<table>
<tr><th colspan="4">Year 4 Art</th></tr>
<tr><th>Generating Ideas (All)</th><th>Making (Specialist teacher = Red)</th><th>Evaluation (All)</th><th>Knowledge and Understanding (All)</th></tr>
<tr>
<td rowspan="6">▪ Gather and review information, references and resources related to their ideas and intentions.
▪ Use a sketchbook for different purposes, including recording observations, planning and shaping ideas
▪ Select and use relevant resources and references to develop ideas.
▪ Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome.</td>
<td>Drawing: Portraiture and proportions of the face. Facial expressions. Expressing tonal variations. Drawing from observation using basic forms and developing using tone. Thumb-nail sketches. Understand how to use one-point perspective and vanishing points.</td>
<td rowspan="6">▪ Recognise and describe key features of their own and others' work.
▪ Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
▪ Document processes they have used in sketchbooks.</td>
<td rowspan="6">▪ Know the formal elements of art (colour/tone/line/texture/pattern/ shape/form).
▪ Know how to explain what they are doing.
▪ Know about and describe some of the key ideas, techniques and working practices of a variety of artists from different times and cultural backgrounds.
▪ Know different drawing styles, ie caricature verses photo-real drawing.</td>
</tr>
<tr><td>Painting: Use watercolours and acrylics to show tone and pattern. Paint self-portrait. Add pattern and texture using acrylics. Mix skin tones. Identify complimentary colours.</td></tr>
<tr><td>Print: Create a three-colour reduction relief print by layering colours using lino or poly-board.</td></tr>
<tr><td>Sculpture/3D: Create plaster casts using found objects.</td></tr>
<tr><td>Textiles/Mixed Media: Collage using complimentary colours. Develop basic stich skills (stich on top of drawings or on fabric).</td></tr>
<tr><td>Digital/Photography: Manipulate a portrait or self-portrait using basic soft-wear/photography print on paper or fabric.</td></tr>
<tr><th colspan="4">Greater depth</th></tr>
<tr>
<td>▪ Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas.
▪ Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information.</td>
<td>▪ Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them).
▪ Use their technical expertise to make work which reflects their ideas and intentions.</td>
<td>▪ Analyse and reflect on their progress taking account of what they hoped to achieve.</td>
<td>▪ Research and discuss the ideas and approaches of a various artists taking account of their particular cultural context and intentions.
▪ Describe the processes they are using and how they hope to achieve high quality outcomes.</td>
</tr>
</table>

Year 4 DT			
Design	**Make**	**Evaluate**	**Technical knowledge**
▪ Use research (e.g. surveys) to develop design criteria for product aimed at a particular user. ▪ Generate and develop ideas independently or in groups. ▪ Model ideas through cross-sectional and exploded diagrams	▪ Select appropriate tools and equipment from a given range. ▪ Use a range of tools and equipment to perform practical tasks safely. ▪ Select from a wide range of materials and components: ingredients and electrical components	▪ Investigate and analyse up to five existing products. ▪ Consider views of others to evaluate ideas and products against design criteria. ▪ Suggest improvements to products with reasons.	▪ Investigate origins and key people involved in design/make of product ▪ Understand and use electrical systems in products (e.g. switches, bulbs, buzzers and motors). ▪ Understand where food comes from. ▪ Peel and chop fruit and vegetables safely ▪ Understand terms: fry, steam, bake, boil, roast
Greater depth			
▪ Generate more than one design and select most appropriate and justify against design criteria	▪ Justify choice of materials and components ▪ Explain why one method of cutting/joining might be more appropriate than another depending on the function of the product.	▪ (Once product is made) Consider original designs and whether an alternative option could have been more successful	▪ Investigate electrical systems in the real world
switches bulbs buzzers motors fry steam bake roast research survey diagram cross-section exploded diagram peel			

Year 4 English

To unite all the elements of the English language to inspire confident, competent and creative writers and readers.

English focus

Reading comprehension

Love of Reading

- Regularly listen to whole novels read aloud by the teacher
- Listen to and discuss a range of fiction, poetry, plays and non-fiction including fairy tales, folk tales, advertisements, formal speeches, magazines, newspapers, electronic texts
- Participate in discussions about books (both those that are read to them and those they can read for themselves)

Fluency

- Learn poems by heart and rehearse for performance
- Use punctuation to determine intonation and expression when reading aloud
- Prepare play scripts to perform showing understanding through intonation, tone, volume and actions
- Orally retell a range of stories including less familiar fairy tales and myths and legends
- Demonstrate active reading strategies (generating questions, refining thinking, modifying questions, constructing images etc)

Retrieval/summarising

- Identify and summarise main ideas drawn from more than one paragraph
- Prepare for research by identifying what is already known about the subject and key questions to structure the task
- Navigate texts (e.g. using index) in order to locate and retrieve information
- Record information from a range of non-fiction texts
- Scan for key words/dates/numbers/names

Language/structure

- Identify words and phrases (including similes and metaphors) which capture reader's interest and imagination
- Use a range of strategies to work out meaning of key and unfamiliar vocabulary within context of text
- Use dictionaries to check meanings of words
- Analyse language used in text and how it contributes to meaning
- Analyse structure and presentation of text and how these contribute to meaning
- Evaluate organisational devices (e.g. subheadings, bullets, glossary, tables, diagrams)

Inference/justification

- Make predictions based on information stated and implied
- Justify responses to the text using PE (point + evidence)
- Support answers with evidence drawn from across the text (e.g. character x is evil because 1/2/3 reasons from across text)
- Draw inferences around character's thoughts, feelings and motives and justify with evidence from the text

Comparison

- Read books and texts (which are structured in different ways) for a range of purposes and respond in a variety of ways
- Recognise and analyse some different forms of poetry including classic poetry, narrative poems, haiku, limericks
- Identify, analyse and discuss themes in text

Greater depth

- Read fictional accounts of historical events and compare them with factual account
- Appreciate how there is bias in persuasive writing (e.g. adverts and articles
- Talk widely about different authors, giving information about their background and their style
- Reorganise non-fiction texts under different headings

Word Reading / phonics	• Use knowledge of root words to understand meanings of words • Use prefixes to understand meanings • Use suffixes to understand meanings • Read further exception words noting unusual correspondences between spelling and sound and where these occur in the word
Spoken language	• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Clarify and evaluate words to build vocabulary • Articulate arguments and opinions, justifying them using relevant points and evidence • Give well-structured explanations • Give detailed descriptions • Express feelings • Participate actively in conversations, staying on topic and responding to comments • Use spoken language to develop understanding through speculating and imagining • Speak audibly and fluently with an increasing command of Standard English • Understand when the context requires the use of Standard English • Show understanding of how and why language choices vary in different contexts • Participate in discussions, presentations, performances, role play, improvisations and debates • Develop, agree on and evaluate rules for effective discussion • Show understanding of the main points and significant details in a discussion • Vary the use and choice of vocabulary dependent on the audience and purpose • Show understanding of how and why language choices vary in different contexts • Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear • Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone • Use punctuation to determine intonation and expression when reading aloud • Orally retell a range of stories including less familiar fairy tales and myths and legends
	Greater depth
	• Expand on short notes when giving a presentation • Listen to a presentation and take notes • Perform or present a piece deliberately using informal language for a specific effect • Revise and improve performance based on feedback

	Term 1		Term 2		Term 3	
Spelling	Adding es to nouns and verbs ending in consonant + y (flies, tries, replies) Adding ed, er, est to a root word ending in y with a consonant before it. They y is changed to an i (copied, happiest, replied). Adding ed, ing er, est and y to words ending in e with a consonant before it (hiking, hiked, nicer, nicest) Adding ing, ed, er, est and y to words ending in a single consonant letter after a single vowel (patting, hummed, saddest, runny) Words ending in -sure and –ture possessive apostrophe with singular nouns Homophones Words with the ay sound spelt 'ei', 'eigh' or 'ey'	**NN** although believe breathe certain grammar increase opposite ordinary pressure promise possible reign strange therefore various woman women	Words with 'u' sound spelt 'ou' (e.g. touch/ trouble) Possessive apostrophe with plurals Prefixes 'in-', 'il-', 'im-' and 'ir-' Prefixes 'anti-' and 'inter-' Endings that sound like 'shun' spelt '-cian','-sion', '-tion' and '-ssion' Suffix –ation Words ending with sound zhun with suffix –sion (e.g. division, television) Homophones /near homophones Words with the sh sound spelt ch (e.g. machine/chalet)	**NN** Calendar Complete Different Experiment Exercise Knowledge Popular Position Potatoes Purpose Question Regular Remember Sentence Separate Special Thought Weight	Words with the /s/ sound spelt 'sc' (e.g. science, discipline) Revision of plurals Apostrophes for possession (singular and plural) Suffix '-ous' Revision of prefixes: re-, sub-, inter-, super-, anti-, auto-, over- Revision of 'antonym' prefixes: un, dis, mis, in, il, im, ir Homophones /near homophones Revision of adding suffixes (when to change a letter/drop a letter/double a letter)	**NN** Accident(ally) Bicycle Business Disappear Experience Favourite Medicine Occasion(ally) Peculiar Particular Possess(ion) Probably Natural Naughty Straight Strength Suppose Surprise
	Homophones/near homophones					
	They're/their/there Where/wear/were Accept/except Affect/effect Berry/bury Weather/whether Wait/weight		Ball/bawl Fair/fare Grown/groan Heel/heal/he'll Mail/male Main/mane Its/it's		Medal/meddle Missed/mist Peace/piece Rain/rein/reign Whose/who's	

Writing **Grammar terminology for pupils:** Determiners Pronouns Possessive pronouns Conjunctions (subordinating and coordinating) Perfect tense Apostrophes for possession (plurals) Ellipsis Commas after openers Commas to mark clauses Inverted commas Plural/Singular Adverbial phrases Fronted adverbials Formal/informal synonyms	**Handwriting** • Avoid ascenders/descenders touching each other from one line to the next • Show consistency in handwriting style **Punctuation** • Use sentence punctuation consistently • Use direct speech punctuation • Use commas after fronted adverbial • Use commas to mark clauses • Use apostrophes to mark singular and plural possession • Use ellipsis **Word level** • Use standard English where appropriate • Apply spelling rules in own writing • Use knowledge of phonics and etymology to spell new and unfamiliar words • Distinguish between spelling of common homophones • Use appropriate ambitious vocabulary • Select appropriate vocabulary depending on purpose and audience of writing • Identify different determiners • Identify different pronouns and use to avoid repetition of nouns **Sentence level** • Use fronted adverbials that show time, place and manner • Start sentences with adjectives and adverbs • Understand when to use a pronoun and when to use the noun (e.g. do not use a pronoun at the start of a new paragraph or where it might be ambiguous) • Use a widening range of subordinating and coordinating conjunctions (e.g. if, while, so, although, despite the fact, nevertheless, consequently, since) • Use 'as' to build a simile • Use metaphors • Start sentences with –ing (e.g. Rushing to the station, Jack knew he would miss the train.) • Ask rhetorical questions to heighten reader engagement • Add detail and description to a simple sentence • Use the perfect tense **Text level: Purpose and audience** • Identify key features of a specific genre • Practise using appropriate writing techniques for specific purposes • Include all features of a genre/text type appropriately and consistently • Plan writing for specific audience/purpose • Structure and organise writing for different purposes • Write sentences that are developed on from previous sentences to form a group of connected ideas. • Start new paragraph to organise ideas around a theme • Maintain point of view throughout work • Develop ideas in detail (e.g. in-depth descriptions, anecdotes, facts and reflections) • Create narratives that create intrigue, suspense or cliff hangers. • Create non-fiction that is more complicated (e.g. contrasting ideas/opinions) • Closings signalled in narrative that are dramatic or link back to opening. • Closings signalled in non-fiction that draw conclusions (To sum up, In conclusion) **Editing and evaluation** • Proof-read for spelling and punctuation errors

	• Evaluate own and other's writing and assess effectiveness • Make improvements to writing (both for accuracy and content) • Read aloud own writing to group using appropriate intonation and controlling tone and volume • Redraft work to create a 'final edit'
	Greater depth
	• Adapt planning structure to match personal needs and task requirements • Have opportunity to write about things of significance to themselves • Numerical challenges: e.g. include 3 conjunctions in first paragraph • Start or end a story in a specific way (e.g. with a question) • Experiment with different kinds of narrators • Rewrite same extract from two different characters' perspectives • Experiment in creating words of different word classes by adding suffixes (e.g. changing an adjective to a noun etc) • Put the reporting clause (he said…) at the start, middle, end of direct speech
Non-negotiable text types	Narrative poem Description Narrative with cliff-hanger Formal complaint letter Blog/webpage/ebook Brochure

Year 4 French

Phonics	Vocabulary	Grammar
Knowledge		
Key phonics knowledge from previous years plus: • Recognise and pronounce /ch/ /ou/ /an/,/en/ /au/, /in/, /ç/ digraphs. • Recognise the /ien/ trigraph	**Key vocabulary knowledge to talk about:** • School • Countries and Languages • Paris and city visits	**Key grammar knowledge from previous years plus:** • Understand and use the definite article le/la/les • Understand and use JE as 1st person subject pronoun • Understand and use the 1st person of AVOIR, POUVOIR, ETRE, PARLER, AIMER • Understand and use the conjunctions ET, MAIS, AUSSI • Understand and use question words QUEL/OU/COMMENT • Distinguish and use - S to make regular nouns plural. • Distinguish and use - E to make regular adjectives agree in the feminine. • Recognise the negative NE PAS. • Be aware of some spelling changes in adjective agreement.

Skills

Sound to Print	Print to sound	Understanding (Listening and reading)	Production (Speaking and Writing)	Understanding (Listening and reading)	Production (Speaking and Writing)
• Link SSC to new words that are heard. • Listen and transcribe SSC within single words with some success. • Use SSC to follow when I listen and read. • Enjoy listening to and joining in with simple songs and rhymes.	• Read aloud the SSC and short sentences that use key sentences accurately. • Read some unknown words. • Pronunciation is usually comprehensible.	• Understand around 200 words when listening and reading as single items and sometimes in short sentences which describe people, places, things and actions. • Identify and use two strategies for memorising new vocabulary.	• Use around 200 words to engage in short exchanges. • Ask and answer simple familiar questions with a rehearsed response. • Express opinions. • Seek clarification and help in the TL. • Write short familiar phrases from memory with understandable accuracy.	• Distinguish and understand the above grammar points in listening and reading.	• Name a noun, adjective, verb, conjunction. • Use the 1st person pronoun with a regular verb. • Use the correct form of the definite and indefinite article according to the gender and number of the noun.

		• Look up words on an alphabetical word list.	• Speak and write sentences about people, places, things and actions using vocabulary and basic structures, using a scaffold.		• Use the grammar points above to describe people, places, things and actions in speaking and writing.
Greater Depth					
• Join in with a rhyme or song sometimes from memory.	• Read aloud sentences with some unfamiliar words successfully by applying knowledge of SSC.	• Understand longer sentences and unfamiliar texts and use knowledge of the context and other languages to interpret meaning.	• Express a negative opinion with NE PAS. • Speak and write in simple sentences with little or no scaffolding. • Manipulate familiar language to present own ideas and information in more complex sentences.	• Distinguish accurately the gender of nouns from their article and adjective form when reading and listening.	• Make regular adjectives agree accurately without prompting. • Use the 2nd person and question words to start to formulate questions.

Key vocabulary

Consonant – letter and speech sound that isn't a vowel, pronounced by stopping the air from your mouth.
Silent – with no sound.
Meaning – what a word expresses or represents.
Accent – a written mark above a letter to show you how to pronounce it.
Vowel – letter and speech sound that is made when breath flows out of the mouth without stopping it.
Noun – a person place or thing.
Adjective – a word that describes a person, place or thing.
Masculine – belonging to a group of nouns that are not feminine.
Feminine – belonging to a group of nouns that are not masculine.
Verb – a word that describes an action or condition.
Gender – the arrangement of nouns into masculine and feminine types.
Conjunction – a word that connects words and phrases in a sentence.
Memorize – to learn something so that you remember it exactly.

Year 4 Geography			
Geographical enquiry and fieldwork	**Human and physical geography**	**Place knowledge**	**Locational knowledge**
▪ Use four figure grid references, symbols and keys ▪ Design and carry out a survey to find the countries of origin of people within school ▪ Create a graph from survey data and draw conclusions from it ▪ Label the same features of an OS map onto an aerial photograph of the same area ▪ Accurately measure and collect data in local area using data loggers (Eg. temperature, noise levels) ▪ Conduct a survey to investigate the heritage of members of their class	▪ *Discover the causes of an environmental issue and examine the implications. (FE)* ▪ Consider how people are trying to manage their environment ▪ Describe how mountains are formed (e.g. subvergent, convergent and volcanic) referring to plate tectonics ▪ Identify and describe key features of mountains ▪ Explain how mountains change over time and the processes involved ▪ Consider the impact of mountains on humans ▪ Consider the impact of humans on mountains ▪ Investigate Matthew Henson and Tenzing Norgay and suggest reasons why their explorations have been under-recorded in history	▪ *Identify and discuss misconceptions about Africa that people may have. (CE)* ▪ *Consider the representation of Africa on maps (CE)* ▪ Discuss the key physical and human characteristics of different countries within Africa ▪ Compare and contrast human and physical features of a city in Africa with own locality. ▪ Describe the human and physical features of a well-known city and a village ▪ Explain why people may choose to live in urban or rural areas ▪ Explain why cities such as London are more multi-cultural than rural areas. ▪ Discuss how the human and physical features of a locality have changed over time. ▪ Look at the official languages spoken in African countries and link to colonialism.	▪ Identify the position and significance of the equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn ▪ Explain the climates of the Tropics of Capricorn and Cancer ▪ Name at least 6 counties in the UK and locate them on a map. ▪ Name major cities in the UK and locate them on a map. ▪ Name and locate geographical regions in of the UK (e.g. the Peak District). ▪ Identify human/physical features and land use patterns for different regions in the UK ▪ Consider why people live in certain places in the UK ▪ Identify the position and significance of the Arctic and Antarctic Circle. ▪ Locate mountains and mountain ranges around the world and in the UK
Greater depth			
▪ Compare date collected from different sources.	▪ Consider how the human features of a locality have changed in response to the physical environment. ▪ Discuss the consequences for the future and identify changes to be made in our own lives in response to an environmental issue.	▪ Describe and explain how and why the physical features of a place have changed over time ▪ Investigate how Africa was divided into countries by European colonisers and the impact of this.	▪ Identify lines of latitude and longitude and begin to understand how these relate to time zones. ▪ Name countries within continents

four figure grid reference symbols key survey origin OS map aerial photograph heritage mountain peak range formation tectonic plates subvergent convergent volcanic erosion exploration expedition Africa misconceptions urban rural official language colonialism Northern Hemisphere Southern Hemisphere Tropics of Cancer and Capricorn Arctic Circle Antarctica county geographical regions land use

Year 4 History		
Chronological understanding	**Knowledge and interpretation**	**Historical enquiry**
▪ Confidently use terms BC and AD. ▪ Use dates of events to sequence on a timeline. ▪ Use a timeline to understand when the Romans were in relation to the Ancient Greeks, the Stone, Bronze and Iron Ages, the Tudors. ▪ Know dates of key events within a period studied and place accurately on a timeline.	▪ To find out about a past society and the people who lived in it. ▪ To investigate the beliefs of a past society (e.g. Roman mythology). ▪ Learn how there has been a multicultural presence in Britain since Roman times ▪ Explain how events from the past have an impact on our lives today. ▪ Provide detailed examples of similarities and differences (e.g. between rich and poor people, boys and girls) within a time period. ▪ Explain the actions/intentions of a significant historical figure (e.g. Boudicca). ▪ Compare with a significant person from a more recent era. ▪ Investigate the changes, developments and inventions that occurred within a given time period. ▪ Understand that events generally happen for a combination of reasons and provide details for the causes of an event. ▪ Consider the impact of invasion. ▪ Investigate the influence of abolitionists in Victorian Britain (e.g. Frederick Douglass)	▪ Research two versions of an event and say how they differ. ▪ Research what it was like for a child in a given period from the past using a range of sources. ▪ Give more than one reason to support an historical argument. ▪ Offer points of view based upon what they have found out. ▪ Explain how found items can help build up a picture of what life was like in the past. ▪ Devise own historical questions using detailed knowledge of people and events. ▪ Local history study: investigate how the demography of an area of London has changed due to successive waves of immigration (within Geography driver)
Greater depth		
▪ Use mathematical skills to round up time differences into centuries and decades. ▪ Use mathematical skills to work out the time differences between certain major events in history.	▪ Consider why there might be differences in interpretations of events (e.g. gaps in evidence)	▪ Cross-reference information from a range of sources to check reliability. ▪ Use hypothetical language.
chronology era artefacts technology inventions population census urban child labour suffrage ancient civilisation empire legion legionnaire century invasion invaders conquer amphitheatre timeline sequence BC/AD and BCE/CE multicultural abolitionists similarities differences reliable biased		

Year 4 Maths	
Number and Place Value	**Expected**
	• To count in multiples of 3, 6, 7, 9, 25 and 1000. • To find 1000 more or less than a given number. • To count backwards through 0 to include negative numbers. • To recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and ones). • To order and compare numbers beyond 1000. • To identify, represent and estimate numbers using different representations. • To round numbers to the nearest 10, 100 or 1000. • To solve number and practical problems that involve all of the above and with increasingly large positive numbers. • To read Roman numerals up to 100 and know that the number system has changed to include 0 and place value. • To multiply and divide by 10, 100, 1000

Addition, Subtraction Multiplication and Division	**Expected**
	• To add and subtract numbers with up to four digits using formal column methods. • To add and subtract numbers with up to four digits using formal column methods including one exchange and more than one exchange • To use estimating and inverse operations to check my answers. • To solve two step addition and subtraction problems in contexts, deciding which operations and methods to use and why. • To recall times tables facts up to 12 x 12. • To use place value and number facts to multiply and divide mentally, including multiplying by 1 and 0, dividing by 1, and multiplying together 3 numbers. • To use factor pairs in mental calculations. • To multiply two digit and three digit numbers by a one digit number using a formal written method. • To solve problems involving multiplication and addition, including using the distributive law e.g. 3 x (12 + 14) = 3 x 12 + 3 x 14.

Fractions (including fractions and percentages)	**Expected**
	• To recognise and show, using diagrams, families of common equivalent fractions. • To count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten. • To solve problems involving fractions to calculate quantities and fractions to divide quantities. • To add and subtract fractions with the same denominator. • To recognise and write decimal equivalents using tenths and hundredths. • To recognise and write decimal equivalents of 1/4, 1/2 and 3/4. • To divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value. • To round decimals with one decimal place to the nearest whole number. • To compare numbers with the same number of decimal places (up to two decimal places). • To solve simple money and measure problems involving fractions and decimals up to two decimal places. • To simplify fractions.

Measurement	Expected
	• To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume and capacity (l/ml). • To convert different units of measurement (for example, convert kilometres into metres or hours into minutes). • To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • To find the area of rectilinear shapes by counting squares. • To estimate, compare and calculate different measures, including money in pounds and pence. • To tell the time to 5 minutes. • To tell the time to the minute. • To understand how to use AM and PM accurately. • To read, write and compare time between analogue and digital 12-hour and 24-hour clocks. • To convert between hours, minutes and seconds. • To convert analogue to digital (12 hours). • To convert analogue to digital (24 hours). • To solve problems where I need to convert hours to minutes. • To solve problems where I need to convert minutes to seconds. • To solve problems where I need to convert years to months. • To solve problems where I need to convert weeks to days.

Properties of Shape	Expected
	• To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. • To identify acute and obtuse angles. • To compare and order angles up to two right angles by size. • To draw given angles and measure them in degrees (multiples of 10). • To identify lines of symmetry in 2-D shapes presented in different orientations. • To recognise 3-D shapes in different orientations and describe them. • To complete a simple symmetric figure with respect to a specific line of symmetry. • To identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Position and Direction	Expected
	• To describe position on a 2-D grid. • To be able to draw on a 2-D grid. • To describe positions on a 2-D grid as coordinates in the first quadrant. • To describe movements on a 2-D grid. • To plot specified points and draw sides to complete a given polygon.

Statistics	Expected
	• To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, line graphs and time graphs. • To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Greater Depth (End of KS2)
• To solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination. • To independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics. • To represent their learning in a variety of ways including constructing a model, drawing a mathematical picture, using manipulative or writing down their thoughts. • To be able to refine, consolidate and develop their understanding by entering into learning conversations with their peers and teachers. • To be able to independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics. • To be able to make a distinction between absolute words such as; always, all, every, etc and qualifying words such as most, sometimes and usually. • To be able to articulate their ideas, justify their thinking and share ideas with others through reflecting, representing and reporting. • To be able to recall facts quickly and efficiently with the flexibility to move between different contexts and representations of mathematics. • To apply skills and organise their ideas to make connections with other areas of learning, different contexts and new areas.

Year 4 Music

Musicianship Listening and creating	Performance	Appraisal Listening and responding
1. To recognise crotchets, minims and semibreves 2. To use symbols to label crotchets, minims and semibreves. 3. To use crotchets, minims and semibreves to create a piece of music. 4. To use staff notation to recognise notes defgab on treble clef. 5. To begin to follow note patterns using crotchets, minims and semibreves. 6. To play all major notes in the octave and recognise these on a stave 7. Understand metre in 2, 3, 4 and 5 beats 8. Recognise and create repeating patterns using known notes and values. (2, 3, 4 beats per bar) 9. understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.	1. Sing simple melodic phrases in tune 2. Sing songs with an octave range. 3. Sing songs from memory with accurate pitch 4. Maintain a simple part within a group 5. Show control in voice and refer to musical vocabulary 6. To perform a solo within a bigger group – on a tuned instrument or singing 7. To sing in a part round within a larger group 8. To use musical vocabulary in performance	1. Use musical words to describe a piece of music and compositions (e.g. tempo, dynamics, melody, chord, echo, pitch, ostinato) 2. To identify a 2, 3 and 4 beat rhythms by listening to a clapped rhythm. 3. To explore the history of contrasting songs. 4. To compare and contrast two opposing pieces of music 5. To make suggestions for improvement to a piece of music using musical vocabulary 6. To begin to identify the style of different composers e.g. Mozart, Beethoven and Elgar 7. Use music vocabulary to record direction based on listening –e.g. add musical direction to a piece of music based on what they can hear "at the beginning it is quiet so that would be piano" 8. To listen to a piece of music and recognise pitch patterns. 9. To discuss how the different dimensions of music help to create mood and effect
Greater depth		
1. To clap given rhythms on a stave using crotchet and minims notation 2. To play rhythms and notes from a stave on a tuned instrument	1. To identify phrases or bars in musical context. 2. To perform a solo in a large group with accuracy, fluency, control and expression.	1. Explore the history of a piece of music using a music timeline. 2. Identify a range of instruments in a piece of music.

Key vocabulary

Crotchet – a quarter measure, 1 beat
Minim – a half measure, 2 beats
Semibreve – a full measure, 4 beats
Chord – a group of (usually 3 or more) notes grouped together that makes a basic harmony
Compose – to write or create a piece of music (or sometimes art)
Piano – quiet
Forte – loud
Andante – Medium speed
Ostinato – a continually repeated musical pattern or phrase
Bar – musical notation for patterns of musical beats

Year 4 Science		
Working Scientifically	**Living things and their habitats**	**Animals including humans**
▪ Ask relevant questions and use different types of scientific enquiries to answer them. ▪ Set up practical enquiries, comparative and fair tests. ▪ Make systematic and careful observations, and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. ▪ Gather, record, classify and present data in a variety of ways to help with answering questions. ▪ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. ▪ Report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions. ▪ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. ▪ Identify differences, similarities or changes related to scientific ideas and processes. ▪ Use scientific evidence to answer questions or to support my findings.	▪ 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 the local and wider environment ▪ recognise that environments can change and that this can sometimes pose dangers to living things. *Inspirational Person link: Roger Arliner Young*	▪ 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. *Inspirational Person link: Ida Gray*
Greater depth		
▪ Pupil can select and use various equipment repeatedly and with care, e.g. measuring jug to measure volume, and discuss alternatives. ▪ Pupil can take measurements that are precise as well as accurate. ▪ Pupil can start to use labelled diagrams to show more complex outcomes. ▪ Pupil can, with support, display and present key findings from enquiries orally and in writing. ▪ Pupil can show how evidence supports a conclusion.	▪ Suggest why some ways of grouping living things may be more useful than others, e.g. why grouping by number of legs is an easy aid to identification. ▪ Devise own classification keys to group living things.	• Explain why the simple functions of the basic parts of the digestive system in humans are necessary. • Explain why humans have different types of teeth. • Suggest what might happen in a food chain if the population of one of the organisms changes.

States of Matter	Sound	Electricity
▪ 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.	▪ 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	▪ 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. *Inspirational Person link: Granville T Woods (known as the black Edison)*
Greater depth		
▪ Apply the relationship between rate of evaporation with temperature to everyday contexts. ▪ Suggest patterns in which kinds of materials change state at higher or lower temperatures.	▪ Group sound-making objects in terms of how they make sounds. ▪ Compare the effectiveness of different media in terms of their ability to transmit sound. ▪ Explain with reference to examples how sounds get fainter as the distance from the source increases. ▪ Identify generic features that cause the pitch of a note to be changed. ▪ Identify generic features that cause the volume of a note to be changed.	▪ Compare and contrast appliances that run on mains electricity with those that run on batteries. ▪ Identify the functions of components within a circuit. ▪ Investigate graphite as a conductor and relate to other materials. ▪ Explain why certain arrangements will not result in the bulb lighting. ▪ Explain how altering the location of a switch affects the operation of the circuit.