key ways in which Christians, Hindus and Muslims see life as a journey,
- to gather and use information about the key moments marked by rituals for welcoming a baby, becoming an adult, celebrating a marriage and funeral rituals,
- about a range of ideas about different concepts of an afterlife such as Muslim paradise, Christian heaven and Hindu reincarnation and Moksha,
- about non-religious views, for example about Humanist commitment to 'the one life we have.'

Skills

- Pupils will use and develop skills of expressing understanding and handling varied perspectives. Crucial for RE at this stage is the ability to recognize different reasonable ideas

Unit Number 4.2 Symbols and Religious Expression

Knowledge

Pupils will learn:

- about pilgrimages and religious journeys to, for example, Makkah (Muslim), Varanasi (Hindu) and Lourdes, Iona or the Holy Land (Christian),
- details about and reasons for ritual and practice on pilgrimages,
- to reflect about how the journey of a person who is spiritual but not religious might be like a religious pilgrimage,
- about local places of pilgrimage (such as Beth Shalom or Southwell Minster) and to reflect upon what kind of pilgrimages these represent.

Skills

- Pupils will use and develop skills of expressing understanding and handling varied perspectives on pilgrimage. Crucial for RE at this stage is the ability to recognise different reasonable ideas and describe varied religious practice and its meanings.

Unit Number 4.3 Spiritual Expression

Knowledge

- Religious content will include different examples of the music of the Christian community, explored in depth as forms of spiritual expression and worship.
- Pupils will gain knowledge about examples of music from Christianity including Christmas carols, a famous hymn, the Hallelujah chorus, contemporary worship music and Christian songs for children.
- These can be compared with music from any sources which pupils find spiritually interesting or inspiring.

Skills

- Listening, discussion and self-expression skills, including musical appreciation are central to this unit of work.



Year 4: Religious Education

Unit Number 4.4 Religion, family, community, worship, celebration and ways of living

Knowledge

- Pupils will gain knowledge about Hindu worship and celebration, including details information about stories of Rama and Sita, celebrations of Divali and at least one other Hindu festival in both India and in the UK.
- They will explore Hindu ideas about gods and goddesses, worship in the home and Mandir, beliefs and values expressed in stories, festivities and worship and learning from Hindu community life.

Skills

- Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices.





Year 4: History

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

A local history study

- a depth study linked to one of the British areas of study
- 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.

Chronological Awareness

- I can name and place dates of significant events on a chronological timeline.
- I can use terms related to the period studied and begin to date events.
- I can use my mathematical knowledge to work out how long ago events happened.
- I can use historical words and phrases like: century, decade, ancient civilisations, period and any topic related vocabulary.

Knowledge and Understanding

- I can show knowledge and understanding by describing features of past societies and periods.
- I can identify some different ideas, beliefs and attitudes of past cultures giving reason for these differences.
- I can describe how some historical events affect life today.
- I can give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.

Historical Contexts

- I can understand the difference between primary and secondary sources.
- I can ask questions of the source material and suggest sources of evidence from a selection to help answer questions.
- Through research, I can identify similarities and differences between given periods in history.
- I can research what it was like for a child in a given period from history and use photographs and illustrations to present my findings.

Organise, Evaluate and Communicate Information

- I can present findings about the past using discussion, writing, maths, ICT, drama and drawing skills.
- I can use dates and subject specific words such as monarch, settlement and invader accurately.





Year 4: Geography

Locational Knowledge

- I can locate Europe and its major cities on a map and describe and compare the key physical and human characteristics.
- I am beginning to identify and locate North and South America.
- I can write comparatively about key European landmarks and how they affect a city.
- I can write about key physical features in Europe and how they have changed over time due to current issue. E.g. Plastic pollution, global warming
- I can name and locate the counties of the United Kingdom on a map.
- I can identify the human and physical characteristics and collect data about how these have changed over time.
- I can study pictures of different parts of Europe (e.g. top of a mountain, river banks) and make reasoned judgements about where the pictures are. E.g. Mountains may be in France because there is a large mountain range there.
- I can locate the position of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle.
- I can raise questions about the different hemispheres and make predictions on how I think life will be different in the two hemispheres.

Place Knowledge

- I can use maps, globes and Google Earth to identify the continent of South America.
- I can use prior knowledge of the world to identify the climate I think may exist in different parts of South America.
- I can make connections between South America and the United Kingdom.
- I can look at photographs and compare and contrast a region in South America and a region in the United Kingdom.
- I can consider how the location of geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District.
- I can understand how geographical features are marked on a map. Using this knowledge, I can study world maps to identify other major cities, hilly areas, rivers etc.
- I can ask geographical questions e.g. Are there any links? (Big cities near rivers, less populated areas near hilly ones etc).

Human and Physical Geography

- I can produce pictures and labelled diagrams of current and historical settlements.
- I can ask and answer questions through my own knowledge and self-conducted research. E.g. What resources are used? Why are they used? Why are settlements different? What tools are available? What is the purpose of settlements?
- I can study maps of current and historical settlements and draw conclusions about the location of settlements.
- I can compare current settlements maps and historical settlement maps and make suggestions about change.
- I can study how land in the local areas was used during historical periods. I can look at land use in the same area today and consider how and why this has changed.
- I can identify main economies in the local area.
- I can compare trade with the past. Why has this changed?



Year 4: Geography

Geographical Skills and Fieldwork

- I can design questions and studies to conduct in the local area.
- I can identify local features on a map and begin to use four figure grid references to locate and describe local features.
- I can use recognised symbols to mark out local areas of interest on my own map
- I can choose effective recording and presentation methods e.g. tables to collect data.
- I can present data in an appropriate way using keys to make data clear.
- I can draw conclusions from the data.



Year 4: MFL

Through learning French, we aim to enable pupils to have a gateway into another culture. We aim to foster pupils' curiosity and deepen their understanding of the world. We will teach

French in KS2 which will enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, in speech and in writing. Through practical examples, we hope to enable them to communicate in French.

Pupils will learn:

- Revision of colours
- Parts of the body
- Asking for French translation
- Zoo animals
- Vowels
- Verbs and quantifiers
- Christmas
- Receptive vocabulary
- Members of the family
- Possessive adjectives
- Ask and answer questions about family members
- Vocabulary for story
- Pets
- Verbs and connectives
- Easter
- Dictionary skills
- Hobbies
- Opinion phrases
- Tu aimes...? (Like/Dislike)
- Numbers 12-31
- Weather expressions
- Quantifiers
- Clothes for a suitcase



