Y4 2023-2024

Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	Autumn ***Europe***		**Spring** ***Greeks***		**Summer** ***Romans***	
Enrichment Experiences	Science and Industry museum Europe Day					
British Values and SMSC	Thankfulness	Trust	Perseverance	Justice	Service	Truth & Truthfulness
English	**Gulliver** **Odd and the Frost Giants**	**The Lion and the Unicorn** **The Lion the Witch and the Wardrobe**	**The Lion the Witch and the Wardrobe** **Until I met Dudley**	**Jabberwocky** **Farther**	**Varmints** **Westlandia** **Pride: The story of Harvey Milk and the Rainbow flag**	**The Baker by the Sea** **The Matchbox Diary**
SPaG	*Vocabulary, Grammar and Punctuation* • Can I extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although? • Can I use the present perfect form of verbs in contrast to the past tense? • Can I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition? • Can I use conjunctions, adverbs and prepositions to express time and cause? • Can I use fronted adverbials? • Can I indicate possession by using the possessive apostrophe with plural nouns? • Can I use inverted commas to punctuate direct speech? Learning the Grammar for Y4: (4) Can I understand the grammatical difference between plural and possessive –s? (4) Can I use the Standard English forms for verb inflections (we were instead of we was)? (4) Can I use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)? (4) Can I use fronted adverbials ?(Later that day, I heard the bad news) (4) Can I use of inverted commas and other punctuation to indicate direct speech (i.e. a comma after the reporting clause; end punctuation with inverted commas. The conductor shouted, “Sit down!” (4) Can I use of commas after fronted adverbials? *Handwriting* • Can I use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined? • Can I increase the legibility, consistency and quality of their handwriting? *Spelling* • Can I use further prefixes and suffixes and understand how to add them? (No Nonsense Spelling) • Can I spell further homophones? *(accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s*) • Can I spell words that are often misspelt ?(No Nonsense Spelling) • Can I place the possessive apostrophe accurately in words with regular singular plurals and in words with irregular plurals? • Can I use the first two or three letters of a word to check its spelling in a dictionary? • Can I spell at least 45 words out of the 53 Year 4 statutory spelling list? • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					

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Maths	Number: Place Value *(wks 1 to 4)* Number: Addition and Subtraction *(wks 5 to 7)*	Measurement: Length and Perimeter (*wks 8 to 9)* Number: Multiplication and Division *(wks 10 to 12)*	Number: Multiplication and Division *(wks 1 to 3)* Measurement: Area (*wk 4)* Number: Fractions (*wks 5 to 9)*	Number: Fractions (*wks 5 to 9)* Number: Decimals (*wks 9 to 11)* Consolidation) *(wk 12)*	Number: Decimals (*wks 1 to 2)* Measurement: Money (*wks 3 to 4)* Measurement: Time (*wks 5 to 6)* *Statistics (wk 7)*	Geometry: Properties of Shape (*wks 8 to 9)* Geometry: Position and Direction (*wks 10 to 11)* Consolidation) *(wk 12)*
	Place Value *Can I count in multiples of 6, 7, 9, 25 and 1000? Can I find 1000 more or less than a given number?* *Can I count backwards through zero to include negative numbers?* *Can I recognise the place value of each digit in a four-digit number? Can I order and compare numbers beyond 1000?* *Can I identify, represent and estimate numbers using different representations?* *Can I round any number to the nearest 10, 100 or 1000?* *Can I solve number and practical problems that involve all of the above and with increasingly large positive numbers?* *Can I 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?* ***Addition & Subtraction*** *Can I add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate?* *Can I estimate and use inverse operations to check answers to a calculation?* *Can I solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why?*	***Measurement: Length and Perimeter*** *Can I convert between different units of measure e.g. kilometre to metre?* *Can I measure and calculate the perimeter of a rectangle (including a square)?* *Can I estimate, compare and calculate a range of measures (e.g. cm, km, g and l).* ***Multiplication & Division*** *Can I recall multiplication and division facts for multiplication tables up to 12 × 12?* *Can I use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1 or multiplying together three numbers?*	***Multiplication & Division*** *Can I recognise and use factor pairs and commutativity in mental calculations?* *Can I multiply two-digit and three-digit numbers by a one-digit number using a formal written layout?* *Can I 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?* ***Measurement: Area*** *Can I calculate the area of a rectangular shape by counting the number of squares?* ***Fractions*** *Can I recognise and show, using diagrams, families of common equivalent fractions?* *Can I count up and down in hundredths, recognising that hundredths arise when dividing an object by one hundred and dividing tenths by ten?*	***Fractions*** *Can I 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?* *Can I add and subtract fractions with the same denominator?* ***Decimals*** *Can I recognise and write decimal equivalents of any number of tenths or hundredths e.g. 1/10 = 0.1 and 23/100 = 0.23?* *Can I recognise and write decimal equivalents to ¼, ½, and ¾?* *Can I divide a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths?*	***Decimals*** *Can I round decimals with one decimal place to the nearest whole number?* *Can I compare numbers with the same number of decimal places up to two decimal places?* *Can I solve measure and money problems involving fractions and decimals to two decimal places?* ***Measurement:*** ***Money*** *Can I estimate, compare and calculate a range of measures and money?* ***Measurement: Time*** *Can I convert between different units of measure [e.g: hour to minute]?* *Can I read, write and convert time between analogue and digital 12- and 24-hour clocks?* *Can I solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days?* ***Statistics*** *Can I can collect continuous or discrete data and present and interpret it in a bar chart or time graph?* *Can I solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs?*	***Geometry: Properties of Shape*** *Can I compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes?* *Can I find acute and obtuse angles and order a set of given angles by size?* *Can I identify lines of symmetry in 2-D shapes presented in different orientations?* *Can I complete a simple symmetrical shape by using a specific line of symmetry?* ***Geometry: Position and Direction*** *Can I find the coordinates of a point on a grid?* *Can I describe movements between positions as translations of a given unit to the left/right and up/down?* *Can I plot specified points on a grid and draw sides to create a shape?*

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Geography	The wonders of water The water cycle. <u>Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 4 points of a compass, **4-figure grid references**, **symbols and key** to build their knowledge of Europe. Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including **plans and graphs**.	Europe Locational - Locate the world's countries, using maps to focus on **Europe (including the location of Russia)** concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Physical geography, including: rivers, mountains (in Europe, including Russia). Place - Understand geographical similarities and differences through the study of human and physical geography of **a region of a European country.** Comparison of the North West and Naples Bay in Italy. <u>Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 4 points of a compass, **4-figure grid references**, **symbols and key** to build their knowledge of Europe. Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including **plans and graphs**.	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <u>Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <u>Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
History			Ancient Greece – a study of Greek Life and achievements and their influence on the western world.	The Roman Empire and its impact on Britain

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<table>
<tr><td rowspan="2">Science</td><td><u>Animals, including humans</u>
• 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.

<u>States of matter</u>
• 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.</td><td><u>Electricity</u>
• 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

<u>Sound</u>
• 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.</td><td><u>Living things and their habitats</u>
• 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.</td></tr>
<tr><td colspan="3"><u>Working scientifically</u>
• asking relevant questions and using different types of scientific enquiries to answer them
• setting up simple 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 conclusions, make predictions for new values, suggest improvements and raise further questions
• identifying differences, similarities or changes related to simple scientific ideas and processes
• using straightforward scientific evidence to answer questions or to support their findings.</td></tr>
<tr><td rowspan="3">Art & Design

(Kapow)</td><td>Drawing – Power prints</td><td>Painting and mixed media - Light and Dark</td><td>Craft and design - Fabric of Nature</td></tr>
<tr><td colspan="3">Arts Week – Sculpture and 3D - Mega Materials</td></tr>
<tr><td colspan="3">Pupils should be taught to:
• develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
• 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, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
about great artists, architects and designers in history.</td></tr>
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Music (Charanga)	Mamma Mia!	Glockenspiel Stage 2	Stop!	Lean on me	Blackbird	Reflect, Rewind and Replay
	Pupils should be taught to • *sing and play musically with increasing confidence and control.* • *develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.* • *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.*					
D&T (Kapow)	**Electrical systems** *Torches*	**Textiles** *Fastenings*	**Structures** *Pavilions*	**Mechanical systems** *Pneumatic Toys (Y3)*	**Food** *Adapting a recipe*	**Digital World** *Electronic Charm (Y3)*
	When designing and making, pupils should be taught to: *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].* • *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.*					
RE	**BELIEVING** Why is Jesus inspiring to some people? (Christians)	**EXPRESSING** Why do some people think life is a journey? (Christians, Hindus, Jewish, Non-religious)	**LIVING** What does it mean to be a Hindu in Britain today? (Hindu)	**LIVING** What can we learn from religions about what is right and wrong? (Christians, Hindus, Jewish, Non-religious)	**LIVING** How do family life and festivals show what matters to Jewish people? (Jewish)	

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Computing	**Computing systems and networks – The Internet** To describe how networks physically connect to other networks. To recognise how networked devices make up the internet. To outline how websites can be shared via the World Wide Web (WWW). To describe how content can be added and accessed on the World Wide Web (WWW). To recognise how the content of the WWW is created by people. To evaluate the consequences of unreliable content.	**Creating media – Audio production** To identify that sound can be recorded. To explain that audio recordings can be edited. To recognise the different parts of creating a podcast project. To apply audio editing skills independently. To combine audio to enhance my podcast project. To evaluate the effective use of audio.	**Programming A – Repetition in shapes** To identify that accuracy in programming is important. To create a program in a text-based language. To explain what 'repeat' means. To modify a count-controlled loop to produce a given outcome. To decompose a task into small steps. To create a program that uses count-controlled loops to produce a given outcome.	**Data and information – Data logging** To explain that data gathered over time can be used to answer questions. To use a digital device to collect data automatically. To explain that a data logger collects 'data points' from sensors over time. To use data collected over a long duration to find information. To identify the data needed to answer questions. To use collected data to answer questions.	**Creating media – Photo editing** To explain that the composition of digital images can be changed. To explain that colours can be changed in digital images To explain how cloning can be used in photo editing. To explain that images can be combined To combine images for a purpose To evaluate how changes can improve an image	**Programming B – Repetition in games** To develop the use of count-controlled loops in a different programming environment. To explain that in programming there are infinite loops and count controlled loops. To develop a design that includes two or more loops which run at the same time. To modify an infinite loop in a given program. To design a project that includes repetition. To create a project that includes repetition.
	Pupils should be taught to: • *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.* • *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.*					
PE	Football Netball	Basketball Dance	Swimming Hockey Gymnastics	Swimming Dance Tennis	Gymnastics Tennis Swimming Athletics	Athletics Rounders Swimming
	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. *Pupils should be taught to:* • *use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]* • *perform dances using a range of movement patterns* • *take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.* *Swimming and water safety - All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:* • *swim competently, confidently and proficiently over a distance of at least 25 metres* • *use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]* *perform safe self-rescue in different water-based situations.*					

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<table>
<tr><td rowspan="2">MFL

(Language Angels)</td><td>Phonetics lesson 2 (C)
The Classroom</td><td>At the Cafe (I)</td><td>My Home (I)</td><td>Goldilocks (I)</td><td>Clothes (I)</td><td>The Olympics (I)</td></tr>
<tr><td colspan="6">Pupils should be taught to:
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.
describe people, places, things and actions orally* and in writing Languages – key stage 2 3.
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.</td></tr>
<tr><td rowspan="3">PSHE & RSE</td><td colspan="3">Relationships</td><td colspan="3">Living in the wider world</td><td colspan="3">Health and Wellbeing</td></tr>
<tr><td>Families and friendships</td><td>Safe relationships</td><td>Respecting ourselves and others</td><td>Belonging to a community</td><td>Media literacy and digital resilience</td><td>Money and work</td><td>Physical health and Mental wellbeing</td><td>Growing and changing</td><td>Keeping safe</td></tr>
<tr><td>Positive friendships, including online</td><td>Responding to hurtful behaviour; managing confidentiality; recognising risks online</td><td>Respecting differences and similarities; discussing difference sensitively</td><td>What makes a community; shared responsibilities</td><td>How data is shared and used</td><td>Making decisions about money; using and keeping money safe</td><td>Maintaining a balanced lifestyle; oral hygiene and dental care</td><td>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</td><td>Medicines and household products; drugs common to everyday life</td></tr>
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