

Year 4 Maths						
Counts in multiples of six, seven, nine, 25 and 1,000	Counts backwards through zero to include negative numbers	Orders and compares numbers beyond 1,000	Rounds any number to the nearest 10, 100 or 1,000	Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why	Recalls multiplication and division facts for multiplication tables up to 12 x 12	Recognises and shows, using diagrams, families of common equivalent fractions
Counts up and down in hundredths; recognises that hundredths arise when dividing an object by 100 and dividing tenths by 10		Rounds decimals with one decimal place to the nearest whole number		Solves simple measure and money problems involving fractions and decimals to two decimal places		
Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Identifies lines of symmetry in two dimensional shapes presented in different orientations		Plots specified points and draws sides to complete a given polygon		Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	

Year 4 Reading					
Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met	Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Uses dictionaries to check the meaning of words that have been read	Identifies themes and conventions in a wide range of books	Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word	Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context
Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence	Predicts what might happen from details stated and implied		Identifies main ideas drawn from more than one paragraph and summarises these	Retrieves and records information from non-fiction	

Year 4 Writing					
Organises paragraphs around a theme	In narratives, creates settings, characters and plot with clear beginning, middle and end	Proof-reads for spelling and punctuation errors	Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Spells most words correctly from the Y3/4 list and from the Year 3/ 4 rules	Uses a full range of sentence structures, inc fronted adverbials and noun phrases
Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use a wide range of co-ordinating conjunctions and subordinating conjunctions with punctuation mostly correct		Uses basic punctuation inc apostrophes for both purposes, commas and inverted commas for clarity and other	Maintains legibility, fluency and speed of handwriting	

**Year 4 Science**

<p><b>Animals, including humans</b>          -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</p>	<p><b>Sound</b>          -identify how sounds are made, associating some of them with something vibrating          -recognise that vibrations from sound travel through a medium to the ear          -recognise that sounds get fainter as the distance from the sound source increases          -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.  <b>States of matter</b>          -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</p>	<p><b>Electricity</b>          -identify common appliances that run on electricity          -construct a simple series electrical circuit          identifying and naming the basic parts of a simple electrical circuit, 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</p>	<p><b>Living things and their habitats</b>          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 constantly changing and that this can sometimes pose dangers to specific habitats</p>	<p><b>Working scientifically</b>          -ask relevant questions and using different types of scientific enquiries to answer them          -set up simple practical enquiries, comparative and fair tests          -make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers          -gather, record, classify and present data in a variety of ways to help in answering questions          -record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables          -report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions          -use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions          -identify differences, similarities or changes related to simple scientific ideas and processes          -use straightforward scientific evidence to answer questions or to support their findings</p>
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### Year 4 History

<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>-Understand that changes occur over time.</li> <li>-Add evidence and dates to timeline to represent this</li> <li>-Use dates and historical terminology to describe events</li> </ul>	<p><b>Investigating and Interpreting</b></p> <ul style="list-style-type: none"> <li>-Give reasons why separate versions of the same event may differ in the accounts</li> <li>-Explore main events and changes in history, giving causes and consequences</li> <li>-Independently suggest sources of evidence to answer their questions</li> </ul>	<p><b>Knowledge Understanding</b></p> <ul style="list-style-type: none"> <li>-Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.</li> <li>-Describe how some past events and actions of people affect life today.</li> </ul>	<p>Topics:</p> <ul style="list-style-type: none"> <li>-Britain's settlement by Anglo-Saxons and Scots</li> <li>-The Vikings struggle for the kingdom of England and Edward the Confessor</li> </ul>
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### Year 4 Geography

<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>-Locate the worlds countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</li> </ul>	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>-Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</li> </ul>	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>-Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>-Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (link to extreme Earth)</li> <li>-Describe and understand key aspects of physical geography including volcanoes and earthquakes.</li> <li>-Describe how the local area has changed over time (Knutsford)</li> <li>-Name and describe types of settlements in modern Britain and their characteristics: villages, towns, cities.</li> <li>-Use the eight points of a compass, four -figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</li> <li>-Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including graphs and digital technologies.</li> </ul>	<p>Topics:</p> <ul style="list-style-type: none"> <li>-How and where do we spend our time</li> <li>-Extreme Earth</li> <li>-A country study, e.g. India</li> </ul>
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### Year 4 Design and Technology

<p><b>Design, make and improve</b></p> <ul style="list-style-type: none"> <li>-Investigate existing products, including drawing them to analyse and understand how they are made.</li> <li>-Plan a sequence of actions to make a product.</li> <li>-Develop more than one design.</li> <li>-Develop prototypes.</li> <li>-Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>-Identify strengths and weaknesses of their design ideas.</li> <li>-Talk about how closely their finished product meets their design criteria and meets the need of the user.</li> </ul>	<p><b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>-Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>-Measure ingredients using scales.</li> <li>-Prepare ingredients hygienically and using the appropriate utensils by following a recipe.</li> </ul>	<p><b>Construction, mechanics and electronics</b></p> <ul style="list-style-type: none"> <li>-Investigate how to make structures more stable e.g. by widening the base.</li> <li>-Understand and use mechanical structures in their products e.g. gears, pulleys, levers and gears.</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>-Measure and mark out to the nearest mm.</li> <li>-Use and explore complex pop-ups.</li> <li>-Cut slots and internal shapes.</li> <li>-Create nets.</li> </ul>
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### Year 4 Art

<p><b>Drawing</b></p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p>	<p><b>Painting</b></p> <p>Use watercolour paint to produce washes for backgrounds and then add detail.</p> <p>Experiment with creating mood.</p>	<p><b>Collage</b></p> <p>Select and arrange materials for a striking effect.</p> <p>Ensure work is precise.</p>	<p><b>Sculpture</b></p> <p>Use clay and other mouldable materials.</p> <p>Include texture that conveys feelings, expression or movement.</p>	<p><b>Print</b></p> <p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Use precise repeating patterns.</p>
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### Year 4 Computing

<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>-To type and design a variety of documents, posters and leaflets using ICT.</li> <li>-To learn rules for creating neat word processed work.</li> <li>-To produce a multimedia video topic about topic with music and narration.</li> <li>-To create online multiple-choice quizzes.</li> </ul>	<p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>-To learn how to search the web effectively.</li> <li>-To learn how to interpret URLs.</li> <li>-To learn about the importance of only joining and using child-friendly websites.</li> <li>-To understand that there are consequences for making bad decisions online.</li> </ul>	<p><b>Computer Science- Programming</b></p> <ul style="list-style-type: none"> <li>-To enter and repeat LOGO commands to program an on-screen turtle so it draws shapes, patterns and pictures.</li> <li>-To create games and apps that include variables in them (e.g. as a score counter).</li> <li>-To test, debug and improve programs.</li> </ul>	<p><b>Computer Science- theory</b></p> <ul style="list-style-type: none"> <li>-To learn how the Internet works, including how it is structured and how data travels along it.</li> <li>-To understand how search engines operate, including how they rank results.</li> </ul>
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**Year 4 RE**

(be able to answer key enquiry questions)

<p><b>Islam</b> Why do Muslims think that <u>Muhammad</u> was a good role model?</p>	<p><b>Islam</b> Why is the <u>Qu’ran</u> important to Muslims and how do they demonstrate its importance? How does the Hadith help Muslims to live their lives?</p>	<p><b>Christianity</b> How is God described in the Bible? What did Jesus mean when he taught about the “Kingdom of God?”</p>	<p><b>Christianity</b> Why and how do Christians worship? Which emotions does worship evoke....? Why is silence important to Christians?</p>	<p><b>Sikhism</b> Who was Guru Nanak? Why is he important to Sikhs? What do Sikhs believe?</p>	<p><b>Sikhism</b> How do Sikhs worship? How and what do Sikhs celebrate?</p>
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**Year 4 PSHE**

<p><b>Health and wellbeing</b> -to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals -to deepen their understanding of feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others -to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them -basic emergency aid procedures, where and how to get help -what positively and negatively affects their physical, mental and emotional health (including the media)</p>	<p><b>Relationships</b> -that their actions affect themselves and others -to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if needed constructively challenge their points of view -to work collaboratively towards shared goals -to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise</p>	<p><b>Living in the wider world</b> -why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules -to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices -to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p>
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**Year 4 PE**

<p><b>Games</b></p> <ul style="list-style-type: none"> <li>- Strike a ball and field with control (e.g. whilst playing rounders and cricket)</li> <li>- Throw and catch with control and accuracy (whilst playing games including basketball and badminton)</li> <li>- Choose appropriate tactics to cause problems for the opposition</li> <li>-Maintain possession of the ball (e.g. with feet, hockey stick or hands, or whilst playing Lacrosse )</li> <li>- Lead others and act as a respectful team member</li> </ul>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Move in a clear, fluent and expressive manner</li> <li>- Refine movements into sequences</li> <li>- Change speed and levels within a performance</li> <li>- Choose movements to communicate a mood, feeling or idea.</li> <li>- Develop physical strength and suppleness by practicing moves and stretching.</li> <li>- Create dances and movements that convey a definite idea</li> <li>- Use styles from different cultures (e.g. Bollywood and African dances)</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Swing and hang from equipment safely</li> <li>- Plan, perform and repeat sequences</li> <li>- Move in a clear and fluent and expressive manner</li> <li>-Refine movements into sequences</li> <li>- Show changes of direction, speed and level during a performance</li> <li>- Travel in a variety of ways, including flight, by transferring weight to generate power in movements</li> <li>- Stretch and Curl to develop flexibility</li> <li>- Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances, experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting shape)</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>- Swim over 100 metres unaided</li> <li>- Coordinate leg and arm movements</li> <li>- Swim at the surface and below the water</li> <li>- Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming</li> <li>- Swim fluently with controlled strokes</li> <li>-Turn efficiently at the end of a length</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- Sprint over a short distance of up to 60 metres</li> <li>- Run over a longer distance, conserving energy in order to sustain your performance</li> <li>- Use a range of throwing techniques (under/ over arm)</li> <li>- Compete with others and aim to improve personal best performances</li> <li>- Throw with accuracy to hit a target or cover a distance</li> <li>- Jump in a number of ways, using a run up where appropriate</li> </ul>
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**Year 4 MFL**

<p>I can say how I get to school in French. I can name some French speaking countries. I can memorise and present a spoken text about travelling to different countries. I am able to talk about the weather; read and understand different weather phrases. I can say the days of the week. I can present a simple weather forecast. I can count from 21-30 I can write the date in French. I can put together a short sentences about ways of travelling to different</p>	<p>I can understand a simple story told in French. I can talk about Christmas presents. I can discuss my likes and dislikes. I can count from 31-39. I can give an opinion on a toy; create and advert for a toy, either written or spoken.</p>	<p>I can name 8 sports that I can/ could play. I can complete a diary of sporting activities. I can talk about foods that are good for you. I can join in with storytelling and use mime to show meaning / understanding of animals. I can read and understand words from a French story and I can recognise some verbs. I can construct a short sentence to describe an animal.</p>	<p>I can recognise and say the names of the animals referred to in the Carnival of the animals. I can read or recognise the words for the animals and be aware of some of the sound spelling links. I understand that different countries have different ways of representing animal sounds.  I can talk about where the animals in the Carnival live. I can understand and say a number of adjectives, and understand the</p>
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countries.			agreement of simple nouns and adjectives. I know the sounds for ou,u and oi
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