Year 4 Curriculum

English Objectives			
SPEAKING AND LISTENING	A	Sp	Su
SL1: listen and respond appropriately to adults and their peers			
SL2: ask relevant questions to extend their understanding and knowledge			
SL3: use relevant strategies to build their vocabulary			
SL4: articulate and justify answers, arguments and opinions			
SL5: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings			
SL6: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments			
SL7: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas			
SL8: speak audibly and fluently with an increasing command of Standard English			
SL9: participate in discussions, presentations, performances, role-play, improvisations and debates			
SL10: gain, maintain and monitor the interest of the listener(s)			
SL11: consider and evaluate different viewpoints, attending to and building on the contributions of others			
SL12: select and use appropriate registers for effective communication			
READING			
WR1: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet			
WR2: read further common exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word			
RC1: develop positive attitudes to reading and understanding of what they read by:			
RC1.1: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			
RC1.2: reading books that are structured in different ways and reading for a range of purposes			
RC1.3: using dictionaries to check the meaning of words that they have read			
RC1.4: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally			
RC1.5: identifying themes and conventions in a wide range of books			
RC1.6: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action			
RC1.7: discussing words and phrases that capture the reader's interest and imagination			
RC1.8: recognising some different forms of poetry (e.g. free verse, narrative poem)			
RC2: understand what they read, in books that they can read independently, by:			
RC2.1: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words			
RC2.2: asking questions to improve their understanding			
RC 2.3: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence			
RC2.4: predicting what might happen from details stated and implied			
RC2.5: identifying main ideas drawn from more than one paragraph and summarising these			
RC2.6: identifying how language, structure and presentation contribute to meaning			
RC3: retrieve and record information from non-fiction			
RC5: 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			
SPELLING			
WTS1: use further prefixes and suffixes and understand how to add them			
WTS2: spell further homophones			
WTS3: spell words that are often misspelt			
WTS4: place the possessive apostrophe accurately in words with regular plurals (for example girls', boys') and in words with irregular plurals (for example children's)			
WTS5: use the first two or three letters of a word to check its spelling in a dictionary			
WTS6: write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			
COMPOSITION			
WC1: plan their writing by:			
WC1.1: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar			
WC1.2: discussing and recording ideas			

WC2: draft and write by:			
WC2.1: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)			
WC2.2: organising paragraphs around a theme			
WC 2.3: in narratives, creating settings, characters and plot			
WC 2.4: in non-narrative material, using simple organisational devices (for example as headings and sub-headings)			
WC3: evaluate and edit by:			
WC3.1: assessing the effectiveness of their own and others' writing and suggesting improvements			
WC3.2: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences			
WC4: proof-read for spelling and punctuation errors			
WC5: 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			
VOCABULARY, GRAMMAR AND PUNCTUATION			
WVGP1: develop their understanding of the concepts set out in English Appendix 2 by:			
WVGP1.1: extending the range of sentences with more than one clause by using a range of conjunctions, including when if, because, although			
WVGP1.2: using the present perfect form of verbs in contrast to the past tense			
WVGP1.3: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition			
WVGP1.4: using conjunctions, adverbs and prepositions to express time and cause			
WVGP1.5: using fronted adverbials			
WVGP1.5a: use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases			
WVGP1.6: learning the grammar for years 3 and 4 in English Appendix 2			
WVGP2: indicate grammatical and other features by:			
WVGP2.1: using commas after fronted adverbials			
WVGP2.2: indicating possession by using the possessive apostrophe with singular and plural nouns			
WVGP2.3: using and punctuating direct speech			
SPELLING			
WTS1: use further prefixes and suffixes and understand how to add them (English Appendix 1)			
WTS2: spell further homophones			
WTS3: spell words that are often misspelt			
WTS4: place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals			
HANDWRITING			
WH1: use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined			
WH2: 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)			

Maths Objectives			
PLACE VALUE			
Count in multiples of 6, 7, 9. 25 and 1000.			
Find 1000 more or less than a given number.			
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.			
Count backwards through zero to include negative numbers.			
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.			
LENGTH AND PERIMETER			
Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres			
Convert between different units of measure [for example, kilometre to metre]			
MULTIPLICATION AND DIVISION			
Recall and use multiplication and division facts for multiplication tables up to 12 × 12.			
Count in multiples of 6, 7, 9. 25 and 1000			
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.			
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 use factor pairs and commutativity in mental calculations.			
Multiply two digit and three digit numbers by a one digit number using formal written layout.			
AREA			
Find the area of rectilinear shapes by counting squares.			
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 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			
DECIMALS			
Recognise and write decimal equivalents of any number of tenths or hundredths			
Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths			
Solve simple measure and money problems involving fractions and decimals to two decimal places			
Convert between different units of measure [for example, kilometre to metre]			
Compare numbers with the same number of decimal places up to two decimal places			
Round decimals with one decimal place to the nearest whole number			
Recognise and write decimal equivalents to 1/4 , ½, ¾			
MONEY			
Estimate, compare and calculate different measures, including money in pounds and pence.			
Solve simple measure and money problems involving fractions and decimals to two decimal places.			
TIME			
Convert between different units of measure [for example, kilometre to metre; hour to minute]			
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			
PROPERTIES OF SHAPE			
Identify acute and obtuse angles and compare and order angles up to two right angles by size.			
Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.			
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.			
POSITION AND DIRECTION			
Describe positions on a 2-D grid as coordinates in the first quadrant			
Plot specified points and draw sides to complete a given polygon.			
Describe movements between positions as translations of a given unit to the left/ right and up/ down			

Science Objectives			
WORKING SCIENTIFICALLY			
1: asking relevant questions and using different types of scientific enquiries to answer them			
2: setting up simple practical enquiries, comparative and fair tests			
3: making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment thermometers and data loggers			
4: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions			
5: recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables			
6: reporting on findings from enquiries, including oral and written explanations, displays or presentation of results and conclusions			
7: using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions			
8: identifying differences, similarities or changes related to simple scientific ideas and processes			
9: using straightforward scientific evidence to answer questions or to support their findings			
LIVING THINGS AND THEIR HABITATS			
1: recognise that living things can be grouped in a variety of ways			
2: explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment			
3: recognise that environments can change and that this can sometimes pose dangers to living things			
ELECTRICITY			
1: identify common appliances that run on electricity			
2: construct a simple electrical circuit, identifying and naming its basic parts, including cell, wires, bulbs, switches and buzzers			
3: 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			
4: recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit			
5: recognise some common conductors and insulators, and associate metals with being good conductors			
ANIMALS INCLUDING HUMANS			
1: describe the simple functions of the basic parts of the digestive system in humans			
2: identify the different types of teeth in humans and their simple functions			
3: construct and interpret a variety of food chains, identifying producers, predators and prey			
STATES OF MATTER			
1: compare and group materials together, according to whether they are solids, liquids or gases.			
2: observe that some materials change state when they are heated, cooled, and measure the temperature at which this happens in degrees Celsius			
3: identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature			
SOUND			
1: identify how sounds are made, associating some of them with something vibrating			
2: recognise that vibrations from sounds travel through a medium to the ear			
3: find patterns between the pitch of a sound and features of the object that produced it			
4: find patterns between the volume of a sound and the strength of the vibrations that produced it			
5: recognise that sounds get fainter as the distance from the sound source increases			

History Objectives			
3: Britain's settlement by Anglo-Saxons and Scots			
4: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			
6: a study of an aspect or theme in British history that extends pupils'' chronological knowledge beyond 1066			

Computing Objectives			
1: design and write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts			
2: use sequence, selection, and repetition in programs; work with variables and various forms of input and output			
3: use logical reasoning to explain how some simple algorithm works and to detect and correct errors in algorithms and programs			
4: 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			
5: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content			
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			
7: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact			

Geography Objectives			
LOCATION KNOWLEDGE			
1: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities			
2: name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features 9including hills, mountains, coasts and rivers), and land-use patterns; and understanding how some of these aspects have changed overtime			
3: identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)			
PLACE KNOWLEDGE			
4: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America			
HUMAN AND PHYSICAL GEOGRAPHY			
5: describe and understand key aspects of:			
5.1: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle			
5.2: human geography, including: types of settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water			
GEOGRAPHICAL SKILLS AND FIELDWORK			
6: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
7: use the eight points compass, four and six-figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world			
8: use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies			

Art and Design Objectives			
1: to create sketch books to record their observations and use them to review and revisit ideas			
2: to improve their mastery of art and design techniques, such as drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)			
3: about the greatest artists, architects and designers in history			

Music Objectives			
1: play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression			
2: improvise and compose music for a range of purposes using the inter-related dimensions of music			
3: listen with attention to detail and recall sounds with increasing aural memory			
4: use and understand staff and other musical notations			
5: appreciate and understand a wide range of high-quality live and recorded music from drawn different traditions and from great musicians and composers			
6: develop an understanding of the history of music			

Design and Technology Objectives			
DESIGN			
1: 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			
2: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design			
MAKE			
3: select from and use a wider range of tools and equipment to perform practical tasks, (for example, cutting, shaping, joining and finishing) accurately			
4: 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:			
5: investigate and analyse a range of existing products			
6: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work			
TECHNICAL KNOWLEDGE			
8: apply their understanding of how to strengthen, stiffen and reinforce more complex structures			
10: understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)			
COOKING AND NUTRITION			
12: understand and apply the principles of a healthy and varied diet			
13: prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques			
14: understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed			

Languages Objectives			