

Year 4 National Curriculum Coverage

Subject	Content	Term
English	<p><b>Reading</b></p> <ul style="list-style-type: none"><li>· Secure decoding of unfamiliar words</li><li>· Read for a range of purposes</li><li>· Retell some stories orally</li><li>· Discuss words &amp; phrases that capture the imagination</li><li>· Identify themes &amp; conventions</li><li>· Retrieve &amp; record information</li><li>· Make inferences &amp; justify predictions</li><li>· Recognise a variety of forms of poetry</li><li>· Identify &amp; summarise ideas</li></ul> <p><b>Writing</b></p> <ul style="list-style-type: none"><li>· Correctly spell common homophones</li><li>· Increase regularity of handwriting</li><li>· Plan writing based on familiar forms</li><li>· Organise writing into paragraphs</li><li>· Use simple organisational devices</li><li>· Proof-read for spelling &amp; punctuation errors</li><li>· Evaluate own and others' writing</li><li>· Read own writing aloud</li></ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"><li>· Use wider range of conjunctions</li><li>· Use perfect tense appropriately</li><li>· Select pronouns and nouns for clarity</li><li>· Use &amp; punctuate direct speech</li><li>· Use commas after front adverbials</li></ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"><li>· Articulate &amp; justify opinions</li><li>· Speak audibly in Standard English</li><li>· Gain, maintain &amp; monitor interest of listeners</li></ul>	

<p>Maths</p>	<p><b>Number/calculation</b></p> <ul style="list-style-type: none"> <li>· Know all tables to 12 x 12</li> <li>· Secure place value to 1000</li> <li>· Use negative whole numbers</li> <li>· Round numbers to nearest 10, 100 or 1000</li> <li>· Use Roman numerals to 100 (C)</li> <li>· Column addition &amp; subtraction up to 4 digits</li> <li>· Multiply &amp; divide mentally</li> <li>· Use standard short multiplication</li> </ul> <p><b>Geometry and measures</b></p> <ul style="list-style-type: none"> <li>· Compare 2-d shapes, including quadrilaterals &amp; triangles</li> <li>· Find area by counting squares</li> <li>· Calculate rectangle perimeters</li> <li>· Estimate &amp; calculate measures</li> <li>· Identify acute, obtuse &amp; right angles</li> <li>· Identify symmetry</li> <li>· Use first quadrant coordinates</li> <li>· Introduce simple translations</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>· Use bar charts, pictograms &amp; line graphs</li> </ul> <p><b>Fractions and decimals</b></p> <ul style="list-style-type: none"> <li>· Recognise tenths &amp; hundredths</li> <li>· Identify equivalent fractions</li> <li>· Add &amp; subtract fractions with common denominators</li> <li>· Recognise common equivalents</li> <li>· Round decimals to whole numbers</li> <li>· Solve money problems</li> </ul>	
<p>Science</p>	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>● asking relevant questions and using different types of scientific enquiries to answer them</li> <li>● setting up simple practical enquiries, comparative and fair tests</li> <li>● making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>● gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>● recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>● reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> </ul>	

- 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.

### **Living things and their habitats**

Pupils should be taught to:

- 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

### **Animals, including humans**

Pupils should be taught to:

- 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

### **States of matter**

Pupils should be taught to:

- 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

### **Sound**

Pupils should be taught to:

- 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

### **Electricity**

Pupils should be taught to:

- 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

Computing	<ul style="list-style-type: none"> <li>● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>● 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</li> <li>● Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>● 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.</li> </ul>	
History	<ul style="list-style-type: none"> <li>● changes in Britain from the Bronze Age to the Iron Age</li> <li>● Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	
Geography	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>● locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>● name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>● 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)</li> </ul> <p><b>Place knowledge</b></p> <p>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 (Athens? Rhodes?), and a region within North or South America (Amazon)</p> <p><b>Human and physical geography</b></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>● physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>● 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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	

	<ul style="list-style-type: none"> <li>● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>● use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	
RE	<p><b>Christianity, Hinduism, Humanism</b></p> <ul style="list-style-type: none"> <li>● Why are some journeys and places special? Theme: Worship, Pilgrimage and Sacred Places</li> <li>● How do we make moral choices? Theme: Beliefs in Action in the World</li> </ul>	
Languages	<ul style="list-style-type: none"> <li>· Listen &amp; engage</li> <li>· Ask &amp; answer questions</li> <li>· Speak in sentences using familiar vocabulary</li> <li>· Develop appropriate pronunciation</li> <li>· Show understanding of words &amp; phrases</li> <li>· Appreciate stories, songs, poems &amp; rhymes</li> <li>· Broaden vocabulary</li> </ul>	
Art and design	<ul style="list-style-type: none"> <li>● Use sketchbooks to collect, record and evaluate ideas</li> <li>● Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> <li>● Learn about great artists, architects &amp; designers</li> </ul>	
Design and Technology	<ul style="list-style-type: none"> <li>● Use research &amp; criteria to develop products which are fit for purpose</li> <li>● Use annotated sketches and prototypes to explain ideas</li> <li>● Evaluate existing products and improve own work</li> <li>● Use mechanical systems in own work</li> <li>● Understand seasonality; prepare &amp; cook mainly savoury dishes</li> </ul>	
Music	<ul style="list-style-type: none"> <li>● Use voice &amp; instruments with increasing accuracy, control and expression</li> <li>● Improvise &amp; compose music</li> <li>● Listen with attention to detail</li> <li>● Appreciate wide range of live &amp; recorded music</li> <li>● Begin to develop understanding of history</li> </ul>	
PE	<ul style="list-style-type: none"> <li>● Use running, jumping, catching and throwing in isolation and in combination</li> </ul>	

	<ul style="list-style-type: none"><li>• Play competitive games, modified as appropriate</li><li>• Develop flexibility &amp; control in gym, dance &amp; athletics</li><li>• Compare performances to achieve personal bests</li><li>• <i>Swimming proficiency at 25m (KS1 or KS2)</i></li></ul>	