



# The Robert Drake Primary School

## Curriculum—Year 4



### English

#### Reading

- Apply knowledge to read and understand new words, and their position in a sentence
- Read further 'exception' words, and understand when to use them
- Listen to, discuss and evaluate a range of fiction, poetry, plays and non-fiction at appropriate level
- Read and understand why books are structured in different ways and read for a range of purposes/audiences
- Use dictionaries to check meaning and create own definitions
- Read and understand a wide range of texts, identifying themes and conventions, and retelling some orally
- Prepare a range of poems and plays to perform
- Discuss interesting words/phrases and the effect they have
- Recognise and discuss some forms of poetry
- Consistently check own understanding of reading; ask questions to improve understanding and develop discussion
- Draw inferences and make predictions about a variety of texts
- Identify and summarise main ideas
- Identify how language, structure and presentation contribute to meaning in a range of genres
- Retrieve and record information from non-fiction using note form
- Discuss reading with others and form opinions about a text

#### Writing

- Spell: words with prefixes and suffixes; homophones; commonly misspelt words appropriate to year group
- Use possessive apostrophes with plurals
- Use a dictionary to check spellings and thesaurus to develop vocabulary
- Write simple dictated sentences with increasing accuracy
- Increase legibility, consistency and quality of handwriting; use joins appropriately using the handwriting scheme for Year 4
- Prepare to write by: studying existing texts; discussing and recording ideas; rehearsing sentences orally; building up vocabulary and a range of sentence structures
- When writing: use paragraphs; create settings, characters and plot; use organisational devices for different genres
- Assess effectiveness of own and others' writing and propose changes to improve consistency and overall effect
- Proofread spelling and punctuation with greater accuracy
- Read own writing aloud with expression
- Use: a wider range of connectives; present perfect tense; nouns/pronouns appropriately
- Use and punctuate: fronted adverbials; direct speech with greater consistency
- Learn and use grammar and terminology appropriate to Year 4



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### Spoken Language

- Listen and respond appropriately in a range of situations
- Ask relevant questions open and closed
- Build vocabulary through discussion about a range of age appropriate texts
- Articulate and justify own ideas and opinions
- Describe, explain and narrate for different purposes; express feelings confidently
- Participate actively in conversations and begin to take a lead role
- Speculate, hypothesise and explore ideas
- Speak clearly and fluently in Standard English and understand when dialect is being used
- Take part in discussions, presentations, performances, role-play, improvisations and debates
- Keep listeners interested by appropriate use of voice
- Explore different viewpoints and know they differ
- Continue to communicate effectively using appropriate register

### History

- Vikings and Anglo-Saxons in Britain (to 1066)
- An aspect of British history extending past 1066; Victorian Inventions, Battle of Britain, Britain since 1930, Victorian Railways – evaluate the key changes and their impact
- Local history study – link to other units and evaluate
- Ancient Greece and the impact on Modern Society

### Geography

- Locate the world's countries, focusing on Europe and the Americas
- Study UK countries, cities, regions, physical features, land use and changes over time
- Identify the lines and zones on a globe, including time zones
- Compare a UK region with one in Europe and one in the Americas
- Understand key aspects of physical and human geography
- Use maps, atlases, globes and digital/computer mapping
- Use eight points of the compass and six-figure grid references with ordnance survey symbols and keys
- Choose an appropriate range of methods to study the local area

### Design and Technology

- Develop products fit for purpose
- Communicate design ideas in various ways
- Use a range of tools and materials
- Evaluate existing products and improve own products
- Build and strengthen structures
- Use mechanical and electrical systems in own products
- Understand and apply principles of a healthy diet
- Prepare and cook mainly savoury dishes
- Understand the locality of different foods





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### Science

- Classify living things
- Recognise that changing environments can pose dangers to living things
- Describe simple functions in the human digestive system
- Identify different types of human teeth and their functions
- Construct and interpret food chains
- Identify and compare solids, liquids and gases
- Explore changes of state; relate to changes of temperature
- Identify the part played by evaporation and condensation in the water cycle
- Explore and identify how sound is made through vibration, and how to change pitch and volume of sounds
- Know that we hear sounds when vibrations travel through a medium to the ear, and that sounds get fainter with distance
- Identify appliances that run on electricity
- Construct a simple series electrical circuit
- Identify whether or not a lamp will light
- Recognise that a switch opens and closes a circuit
- Recognise common conductors and insulators; associate metals with being good conductors

### Working scientifically

- Ask questions and use enquiries to answer them
- Set up simple practical enquiries and fair tests
- Observe carefully and systematically, taking accurate measurements
- Collect, record, sort and present data

- Record and report on findings in various ways
- Use results to draw conclusions, make predictions, suggest improvements and ask further questions
- Identify differences, similarities and changes
- Use scientific evidence

### Computing

- Design, write and debug programs
- Use sequence, selection and repetition in programs and evaluate outcome
- Use logical reasoning in a variety of computing situations
- Understand computer networks (internal and external)
- Use search technologies effectively and understand reliability of sources
- Create a range of digital products (including for handling data) across the curriculum and fit for a purpose
- Use technology safely, respectfully and responsibly understanding the risks involved if not adhered to

### Art and Design

- Use sketchbooks to collect and record ideas
- Improve skills in drawing, painting and sculpture, using various materials
- Learn about great artists, architects and designers

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### Languages

- Listen and respond with confidence and correct pronunciation
- Explore language through stories, songs, poems and rhymes traditional to France
- Converse; ask and answer questions; express opinions; seek help with more complex phrases/sentences
- Speak in sentences independently
- Develop accurate pronunciation through practise
- Express ideas and describe things orally and in writing
- Understand written words and phrases based on knowledge of grammatical rules
- Broaden vocabulary and apply both orally and written
- Understand basic grammar and apply these rules

### Music

- Use voice and instruments with increasing accuracy, control and expression
- Improvise and compose music
- Listen with attention to detail
- Use and understand musical notation
- Appreciate a wide range of live and recorded music
- Develop understanding of musical history



### Physical Education

- Use running, jumping, catching and throwing in isolation and in combination to demonstrate improved results
- Play competitive games, modified by the pupils where appropriate
- Develop flexibility and control in gym, dance and athletics and demonstrate development in these skills based on self/peer assessment
- Take part in outdoor adventurous activities as part of a team
- Compare performances to achieve personal bests and recognise how to improve
- Continue to work towards swimming at least 25 metre using use a range of strokes; continue to learn how to perform self rescue

### Mathematics

#### Number – Number and 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



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### 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  $12 \times 12$
- 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

- 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

### 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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### Geometry – Properties of Shape

- 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

