

| Year 4 Maths  |  |  |  |  |   |   |
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| 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   |   |   |   |  |   |
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| 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   |   |   |  |   |   |
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| 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**

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| <p><b>Animals, including humans</b><br/>         -describe the simple functions of the basic parts of the digestive system in humans<br/>         identify the different types of teeth in humans and their simple functions.<br/>         Construct and interpret a variety of food chains, identifying producers, predators and prey</p> | <p><b>Sound</b><br/>         -identify how sounds are made, associating some of them with something vibrating<br/>         -recognise that vibrations from sound travel through a medium to the ear<br/>         -recognise that sounds get fainter as the distance from the sound source increases<br/>         -find patterns between the pitch of a sound and features of the object that produced it<br/>         -find patterns between the volume of a sound and the strength of the vibrations that produced it.<br/> <b>States of matter</b><br/>         -compare and group materials together, according to whether they are solids, liquids or gases<br/>         -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)<br/>         -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><br/>         -identify common appliances that run on electricity<br/>         -construct a simple series electrical circuit<br/>         identifying and naming the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers<br/>         -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<br/>         recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br/>         -recognise some common conductors and insulators, and associate metals with being good conductors</p> | <p><b>Living things and their habitats</b><br/>         recognise that living things can be grouped in a variety of ways<br/>         explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br/>         recognise that environments can change constantly changing and that this can sometimes pose dangers to specific habitats</p> | <p><b>Working scientifically</b><br/>         -ask relevant questions and using different types of scientific enquiries to answer them<br/>         -set up simple practical enquiries, comparative and fair tests<br/>         -make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers<br/>         -gather, record, classify and present data in a variety of ways to help in answering questions<br/>         -record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables<br/>         -report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions<br/>         -use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions<br/>         -identify differences, similarities or changes related to simple scientific ideas and processes<br/>         -use straightforward scientific evidence to answer questions or to support their findings</p> |
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### Year 4 History

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| <p><b>Anglo-Saxons</b><br/> <b>Key concept:</b> Civilisations/ society<br/> <b>Know how to:</b> Use a range of sources to look for evidence<br/> <b>Key questions:</b> What would it have been like to be an Anglo-Saxon child? What did the Anglo-Saxon's leave behind? Include place names, artefacts in graves. Can you describe an Anglo-Saxon village? Crime and punishment, differences from then and today? Why was Alfred Great? - Creation of our country as we know it today.<br/> <b>Key vocabulary:</b> Conquer, tribe, kingdom, invade, society, raiders</p> | <p><b>The Vikings</b><br/> <b>Key concept:</b> Exploration and Religion and Beliefs<br/> <b>Know how to:</b> Secure chronologically knowledge/ look for connections/ contrasts and trends over time<br/> <b>Key questions:</b> Can you show on a map where Vikings came from and settled? Where the Vikings really vicious? Why did the Vikings believe in many Gods? Why was our country primed for invasion?<br/> <b>Key vocabulary:</b> Conquer, invade, invader, settlement, feast, descendants, monasteries, Ford, Domesday Book</p> | <p><b>Land use around Knutsford/ Kind Canute crossing the River Lily</b><br/> <b>Key concept:</b> Monarchy/ leaders<br/> <b>Know how to:</b> Secure chronologically knowledge<br/> <b>Key questions:</b> Who was King Canute? How did he give Knutsford its name? Did King Canute forge the River Lily? What is a primary and secondary source?<br/> <b>Key vocabulary:</b> Ford, Domesday Book, tradition</p> |
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### Year 4 Geography

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| <p>Link to history- Anglo-Saxons<br/> <b>Key concept:</b> Settlement/ migration/scale- local, national, global, links between<br/> <b>Key location:</b> Europe/ Germany<br/> <b>Know how to:</b> Use simple compass directions and locational/ directional language<br/> <b>Key questions:</b> What are the similarities/ differences between Knutsford/UK and key location? Where is Germany? What is the capital city? What countries border Germany?<br/> <b>Key vocabulary:</b> Berlin (capital city) Baltic Sea, Alps mountains, Lake Constance, Black Forest, castles</p> | <p>Link to history- Vikings<br/> <b>Key concept:</b> Settlement/ migration/ scale- local, national, global, links between<br/> <b>Key location:</b> Denmark. Norway/ Sweden<br/> <b>Know how to:</b> Communicate geographical information through maps, graphs and writing<br/> <b>Key questions:</b> What are the similarities/ differences between Knutsford/UK and key location?<br/> <b>Key vocabulary:</b> monarchy, temperate, plains, island, peninsula, Copenhagen (capital) democracy, kroner,</p> | <p>Extreme Earth- volcanoes &amp; Earthquakes (link to Y3 Romans &amp; Rocks &amp; Soils Y3 science)<br/> <b>Key concept:</b> Place- physical/ human<br/> <b>Key location:</b> Beerenberg in Norway –active volcano/ Giant's Causeway- dormant volcano<br/> <b>Know how to:</b> Collect, analyse and communicate using information gathered first hand<br/> <b>Key questions:</b> How do people live around an active volcano? What are the similarities/ differences between Knutsford/UK and key location?<br/> <b>Key vocabulary:</b> active, ash fall, eruption, vent, composite volcano, compound volcano, conduit, crater, dormant, fault, fissures, geysers, lava, magma, stratovolcano, Vulcan</p> |
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**Year 4 Design and Technology**

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| <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**

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| <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul> | <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Use watercolour paint to produce washes for backgrounds and then add detail.</li> <li>Experiment with creating mood.</li> </ul> | <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Select and arrange materials for a striking effect.</li> <li>Ensure work is precise.</li> </ul> | <p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>Use clay and other mouldable materials.</li> <li>Include texture that conveys feelings, expression or movement.</li> </ul> | <p><b>Print</b></p> <ul style="list-style-type: none"> <li>Use layers of two or more colours.</li> <li>Replicate patterns observed in natural or built environments.</li> <li>Use precise repeating patterns.</li> </ul> |
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**Year 4 Computing**

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| <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)

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| <p><b>Islam</b><br/>Why do Muslims think that <u>Muhammad</u> was a good role model?</p> | <p><b>Islam</b><br/>Why is the <u>Qu’ran</u> important to Muslims and how do they demonstrate its importance?<br/>How does the Hadith help Muslims to live their lives?</p> | <p><b>Christianity</b><br/>How is God described in the Bible?<br/>What did Jesus mean when he taught about the “Kingdom of God?”</p> | <p><b>Christianity</b><br/>Why and how do Christians worship?<br/>Which emotions does worship evoke....?<br/>Why is silence important to Christians?</p> | <p><b>Sikhism</b><br/>Who was Guru Nanak?<br/>Why is he important to Sikhs?<br/>What do Sikhs believe?</p> | <p><b>Sikhism</b><br/>How do Sikhs worship?<br/>How and what do Sikhs celebrate?</p> |
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**Year 4 Relationships and Health Education 2019**

**Relationships**

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| <p><b>Families and people who care about me</b><br/>-How to recognise if family relationships are making them feel unhappy or unsafe, and how to see help or advice from others if needed<br/>-The characteristics of a healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> | <p><b>Caring Friendships</b><br/>-The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br/>-To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise</p> | <p><b>Respectful Relationships</b><br/>-Practical steps they can take in a range of different contexts to improve or support respectful relationships<br/>-The importance of permission – seeking and giving in relationships with friends, peers and adults<br/>-What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> | <p><b>Online Relationships</b><br/>-That sometimes people behave <u>differently online</u>, including by pretending to be someone they are not<br/>-Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> | <p><b>Being Safe</b><br/>-about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact<br/>-the concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</p> |
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**Physical Health and Mental Wellbeing**

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| <p><b>Mental Wellbeing</b><br/>-to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and</p> | <p><b>Internet Safety and Harms</b><br/>-About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of</p> | <p><b>Physical Health and Fitness</b><br/>-The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or</p> | <p><b>Healthy Eating</b><br/>-What constitutes a healthy diet (including understanding calories and other nutritional content)</p> | <p><b>Health and Prevention</b><br/>-The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to</p> | <p><b>Basic First Aid</b><br/>-Concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> | <p><b>Changing Adolescent Body</b><br/>-Key facts about <u>puberty and the changing adolescent body</u>, including <u>physical and emotional changes</u></p> |
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| intensity of their feelings to others<br>-The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness | positive and negative content online on their own and other's mental and physical wellbeing<br>-Why social media, some computer games and online gaming, for example are age restricted | cycling to school, a daily active mile or other forms of regular, vigorous exercise |  | learn (see health and prevention folder) |  |  |
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| Year 4 PE  |  |  |  |  |
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| <b>Games</b><br>- Strike a ball and field with control (e.g. whilst playing rounders and cricket)<br>- Throw and catch with control and accuracy (whilst playing games including basketball and badminton)<br>- Choose appropriate tactics to cause problems for the opposition<br>-Maintain possession of the ball (e.g. with feet, hockey stick or hands, or whilst playing Lacrosse ) | <b>Dance</b><br>- Move in a clear, fluent and expressive manner<br>- Refine movements into sequences<br>- Change speed and levels within a performance<br>- Choose movements to communicate a mood, feeling or idea.<br>- Develop physical strength and suppleness by practicing moves and stretching. | <b>Gymnastics</b><br>- Swing and hang from equipment safely<br>- Plan, perform and repeat sequences<br>- Move in a clear and fluent and expressive manner<br>-Refine movements into sequences<br>- Show changes of direction, speed and level during a performance<br>- Travel in a variety of ways, including flight, by transferring | <b>Swimming</b><br>- Swim over 100 metres unaided<br>- Coordinate leg and arm movements<br>- Swim at the surface and below the water<br>- Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming<br>- Swim fluently with controlled strokes | <b>Athletics</b><br>- Sprint over a short distance of up to 60 metres<br>- Run over a longer distance, conserving energy in order to sustain your performance<br>- Use a range of throwing techniques (under/ over arm)<br>- Compete with others and aim to improve personal best performances |

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| <p>- Lead others and act as a respectful team member</p> | <p>- Create dances and movements that convey a definite idea<br/>- Use styles from different cultures (e.g. Bollywood and African dances)</p> | <p>weight to generate power in movements<br/>- Stretch and Curl to develop flexibility<br/>- 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)</p> | <p>-Turn efficiently at the end of a length</p> | <p>- Throw with accuracy to hit a target or cover a distance<br/>- Jump in a number of ways, using a run up where appropriate</p> |
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**Year 4 MFL**

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