

# Curriculum Overview for Year 4



## English - Reading

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Pupils will be taught to

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.
- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix](#) both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Develop positive attitudes to reading and understanding of what they read by:
- Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Read books that are structured in different ways and reading for a range of purposes
- Use dictionaries to check the meaning of words that they have read
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Identify 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
- Discuss words and phrases that capture the reader's interest and imagination
- Recognise some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Ask 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
- Predict what might happen from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarising these
- Identify how language, structure, and presentation contribute to meaning
- Retrieve and record information from nonfiction
- 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.

# English - Writing and Handwriting

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## **End of key stage objectives:**

Pupils will 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 enjoined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant;
- Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## **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 ([English Appendix 2](#))
- Organising paragraphs around a theme
- Creating settings, characters and plot in narratives
- Using simple organisational devices [for example, headings and sub-headings] in non-narrative material.

## **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-reading 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.

## **Year 4 key skills coverage:**

### **Composition:**

Pupils will be taught to:

- Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.
- Plan his/her writing by discussing and recording ideas.
- Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2.
- Draft and write by organising paragraphs around a theme.
- Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.
- Draft and write non-narrative material, using simple organisational devices.
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.
- Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.
- Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.
- Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

**Handwriting:**

- 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 his/her handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

# English - Grammar and Spelling

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## End of key stage objectives:

Pupils will be taught to:

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell further homophones
- Spell words that are often misspelt (English Appendix 1)
- 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.
- Develop their understanding of the concepts set out in [English Appendix 2](#) by:
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Use the present perfect form of verbs in contrast to the past tense
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause
- Use fronted adverbials
- Learn the grammar for years 3 and 4 in English Appendix 2
- Indicate grammatical and other features by:
- Use commas after fronted adverbials
- Indicate possession by using the possessive apostrophe with plural nouns
- Use and punctuating direct speech
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

## Year 4 Keys skills coverage:

### Grammar

Pupils will be taught to:

- Understand the grammatical difference between the plural and the possessive -s.
- Use Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.
- Use fronted adverbials e.g. Later that day, I heard the bad news.
- Use paragraphs to organise ideas around a theme.
- Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.
- Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause; end punctuation within inverted commas.
- Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.
- Use commas after fronted adverbials.
- Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.

### Spellings

- Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.
- Understand and add the suffixes -ation, -ous.
- Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.

- Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.
- Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.
- Spell more complex words that are often misspelt with reference to English Appendix 1.
- Spell words with the 's' sound spelt 'sc' e.g. science, scene.
- Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
- Use the first three or four letters of a word to check its spelling in a dictionary.
- Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

## Maths - Number and Calculation

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Pupils will be taught to:

- Count in multiples of 6, 7, 9, 25 and 1000.
- Find 1000 more or less than a given number
- Count backwards through zero to include negative numbers.
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)
- Order and compare numbers beyond 1000.
- Identify represent and estimate numbers using different representations.
- Round any number to the nearest 10, 100 or 1000.
- 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 zero and place value.
- 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.
- Recall multiplication and division facts for multiplication tables up to 12x12.
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- Recognise and use factor pairs and commutativity in mental calculations.
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Solve problems involving multiplying and adding, including using distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.

## Maths - Geometry and Measures

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Pupils will be taught to:

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- identify acute and obtuse angles
- Compare and order angles up to two right angles by size.
- 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 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.
- Convert between different units of measurement (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 a 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 hours to minutes; minutes to seconds; years to months; weeks to days.

## Maths - Fractions and Statistics

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Pupils will be taught to:

- Recognise and show, using diagrams, families and common equivalent fractions.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including nonunit fractions.
- Where the answer is a whole number add and subtract fractions with the same denominator.
- Recognise and write decimals equivalents of any number tenths or hundredths.
- Recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .
- Find the effect of dividing a one-digit or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places up to two decimal places.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.

### STATISTICS

- 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.

## Science - Working Scientifically

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Pupils will be:

- 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.

## Science - Biology

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Pupils will 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.
- 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.

## Science - Physical

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Pupils will 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.
- 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.
- 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 ( $^{\circ}\text{C}$ )
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## History

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Pupils will be taught about:

- Britain's settlements including Vikings
- A local history study

### Year 4 key skills coverage:

- Pupils can plot events on a timeline using centuries.
- Pupils can describe and compare different periods from the past.
- Pupils have some awareness of how people's lives have shaped the nation.
- Significant historical people: Alfred the Great, Athelstan, King Cnut., Ragnar Lodbrok.
- Pupils can explain how events from the past have shaped our lives today.
- Pupils can explain how historic items and artefacts can be used to build up a picture of life in the past.
- Pupils can research two versions of events and understand how they differ.

# Geography

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Pupils will be taught to:

## 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, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographic 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, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

## PLACE KNOWLEDGE

- 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

## HUMAN AND PHYSICAL GEOGRAPHY

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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 eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey)

## Year 4 keys skills coverage:

- Understand geographical similarities and differences between home town and a country from Europe (TBC) and India.
- Describe similarities and differences between countries.
- Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.
- Use skills and evidence to ask and answer a range of geographical questions.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use the eight points of a compass, four figure grid reference, symbols and key to communicate knowledge of the United Kingdom and the wider world.

## Art & Design

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### Pupils will 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 keys skills coverage:

- Use a sketch book for collecting ideas and developing a plan for a completed piece of art work.
- Use taught technical skills to adapt and improve his/her work.
- Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.
- Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.
- Draws familiar objects with correct proportions
- Creates different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.
- Plan a sculpture through drawing and other preparatory work.
- Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.
- Use a variety of techniques e.g marbling, silk screen and cold water paste.
- Print on fabrics using tie-dyes or batik.

# Computing

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Pupils will 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
- 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 keys skills coverage:

Pupils will:

- Design simple algorithms using repeats with conditional loops (repeat until)
- Use logical reasoning to predict outputs, showing an awareness of inputs
- Begin to use the if/then/else block (selection)
- Create a working program with scripts to control a sprite responding to mouse and keyboard input
- Explain how they have debugged/ corrected a program using logical reasoning.
- Create a password and keep it private and secure
- Send polite messages and post polite comments online
- Take part in online discussions safely, keeping personal information private and only sharing safe information in public
- Explain why a password should never be shared with anyone except a trusted adult
- Understand the age ratings on computer games and Apps and use them to select games appropriate for their age
- Understand that to be healthy it is important to limit screen time and take part in social and physical activities Conduct a video chat with someone elsewhere in the school or in another school
- Describe how data is transmitted via the internet
- Describe the functions of the different hardware used to connect computers (networks)
- Use a range of internet services
- Explain the parts of a URL
- Show some understanding of HTTP
- Create and edit a table
- Insert and delete cells in a table
- Add colours to cells
- Understand that tables are used to organise and present information
- Export a movie in standard format
- Record a detailed, informative commentary for a movie
- Export my composition in a standard compressed format
- Recognise the grid layout of a spreadsheet programme

- Use the terms cells, rows, and columns
- Use filters and perform single criteria searches for information
- Enter data, highlight it and make bar charts
- Copy and paste a graph and use it in a document
- Move information between two different applications
- Analyse the data collected

## Design & Technology

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When designing and making, pupils should be taught to...

### 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 analyze 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.

### Year 4 Key skills coverage:

- Can use knowledge of existing products to design a functional product for a particular purpose/audience.
- Can create designs using exploded diagrams.
- Can use techniques which require more accuracy to cut, shape join and finish work (cutting internals shapes, slots in frameworks).
- Can use his/her knowledge of techniques and functional aesthetic qualities of a wide range of materials to plan how to use them.
- Can apply techniques he/she has learnt to strengthen structures and explore his/her ideas..
- Can understand and use electrical systems in products (control in ICT–Toy in Scratch)
- Can consider how existing products and his/her own products might be improved and how well they meet the needs of the intended user.
- Can understand seasonality and the advantages of eating seasonal and locally produced food.
- Can read and follow recipes which involve several processes, skills and techniques (knows that recipes can be adapted to change, appearance, taste, texture and aroma).

## Music

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Pupils will 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 notations 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 keys skills coverage:

Pupils will:

- Sing rounds and partner songs, maintaining own part.
- Maintain rhythmic and melodic ostinati in 2, 3, and 4 metre.
- Maintain an independent part within a group, using controlled
- Improvise and compose within known structures featuring musical changes.
- Improvise and compose with an awareness of context and purpose.
- Recognise and use simple rhythms and a limited number of pitches.
- Develop an understanding of the history of music.
- Listen to music with layered parts, noticing how the layers fit together.
- Develop an awareness of the music's context, purpose and the composer's intent.
- Identify some of the structural and expressive aspects of music heard (e.g. rhythmic ostinato on the drum).
- Give opinions, using appropriate musical vocabulary to justify these.
- Pitch: identify melodic shape and different scale patterns (pentatonic, major and minor).
- Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat.
- Dynamics: Identify getting louder and quieter.
- Tempo: Understand getting faster and slower in finer graduations.
- Timbre: Identify a wide range of non-percussion instruments by name and the way they are played.
- Texture: Identify solo, unison, drone, layers and simple harmony (e.g. drone; melodic ostinati).
- Structure: Develop understanding of conventional musical structures (e.g. rondo)

## Physical Education

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Pupils will 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, rounder's 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
- Activate challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Year 4 keys skills coverage

Pupils will:

- Plan, perform and repeat sequences.
- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Create dances and movements that create a definite idea.
- Change speed and level within a performance.
- Develop physical strength and suppleness by practising moves and stretching.
- Plan, perform and repeat sequences.
- Move in clear, fluent, and expressive manner.
- Refine movements into sequences.
- Show changes in direction, speed and level during a performance.
- Show a kinaesthetic sense in order to improve the placement and alignment of body parts.
- Travel in a variety of ways.
- Throw and catch with control and accuracy.
- Strike a ball and field with control.
- Choose appropriate tactics to cause problems for the opposition.
- Follow the rules of a game and play fairly.
- Pass to teammates at appropriate times.
- Lead others and act as a respectful team member.
- Sprint over short distances up to 60m.
- Run over longer distances.
- Use a range of throwing techniques.
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways.
- Compete with others and improve own performance.

## Religious Education

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Pupils will be taught:

- Which faiths make up our community?
- Who can inspire us?
- How do festivities use light as a symbol?
- What words of wisdom guides us?

### CHRISTIAN VALUES:

- Autumn 1 - Creativity
- Autumn 2 - Generosity
- Spring 1 - Responsibility
- Spring 2 - Service
- Summer 1 - Peace
- Summer 2 - Wisdom

### Year 4 key skills coverage:

Pupils will be taught to:

- Explore and describe ways beliefs are expressed through various art forms

- Suggest reasons why people express their views in these ways
- Apply ideas of their own beliefs and values through creating a piece of art work.
- Make links between different leaders (religious and non-religious), discussing similarities and differences.
- Make connections between how leaders taught their teachings through their personal qualities, action and stories.
- Make connections between the religious leaders mentioned and their Abrahamic roots
- Describe, discover more and respond thoughtfully to the different festivals, making links between them.
- Observe and suggest meanings for the reasons why people celebrate each festival
- Discuss different views and ideas about how light is a representation of good or life
- Express the thoughts, feeling and ideas that they during the period of sustained silence.
- Use stillness and imagination to reflect on questions about values for myself.
- Make links between Sikh teaching and my own ideas.
- Apply ideas of their own beliefs and values through creating a piece of art work based on their wise word
- Describe what the Qur'an says about Allah's creation
- Make links between the beauty of nature and Muslim belief
- Describe the most beautiful aspects of nature for me, and respond to ideas about creation

## Modern Languages

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Pupils will 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

### Year 4 key skills coverage:

Pupils will be taught to:

- Show understanding of a range of familiar spoken phrases e.g. through acting out part of a familiar story heard.
- Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.
- Note that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.
- Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.
- Follow the written version of a text he or she is listening to.
- Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues
- Apply phonic knowledge to decode text.
- Recognise and apply simple agreements (e.g. gender / plural/ singular).

- Write words and short phrases from memory using phonic knowledge.
- Use a range of adjectives to describe things in more detail, such as describing someone's appearance.
- Write descriptive sentences using a model but supplying some words from memory.
- Copy simple structures.
- Recognise a wider range of words classes, including pronouns and articles and use them appropriately.
- Understand that adjectives may change form according to the noun they relate to and select the appropriate form.
- Recognise questions and negative sentences.
- Ask and answer simple a range of questions on different topic areas.
- Using familiar sentences as models, make varied adaptations to create new sentences using phonic knowledge.
- Read aloud using accurate pronunciation and present a short learned piece for performance.

## Special Events

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- Children in Need non-Uniform Day
- Anti-Bullying Week
- Christmas Discos
- Christmas Fayre
- Trust Carol Service
- Christmas Gift Day
- Christmas Parties
- Christmas Church Service
- Easter Service
- Y3/Y4 Performance
- Summer Fayre
- End of Year Parties
- End of Year Service

## Possible visits and visitors

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- India Day (Spring)
- Bradford Media Museum (Summer)
- Viking Day (Summer)

## PSHCE

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Areas covered throughout the year:

- Autumn 1: Relationships
- Autumn 2: Health and Wellbeing
- Spring 1: Health and Wellbeing
- Spring 2: Relationships
- Summer 1: Living in the wider world
- Summer 2: Living in the wider world