

Curriculum: Year 4 Queen's Park Primary School

English

Lower Key Stage 2

Spoken Language (Years 1 to 6)

- 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 including different purposes, for expressive purposes
- 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 debates and 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.

Reading: Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading: Comprehension

Develop positive attitudes to reading and 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
- discussing words and phrases that capture the reader's interest and imagination recognising

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 one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves,

Writing: Transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often miss-spelt (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.

Writing: 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 their handwriting [for example, 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].

Writing: Composition

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 & 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
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Evaluate & 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-read 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.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- extending the range of sentences with more than one clause by 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 English Appendix 2

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Languages

Key Stage 2

- Understand a range of familiar spoken phrases: e.g.
 - Animals
 - Parts of the body/face
 - Colours
 - 'Grand' and 'petit'
 - Numbers (1-31)
- Answer simple questions and give basic information: e.g.
 - Words for animals
 - Numbers (1-31)
 - Days of the week
 - Months of the year
 - Giving an opinion (J'aime/ Je n'aime pas/ J'adore/Je déteste)
- Understand and read out familiar written phrases: e.g.
 - from stories/ rhymes/ songs.
 - Diagram of part of the body/face
- Write one or two short sentences to a model and fill in the words on a simple form- e.g.
 - from stories (Monsieur Gentil's day out/ The hungry monster)

Maths

Number: Number & Place Value

- 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.

Number: Addition & Subtraction

- 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.

Number: Multiplication & Division

- recall multiplication and division facts for multiplication tables up to 12
- 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 the 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.

- recognise and show, using diagrams, families of 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 non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths recognise and write decimal equivalents to 1/4, 1/2, 3/4
- find the effect of dividing a one- 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.

Measurement

- convert between different units of measure [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 rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence.

Geometry: Properties of Shapes

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry : Position & Direction

- 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.

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.
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Design & Technology

- Generate ideas, considering the purposes for which they are designing
 - Make labelled drawings from different views showing specific features
 - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail
 - Evaluate products and identify criteria that can be used for their own designs
- Select appropriate tools and techniques for making their product
 - Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
 - Join and combine materials and components accurately in temporary and permanent ways
 - Sew using a range of different stitches, weave and knit
 - Measure, tape or pin, cut and join fabric with some accuracy
 - Use simple graphical communication techniques
- Evaluate their work both during and at the end of the assignment
 - Evaluate their products carrying out appropriate tests

Computing

Key Stage 2

- The internet - Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.
- Audio production- Capturing and editing audio to produce a podcast, ensuring that copyright is considered.
- Repetition in shapes - Using a text-based programming language to explore count-controlled loops when drawing shapes.
- Data logging - Recognising how and why data is collected over time, before using data loggers to carry out an investigation.
- Photo editing - Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.
- Repetition in games - Using a block-based programming language to explore count-controlled and into loops when creating a game.

Music

- Year 5
 - Dragon Scales – tonic Solfa
 - Mozart – Horn Concerto Historical
 - Christmas
 - Time Signatures and FACE/EGDBF
- Glock Stage 2
- Beatles (Blackbird)
 - Major/minor /Create a song/ song structure
- Exploring Sound Colours -Composition

Science

Working Scientifically (Lower Key Stage 2)

- 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.

Living Things & Their Habitats

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose danger to living things.

Animals (including humans)

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

States of Matter

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

Electricity

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

History

- To understand some of the different technological, scientific, cultural, and aesthetic achievements of groups of peoples, along with some of the social, political, religious, and economic systems from the past.

- To be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and the difference and similarities between groups of peoples within those periods.

- To be able to compare achievements and systems from the past with both other places/groups of peoples within the time period and the present.

- To understand and use complex abstract concepts such as 'monarchy' 'peasantry' To be able to use a range of sources of information to find out answers to questions about the past and begin to select relevant information to support their findings. They should understand how we find out about the past using different sources of information.

- To have knowledge and understanding of some of the people, events and periods from the history of their locality, Britain, and the wider world and be able to place these into different periods of time.

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- To start to question the validity of sources and begin to understand why only certain sources are available today eg privileged peoples history, white history.

Art & Design

- Year 4
 - Use tone to shade 3D shape (smudging, cross hatching and dotting)
 - Can apply simple rules of perspective (foreground and background) and/or use a viewfinder to select a view from real life.
 - Sharing thoughts and opinions about their own, their peers and artists work using key vocabulary linked to the skill and recording this in sketchbooks.
 - Purposeful selection of brushes and materials to apply paint using different techniques e.g wet on wet/ stippling
 - Exploration of colour mixing and making observations,
 - making secondary colours and discussing how artists use warm and cool colours to express mood.
 - Can use found materials to model and create a maquette as a design for a larger sculptural form or idea
 - Can explore mark making on leather dry clay

Geography

- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom

- Skills and knowledge:** Name and locate geographical regions and their identifying human and physical characteristics, including volcanoes and earthquakes. Name and locate geographical regions and their identifying human and physical characteristics, including hills, mountains, volcanoes key topographical features and volcanic land-use patterns; Understand how some of these aspects have changed over time Describe and understand key aspects of: Physical geography including: climate zones, biomes, ...the water cycle Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world Ask and answer geographical questions about the physical and human characteristics of a location - Name and locate geographical regions and their identifying human and physical characteristics, including rivers and rainforest, key topographical features. Understand how some of these aspects have changed over time Describe and understand key aspects of: physical geography, including: vegetation belts, rivers Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. human geography, including: settlements and land use. Fair-trade, settlements, environmental impact of dams/loqqinq/ palm oil, rainforest land use,

Physical Education

Key Stage 2

PSHE

- New Beginnings/ Democracy/ Global Citizenship
- Getting on and Falling Out/ Say no to Bullying/ Online safety
- Mental health and Wellbeing/ Gender/ Good to be Me/ Poverty Proofing Lessons
- Drugs and Alcohol/ Healthy Eating Relationships/Protective Behaviours
- Changes/ Going for Gold
- Relationships and Sex and Health Education