St Mary Magdalene C of E Primary School

Overview of National Curriculum Programme of Study Objectives for Year 4

PSHE

Health and wellbeing

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, such as puberty, transition and loss.
- How to respond in an emergency.
- Identify different influences on health and wellbeing.

Relationships

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships.

Living in the wider world

- Respect for self/others and the importance of responsible behaviours & actions.
- About rights and responsibilities as members of groups and as citizens.
- About different groups and communities.
- To respect equality and to be a productive member of a diverse community.
- About the importance of respecting and protecting the environment.
- About where money comes from, keeping it safe and managing it effectively.
- A basic understanding of enterprise.

English (Y4)

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

Comprehension

- 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 some different forms of poetry [for example, free verse, narrative poetry].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, taking turns and listening to what others say.
- Distinguish between statements of fact and opinion.

Writing

Composition

- Assessing the effectiveness of their own writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for punctuation errors
- Proof-read for spelling errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone, movement and volume so
- that the meaning is clear.
- 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
- Progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- Composing and rehearsing sentences orally (including dialogue)
- Organising paragraphs around a theme
- In narratives, creating settings
- In narratives, creating characters
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- In narratives, creating plot
- Assessing the effectiveness of others' writing and suggesting improvements

Transcription- handwriting

- Use the diagonal and horizontal strokes that are needed to join letters
- 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

Transcription- spelling

- Spell further homophones.
- The /ɪ/ sound spelt y elsewhere than at the end of words e.g. myth, Egypt, pyramid, mystery
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for
- example, children's].
- Spell words that are often misspelt (English Appendix 1 (Year 3/4)).
- Possessive apostrophe with plural words
- Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)).
- The /ʌ/ sound spelt ou e.g. young, touch, double, trouble, country
- More prefixes —sub/inter/super/anti/auto/re
- Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character
- Words with the /s/ sound spelt sc (Latin in origin) science, scene, discipline, fascinate, crescent
- Words with the /eɪ/ sound spelt ei, eigh, or ey e.g. vein, weigh, eight, neighbour, they, obey
- Homophones or near-homophones

Grammar

- Use of commas after fronted adverbials.
- Determiner, pronoun, possessive pronoun, adverbial.

Art & Design (LKS2)

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including
  - Drawing- Autumn
  - Collage- Spring
  - Printing- Summer
- Learn about great artists, architects and designers in history.
  - Autumn- Paul Cezanne (Compare with Caravaggio)- Still life post-impressionist, fruit.
  - Spring- Beatriz Milhazes (Abstract expressionism)
  - Summer- M.C.Escher (optical art/tessellations)

Computing (LKS2)

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.

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

P.E. (LKS2)

Autumn

Basketball

-To increase confidence and selection of basic skills such as dribbling, throwing and shooting

-Develop a range of ball handling skills

-Use footwork rules in a game situation and explore basic marking

Gymnastics

-To become increasingly competent and confident to perform skills more consistently

-Able to perform in time with a partner and group

-Use compositional ideas in sequence such as changes in height, speed and directions

Spring

Dance

-Work to include freeze frames in routines

-Practise and perform a variety of different formations in dance

-Develop a dance to perform as a group with a set starting position

Badminton

-Explore and use different shots with both the forehand and the backhand

-Demonstrate different badminton skills

-Practise some trick shots in isolation

Summer

Cricket

-To develop the range of cricket skills they can apply in competitive context

-Choose and use a range of simple tactics in isolation and in a game context

-Consolidate existing skills and apply with consistency

Athletics

-Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities

-Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styes of runs, jumps and throws

- Swimming proficiency at 25m (KS1 or KS2)

This is an overview of the expectations set out in the National Curriculum for KS1, Lower key Stage 2 and Upper Key Stage 2. For specific year group objectives please see subject progression maps and depth of learning documents.

downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch) **Speaking and listening – woven through strands**	○ The grammatical difference between plural and possessive –s. ○ Standard English forms for verb inflections instead of local spoken forms. ○ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. ○ Fronted adverbials ○ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. ○ Use of inverted commas and other punctuation to indicate direct speech eg. a comma after the reporting clause; end punctuation within inverted commas. ○ Apostrophes to mark singular and plural possession.			
Maths (Y4)		Design & Technology (LKS2)	Geography (LKS2)	MFL
Number: Place Value ● count in multiples of 6, 7, 9, 25 and 1,000 ● find 1,000 more or less than a given number ● count backwards through 0 to include negative numbers ● recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) ● order and compare numbers beyond 1,000 ● identify, represent and estimate numbers using different representations ● round any number to the nearest 10, 100 or 1,000 ● 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 0 and place value **Number: Addition and 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 and Division** ● recall multiplication and division facts for multiplication tables up to 12 × 12 ● use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 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 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects **Number: Fractions/Decimals**		**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 analyse 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, pulleys, cams, levers and linkages]	**Locational knowledge:** -On a world map, **locate** areas of similar environmental regions, **-Compare and contrast** the locations and features of Europe to those of another continent. **-Explain** why some regions are different from others **-Apply** knowledge of map techniques to describe the locations of different places. **-Identify** the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones. **Human and physical geography:** **-Compare and contrast** geographical similarities between countries. **-Demonstrate through different forms** e.g. graphs of populations and draw conclusions. **-Compare** a region in the UK with a region in N or S America with significant differences and similarities. **Geographical skills and fieldwork** **-Describe** and **understand** key aspects of: - Physical geography and processes, including: volcanoes, earthquakes, tectonic plates, Pacific Ring of Fire, monsoons, hurricanes, extreme precipitation, lakes, rainforests. - Human geography including economic activities such as fish processing, tourism – Magic Kingdom. **-Compare and contrast** physical features and processes.	French- Language Angels ● 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 clearly

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Overview of National Curriculum Programme of Study Objectives for Year 4

- 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 100 and dividing tenths by 10
- 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 hundreds
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- 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 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 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
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

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 2 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 and 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

Science (Y4)

-Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
-Apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition
-Understand and apply the principles of a healthy and varied diet
-Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
-Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Autumn- Cooking and Nutrition
Spring- Computer Aided Design
Summer- Mechanisms

History (Y4)

-Compare and contrast different types within human processes e.g.

- International transportation.
- Geographical locations which export food.
- Fair/unfair distribution of resources (Fairtrade).

-Identify similarities and differences between processes.
-Explain terms e.g. import, export.
-Understand human activity which has an impact on natural environments- deforestation.
-Show a **good understanding** of the physical and human geography of a location and its contrasting human and physical environments.
-Understand how human activity is **influenced** by climate and weather.
-Compare the physical and human geography of megacities across the world.

Place knowledge:
-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
-Begin to **recognise** OS symbols on a map.
-Use four figure grid references.
-Give direction instructions up to 8 compass points.
-Create a simple plan to scale.
-Use the zoom function of a digital map to locate places.
-Present fieldwork information **through different types** of graphs.
-Explore relief maps.

Music (LKS2)

- describe people, places, things and actions orally* and in writing
- 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

RE (LKS2)

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Working scientifically

Asking relevant questions and using different types of scientific enquiries to answer them.

- **Setting up 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 conclusion, make predictions for new values, suggest improvements and raise further questions.**
- **Identifying differences, similarities or changes related to simple scientific ideas and processes.**
- **Using straight forward scientific evidence to answer questions or support their findings.**

Living things and 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 dangers 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

-The Roman Empire and its impact on Britain.
-A non-European society that provides contrasts with British history – one study chosen c. AD 900; Mayan civilization.
-Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.

Cause and Consequence

- Why did Emperor Claudius invade Britain?
- How did the Roman army make it possible to invade Britain?
- Why dd the Roman army make it possible to invade Britain?
- Why did the Roman army almost lose control of Britain?
- Why did Emperor Hadrian order the construction of Hadrian's Wall in AD22?
- How did the Romans change Britain?
- Why did the ancient Maya leave their jungle cities?
- Causes and consequences to society- crime and punishment through time.

Change in Continuity

- Impact of Romans throughout time- legacy.
- How do we know so much about the towns the Romans build in Britain?
- What are the main occupations of Maya people today?
- Comparing crime and punishment over time- Roman, Medieval, Anglo-Saxon, Viking, Medieval, Tudor, Victoria period, Early modern period.

Understanding what modern day slavery is.

Similarities and Differences

- How did the arrival of the Romans change Britain?
- How were the Maya ruled?
- Similarities and differences of how the Maya worshipped Gods.
- Atlantic Slave Trade and its abolition in the 19th century.

Similarities and differences in society in the Mayan time period- pyramid.

Historical Significance

- 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 will be taught to play the recorder throughout the year.

Values what matters most? Christians and Humanist 2.6
What are the deeper meanings of festivals?
What is it like to be Jewish? Family Synagogue and Torah
Why do Christians call the day Jesus died Good Friday?
For Christians when Jesus left what was the impact of the Pentecost?
Why does the prophet matter to Muslims?

Make sense of belief:

- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)
- Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God', and exist without a designer)

Understand the impact:

- Make clear connections between Christian and Humanist ideas about being good and how people live
- Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view

Make connections:

- Raise important questions and suggest answers about how and why people should be good
- Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.

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	• Significance of Boudicca • Why was Hadrian's wall built? • Why did the Romans organise gladiatorial games? What made the Maya civilisation so successful? • What writing and calendar system did the Maya develop? Harriet Tubman and the Underground Railroad.		

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