Year 4 Curriculum Map

Year 4 – 1 English

Fiction *Varjak Paw* **Outcome:** Fantasy story based on Varjak Paw	**Non Fiction Outcome**: Persuasive text to encourage people to visit London for website

Reading – Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new wo they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard b may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

Reading – Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - discussing words and phrases that capture the reader's interest and imagination
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they al meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use o any library services and expertise to support this. I

Writing – Transcription

Spelling (see English Appendix 1)

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to writ down what they want to say. This, in turn, will support their composition and spelling.

Writing - Composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essen for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monit whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - using the present perfect form of verbs in contrast to the past tense
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply wha they have learnt [for example, in writing dialogue for characters].

Year 4 – 1 Maths

Starters	Starter suggestions for Number	Starter suggestions for Measurement, Geometry and Statistics
	Read and write numbers to 10,000. Count on and back in 1s, 10s or 100s from any number up to 10,000. Count forwards and backwards in equal steps and describe any patterns in the sequence. Order a set of random numbers to at least 10,000 including amounts of money and measures. Order a set of decimal numbers to one decimal place. Recall addition and subtraction facts for each number up to 20. Recall addition and subtraction facts for 100. Recall multiplication facts for 2, 3, 4, 5 and 8x tables. Multiply and divide whole numbers by 10 or 100 (whole number answers).	Recognise 2D and 3Dshapes in different orientations and describe them. Use a variety of sorting diagrams to compare and classify numbers and geometric shapes based on their properties. Identify right angles and angles less than and more than a right angle. Estimate and compare lengths, volumes/capacities and masses. Read measuring scales to an appropriate degree of accuracy. Know the number of mm in 1cm, cm in 1m, m in 1km, g in 1kg, ml in 1l, seconds in 1 minute, minutes in 1 hour, hours in 1 day, days in each month, days in a year and leap year. Tell and write the time from an analogue clock and 12 and 24-hour clocks. Interpret data in bar charts, pictograms and tables.

Week	Main Learning	Rationale
1 Place value	*Read and write numbers to at least 10 000.* Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones). Find 0.1, 1, 10, 100 or 1000 more or less than a given number. Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations, including the number line. 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.	Understanding of the number system is necessary pre-requisite knowledge for any number work. Children should understand the Base 10 notion in which there are 10 numerals (0-9) and these can be organised in different ways to form any number. This is based on grouping in tens i.e. ten 1s are the same as one 10; ten 10s are the same as one 100; ten 100s are the same as one 1000 and so on. And vice versa.
2 Place value, decimals and fractions	*Read and write numbers with up to two decimal places.* *Identify the value of each digit to two decimal places.* Count up and down in hundredths. Recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. *Recognise that one hundred 1p coins are equivalent to £1 and that each coin is* $\frac{1}{100}$ of £1. *Write amounts of money using decimal notation.* Round decimals with one decimal place to the nearest whole number. Order and compare numbers with the same number of decimal places up to two decimal places. 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.	Children's understanding of the Base 10 number system is extended to include decimals. Children learn that decimals are a way of expressing fractions within the structure of our Base 10 number system. It is important that children see practical and visual models to understand the meaning and size of units, tenths and hundredths. In preparation for calculating with money, children should learn that one hundred 1p coins are equal to £1, so 1p is $\frac{1}{100}$ of £1. This builds on their knowledge that 10p is $\frac{1}{10}$ of £1. When multiplying and dividing by 10 and 100, it is important that children see this as scaling up and down (making amounts 10 times larger or smaller) rather than repeated addition and repeated subtraction.
3 Addition and subtraction	*Partition numbers in different ways (for example, 2.3 = 2 + 0.3 and2.3 = 1 + 1.3).* Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate. *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* *Select a mental strategy appropriate for the numbers involved in the calculation.* Estimate and use inverse operations to check answers to a calculation.	Children learn when it is appropriate to use mental and written methods of calculation. Children make links with their knowledge of rounding numbers to the nearest 10, 100 and 1000 to estimate the answers to calculations. Calculations should be in contexts including, money, measures, real life problems and number enquiries. When calculating, children should learn which methods suit the numbers involved and why. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.
4 Addition and subtraction, using inverse and problem solving	*Partition numbers in different ways (for example, 2.3 = 2 + 0.3 and 2.3 = 1 + 1.3).* *Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place.* Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate. *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* *Select a mental strategy appropriate for the numbers involved in the calculation.* 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.	Children continue to work with addition and subtraction and understand the inverse relationship, using this to check calculations. Calculations should be in contexts including money, measures, real life problems and number enquiries. When calculating, children should learn which methods suit the numbers involved and why. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.
5 Properties of shape	*Continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines.* 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. Use a variety of sorting diagrams to compare and classify numbers and geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	Children's knowledge and understanding of angles and symmetry develops and is applied when classifying shapes, including triangles and quadrilaterals. The terms regular and irregular are introduced to describe shapes that have all equal sides and angles and those that do not.
6 Time	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 and problems involving money and measures.	Children's understanding of reading time to the nearest minute is developed to include converting between different time systems (analogue and digital) and different units of time.

Year 4	Science	Creative Curriculum	Computing	Languages	PE
1 **London Calling** **Outcome:** Create a website to promote London to tourists including the different Geography skills they have used **Trip:** London Assembly, Open Top Bus Tour	**<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. **<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.	**<u>Geography</u>** -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 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom - 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 - 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.	**<u>IT – Weebly</u>** - 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. *- Create a single page website to promote London to tourists. Look at what makes a good website. How to communicate.* ***Use school Weebly account to create logins.***	**<u>Encore!</u>** 1st, 2nd & 3rd person singular *avoir* & *être*; adjectival endings *Le monde francophone* -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 -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.	**<u>Games</u>** -Use running, jumping, throwing and catching in isolation and combination -Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

Year 4 – 2 English

Non Fiction	**Poetry** *Benjamin Zephaniah – The London Breed*
Outcome: Explanation text based on sound/ vibrations	**Outcome:** Poems based on London

Reading – Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.

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Reading – Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Writing – Transcription

Spelling (see English Appendix 1)

- spell words that are often misspelt (English Appendix 1)

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

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  - organising paragraphs around a theme
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Year 4 – 2 Maths		
Starters	**Starter suggestions for Number** Read and write numbers to 10,000. Count on and back in 1s, 10s or 100s from any number up to 10,000. Count forwards and backwards in equal steps and describe any patterns in the sequence. Order a set of random numbers to at least 10,000 including amounts of money and measures involving decimals. Recall addition and subtraction facts for 100. Recall multiplication facts for 2, 3, 4, 5, 6, 8 and 9x tables. Multiply and divide whole numbers by 10 or 100 (whole number answers). Double any number up to 100. Halve any number up to 200. Count in fraction steps, *e.g.* $^1/_5$, $^2/_5$, $^3/_5$ …	**Starter suggestions for Measurement, Geometry and Statistics** Recognise 2D and 3D shapes in different orientations and describe them. Use a variety of sorting diagrams to compare and classify numbers and geometric shapes based on their properties. Identify right angles and angles less than and more than a right angle. Measure the perimeter of simple 2-D shapes. Estimate and compare lengths, volumes/capacities and masses. Read measuring scales to an appropriate degree of accuracy. Know the number of mm in 1cm, cm in 1m, m in 1km, g in 1kg, ml in 1l, seconds in 1 minute, minutes in 1 hour, hours in 1 day, days in each month, days in a year and leap year. Tell and write the time from an analogue clock and 12 and 24-hour clocks. Interpret data in bar charts, pictograms and tables.
Week	**Main Learning**	**Rationale**
1 Mental multiplication	Recall multiplication and division facts for the 6 times table and 9 times table. Use place value, known and derived facts to multiply mentally, including: multiplying by 0 and 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. *Use partitioning to double or halve any number, including decimals to one decimal place.* *Select a mental strategy appropriate for the numbers involved in the calculation.*	Children use their knowledge of the 3 times table to derive the 6 times table. When learning multiplication tables, children should experience a blend of practical, visual activities, pattern spotting, generalising as well as rote learning. Children learn that the commutative law applies to multiplication (but not division) i.e. 5 x 3 = 3 x 5, and that factor pairs can support mental calculation e.g. to multiply by 6 it is possible to multiply by 2 and then by 3 as these are factor pairs for 6. Mental calculation is supported by practical equipment, pictures and jottings. When calculating, children should learn which methods suit the numbers involved and why.
2 Mental division	*Partition numbers in different ways (for example, 2.3 = 2 + 0.3 and 2.3 = 1 + 1.3).* Recall multiplication and division facts for the 6 times table and 9 times table. Use place value, known and derived facts to divide mentally, including dividing by 1. *Select a mental strategy appropriate for the numbers involved in the calculation.*	In preparation for mental division, children partition numbers in different ways to recognise multiples of the divisor when the dividend is partitioned e.g. when considering 96 ÷ 4 it is useful to think of 96 as 80 + 16 (both multiples of 4) rather than 90 + 6 (neither are multiples of 4). Children continue to develop their knowledge and confidence of the 6 and 9 times tables, including identifying rules of divisibility for multiples of 9 (digit sum is 9 when taken to a single digit). Mental calculation is supported by practical equipment, pictures and jottings. When calculating, children should learn which methods suit the numbers involved and why.
3 Written multiplication	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* *Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.* Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including remainders), integer scaling problems and harder correspondence problems such as which n objects are connected to m objects.	Children build on their understanding of place value and multiplication facts to develop a written method for multiplication. Correspondence problems in which n objects are connected to m objects include a team sports kit with a shirt, shorts and socks and three possible colours for each. How many different combinations could there be? When calculating, children should learn which methods suit the numbers involved and why. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.
4 Measures, length including perimeter	Estimate, compare and calculate different lengths. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Convert between different units of measure (e.g. kilometre to metre; hour to minute).	Children develop their estimating and measuring skills in the context of length. They relate length to distance including perimeter. The measures made could be used in the next unit as the context for handling data. Children relate their knowledge of multiplying and dividing by 10 and 100 to converting between different units of length.
5 Statistics	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Children use the measures from the previous week to present and interpret in different forms. Children learn the difference between discrete and continuous data. Children apply their knowledge of mental and written calculations when answering questions about the data.
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.
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<td rowspan="3">2
Is London the centre of music?

Outcome: ICT presentation with multimedia clips with music composed by children

Trip: The Link Thamesmead, Royal Academy of Music/ Royal Festival Hall</td>
<td rowspan="3"><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.
<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.

Remember to plan an outcome and look at the investigative skills and highlight what you have covered.</td>
<td rowspan="3"><u>Music</u>
-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.
-listen with attention to detail and recall sounds with increasing aural memory
-improvise and compose music for a range of purposes using the inter-related dimensions of music

Children listen to and appreciate a range of music generated in London and compose their own using the stimulus of London music.

This music will then be included in ICT presentations.</td>
<td rowspan="3"><u>IT - Audacity</u>
- 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

Audacity – editing/ recording own music and building up layers. Use when composing own music before creating presentation.</td>
<td><u>To be confirmed</u></td>
<td><u>Gym</u>
-Develop flexibility, strength, technique, control and balance
-Use running, jumping, throwing and catching in isolation and in combination</td>
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<td><u>R.E.</u></td>
<td><u>PSHCE</u></td>
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<td>Buddhism part 1 unit 2 – Living as a Buddhist

Remember to plan an outcome</td>
<td>See values planner</td>
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Year 4 – 3 English

Fiction *The Odyssey/ The lightning thief: Percy Jackson-Rick Riordan* **Outcome:** Children write own myth – explore the features of a myth (narrative structure and language features.	**Non Fiction** **Outcome:** Non chronological report – Greek mythology – extending sentences, varying sentence types, appendix for year 3 and 4

Reading – Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.
Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Writing – Transcription

Spelling (see English Appendix 1)

- spell words that are often misspelt (English Appendix 1)
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Writing - Composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Year 4 – 3 Maths		
Starters	**Starter suggestions for Number** Read and write numbers with one decimal place. Count on and back in 0.1s, 1s, 10s or 100s from any number up to 10,000. Count forwards and backwards in equal steps and describe any patterns in the sequence. Order a set of random numbers to at least 10,000 including amounts of money and measures involving decimals. Recall addition and subtraction facts for 100. Recall multiplication facts for 2, 3, 4, 5, 6, 8 and 9x tables and derive associated division facts. Identify patterns of similar calculations, *e.g. if I know 7 x 8, I also know* *0.7 x 0.8, 70 x 8, 70 x 80 etc.* Multiply and divide numbers by 10, including those which have answers to one decimal place. Double any multiple of 10 or 100. Count in fraction steps, *e.g.* $^{1}/_{5}$, $^{2}/_{5}$, $^{3}/_{5}$ …	**Starter suggestions for Measurement, Geometry and Statistics** Recognise 2D and 3D shapes in different orientations and describe them. Use a variety of sorting diagrams to compare and classify numbers and geometric shapes based on their properties. Identify right angles and acute and obtuse angles. Estimate and compare lengths, volumes/capacities and masses. Read measuring scales to an appropriate degree of accuracy. Convert between different units of measure. Describe positions on a square grid labelled with letters and numbers. Tell and write the time from an analogue clock and 12 and 24-hour clocks. Calculate time durations in minutes, hours and days. Interpret data in bar charts, pictograms and tables.
Week	**Main Learning**	**Rationale**
1 Place value, counting, including negative 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. Count in multiples of 6, 8, 25 and 1000. Count backwards through zero to include negative numbers. *Order temperatures including those below 0˚C.* *Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps.*	Children learn about an alternative number system (Roman numerals) and relate this to our Base 10 system, appreciating the efficiency of place value and the concept of zero, including its use as a place holder. Children's understanding of the number system is extended to include negative numbers. It is useful to introduce these in ways children can easily identify, such as floors below ground level in a building or steps into a swimming pool some above and some below the surface of the water. This understanding can then be applied to more abstract concepts such as temperature.
2 Fractions	*Understand that a fraction is one whole number divided by another (for example, $\frac{3}{4}$ can be interpreted as 3 ÷ 4).* Add and subtract fractions with the same denominator. Recognise and show, using diagrams, families of common equivalent fractions. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to ¼ ; ½ ; ¾ . *Count on and back in steps of unit fractions.* *Compare and order unit fractions and fractions with the same denominator (including on a number line). (Year 3 objective)*	The learning of fractions is an extension in understanding of the number system. Equivalent fractions should be learned through practical experiences and using pictorial representations. Children should use factors and multiples to recognise equivalent fractions and simplify where appropriate. Children learn that to convert a fraction into a decimal, an equivalent fraction with a denominator of 10 or 100 is required. Children relate the fractions tenths and hundredths to our Base 10 number system.
3 Fractions and written and mental division	*Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators.* *Select a mental strategy appropriate for the numbers involved in the calculation.* *Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.* 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. Solve simple measure and money problems involving fractions and decimals to two decimal places.	Children build on their understanding of fractions of shapes, using these shapes when sharing items into equal groups. The link between finding fractions of amounts and division is made. When children are calculating fractions of amounts, this should be in a context e.g. length, money, time to consolidate previous learning. Children should learn that finding fractions is division by sharing and the activities should reflect this. Later, children should learn that grouping is a more efficient method of performing written division, even in contexts of sharing. When calculating, children should learn which methods suit the numbers involved and why. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.
4 Position and direction	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. Plot specified points and draw sides to complete a given polygon. Complete a simple symmetric figure with respect to a specific line of symmetry.	Children are introduced to coordinate grids and apply their knowledge of 2-D shapes when completing partly drawn polygons. Translations are introduced and children's learning of symmetry is extended from identifying lines of symmetry in shapes to completing symmetric figures using a specific line of symmetry. This could be vertical, horizontal or oblique, depending on children's ability.
5 Area, counting in equal steps	*Understand that area is a measure of surface within a given boundary.* Find the area of rectilinear shapes by counting squares.	Children are introduced to area as a measure of surface within a given boundary. They count the number of squares within rectilinear shapes, utilising their skills of counting in equal steps. NB –rectilinear shapes are ones made up of sides meeting at right angles. Children should relate area to arrays and multiplication.
6 Written addition and subtraction in contexts of money and measures.	Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate. *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* 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.	Children develop and rehearse the processes involved in written addition and subtraction. Practical and visual resources may be used to support understanding of these processes. Calculations are presented in different contexts of money and measures to consolidate these areas and support children in understanding when to use their calculation skills. When calculating, children should learn which methods suit the numbers involved and why. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.

Year 4	Science	Creative Curriculum	Computing	Languages	PE
3 **What did the Greeks do for us?** **Outcome:** Information book based on the history of the Greeks – focus on looking at sources and understanding the differences in their life and what influences they have had on our world **Trip:** Old Royal Naval College 'Myths and Masks' workshop	**States of matter** -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. **Working Scientifically** -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. *Investigations using investigative skills – perhaps writing outcome to continue to boost writing across the curriculum*	**History** -Ancient Greece – a study of Greek life and achievements and their influence on the western world *Using history skills attached, children look at sources and research the life of the Greeks in order to create an information booklet about what they have learnt.*	**IT – Data** - 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 *- Excel* *Recap **Input, Output** and **Selection**.* *Create tables* *Create graphs* *Insert Formulae* *Format cells* *Could link to data collected in maths*	**Do you have a pet?** [Intermediate LLU] **R.E.** Hinduism Part 2 unit 1 Hindu life *Writing Outcome – non-chronological report about Hindu Life.*	**Gym** -Develop flexibility, strength, technique, control and balance -Use running, jumping, throwing and catching in isolation and in combination **PSHCE** See values planner

Year 4 – 4 English

Fiction *The Greeks on stage* **Outcome:** Write own script based on Greek myth	**Non Fiction** **Outcome**: Historical recount on life in Greece

Reading – Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.
Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Writing – Transcription

Spelling (see English Appendix 1)

- spell words that are often misspelt (English Appendix 1)
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Writing - Composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Year 4 – 4 Maths		
Starters	**Starter suggestions for Number** Read and write numbers with one decimal place. Count on and back in 0.1s, 1s, 10s or 100s from any number up to 10,000. Count forwards and backwards in equal steps and describe any patterns in the sequence. Order a set of random numbers to at least 10,000 including amounts of money and measures involving decimals. Recall addition and subtraction facts for 100. Recall and use addition and subtraction facts for multiples of 100 totalling 1000. Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place). Use partitioning to double or halve any number, including decimals to one decimal place. Recall multiplication facts for all times tables other than 12x and derive associated division facts. Identify patterns of similar calculations, *e.g. if I know 7 x 8, I also know* *0.7 x 0.8, 70 x 8, 70 x 80 etc.* Multiply and divide numbers by 10, including those which have answers to one decimal place. Count in fraction steps, *e.g.* $^1/_5$, $^2/_5$, $^3/_5$ …	**Starter suggestions for Measurement, Geometry and Statistics** Recognise 2D and 3D shapes in different orientations and describe them. Use a variety of sorting diagrams to compare and classify numbers and geometric shapes based on their properties. Identify right angles and acute and obtuse angles. Estimate and compare lengths, volumes/capacities and masses. Read measuring scales to an appropriate degree of accuracy. Convert between different units of measure. Describe positions on a 2-D grid as coordinates in the first quadrant. Tell and write the time from an analogue clock and 12 and 24-hour clocks. Calculate time durations in minutes, hours and days. Interpret continuous data presented in time graphs.
Week	**Main Learning**	**Rationale**
1 Multiplication facts, mental multiplication and written division	Recall multiplication and division facts for the 7 times table and 11 times table. 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. *Use partitioning to double or halve any number, including decimals to one decimal place.* *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* *Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.* *Select a mental strategy appropriate for the numbers involved in the calculation.* *Continue to understand division as sharing and grouping and use each appropriately.* *Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.*	When learning multiplication tables, children should experience a blend of practical, visual activities, pattern spotting, generalising as well as rote learning. Children should apply their learning of the 7 and 11 times tables when calculating mentally. When calculating, children should learn which methods suit the numbers involved and why. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.
2 Place value	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, including the number line. *Identify the value of each digit to two decimal places.* Find 0.1, 1, 10, 100 or 1000 more or less than a given number. 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.	Children develop their understanding of the size of numbers, and use a variety of models and images (such as Base 10 equipment, bundles of straws, arrow cards, number lines) to compare, order, round and estimate numbers. Many of these place value objectives can be applied through the context of data, realising that the one axis on a bar chart is a number line.
3 Written multiplication	Count in multiples of 7. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* *Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.* Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including remainders), integer scaling problems and harder correspondence problems such as which n objects are connected to m objects.	Children develop and rehearse the processes involved in written multiplication. Practical and visual resources may be used to support understanding of these processes. Calculations are presented in different contexts to support children in understanding when to use their calculation skills. Converting between weeks and days allows children to rehearse their 7 times table knowledge. When calculating, children should learn which methods suit the numbers involved and why. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.
4 Shape and position	Use a variety of sorting diagrams to compare and classify numbers and geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. *Continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines.* 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. Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon.	Children apply their developing understanding of the properties of shapes to classify and name them. The terms regular and irregular should be used to describe shapes that have equal sides and angles and those that do not. They draw 2-D shapes on coordinate grids, combining their knowledge of properties of shapes and coordinate principles.
5 Calculations in the context of statistics	Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate. Interpret 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.	Children develop and rehearse the processes involved in written addition and subtraction. Practical and visual resources may be used to support understanding of these processes. Calculations are presented in different contexts of data. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.
6	Assess and review week.	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.

Year 4	Science	Creative Curriculum	Computing	Languages	PE
4 **Greek theatre: comedy or tragedy?** **Outcome:** Children perform own plays using masks they've created **Trip:** Rose Bruford Theatre	**<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>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.	**<u>Art</u>** -to create sketch books to record their observations and use them to review and revisit ideas -to 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. *Children create Greek theatre masks leading to the outcome of performing their play.*	**<u>CS – Programming (Selection & Process)</u>** - 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 *- Scratch* *Recap* ***Programme, Algorithm, Debug, Repetition, Sequence, Input*** *and* ***Output****.* *Introduce* ***selection*** *and* ***process.*** *Show capabilities of Scratch*	**<u>Où vas-tu?</u>** 1st & 2nd person aller – *je vais à Paris*; use of imperative with directions; use of impersonal - *il fait* re: weather expressions *La Côte d'Ivoire* -speak in sentences, using familiar vocabulary, phrases and basic language structures -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.	**<u>Dance</u>** -Perform dances using a range of movement patterns -Develop flexibility, strength, technique, control and balance

Year 4 – 5 English

Fiction *The Iron Man* **Outcome:** Story based on object coming to life	**Non Fiction Outcome:** Discussion text – is technology taking over?

Reading – Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - identifying themes and conventions in a wide range of books
- understand what they read, in books they can read independently, by:
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they al meet books and authors that they might not choose themselves. should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Writing – Transcription

Spelling (see English Appendix 1)

- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to writ down what they want to say. This, in turn, will support their composition and spelling.

Writing - Composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas

- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essen for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monit whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply wha they have learnt [for example, in writing dialogue for characters].

Writing – Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply wha they have learnt [for example, in writing dialogue for characters].

Year 4 – 5 Maths

Starters	**Starter suggestions for Number** Read and write numbers with one decimal place. Count on and back in 0.1s, 1s, 10s or 100s from any number up to 10,000. Count forwards and backwards in equal steps and describe any patterns in the sequence. Order a set of random numbers to at least 10,000 including amounts of money and measures involving decimals. Recall addition and subtraction facts for 100. Recall and use addition and subtraction facts for multiples of 100 totalling 1000. Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place). Use partitioning to double or halve any number, including decimals to one decimal place. Recall multiplication facts for all times up to 12 x 12 and derive associated division facts. Identify patterns of similar calculations, *e.g. if I know 7 x 8, I also know 0.7 x 0.8, 70 x 8, 70 x 80 etc* Multiply and divide numbers by 10, including those which have answers to one decimal place. Count in fraction steps, *e.g.* $^{1}/_{5}$, $^{2}/_{5}$, $^{3}/_{5}$ …	**Starter suggestions for Measurement, Geometry and Statistics** Recognise 2D and 3D shapes in different orientations and describe them. Use a variety of sorting diagrams to compare and classify numbers and geometric shapes based on their properties. Order and compare angles up to two right angles. Estimate and compare lengths, volumes/capacities and masses. Read measuring scales to an appropriate degree of accuracy. Convert between different units of measure. Describe positions on a 2-D grid as coordinates in the first quadrant. Tell and write the time from an analogue clock and 12 and 24-hour clocks. Calculate time durations in minutes, hours and days. Interpret continuous data presented in time graphs.
Week	**Main Learning**	**Rationale**
1 Counting, sequencing in the context of bar charts, pictograms and measures	Count in multiples of 6, 7, 8, 25 and 1000. Count backwards through zero to include negative numbers. Count up and down in hundredths. *Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps.*	Children use their counting, sequencing and multiplication facts knowledge in the contexts of handling data and measures. When counting and creating sequences, children should be encouraged to spot patterns that emerge and use this to generate hypotheses, test these and then generalise.
2 Decimals and fractions in the context of measures	*Identify the value of each digit to two decimal places.* Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to ¼ ; ½ ; ¾ . 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. Convert between different units of measure. Round decimals with one decimal place to the nearest whole number. Order and compare numbers with the same number of decimal places up to two decimal places. Solve simple measure problems involving fractions and decimals to two decimal places.	Children develop their knowledge and understanding of decimals and relate multiplying and dividing by 10 and 100 to decimal notation in our Base 10 number system, and to converting units of measure. Children's knowledge of place value is consolidated through working in the context of measurement.
3 Fractions and division	*Continue to understand division as sharing and grouping and use each appropriately.* *Understand that a fraction is one whole number divided by another (for example,* $\frac{3}{4}$ *can be interpreted as 3 ÷ 4).* *Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.* 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.	Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2. Children build on their understanding of fractions of shapes, using these shapes when sharing items into equal groups. The link between finding fractions of amounts and division (by sharing) is made. When children are calculating fractions of amounts, this should be in a context e.g. length, money, time to consolidate previous learning.
4 Measures – perimeter, volume/capacity and mass	Estimate, compare and calculate different measures. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.	Children apply their knowledge of the number system when measuring lengths (mm, cm, m), capacities / volumes (ml, l) and masses (g, kg). They apply their calculation skills when measuring perimeter, and solving problems in the context of measures.
5 Shape and area	Complete a simple symmetric figure with respect to a specific line of symmetry. Describe movements between positions as translations of a given unit to the left/right and up/down. Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Find the area of rectilinear shapes by counting squares.	Children develop their understanding of symmetry and translations, applying their knowledge of shapes and coordinates. The learning of area is away from children's learning of perimeter as the two concepts are not related to each other. Children should relate area to arrays and multiplication.
6 Multiplication facts and time	Recall multiplication and division facts for the 12 times table. *Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps.* 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 and problems involving money and measures.	The learning of the 12 times table can be applied in the context of converting years to months. When learning multiplication tables, children should experience a blend of practical, visual activities, pattern spotting, generalising as well as rote learning. Children further their knowledge and understanding of units of time and their relationships, giving opportunity to rehearse calculation skills in context.

Year 4	Science	Creative Curriculum	Computing	Languages	PE
5 **Iron Man** **Outcome:** Children make Iron Man model with electrical circuit **Trip: Science museum**	**<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>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.	**<u>DT</u>** ***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*** -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. *Children create a programmable 'Iron Man' robot with electrical system e.g. flashing eyes.*	**<u>CS – Programming (Using Inputs)</u>** - 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 *- Scratch Recap* ***Programme, Algorithm, Debug, Repetition, Sequence, Input, Output, Selection*** *and* ***Process.*** *Create a game to accompany their iron man.* *Use keyboard input to control.* *Planning of software project.*	**<u>On mange!</u>** Ask & answer questions re: food; use the partitive article – *du/de la/des*; 1st person plural using *on*; expressing basic opinions *La Belgique* -engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* -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.	**<u>Athletics</u>** -Use running, jumping, throwing and catching in isolation and in combination -Develop flexibility, strength, technique, control and balance -Compare their best performances with previous ones and demonstrate improvement to achieve their personal best

Year 4 – 6 English

Fiction *The Legend of Abbey Wood* **Outcome:**	**Poetry** *The Lady of Shalott* **Outcome:** Historical narrative poetry linked to the Legend of Abbey Wood

Reading – Comprehension

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.
Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Writing – Transcription

Spelling (see English Appendix 1)

- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.

Handwriting

- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Writing - Composition

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing – Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Year 4 – 6 Maths		
Starters	**Starter suggestions for Number** Read and write numbers with one decimal place. Count on and back in 0.1s, 1s, 10s or 100s from any number up to 10,000. Count forwards and backwards in equal steps and describe any patterns in the sequence. Order a set of random numbers to at least 10,000 including amounts of money and measures involving decimals. Recall addition and subtraction facts for 100. Recall and use addition and subtraction facts for multiples of 100 totalling 1000. Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place). Use partitioning to double or halve any number, including decimals to one decimal place. Recall multiplication facts for all times up to 12 x 12 and derive associated division facts. Identify patterns of similar calculations, *e.g. if I know 7 x 8, I also know* *0.7 x 0.8, 70 x 8, 70 x 80 etc.* Multiply and divide numbers by 10, including those which have answers to one decimal place. Count in fraction steps, *e.g.* $^1/_5$, $^2/_5$, $^3/_5$ …	**Starter suggestions for Measurement, Geometry and Statistics** Recognise 2D and 3D shapes in different orientations and describe them. Use a variety of sorting diagrams to compare and classify numbers and geometric shapes based on their properties. Order and compare angles up to two right angles. Estimate and compare lengths, volumes/capacities and masses. Read measuring scales to an appropriate degree of accuracy. Convert between different units of measure. Describe positions on a 2-D grid as coordinates in the first quadrant. Tell and write the time from an analogue clock and 12 and 24-hour clocks. Calculate time durations in minutes, hours and days. Interpret continuous data presented in time graphs.
Week	**Main Learning**	**Rationale**
1 Place value	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, including the number line. 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.	Understanding of the number system is necessary pre-requisite knowledge for any number work. Children should understand the Base 10 notion in which there are 10 numerals (0-9) and these can be organised in different ways to form any number. This is based on grouping in tens i.e. ten 1s are the same as one 10; ten 10s are the same as one 100; ten 100s are the same as one 1000 and so on. And vice versa.
2 Statistics	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Children understand the difference between discrete and continuous data. Children apply their knowledge of mental and written calculations when answering questions about the data. They should discuss the value of presenting information in tables, pictograms, bar charts and line graphs and evaluate the effectiveness of each type of presentation.
3 Addition and subtraction in context of statistics	Add and subtract numbers with up to 4 digits and decimals with one decimal place using the efficient written methods of columnar addition and subtraction where appropriate. *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* *Select a mental strategy appropriate for the numbers involved in the calculation.* 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. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	Children should secure their knowledge and understanding of mental and written calculation skills in a variety of contexts. The learning should include decision making around which method is most efficient (mental or written) given the numbers involved. The context of data allows children to experience interpreting all the forms of data mentioned across the previous week and this week. When calculating, children should learn which methods suit the numbers involved and why. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.
4 Mental and written multiplication and mental division.	*Partition numbers in different ways (for example, 2.3 = 2 + 0.3 and 2.3 = 1 + 1.3).* 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. *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).* *Select a mental strategy appropriate for the numbers involved in the calculation.* *Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.* 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, division (including remainders), integer scaling problems and harder correspondence problems such as which n objects are connected to m objects.	In preparation for mental division, children partition numbers in different ways to recognise multiples of the divisor when the dividend is partitioned e.g. when considering 96 ÷ 4 it is useful to think of 96 as 80 + 16 (both multiples of 4) rather than 90 + 6 (neither are multiples of 4). Children experience mental and written calculations in a variety of contexts, including money and measures. When calculating, children should learn which methods suit the numbers involved and why. Written methods should be agreed by the school and shared in the progression in written calculations policy. Efficient written methods are required to be taught by the end of Key Stage 2.
5 Shape	Use a variety of sorting diagrams to compare and classify numbers and geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. *Continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines.* 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.	Children apply their developing understanding of the properties of shapes to classify and name them. The terms regular and irregular should be used to describe shapes that have equal sides and angles and those that do not. The learning of symmetry develops further to include symmetry in vertical, horizontal and oblique lines.
6	Assess and review week	It is useful at regular intervals for teachers to consider the learning that has taken place over a term (or half term), assess and review children's understanding of the learning and use this to inform where the children need to go next.
7		

Year 4	Science	Creative Curriculum	Computing	Languages	PE
6 **The Heart of Abbey Wood** **Outcome:** Display **Trip:** Lesnes Abbey, Westminster Abbey	**<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. **<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.	**<u>History</u>** -a local history study -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 *Study of Lesnes Abbey from the time it was built to the dissolution of the monasteries*	**<u>IT – Image Editing</u>** - 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 - *Cameras, GIMP* *Take photos and edit images to go with created display.*	**<u>Le cirque</u>** Negative – *ne…pas*; descriptions & adjectival agreements re: clothing + colour *Enquête sur les pays francophones* -describe people, places, things and actions orally* and in writing -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.	**<u>Athletics</u>** -Use running, jumping, throwing and catching in isolation and in combination -Develop flexibility, strength, technique, control and balance -Compare their best performances with previous ones and demonstrate improvement to achieve their personal best