

Lovelace Primary School - Key Curriculum Content for Year 4 - Smarter, Healthier, Happier

ENGLISH - Priority Objectives for pupils to master by the end of Year 3		MATHS - Priority Objectives for pupils to master by the end of Year 3	SCIENCE - Topics / Knowledge Covered														
National Curriculum (Statutory)		Number & Place Value: <ul style="list-style-type: none">- 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: <ul style="list-style-type: none">- 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: <ul style="list-style-type: none">- 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 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. Number: Fractions & Decimals <ul style="list-style-type: none">- 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 4 1 , 2 1 , 4 3- 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: <ul style="list-style-type: none">- 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 Mathematics – key stages 1 and 2 28 Statutory requirements- 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 Shape: <ul style="list-style-type: none">- 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: <ul style="list-style-type: none">- 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	<table><tr><th>Ter m</th><th>Knowledge Focus</th></tr><tr><td>1</td><td>Living things and their habitats</td></tr><tr><td>2</td><td>Sound</td></tr><tr><td>3</td><td>Animals including humans</td></tr><tr><td>4</td><td>Electricity</td></tr><tr><td>5</td><td>States of matter</td></tr><tr><td>6</td><td>Working scientifically</td></tr></table> <p>Link to Knowledge & Concept Organisers: Year 4 Science Curriculum Progression...</p> <p>Link to Proaression on Working Scientifically: Edited Science Skills Progression Map</p> <p>Eco / Environmental / Outdoor: 2021 Eco Day Autumn</p>	Ter m	Knowledge Focus	1	Living things and their habitats	2	Sound	3	Animals including humans	4	Electricity	5	States of matter	6	Working scientifically
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Spoken Language / Oracy:	<ul style="list-style-type: none">- Articulate and justify answers, arguments and opinions- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings- 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 and debates- Taking turns, listening to what others say																
Reading - word reading	<ul style="list-style-type: none">- Apply their knowledge of root words, prefixes and suffixes to read aloud and understand words.- Read further exception words noting the unusual correspondences between spelling and sound and where these occur in the word																
Reading - comprehension (to develop an understanding of what they have read)	<u>Understanding what they read in books and can read independently by:</u> <ul style="list-style-type: none">- Checking the text makes sense to them- Discuss their understanding of the text and explain the meaning of words in context (precision)- Ask questions to improve their understanding of the text.- Draw inferences such as inferring characters thoughts, feelings and motives.- Justify their inferences using the text with evidence- Predict what might happen from details stated and implied.- Identifying the main ideas drawn from more than one paragraph and summarise what happens in more than one paragraph.- Identify how language, structure and presentation contribute to meaning.- <u>Retrieve and record information from non-fiction.</u>- Participate in discussions about books that are read to them and those they can read for themselves																
Reading for pleasure (develop a positive attitude to reading)	<ul style="list-style-type: none">- Listen to and read a wide range of texts.- Use dictionaries to check the meaning of words.- Increase their knowledge of different books and retell some stories orally.- Identify themes and conventions in a range of books.- Read aloud poems showing understanding through intonation, tone, volume and action.- Discuss words and phrases that catch their interest.- Recognise different types of poems e.g. free verse and narrative poetry.																
Writing: spelling	<ul style="list-style-type: none">-Use the prefixes: dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto- Use the suffixes: ing, er, ed, s, es, ly, ation, ous,- Spell further homophones correctly.- Spell 50% of the Year 3 and 4 common exception words correctly.- Use apostrophes for plurals correctly.- Use the first 2 or 3 letters to check how to spell a word in a dictionary.- Write from memory and dictation simple sentences using words and punctuation taught so far <p>-/ɪ/ sound spelt y e.g. pyramid, Egypt</p> <p>- /ʌ/ sound spelt ou e.g. young, country</p> <p>- /ʒə/ is spelt –sure. E.g. treasure, enclosure</p> <p>- /tʃə/ is often spelt –ture e.g. creature, furniture</p> <p>- /ʒən/ is spelt as –sion. E.g. division, invasion</p> <p>- tion, sion, ssion and cian (invention, expansion, expression, musician)</p> <p>- /k/ sound spelt ch e.g. scheme, chorus</p> <p>- /ʃ/ sound spelt ch e.g. chef, chalet</p> <p>-/g/ sound spelt gue e.g. league and tongue</p> <p>-the /k/ sound spelt –que e.g. antique and unique</p> <p>- the /s/ sound spelt sc e.g. science and scene</p> <p>- the /ei/ sound spelt ei, eigh, or ey (e.g. vein, weigh, grey)</p>																
Writing: handwriting	<ul style="list-style-type: none">- Write in cursive, joining letters correctly.- Increase the legibility, consistency and quality of their handwriting.																
Writing: composition	<ul style="list-style-type: none">- Discuss and record their ideas.- Discuss texts similar to what they are writing in order to model structure, vocabulary and grammar.- Compose and rehearse sentences orally with rich vocabulary.- Organise paragraphs around a theme.- Create settings, characters and plot for narratives.- Use organisational devices such as headings and subheadings.- Assess the effectiveness of writing and suggest improvements.																

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	<ul style="list-style-type: none">- Improve their grammar, such as ensuring accurate use of pronouns in sentences.- Proof read for spelling and punctuation errors.- Read aloud their writing to a group or class, using appropriate intonation, tone and volume to portray meaning.	<ul style="list-style-type: none">- Plot specified points and draw sides to complete a given polygon <p>Statistics:</p> <ul style="list-style-type: none">- 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.	
Writing: vocabulary, grammar & punctuation	<ul style="list-style-type: none">- Use a range of conjunctions, e.g. when, if, because, although.- Use the present perfect form of verbs.- Choose nouns or pronouns appropriately.- Use conjunctions, adverbs and prepositions to show time and cause.- Use fronted adverbials, with a comma after them.- Use and punctuate direct speech.- Use apostrophes for possession.		
Range of Writing Purposes / Audiences:	Missing poster, Non-fiction fact page, Instructions, Poetry		
Grammar Appendix (NC / Statutory)			
Word	<ul style="list-style-type: none">- Formation of nouns using prefixes.- Using a and an correctly.- Understanding how word families are related in form and meaning.		
Sentence	-Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]		
Text	-Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation -Use of the present perfect form of verbs instead of the simple past		
Punctuation	-Introduction to inverted commas to punctuate direct speech		
Terminology	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')		

Foundation Curriculum - Priority Objectives / Key Building Blocks / Linked Learning e.g. STEM																														
PHSE / RSE	Computing	Art & Design	Design Technology	MFL French	Geography	History	RE	Music	PE & Sport																					
<p>We have chosen to adopt the JIGSAW PHSE scheme.</p> <p>Autumn 1: Being Me ■ UK 8-9 1-BM Pi...</p> <p>Autumn 2: Celebrating differences ■ UK 8-9 2-CD Pie...</p> <p>Spring 1: Dreams and goals ■ UK 8-9 3-DG Pi...</p> <p>Spring 2: Healthy Me ■ UK 8-9 4-HM Pi...</p> <p>Summer 1: Relationships ■ UK 8-9 5-RL Pie...</p> <p>Summer 2: Changing Me ■ UK 8-9 6-CM Pi...</p> <p>SMSC We follow a programme adopting UNICEF Rights Respecting School.</p> <p>We have a class council contributing to a school council.</p>	<p>Autumn 1: Digital Literacy https://drive.google.com/drive/folders/12Ho4Dgt9WckWvLfX_FaQg5YLBAGUfKX2?usp=sharing</p> <p>Autumn 2: Data 📅 Year 3: Data</p> <p>Spring 1: Multimedia 📅 Year 3: Multimedia</p> <p>Spring 2: Digital literacy and research 📅 Year 3: Digital Li...</p> <p>Summer 1 and 2: programming 📅 Year 3: Program...</p> <p>Computing Innovation:</p> <p>Green Screen</p>	<p>Autumn 1: Still Life To understand the importance of observation when drawing. To begin to include perspective in our artwork to show size and placement. To explore the different tones sketching pencils can make and experiment using shading in our artwork</p> <p>Autumn 2: Constructing dress the tree: draw, plan, make and evaluate.</p> <p>Autumn 2 - Christmas Construction</p> <p>Spring 1: Saxon art: lines, shapes and patterns.</p> <p>Spring 2: Constructing viking ships: draw, plan, make and evaluate.</p> <p>Spring 2 - Construction</p> <p>Summer 1: Mark</p>	<p>Autumn: Textiles and sewing ■ Electrical Syste...)</p> <p>Spring: Electrical systems (a torch) ■ Electrical Syste...</p> <p>Summer: Cookery - India Day ■ Cookery.pdf</p>	<p>Autumn 1: Y3 Revision 📅 Y4 autumn 1 rev...</p> <p>Autumn 2: Town 📅 Y4 autumn 2 to...</p> <p>Spring 1: School routine 📅 Y4 spring 1 scho...</p> <p>Spring 2: Seasons and weather 📅 Y4 spring 2 seas...</p> <p>Summer 1: Mv house 📅 Y4 summer 1 m...</p> <p>Summer 2: Mv family 📅 Y4 summer 1 m...</p>	<p>Autumn - Volcanoes</p> <p>Summer 1 - UK Geography (physical geography) 📅 UK Geography ...</p> <p>Summer 2 - India (Human Geography) 📅 India Summer 1 ...</p>	<p>Autumn - Romans 📅 Autumn 1 Celts ...</p> <p>Spring 1 - Saxons 📅 Medium term Pl...</p> <p>Spring 2 - Vikings 📅 Medium term Pl...</p>	<p>We follow the agreed Kingston SACRE curriculum:</p> <p>Autumn 1: What is the trinity and why is it important? ■ Year 4 Unit 2.3 ...</p> <p>Autumn 2: What do Hindus believe god is like? ■ Year 4 unit L2.7 ...</p> <p>Spring 1: What does it mean to be a Hindu? ■ Year 4 unit L2.7 ...</p> <p>Spring 2: Why do Christians call the day Jesus died 'Good Friday'? ■ Year 4 Unit 2.5 ...</p> <p>Summer 1: What was the impact of the pentecost? ■ Year 4 unit 2.6 ...</p> <p>Summer 2: How and why do people mark the significant events of life? ■ Year 4 Unit L2.1...</p>	<p>Music is taught by a specialist teacher through a weekly music lesson and a weekly singing lesson</p> <p>📅 Music Plans</p>	<p>PE is taught by a specialist, a swimming teacher and the class teacher</p> <table><tr><th>T</th><th>Sport</th><th>Sport</th></tr><tr><td>1</td><td></td><td>Swimming</td></tr><tr><td>2</td><td></td><td>Gymnastics Teddy bear r Log roll Forwards rol Backwards r Lined rolls</td></tr><tr><td>3</td><td></td><td></td></tr><tr><td>4</td><td></td><td></td></tr><tr><td>5</td><td></td><td></td></tr><tr><td>6</td><td></td><td></td></tr></table> <p>Daily Mile is undertaken</p> <p>5 a Day</p> <p>Playtimes</p>	T	Sport	Sport	1		Swimming	2		Gymnastics Teddy bear r Log roll Forwards rol Backwards r Lined rolls	3			4			5			6		
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		making, shading, observational drawing and still life. Summer 1 - Still Life Summer 2: Indian art: lines, shapes and patterns using colour mixing in different mediums. India art							(continuous provision)
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Educational Visits, Residential Trips, Visiting Groups WOW / 101 Experiences / Special Days and Events for the Development of Character	Term 1 101LE Create and perform a dance routine 101LE Organise your user account on a computer 101LE Adopt and a native tree and watch it grow Ada Lovelace Day (STEM) School Grounds / Outdoor Learning Day	Term 2 101LE Create an exploding volcano 101LE Sing in a choir 101LE Fold paper through origami Children in Need Remembrance Dress the Tree Rose Theatre Trip Readings for carol service and dress the tree Hindu workshop	Term 3 101LE Pantomime 101LE World Book day 101LE Learn to play a musical instrument	Term 4 101LE Build a Viking boat 101LE Recreate a historic event 101LE Dress up like a roman 101LE Learn to play a musical instrument 101LE Swim 10m and learn how to be safe in water	Term 5 101LE Learn to play a musical instrument 101LE Buy something from a shop and check change 101LE Make a recipe and cook it 101LE Plan and budget	Term 6 101LE Learn to play a musical instrument 101LE Eat food from other cultures 101LE Cook outside safely on a campfire 101E Go on a nature walk at night TYM India Day
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