| SUBJECT | **YEAR 4 CURRICULUM SKILLS COVERAGE** |
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| ENGLISH | Reading<br>Pupils should be taught to:<br>▪ develop positive attitudes to reading and understanding of what they read by:<br>▪ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br>▪ reading books that are structured in different ways and reading for a range of purposes<br>▪ using dictionaries to check the meaning of words that they have read<br>▪ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally<br>▪ 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<br>▪ discussing words and phrases that capture the reader's interest and imagination<br>▪ recognising some different forms of poetry [for example, free verse, narrative poetry]<br>▪ understand what they read, in books they can read independently, by:<br>▪ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context<br>▪ asking questions to improve their understanding of a text<br>▪ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>▪ predicting what might happen from details stated and implied<br>▪ identifying main ideas drawn from more than one paragraph and summarising these<br>▪ identifying how language, structure, and presentation contribute to meaning<br>▪ retrieve and record information from non-fiction<br>▪ 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.<br><br>Writing:<br>Pupils should be taught to:<br>▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although<br>▪ using the present perfect form of verbs in contrast to the past tense<br>▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br>▪ using conjunctions, adverbs and prepositions to express time and cause<br>▪ using fronted adverbials<br>▪ indicate grammatical and other features by:<br>▪ using commas after fronted adverbials<br>▪ indicating possession by using the possessive apostrophe with plural nouns<br>▪ using and punctuating direct speech<br>▪ plan their writing by:<br>▪ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>▪ discussing and recording ideas<br>▪ draft and write by:<br>▪ composing and rehearsing sentences orally (including dialogue)<br>▪ organising paragraphs around a theme<br>▪ in narratives, creating settings, characters and plot<br>▪ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] |

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| *MATHS* | Autumn<br>Number: Place Value<br>Number: Addition and Subtraction<br>Number: Multiplication and Division<br>Measurement: Area<br>      Mathematics<br>Spring<br>Fractions<br>Time<br>Decimals<br>Measurement: Money<br><br>Summer<br>Measures: Perimeter and Length<br>Geometry: Angles<br>Geometry: Shape and Symmetry<br>Geometry: Position and Direction<br>Statistics<br>Measurement: Area and Perimeter |
| *SCIENCE* | **Working scientifically**, gathering, recording, classifying and presenting data in a variety of ways<br>**Living things habitats**, recognise that<br>living things can be grouped in a variety of ways<br>**Animals**, describe the simple functions of the basic parts of the digestive system in humans<br>**State of Matter**, compare and group materials together<br>**Sound**, recognise that vibrations from sounds travel through a medium to the ear<br>**Electricity**, identify common appliances that run<br>on electricity |
| *COMPUTING* | • choose a secure password and appropriate screen name when I am using a website.<br>• can talk about the ways I can protect myself and my friends from harm online.<br>• use the safety features of websites as well as reporting concerns to an adult.<br>• know that anything I share online can be seen by others.<br>• choose websites, apps and games that are appropriate for my age.<br>• can help my friends make good choices about the time they spend online.<br>• can talk about why I need to ask a trusted adult before downloading files and games from the Internet.<br>• comment positively and respectfully online and through text messages.<br>•can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.<br>• can use an efficient procedure to simplify a program.<br>• can use a sensor to detect a change which can select an action within my program.<br>• know that I need to keep testing my program while I am putting it together.<br>• can use a variety of tools to create a program.<br>• can recognise an error in a program and debug it.<br>• recognise that an algorithm will help me to sequence more complex programs.<br>• recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.<br>• can organise data in different ways.<br>• can collect data and identify where it could be inaccurate.<br>• can plan, create and search a database to answer questions.<br>• can choose the best way to present data to my friends.<br>• can use a data logger to record and share my readings with my friends.<br>• can use photos, video and sound to create an atmosphere when presenting to different audiences.<br>• confident to explore new media to extend what I can achieve.<br>• can change the appearance of text to increase its effectiveness.<br>• can create, modify and present documents for a particular purpose.<br>• can use a keyboard confidently and make use of a spellchecker to write and review my work.<br>• can use an appropriate tool to share my work and collaborate online.<br>• can give constructive feedback to my friends to help them improve their work and refine my own work.<br>• can tell you whether a resource I am using is on the Internet, the school network or my own device.<br>• can identify key words to use when searching safely on the World Wide Web.<br>• think about the reliability of information I read on the World Wide Web.<br>• can tell you how to check who owns photos, text and clipart.<br>• can create a hyperlink to a resource on the World Wide Web.<br>• can recognise that websites use different methods to advertise products. |

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| *HISTORY* | • Sequence three periods or events into correct chronological order.<br>• Describe characteristic features and achievements of the earliest civilisations.<br>• Identify where and when these past societies appeared.<br>• Describe some of the main events, people and changes within and across different periods I have studied.<br>• Identify significant events and people.<br>• Give some reasons for, and results of, main events or changes within and across periods.<br>• Produce thoughtful structured work, making appropriate use of sources, dates and terms.<br>• Make connections and draw some contrasts between different historical events. |
| *GEOGRAPHY* | • Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.<br>• Use a wider range of maps (including OS), to locate countries and features studied.<br>• Identify and describe geographical features, processes (changes), and patterns.<br>• Recognise the eight points of a compass.<br>• Make comparisons between my life and my own situation with other people in contrasting regions and climates. Express opinions.<br>• Use the zoom facility on digital maps to locate places & features at different scales. |
| *P.E.* | Autumn<br>Gymnastics<br>Invasion<br><br>Spring<br>Net/Wall<br>Dance<br><br>Summer<br>Athletics<br>Striking /fielding |
| *MUSIC* | Autumn<br>performance/composition/Exploring sounds<br><br>Spring<br>Beat/Pitch/structure<br><br>Summer<br>Composition/notation<br>Use voice and instruments with accuracy, control and expression. Imrovise/compose/listen to live and recorded music. Musical history<br><br>**Music lessons with outside agency** |
| *ART AND DESIGN* | Use sketchbooks to collect, record and evaluate ideas<br>Improve mastery of techniques such as drawing ,painting and sculpture with varied materials<br> Learn about great artists, architects & designers |
| *DESIGN AND TECHNOLOGY* | Use research& criteria to develop products which are fit for purpose<br> Use annotated sketches and prototypes to explain ideas<br>Evaluate existing products and improve own work<br>Use mechanical systems in own work<br>Understand seasonality; prepare & cook mainly savoury dishes |
| *R.E.* | Expressing joy<br>Being thankful<br>Being reflective and self-critical<br>Being curious and valuing knowledge<br>Being modest and listening to others<br>Cultivating inclusion identity<br>Being merciful and forgiving<br>Being regardful of suffering<br>Living by rules<br>Being temperate and exercising self-discipline<br>Being imaginative and explorative |
| *MODERN LANGUAGES* | **On fait la fête** (Celebrations)<br>Children learn language relating to celebrations of special occasions and of their achievements in activities and games. They also learn to say the name of the month in which they celebrate their birthday.<br>**Le corps** (The Body)<br>Names for main parts of the body and describe colours. They ask and answer questions about physical appearance.<br>**Les animaux** (Animals)<br>Children learn to talk about animals and describe their colour and movement. |