



Year 4 Curriculum Objectives

English	Maths	Science	Topic	ICT	Art	Foreign Language	PE	Music	PSHE
<p>Spoken Language</p> <p>En4/1a listen and respond appropriately to adults and their peers</p> <p>En4/1b ask relevant questions to extend their understanding and knowledge</p> <p>En4/1c use relevant strategies to build their vocabulary</p> <p>En4/1d articulate and justify answers, arguments and opinions</p> <p>En4/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>En4/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>En4/1g use spoken language to develop understanding through speculating, hypothesising,</p>	<p>Number & Place Value</p> <p>Ma3/2.1a count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p>Ma3/2.1b recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</p> <p>Ma3/2.1c compare and order numbers up to 1,000</p> <p>Ma3/2.1d identify, represent and estimate numbers using different representations</p> <p>Ma3/2.1e read and write numbers up to 1,000 in numerals and in words</p> <p>Ma3/2.1f solve number problems and practical problems</p>	<p>Working Scientifically</p> <p>Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Sc4/1.2 setting up simple practical enquiries, comparative and fair tests</p> <p>Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Sc4/1.4 gathering, recording, classifying and</p>	<p>History and Geography</p> <p>Romans The Invasions Roman Roads Boudicca's Rebellion Hadrian's Wall Gods and Goddesses</p> <p>Celebrations Research celebrations around the world Prepare a presentation of research Prepare for Christmas concert</p> <p>Royal Families Around the World Research Royalty and Royal Families from home countries</p>	<p>Information Communication Technology</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Co2/1.4 understand computer networks including the internet; how they can provide multiple services, such as the</p>	<p>Art and Design</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>Listening & Comprehension</p> <p>FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding</p> <p>FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Speaking</p> <p>FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p>Sport & Games</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p> <p>PE2/1.1d perform dances using a range of movement patterns</p>	<p>Music</p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Personal, Social, Health and Economic</p> <p>Positive friendships, including online Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting differences and similarities discussing difference sensitively</p> <p>What makes a community shared responsibilities How data is shared and used</p> <p>Making decisions about money using and keeping money safe</p> <p>Maintaining a balanced lifestyle oral hygiene and dental care</p> <p>Personal identity recognising individuality and different qualities; mental Wellbeing</p> <p>Medicines and</p>



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<p>imagining and exploring ideas En4/1h speak audibly and fluently with an increasing command of Standard English En4/1i participate in discussions, presentations, performances, roleplay/improvisations and debates En4/1j gain, maintain and monitor the interest of the listener(s) En4/1k consider and evaluate different viewpoints, attending to and building on the contributions of others En4/1l select and use appropriate registers for effective communication</p> <p>Reading</p> <p>En4/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>En4/2.1b read further exception words, noting the unusual</p>	<p>involving these ideas.</p> <p>Addition & Subtraction</p> <p>Ma3/2.2a add and subtract numbers mentally, including: a three-digit number and 1s a three-digit number and 10s a three-digit number and 100s</p> <p>Ma3/2.2b add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</p> <p>Ma3/2.2c estimate the answer to a calculation and use inverse operations to check answers</p> <p>Ma3/2.2e solve problems, including missing number problems, using number facts, place value, and more complex</p>	<p>presenting data in a variety of ways to help in answering questions</p> <p>Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>Plan, research and prepare speeches</p> <p>Present research projects for class</p> <p>Space Exploration</p> <p>Introduce history of space exploration</p> <p>Introduce research topic about exploration</p> <p>Choose topics and begin research</p> <p>Present projects</p> <p>Water and Rivers</p> <p>Changing state</p> <p>Water Cycle</p> <p>Making clouds and rain</p> <p>Treating water</p> <p>Floods</p> <p>Water Pollution</p>	<p>world-wide web; and the opportunities they offer for communication and collaboration</p> <p>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Co2/1.6 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.</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>		<p>FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>FL2/1.2d present ideas and information orally to a range of audiences*</p> <p>Reading & Comprehension</p> <p>FL2/1.3a read carefully and show understanding of words, phrases and simple writing</p> <p>FL2/1.3b appreciate stories, songs, poems and rhymes in the language</p> <p>FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including</p>	<p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swimming and water safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <p>PE2/1.2a swim competently, confidently and proficiently</p>		<p>household products</p> <p>drugs common to everyday life</p>
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<p>correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension En4/2.2a develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying 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</p>	<p>addition and subtraction.</p> <p>Multiplication & Division</p> <p>Ma3/2.3a recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Ma3/2.3b write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>Ma3/2.3c solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and</p>	<p>Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Living Things</p> <p>Sc4/2.1a recognise that living things can be grouped in a variety of ways</p> <p>Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Sc4/2.1c recognise that environments</p>	<p>Outdoor Learning & Education</p> <p>Pitching tents</p> <p>Overcoming fear and perseverance</p> <p>First Aid</p>	<p>concerns about content and contact</p>		<p>through using a dictionary</p> <p>Writing</p> <p>FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>FL2/1.4b describe people, places, things and actions orally* and in writing</p> <p>FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>over a distance of at least 25 metres</p> <p>PE2/1.2b use a range of strokes effectively</p> <p>PE2/1.2c perform safe self-rescue in different water-based situations.</p>		
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<p>discussing words and phrases that capture the reader’s interest and imagination recognising some different forms of poetry</p> <p>En4/2.2b understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking 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 predicting what might happen from details stated and implied identifying main ideas drawn from more than 1 paragraph and summarising these identifying how language, structure, and presentation contribute to meaning</p> <p>En4/2.2c retrieve and record information from non-fiction</p>	<p>correspondence problems in which n objects are connected to m objects.</p> <p>Fractions</p> <p>Ma3/2.4a count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p>Ma3/2.4b recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p>Ma3/2.4c recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Ma3/2.4d recognise and show, using diagrams,</p>	<p>can change and that this can sometimes pose dangers to living things.</p> <p>Animals including humans</p> <p>Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans</p> <p>Sc4/2.2b identify the different types of teeth in humans and their simple functions</p> <p>Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>States of Matter</p>							
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<p>En4/2.2d 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.</p> <p>Writing En4/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>En4/3.1b spell further homophones</p> <p>En4/3.1c spell words that are often misspelt (English Appendix 1)</p> <p>En4/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>En4/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>En4/3.1f write from memory simple sentences, dictated by the teacher, that include words and</p>	<p>equivalent fractions with small denominators</p> <p>Ma3/2.4e add and subtract fractions with the same denominator within one whole</p> <p>Ma3/2.4f compare and order unit fractions, and fractions with the same denominators</p> <p>Ma3/2.4g solve problems that involve all of the above.</p> <p>Measurement</p> <p>Ma3/3.1a measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p>Ma3/3.1b measure the perimeter of simple 2-D shapes</p> <p>Ma3/3.1c</p>	<p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b 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)</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Sound</p> <p>Sc4/4.1a identify how sounds are made,</p>							
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<p>punctuation taught so far.</p> <p>En4/3.2 Handwriting and Presentation</p> <p>En4/3.2a 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</p> <p>En4/3.2b increase the legibility, consistency and quality of their handwriting</p> <p>Composition En4/3.3a 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</p> <p>En4/3.3b 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</p>	<p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p>Ma3/3.1d tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p>Ma3/3.1e estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight</p> <p>Ma3/3.1f know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p>Ma3/3.1g compare</p>	<p>associating some of them with something vibrating</p> <p>Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear</p> <p>Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it</p> <p>Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p> <p>Electricity</p> <p>Sc4/4.2a identify</p>									
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<p>organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices</p> <p>En4/3.3c 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</p> <p>En4/3.3d proofread for spelling and punctuation errors</p> <p>En4/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>En4/3.4 Vocabulary, grammar & punctuation</p> <p>En4/3.4a develop their understanding of the concepts set out in Appendix 2 by: extending the range of sentences with more than one clause by</p>	<p>durations of events</p> <p>Ma3/3.2 Properties of Shapes</p> <p>Ma3/3.2a draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p>Ma3/3.2b recognise angles as a property of shape or a description of a turn</p> <p>Ma3/3.2c identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</p> <p>Ma3/3.2d identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p>common appliances that run on electricity</p> <p>Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Sc4/4.2c 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</p> <p>Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Sc4/4.2e recognise some</p>									
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<p>using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in Appendix 2 En4/3.4b indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech</p> <p>En4/3.4c use and understand the grammatical terminology in accurately and appropriately in discussing their writing and reading.</p>	<p>Ma3/4.1 Statistics Ma3/4.1a interpret and present data using bar charts, pictograms and tables</p> <p>Ma3/4.1b solve one-step and two-step questions using information presented in scaled bar charts and pictograms and tables.</p>	<p>common conductors and insulators, and associate metals with being good conductors.</p>										
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