

Year 4 – Content for Learning

Maths, Economics and Enterprise ss – spine segment

Addition and Subtraction: Composition and calculation of 1,000 and 4-digit numbers (ss: 1.22) Composition and calculation of tenths (ss: 1.23) Composition and calculation of hundredths and thousandths (ss: 1.24) Addition and subtraction of money (ss: 1.25) **Place Value** - read and write roman numerals to 100

Multiplication and Division: Distributive law of multiplication and using it to derive facts (ss: 2.10) 11 and 12 times tables (ss: 2.11) Dividing with remainders (ss: 2.12) Multiplying and dividing by 10 and 100 (ss: 2.13) Short multiplication method (ss: 2.14) and short division method (ss: 2.15) Multiplicative context: area and perimeter (ss: 2.16) Using measures to understand scaling (ss: 2.17)

Fractions: Improper fractions and mixed numbers (ss: 3.5) Multiplying whole numbers and fractions (ss: 3.6)

Measurement: Convert between different units of measure, Calculating area and perimeter of rectilinear shapes **Time** Read convert time between analogue and digital clocks, Estimate, compare and calculate different measures

Geometry: Identify and describe shapes based on their properties, Identify and compare angles (acute, obtuse) Identify lines of symmetry in shapes, Draw a symmetric shape, *Describe position of a 2-D shape on the first quadrant*

Statistics: Represent discrete and continuous data using graphic methods Solve comparison, sum and difference problems using different data representations

Historical, Global, Social and Spiritual Understanding

- ❖ Use maps, atlases, globes and digital/computer mapping to locate and compare the countries and major cities of Europe.
- ❖ Compare Great Britain to the rest of Europe.
- ❖ Develop geographical skills through a wider range of fieldwork techniques to record evidence and begin to offer explanations.
- ❖ RE – Introduction to Judaism and life as a Buddhist.
- ❖ Christianity and Sikhism – Places of worship.
- ❖ Use of sources; weigh evidence and sift arguments
- ❖ Tudors – lives of all groups of people; life before and after Tudor exploration; decisions made by Henry VIII
- ❖ Invaders and settlers – Romans, Vikings and Anglo-Saxons – use of timelines; comparison of each people using different sources, evaluating the accuracy of sources; why did people settle in Britain?

Communication, Languages and Literacy

Children should have the opportunity to write at least one piece from each of the purposes below

- ❖ **Writing to Entertain:** Narrative writing including description (character/setting), poetry
- ❖ **Writing to Inform:** Report, recount, letter, instruction, explanation, biography
- ❖ **Writing to Persuade:** Poster, letter, advert, speech
- ❖ **Writing to discuss:** Argument, article, review
- ❖ **Reading**
 - Content domains (2a, b, c, d, e, f, g, h)
 - Word reading including decoding (Phonics - Letters and Sounds)
 - Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent
- ❖ **Vocabulary, Grammar, Punctuation, Spelling**
- ❖ **Handwriting**
- ❖ **Phonics:** following Letters & Sounds
- ❖ **Spoken Language:** Speaking, listening & responding, group discussion & drama
- ❖ **MFL**

Creative and Expressive Arts

- ❖ Drawing and sculpture
- ❖ Painting
- ❖ Printing and design
- ❖ Responding to art
- ❖ Appraise and evaluate pieces of music with increasing accuracy referring to tempo, pitch, dynamics, structure and texture.
- ❖ Use simple patterns to create improvisations.
- ❖ Explore sounds, patterns and melodies using tuned/un-tuned percussion.
- ❖ Recognise and use staff notation to read and play simple 2/3 note melodies.
- ❖ Record and perform own compositions.
- ❖ **Drama found within Spoken Language Curriculum**
- ❖ **Dance found within PE Curriculum**

Physical wellbeing, health and lifestyles

- ❖ Fitness and health – stamina, flexibility
- ❖ Games – building ball skills, marking and defending, ball control, invasion games
- ❖ Gymnastics – use floor, mat and apparatus to perform sequences of actions and positions
- ❖ Athletics – team events, relays, javelin, discus
- ❖ Dance
- ❖ Families and people who care for me
- ❖ Caring relationships
- ❖ Respecting ourselves and others
- ❖ Online Relationships and internet safety/harms
- ❖ Being Safe
- ❖ Physical and mental wellbeing
- ❖ Growing and changing

Scientific and Technological Understandings

- ❖ Animals, Inc. humans – human digestive system; teeth variety/ Animals, including humans – human digestive system; teeth variety/ function and care, food chains/producers/predators and prey
- ❖ Living things/habitats - classifying, using keys for identifying, naming, grouping; environmental change and impact
- ❖ States of matter – solid/liquid/gas; temperature change, heating/cooling; water cycle – evaporation and condensation
- ❖ Sound – vibrations; ear/medium for hearing; patterns/pitch/volume; sound and distance
- ❖ Electricity - common appliances; simple series circuits; switches; conductors and insulators
- ❖ Scientific discoveries and a range of scientists
- ❖ Refine internet searching skills
- ❖ Understanding online communication
- ❖ Multimedia presentations, including text, images, sound, video, hyperlinks
- ❖ Stop-frame animation
- ❖ Basic computer programming
- ❖ Structures – strengthening frameworks – photograph frame
- ❖ Textiles – decorative- money container
- ❖ Mechanical control – story books
- ❖ Cooking and nutrition - soup

Subject content	Teaching Points	Inspire link, NCETM steps in learning, and additional resources	National Curriculum Vocabulary	National Curriculum Statutory requirements by the end of Year 4
Number, Addition & Subtraction	<p>1.22 Composition and calculation: 1,000 and four-digit numbers</p> <ul style="list-style-type: none"> Teaching Point 1: Addition of three addends can be described by an aggregation story with three parts. Teaching Point 2: When multiples of 100 are added or subtracted, the sum or difference is always a multiple of 100. Teaching Point 3: Numbers over 1,000 have a structure that relates to their size. This means they can be ordered, composed and decomposed. Teaching Point 4: Numbers can be rounded to simplify calculations or to indicate approximate sizes. Teaching Point 5: Calculation approaches learnt for three-digit numbers can be applied to four-digit numbers. Teaching Point 6: 1,000 can also be composed multiplicatively from 500s, 250s or 200s, units that are commonly used in graphing and measures. 	<p>NCETM 1.22 Composition and calculation: 1,000 and four-digit numbers</p> <p>NCETM Steps in learning. 1:1 - 1:8 NCETM Steps in learning. 2:1 - 2:9 NCETM Steps in learning. 3:1 - 3:8 NCETM Steps in learning. 4:1 - 4:13 NCETM Steps in learning. 5:1 - 5:6 NCETM Steps in learning. 6:1 - 6:5</p>	estimation approximation multiple more than less than digit numeral addend minuend subtrahend equation compare mental strategy difference redistribution column addition column subtraction regroup algorithm exchange represent exact round up/down value positive negative through zero	<p>Number and place value</p> <p>Pupils should be taught to - count in multiples of 6, 7, 9, 25 and 1000</p> <ul style="list-style-type: none"> - find 1000 more or less than a given number - count backwards through zero to include negative numbers - 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 - 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 - 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.
	<p>1.23 Composition and calculation: tenths</p> <ul style="list-style-type: none"> Teaching Point 1: When one is divided into ten equal parts, each part is one tenth of the whole. Teaching Point 2: Tenths can be expressed as decimal fractions; the number written '0.1' is one tenth; one is ten times the size of 0.1. Teaching Point 3: We can count in tenths up to and beyond one. Teaching Point 4: Numbers with tenths can be composed additively and multiplicatively. 	<p>NCETM 1.23 Composition and calculation: tenths</p> <p>NCETM Steps in learning. 1:1 - 1:3 NCETM Steps in learning. 2:1 - 2:4 NCETM Steps in learning. 3:1 - 3:13</p>	One whole Tenth Hundredth Thousandth Decimal Digit Equal part Value	<p>Addition and subtraction</p> <ul style="list-style-type: none"> - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

	<ul style="list-style-type: none"> Teaching Point 5: Known facts and strategies, including column algorithms, can be applied to calculations for numbers with tenths. Teaching Point 6: Numbers with tenths can be rounded to the nearest whole number by examining the value of the tenths digit. 	NCETM Steps in learning. 4:1 - 4:5 NCETM Steps in learning. 5:1 - 5:7 NCETM Steps in learning. 6:1 - 6:6 Inspire Year 4B Unit 9 Understanding Tenths p.6-11 Rounding p.34 Inspire Year 4B Unit 10 Addition p.64 - 65 Subtraction p.68 – 70	Divided Round up/down	- 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.
	<p>1.24 Composition and calculation: hundredths and thousandths</p> <ul style="list-style-type: none"> Teaching Point 1: When one is divided into 100 equal parts, each part is one hundredth of the whole. When one tenth of a whole is divided into ten equal parts, each part is one hundredth of the whole. Teaching Point 2: Hundredths can be expressed as decimal fractions; the number written '0.01' is one hundredth; one is one hundred times the size of 0.01; 0.1 is ten times the size of 0.01. Teaching Point 3: We can count in hundredths up to and beyond one. Teaching Point 4: Numbers with hundredths can be composed additively and multiplicatively. Teaching Point 5: Numbers with tenths and hundredths are commonly used in measurement, scales and graphing contexts. Teaching Point 6: Known facts and strategies, including column algorithms, can be applied to calculations for numbers with hundredths; the same approaches can be used for numbers with hundredths as are used for numbers with tenths. Teaching Point 7: Numbers with hundredths can be rounded to the nearest tenth by examining the value of the hundredths digit or to the nearest whole number by examining the value of the tenths digit. Teaching Point 8: When one is divided into 1,000 equal parts, each part is one thousandth of the whole. Knowledge and strategies for numbers with tenths and hundredths can be applied to numbers with thousandths. 	NCETM 1.24 Composition and calculation: hundredths and thousandths NCETM Steps in learning. 1:1 - 1:4 NCETM Steps in learning. 2:1 - 2:5 NCETM Steps in learning. 3:1 - 3:8 NCETM Steps in learning. 4:1 - 4:4 NCETM Steps in learning. 5:1 - 5:9 NCETM Steps in learning. 6:1 - 6:7 NCETM Steps in learning. 7:1 - 7:3 NCETM Steps in learning. 8:1 - 8:1 Inspire Year 4B Unit 9 Understanding Hundredths p.12-18 Understanding Thousandths p.19-25 Comparing decimals p.26-31 Rounding p.33-37 Inspire Year 4B Unit 10 Addition p.66 - 67 Subtraction p.74-76		
	<p>1.25 Addition and subtraction: money</p> <ul style="list-style-type: none"> Teaching Point 1: One penny is one hundredth of a pound; conventions for expressing quantities of money are based on expressing numbers with tenths and hundredths. 	NCETM 1.25 Addition and subtraction: money NCETM Steps in learning.	Pounds Pence Change	

	<ul style="list-style-type: none"> Teaching Point 2: Equivalent calculation strategies for addition can be used to efficiently add commonly-used prices. Teaching Point 3: The ‘working forwards’/‘finding the difference’ strategy for subtraction is an efficient way to calculate the change due when paying in whole pounds or notes. Teaching Point 4: Column methods can be used to add and subtract quantities of money. Teaching Point 5: Finding change when purchasing several items uses the part–part–(part–) whole structure. 	1:1 – 1:8 NCETM Steps in learning. 2:1 – 2:5 NCETM Steps in learning. 3:1 – 3:3 NCETM Steps in learning. 4:1 – 4:6 NCETM Steps in learning. 5:1 – 5:3 Inspire Year 2B Unit 11 Counting pounds and pence p.25-29 Changing pounds and pence p.30-31 Comparing amounts of money p.32-33 Word problems p.34-37 Inspire Year 3B Unit 10 Addition p.4-11 Subtraction p.12-19 Word problems p.20-24	Cost Coin Note Price Cost Buy Bought Sell, Sold Spend Pay	
Multiplication and Division	Roman Numerals <ul style="list-style-type: none"> Additional Teaching Point: 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. 	ATP: self resourced	Numeral Roman Zero	
	2.10 Connecting multiplication and division, and the distributive law <ul style="list-style-type: none"> Teaching Point 1: Multiplication is commutative; division is not commutative. Teaching Point 2: Multiplication is distributive: multiplication facts can be derived from related known facts by partitioning one of the factors, and this can be interpreted as partitioning the number of groups; two-part problems that involve addition/subtraction of products with a common factor can be efficiently solved by applying the distributive law. Teaching Point 3: The distributive law can be used to derive multiplication facts beyond known times tables. 	NCETM 2.10 Connecting multiplication and division, and the distributive law NCETM Steps in learning. 1:1 – 1:8 NCETM Steps in learning. 2:1 – 2:10 NCETM Steps in learning. 3:1 – 3:3 Inspire Year 3A Unit 5 Short cut method for multiplying by 6, 7, 8 and 9 p.128-129 Division: finding the number of items in each group p.130-131 Division: making equal groups p.132-134 Dis	Distributive law Commutativity Associativity Multiple Factor Double Half/halve Divisibility Divisor Quotient Dividend Multiplier Multiplicand Product Adjacent Relationship Pattern Odd Even Square number Array Remainder	Multiplication and division - recall multiplication and division facts for multiplication tables up to 12×12 - 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 - 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, integer
	2.11 Times tables: 11 and 12 <ul style="list-style-type: none"> Teaching Point 1: The distributive law can be used to build up the 11 times table by partitioning 11 into 10 and 1. Adjacent multiples of 11 have a difference of 11. 	NCETM 2.11 Times tables: 11 and 12 NCETM Steps in learning. 1:1 – 1:9		

	<ul style="list-style-type: none"> Teaching Point 2: The distributive law can be used to build up the 12 times table by partitioning 12 into 10 and 2. Adjacent multiples of 12 have a difference of 12. Teaching Point 3: Products in the 12 times table are double the products in the six times table; products in the six times table are half of the products in the 12 times table. Teaching Point 4: Divisibility rules can be used to find out whether a given number is divisible (to give a whole number) by 11 or 12. 	NCETM Steps in learning. 2:1 – 2:8 NCETM Steps in learning. 3:1 – 3:2 NCETM Steps in learning. 4:1 – 4:3	Regroup Short multiplication Exchange Short division	scaling problems and harder correspondence problems such as n objects are connected to m objects.
	2.12 Division with remainders <ul style="list-style-type: none"> Teaching Point 1: Objects can be divided into equal groups, sometimes with a remainder; objects can be shared equally, sometimes with a remainder; a remainder can be represented as part of a division equation. Teaching Point 2: If the dividend <i>is</i> a multiple of the divisor, there <i>is no</i> remainder; if the dividend <i>is not</i> a multiple of the divisor, there <i>is</i> a remainder. The remainder is always less than the divisor. Teaching Point 3: When solving contextual problems involving remainders, the answer to a division calculation must be interpreted carefully to determine how to make sense of the remainder. 	NCETM 2.12 Division with remainders NCETM Steps in learning. 1:1 – 1:8 NCETM Steps in learning. 2:1 – 2:6 NCETM Steps in learning. 3:1 – 3:5 Inspire Year 3A Unit 7 Quotient and remainder p.175-178 Inspire Year 3A Unit 8 Division: one step word problems p.211-213 Division: two step word problems p.214-217		
	2.13 Calculation: multiplying and dividing by 10 or 100 <ul style="list-style-type: none"> Teaching Point 1: Finding 10 times as many is the same as multiplying by 10 (for positive numbers); to multiply a whole number by 10, place a zero after the final digit of that number. Teaching Point 2: To divide a multiple of 10 by 10, remove the final zero digit (in the ones place) from that number. Teaching Point 3: Finding 100 times as many is the same as multiplying by 100 (for positive numbers); to multiply a whole number by 100, place two zeros after the final digit of that number. Teaching Point 4: To divide a multiple of 100 by 100, remove the final two zero digits (in the tens and ones places) from that number. Teaching Point 5: Multiplying a number by 100 is equivalent to multiplying by 10, and then multiplying the product by 10. Dividing a 	NCETM 2.13 Calculation: multiplying and dividing by 10 or 100 NCETM Steps in learning. 1:1 – 1:9 NCETM Steps in learning. 2:1 – 2:8 NCETM Steps in learning. 3:1 – 3:8 NCETM Steps in learning. 4:1 – 4:7 NCETM Steps in learning. 5:1 – 5:7		

	<p>multiple of 100 by 100 is equivalent to dividing by 10, and then dividing the quotient by 10.</p> <ul style="list-style-type: none"> Teaching Point 6: If one factor is made 10 times the size, the product will be 10 times the size. If the dividend is made 10 times the size, the quotient will be 10 times the size. Teaching Point 7: If one factor is made 100 times the size, the product will be 100 times the size. If the dividend is made 100 times the size, the quotient will be 100 times the size. 	<p>NCETM Steps in learning. 6:1 – 6:7 NCETM Steps in learning. 7:1 – 7:8 Inspire Year 5A Unit 2 Multiplying by tens, hundreds and thousands p.53-61 Dividing by tens, hundreds and thousands p.62-69</p>		
	<p>2.14 Multiplication: partitioning leading to short multiplication</p> <ul style="list-style-type: none"> Teaching Point 1: The distributive law can be applied to multiply any two-digit number by a single-digit number, by partitioning the two-digit number into tens and ones, multiplying the parts by the single-digit number, then adding the partial products. Teaching Point 2: Any two-digit number can be multiplied by a single-digit number using an algorithm called '<i>short multiplication</i>'; the digits of the factors must be aligned correctly; the algorithm is applied working from the least significant digit (on the right) to the most significant digit (on the left); if the product in any column is ten or greater, we must '<i>regroup</i>'. Teaching Point 3: The distributive law can be applied to multiply any three-digit number by a single-digit number, by partitioning the three-digit number into hundreds, tens and ones, multiplying the parts by the single-digit number, then adding the partial products. Teaching Point 4: Any three-digit number can be multiplied by a single-digit number using the short multiplication algorithm. 	<p>NCETM 2.14 Multiplication: partitioning leading to short multiplication</p> <p>NCETM Steps in learning. 1:1 – 1:7 NCETM Steps in learning. 2:1 – 2:15 NCETM Steps in learning. 3:1 – 3:4 NCETM Steps in learning. 4:1 – 4:7</p> <p>Inspire Year 3A Unit 6 Multiplication without regrouping p.147-150 Multiplication with regrouping in ones, tens and hundreds p.151-155 Multiplication with regrouping in ones, tens, hundreds and thousands p.156-160 Inspire Year 3A Unit 8 Multiplication: one step word problems p.205-206 Multiplication: two step word problems p.207-210</p>		

	<p>2.15 Division: partitioning leading to short division</p> <ul style="list-style-type: none"> Teaching Point 1: Any two-digit number can be divided by a single-digit number, by partitioning the two-digit number into tens and ones, dividing the parts by the single-digit number, then adding the partial quotients; if dividing the tens gives a remainder of one or more tens, we must exchange the remaining tens for ones before dividing the resulting ones value by the single-digit number. Teaching Point 2: Any two-digit number can be divided by a single-digit number using an algorithm called '<i>short division</i>'; the algorithm is applied working from the most significant digit (on the left) to the least significant digit (on the right); if there is a remainder in the tens column, we must '<i>exchange</i>'. Teaching Point 3: Any three-digit number can be divided by a single-digit number, by partitioning the two-digit number into hundreds, tens and ones, dividing the parts by the single-digit number, then adding the partial quotients; if dividing the hundreds gives a remainder of one or more hundreds, we must exchange the remaining hundreds for tens before dividing the resulting tens value by the single-digit number. Teaching Point 4: Any three-digit number can be divided by a single-digit number using the short-division algorithm. 	<p>NCETM 2.15 Division: partitioning leading to short division</p> <p>NCETM Steps in learning. 1:1 – 1:7 NCETM Steps in learning. 2:1 – 2:10 NCETM Steps in learning. 3:1 – 3:4 NCETM Steps in learning. 4:1 – 4:11</p> <p>Inspire Year 3A Unit 7</p> <p>Division without remainder and regrouping p.181-182 Division with regrouping in tens and ones p. 183-185 Division with regrouping in hundreds tens and ones p.186-192</p>	
	<p>2.16 Multiplicative contexts: area and perimeter 1</p> <ul style="list-style-type: none"> Teaching Point 1: Perimeter is the distance around the edge of a two-dimensional (2D) shape. Teaching Point 2: Perimeter is measured in units of length and can be calculated by adding together the lengths of the sides of a 2D shape. Teaching Point 3: Multiplication can be used to calculate the perimeter of a regular polygon; when the perimeter is known, side-lengths can be calculated using division. Teaching Point 4: Area is the measurement of the surface of a flat item. Teaching Point 5: Area is measured in square units, such as square centimetres (cm^2) and square metres (m^2). Teaching Point 6: The area of a rectangle can be calculated using multiplication; the area of a composite rectilinear shape can be found by splitting the shape into smaller rectangles. 	<p>NCETM 2.16 Multiplicative contexts: area and perimeter 1</p> <p>NCETM Steps in learning. 1:1 – 1:4 NCETM Steps in learning. 2:1 – 2:4 NCETM Steps in learning. 3:1 – 3:9 NCETM Steps in learning. 4:1 – 4:7 NCETM Steps in learning. 5:1 – 5:5 NCETM Steps in learning. 6:1 – 6:9</p> <p>Inspire Year 3B Unit 18</p> <p>Area p.253-257 Square centimetres p.258-261 Square metres p.262-266 Perimeter and area p.267-269 More perimeter p.270-272 Area of a rectangle p.273-278</p>	Area Perimeter Square Rectangle Rectilinear Polygon Unit Square centimetre (cm^2) Square metre (m^2) Surface Length Breadth Width
	<p>2.17 Structures: using measures and comparison to understand scaling</p> <ul style="list-style-type: none"> Teaching Point 1: A longer length can be described in terms of a shorter length using the language of 'times'; the longer length can be calculated, if the shorter length is known, using multiplication. 	<p>NCETM 2.17 Structures: using measures and comparison to understand scaling</p> <p>NCETM Steps in learning. 1:1 – 1:7 NCETM Steps in learning. 2:1 – 2:6</p>	Length Times Scaling

	<ul style="list-style-type: none"> Teaching Point 2: A shorter length can be described in terms of a longer length using the language of fractions; the shorter length can be calculated, if the longer length is known, using division. Teaching Point 3: Other measures can be compared using the language of 'times' and fractions, and calculated using multiplication or division. 	NCETM Steps in learning. 3:1 – 3:3		
Fractions	3.5 Working across one whole: improper fractions and mixed numbers <ul style="list-style-type: none"> Teaching Point 1: Quantities made up of both wholes and parts can be expressed as mixed numbers. Teaching Point 2: Mixed numbers can be placed on a number line. Teaching Point 3: Understanding how to compare and order proper fractions supports the comparison and ordering of mixed numbers. Teaching Point 4: Mixed numbers can be partitioned and combined in the same way as whole numbers. Teaching Point 5: Mixed numbers can be written as improper fractions. Teaching Point 6: Improper fractions can be added and subtracted in the same way as proper fractions. 	NCETM 3.5 Working across one whole: improper fractions and mixed numbers NCETM Steps in learning. 1:1 – 1:5 NCETM Steps in learning. 2:1 – 2:11 NCETM Steps in learning. 3:1 – 3:7 NCETM Steps in learning. 4:1 – 4:8 NCETM Steps in learning. 5:1 – 5:17 NCETM Steps in learning. 6:1 – 6:12 Inspire Year 4A Unit 5 Mixed numbers p.137-141 Improper fractions p.142-145 Conversion of fractions p.146-150 Adding and subtracting fractions p.151-153 Word problems p.158-167	Unit fraction Non-unit fraction Proper fraction Improper fraction Mixed number Whole Part Equal parts Unequal parts Relative Tenth Numerator Denominator Equivalence Equivalent fractions Fifth Sixth Seventh Decimal	Fractions <ul style="list-style-type: none"> - recognise and show, using diagrams, families of common equivalent fractions - count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. - 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 - add and subtract fractions with the same denominator - recognise and write decimal equivalents of any number of tenths or hundredths - recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. - 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 - round decimals with one decimal place to the nearest whole number - compare numbers with the same number of decimal places up to two decimal places - solve simple measure and money problems involving
	3.6 Multiplying whole numbers and fractions <ul style="list-style-type: none"> Teaching Point 1: Repeated addition of proper and improper fractions can be expressed as multiplication of a fraction by a whole number. Teaching Point 2: Repeated addition of a mixed number can be expressed as multiplication of a mixed number by a whole number. Teaching Point 3: Finding a unit fraction of a quantity can be expressed as a multiplication of a whole number by a fraction. Teaching Point 4: A non-unit fraction of a quantity can be calculated by first finding a unit fraction of that quantity. Teaching Point 5: If the size of a non-unit fraction is known, the size of the unit fraction and then the size of the whole can be found. 	NCETM 3.6 Multiplying whole numbers and fractions NCETM Steps in learning. 1:1 – 1:18 NCETM Steps in learning. 2:1 – 2:6 NCETM Steps in learning. 3:1 – 3:12 NCETM Steps in learning. 4:1 – 4:8 NCETM Steps in learning. 5:1 – 5:11		

				fractions and decimals to two decimal places.
Measurement	Length <ul style="list-style-type: none"> Additional Teaching Point 1: Convert between different units of measure (e.g. kilometre to metre; metre to centimetre). Additional Teaching Point 2: estimate, compare and calculate different measures. 	ATPs: self resourced	Measure Compare Estimate Length Distance Millimetre (mm) Centimetre (cm) Metre (m) Width Height Depth Breadth	Measurement <ul style="list-style-type: none"> - Convert between different units of measure [for example, kilometre to metre; hour to minute] - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - find the area of rectilinear shapes by counting squares - estimate, compare and calculate different measures, including money in pounds and pence
	Mass <ul style="list-style-type: none"> Additional Teaching Point 1: Convert between different units of measure (e.g. kilogram to gram). Additional Teaching Point 2: estimate, compare and calculate different measures. 	ATPs: self resourced	Measure Compare Estimate Mass Kilogram (kg) Gram (g) Balance Scales	<ul style="list-style-type: none"> - 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.
	Capacity <ul style="list-style-type: none"> Additional Teaching Point 1: Convert between different units of measure (e.g. litres to millilitres). Additional Teaching Point 2: estimate, compare and calculate different measures 	ATPs: self resourced	Measure Compare Estimate Volume Capacity Container Contains Millilitre (ml) Litre (l)	
	Time <ul style="list-style-type: none"> Inspire Teaching point 1: A second is a unit of measurement of time. Inspire Teaching point 2: 60 seconds = 1 minute Inspire Teaching point 3: Time can be expressed using the 12-hour or the 24hr clock notation Inspire Teaching point 4: Duration can be measured in hours and minutes. Additional Teaching point 1: solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	Inspire Year 4B Unit 11 Seconds p.121-125 Inspire Year 4B Unit 11 24-hour clock p.126-127 ATP: self resourced	Second Minute Hour Day Month Year Leap Year O'Clock A.M P.M Morning Afternoon	

			Noon Midnight Timetable Digital/analogue	
Geometry	Properties of shapes <ul style="list-style-type: none"> Additional Teaching Point 1: compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Inspire Teaching Point 1: A symmetrical shape has a line of symmetry which divides the shape into two equal parts Inspire Teaching Point 2: When folded along the line of symmetry, the two parts fit exactly Inspire Teaching Point 3: A line of symmetry divides the shape into two equal parts so that the two parts fit exactly when the shape is folded along this line Inspire Teaching Point 4: A shape is symmetrical along a line if the line divides the shape into two equal parts and the parts fit exactly when the shape is folded along this line Inspire Teaching Point 5: an angle is an amount of turning and not the amount of space Inspire Teaching Point 6: angles are named as $\angle ABC$ or $\angle a$ Additional Teaching Point 2: Identify acute and obtuse angles and compare and order angles up to two right angles by size. 	ATP1: self resourced Inspire Year 4B Unit 13 Identifying symmetrical shapes p.179-184 Inspire Year 4B Unit 13 Identifying lines of symmetry p. 185-188 Inspire Year 4B Unit 13 Making symmetrical shapes and patterns p. 189-196 Inspire Year 4A Unit 6 Understanding angles p. 186-189 Inspire Year 4A Unit 6 Drawing angles to 180° p. 190-192 Inspire Year 4A Unit 6 Turns and right angles p.193-194 ATP2: self resourced	2D shapes 3D shapes Rectangle Square Triangle Trapezium Rhombus Quadrilateral Circle Semicircle Quarter circle Cuboid Cube Pyramid Sphere Property Symmetry Line of symmetry Angle Right Angle Turn Half turn Three quarters of a turn Complete turn Degree Vertex Greater than Less than Acute Obtuse	Geometry - Properties of shapes <ul style="list-style-type: none"> - compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - 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.
	Position and direction <ul style="list-style-type: none"> Additional Teaching Point 1: describe positions on a 2-D grid as coordinates in the first quadrant Additional Teaching Point 2: describe movements between positions as translations of a given unit to the left/right and up/down Additional Teaching Point 3: plot specified points and draw sides to complete a given polygon. 	ATPs: self resourced	2 dimensional grid coordinate quadrant x axis y axis position direction left right	Geometry - position and direction <ul style="list-style-type: none"> - 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

			translation plot polygon	- plot specified points and draw sides to complete a given polygon
Statistics	<ul style="list-style-type: none"> Inspire Teaching Point 1: A bar graph (chart) represents synthesised data for presentation Inspire Teaching Point 2: Whole number concepts are applied to bar graphs in reading and interpretation of concepts Additional Teaching Point 1: interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Additional Teaching Point 2: solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. <p>NB: Where possible, the teaching of data should be linked to Science investigations and Geography to provide a practical context.</p>	Inspire Year 3B Unit 13 Making bar graphs with scales p. 92-97 Inspire Year 3B Unit 13 Reading and interpreting bar graphs p. 98-103 ATPs: self resourced	Represent Data Symbol Scale Graph Picture graph Bar graph (chart) Tally Table X-axis Y-axis Common Popular Sort Vote	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.

YEAR 4 ENGLISH – Reading

Objectives	National Curriculum Objectives
Content Domains	
2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text	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
Word Reading including decoding (Phonics - following Letters and Sounds)	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes, to read aloud and to understand the meaning of unfamiliar words • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words 	Reading – Comprehension
<ul style="list-style-type: none"> • Know which books to select for specific purposes, especially in relation to science, history and geography learning • Use dictionaries to check the meaning of unfamiliar words • Discuss and record words and phrases that writers use to engage and impact on the reader • Know and recognise some of the literary conventions in text types covered • Begin to understand simple themes in books • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • Explain the meaning of words in context • Ask questions to improve understanding of a text • Infer meanings and begin to justify them with evidence from the text • Predict what might happen from details stated and deduced information • Identify how the writer has used precise word choices for effect to impact on the reader • Identify some text type organisational features, for example, narrative, explanation, persuasion <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> • Make connections with prior knowledge and experience • Begin to build on others' ideas and opinions about a text in discussion • Explain why text types are organised in a certain way • Appreciate the bias in persuasive writing, including articles and advertisements • Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary) • Compare fictional accounts in historical novels with the factual account 	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
Reading Range (including poetry and performance) <ul style="list-style-type: none"> • 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 • Deduce and infer characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts • Explain how writers use figurative and expressive language to create images and atmosphere • Recognising different forms of poetry e.g. free verse and narrative poetry • Interrogate texts to deepen and clarify understanding and response • Read extensively a range of authors or genres and experiment with other types of text • Explore how and why writers write, including through discussion with authors at author visits and by contacting them online including through face-to-face and online contact 	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; identifying main ideas drawn from more than one paragraph and summarising these; identifying how language, structure and presentation contribute to meaning

YEAR 4 ENGLISH – Writing

Teachers should refer to this curriculum alongside, English Appendices 1 and 2 from Programmes of Study as well as the Reading curriculum and Spoken Language curriculum

Objectives						National Curriculum Objectives
Writing in non-fiction form						Composition
Plan, draft, write, edit for a range of purposes and audience with an increasing awareness of appropriate language and form (e.g. recount of an event, instructional text).						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
Writing narratives						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].
Cohesion	Verb tenses	Vocabulary	Sentence	Text organisation	Punctuation	
Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)	Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)	Should include: nouns, expanded noun phrases, adjectives, verbs adverbs, prepositions The grammatical difference between plural and possessive – s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Use compound and complex sentences using a range of clause structures (e.g. commas after adverbials; use of apostrophe) Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]	Develop and refine ideas in writing using planning strategies Organise text into paragraphs to distinguish between different information, events or processes	Use the range of punctuation taught up to and including Y4 (e.g. apostrophes for possession, commas in lists) Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] Apostrophes to mark plural possession [for example, <i>the girl’s name, the girls’ names</i>] Use of commas after fronted adverbials	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. Vocabulary, grammar and punctuation (refer to English Appendix 2) 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; 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; 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. Terminology: determiner pronoun, possessive pronoun adverbial

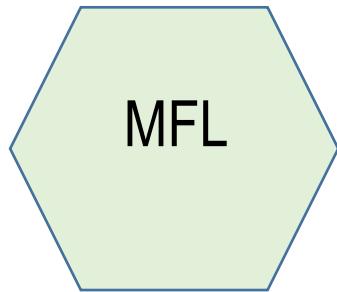
<p>Spelling (see Appendix English 1 from Programmes of Study)</p> <ul style="list-style-type: none"> - Learning to spell words containing each of the 40+ phonemes already taught. - Learning to spell common exception words. - Learning to spell the days of the week. - Name the letters of the alphabet, including in the correct order. - Using letter names to distinguish between alternative spellings of the same sound - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - Use the prefix un– - Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - Apply simple spelling rules and guidance, as listed in English Appendix 1 - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	
<p>Handwriting</p> <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably and correctly. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. - Form capital letters. - Form digits 0-9. - Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	

High quality text suggestions:	Mr William Shakespeare's Plays by Marcia Williams (History)	Varmints by Helen Ward and Marc Craste (Geography, Science)	Until I Met Dudley by Roger McGough and Chris Riddell (Science)	Lost Words by Robert McFarlane (Science)	Weslandia by Paul Fleischman & Kevin Hawkes (Geography, Science)	The Lion, the Witch and the Wardrobe by CS Lewis	Greta's Story by Valentina Camerini

Spoken Language Curriculum, including Drama for Year 1 – Year 6

Objectives						National Curriculum objectives Years 1-6
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Pupils should be taught to:
Speaking Describe incidents from their own experience in an audible voice	Speaking Speak with clarity and use appropriate intonation when reading texts aloud Explain ideas and processes using appropriate and adventurous vocabulary Develop understanding through predicting, imagining and exploring ideas	Speaking Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively Develop understanding through speculating, hypothesising, imagining and exploring ideas	Speaking Build on vocabulary in order to give detailed explanations Tell stories effectively and convey detailed information coherently for listeners with an increasing command of standard English Respond appropriately to the contributions of others in light of differing viewpoints Develop understanding through speculating, hypothesising, imagining and exploring ideas	Speaking Use the techniques of dialogic talk to explore ideas, topics or issues Use and explore different question types and different ways words are used, including in formal and informal contexts Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language Continue to develop understanding through speculating, hypothesising, imagining and exploring ideas	Speaking Use the techniques of dialogic talk to explore ideas, topics or issues Use a range of oral techniques to present persuasive arguments and engaging narratives Participate in whole-class debate using the conventions and language of debate, including standard English Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language Continue to develop understanding through speculating, hypothesising, imagining and exploring ideas	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English
Listening & responding Listen with sustained concentration, building new stores of words in different contexts Listen to and follow instructions accurately	Listening & responding Listen to others in class, ask relevant questions and follow instructions Listen to an adult and remember some specific points and identify what they've learned	Listening & responding Listen to others in class, ask relevant questions and follow instructions Listen to an adult and remember some specific points and identify what they've learned	Listening & responding Listen to a speaker, make notes on the talk and use notes to develop a role-play or improvisation Compare the different contributions of music, words and images in short extracts from TV programmes	Listening & responding Identify some aspects of talk which vary between formal and informal occasions Identify different question types and evaluate their impact on the audience Analyse the use of persuasive language	Listening & responding Make notes when listening for a sustained period Analyse and evaluate how speakers present points effectively through use of language and gesture Listen for language variation in formal and informal contexts Identify the ways spoken language varies according to differences in the context and purpose of its use	<ul style="list-style-type: none"> participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.

Group discussion Take turns to speak, listen to other's suggestions and talk about what they are going to do Ask and answer questions, make relevant contributions, offer suggestions and take turns	Group discussion Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement	Group discussion Use talk to organise roles and action Actively include and respond to all members of the group	Group discussion Take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe and mentor	Group discussion Plan and manage a group task over time using different levels of planning Understand different ways to take the lead and support others in groups Understand the process of decision making	Group discussion Understand and use a variety of ways to criticise constructively and respond to criticism Understand different ways to take the lead and support others in groups Understand the process of decision making	
Drama Explore appropriate themes through improvisation and role play	Drama Explore appropriate themes through improvisation and role play	Drama Explore appropriate themes through improvisation and role play Create roles showing how behaviour can be interpreted from different viewpoints	Drama Explore appropriate themes through improvisation and role play Create roles showing how behaviour can be interpreted from different viewpoints	Drama Reflect on how working in role helps to explore complex issues Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires	Drama Reflect on how working in role helps to explore complex issues Improvise and devise a performance considering how to adapt the performance for a specific audience	



Throughout the Brindishe Federation, children are taught how to speak primarily **SPANISH**. In some year groups, teachers may choose to teach additional languages which suit their current class topic.

EYFS & KS1 will focus mainly on the 1st two objectives through language exploration as part of their daily provision.
By the end of KS2, teaching and learning will have included all of The National Curriculum objectives. Where these are age specific is noted in the year group document below.

Resources

Audio stories in different languages:

<https://www.thefablecottage.com/>

<https://www.thespanishexperiment.com/> (just in Spanish)

Radio clips: <https://www.bbc.co.uk/programmes/articles/4FDrPw6jzIxpYKq0WsbS8J3/mfl-ks2-spanish-mi-madrid>

BBC bitesize resources – video clips, songs, stories and poems: <https://www.bbc.co.uk/bitesize/subjects/zxsvr82>

Spanish games: <http://www.crickweb.co.uk/ks2spanish.html>

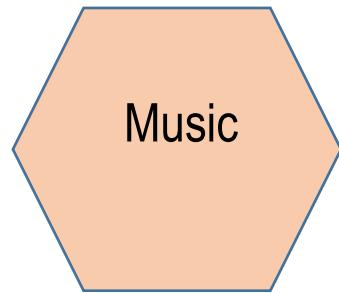
YEAR 4 MFL (Spanish)

Subject content	Objectives	Themes and vocabulary	Country/Influential figure	NC Objectives
Speaking and Listening	<ul style="list-style-type: none"> Revise and continue with Y3 objectives plus: Learn some simple songs, rhymes or poems Express opinions and respond to those of others Speak in sentences, using familiar vocabulary, phrases and basic language structures Identify specific sounds, words, rhymes and letters Understand and express simple opinions 	Countries local area	Columbia Botero El Dorado – story	<ul style="list-style-type: none"> describe people, places things and actions orally and in writing read carefully and show understanding of words, phrases and simple writing
Reading and Writing	<ul style="list-style-type: none"> Revise and continue with Y3 objectives plus: Follow a short text, listening and reading at the same time, and show understanding of the text Recognise patterns in simple sentences Write simple words and phrases using model 	houses rooms furniture	Shakira Salsa dancing Rumba	<ul style="list-style-type: none"> engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures
Intercultural understanding	<ul style="list-style-type: none"> Learn about the different languages spoken by the children in school, including their scripts and number systems Explore a Spanish speaking country in more depth, including eg culture, traditions, foods, music, art and sport Learn about festivals and celebrations associated with Spanish speaking countries 	home activities body parts facial features descriptions	Merengue etc	<ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
Knowledge about language	<ul style="list-style-type: none"> Revise and continue with Y3 objectives plus: Notice patterns in language and link it to word classes, structure and vocabulary – e.g. adjectives follow the noun in Spanish Notice patterns across different languages – e.g. mascot – mascot – pet Begin to use simple dictionaries to explore new language Notice that Spanish has feminine and masculine forms – e.g. some words begin with una/la and some words begin with un/el 	days of the week		<ul style="list-style-type: none"> appreciate stories, songs, poems and rhymes in the language

YEAR 4 ART

Subject content	Objectives	Vocabulary	Themes and Suggested Artists	NC Objectives
Design, Evaluate and Develop	<ul style="list-style-type: none"> Use sketchbooks to adapt and improve original ideas e.g. collect visual and other information such as images, materials. Use sketchbooks to show knowledge and art history that they have learnt e.g. collect visual and other information to help them develop their ideas, thoughts and feelings. Find inspiration, compare ideas, methods and approaches in their own work and that of others and express opinions. Adapt their work according to their views and describe how it might be developed further. Begin to assess their own artwork against given criteria. Be able to express a preference, make a comment about the elements that appeal and give reasons why using visual language; colour pattern and texture, line and tone, shape form and space. To experience art in situ by visiting galleries and museums to link with a particular theme, skill or movement. 	Evaluate, observation self-assessment, note like, dislike, annotate different, separate distinct, similar, colour, pattern and texture, line and tone, shape form and space.	Romans Tudors Amazon Rainforest	<ul style="list-style-type: none"> To be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques with a range of materials.
Media and techniques				
Drawing	<ul style="list-style-type: none"> Continue to understand the different grades of pencils (2B & 4B) and use them to scribble and shade (cross hatch, dot dash, circle, spiral) Draw showing some understanding of tone, line, scale, depth and texture. Be able to give an explanation why they have chosen specific materials to draw with. Use hatching and cross hatching to show tone and texture e.g. intersecting parallel lines from dark to light. Use viewfinders, mirrors, magnifying glasses as an aid for observational work. 	Random lines, contour, blending, shading, shapes, geometric, irregular, horizontal, vertical, light, dark, patterns, plan distance, direction position, form texture, tone, weight pressure, portrait past, present	Hans Holbein Edward Hopper Rene Magritte – Golconde (scale)	<ul style="list-style-type: none"> To find out about great artists, architects and designers in history.
Painting	<ul style="list-style-type: none"> Begin to work in monochrome using shades of one colour e.g. light to dark using one hue. Use shading techniques to create and express feelings. Understand how to mix and match colours for purpose such as light and dark skin tones Mix paints to give different thicknesses/densities e.g. powder paints Use a limited palette to extend knowledge of colour mixing, textures and mark making e.g. adding white or black to blue, red or yellow to produce a range of tones and shades. 	Colour, hue, techniques, thick, thin, predict, compare, experiment, monochrome primary, secondary, tone, hue, light, dark tint, shade, paste	Henri Rousseau Wassily Kandinsky Frank Bowling Lubaina Himid Mark Rothko Banksy	
Printing	<ul style="list-style-type: none"> Use sketch book to collect ideas, record different types of patterns and textures Research and collect different types of materials to print on e.g. cloth, paper, card. Use up to four different colour overlays to print Create printing blocks from lino (under close supervision), polystyrene using a relief or impressed method Create repeating patterns using (cutting out simple shapes) 	Manipulate block Repeat continuous cylinder, block, print, mix, colour, pattern overlapping, press, replicate.	Picasso, Dan Mather Andy Warhol Roman mosaic patterns	

3D	<ul style="list-style-type: none"> • Use a range of different materials to plan and design a sculpture e.g. clay, mod roc, wire, paper straws, recycling materials etc • Show a knowledge and understanding of shape e.g. geometric, organic, space e.g. positive area (subject) negative area (background) and form e.g. balance, use of area (top/bottom, left and right) height, width, thickness, • Explain how their work has been sculpted, modelled or constructed. • Use clay to adequately construct a simple base for extending and modelling other shapes. 	Form, shape, texture, composition, profile, proportion, decoration, ornate, symbolic, perspective, shape, form	Henry Moore Barbara Hepworth Andy Goldsworthy Roman mosaic – ceramic tiles	
Mixed Media (including collage)	<ul style="list-style-type: none"> • Use a paint programme to create specific effects e.g. use the cut and paste tools, • Develop skills in stitching and back stitch to create different textural effects • Create a collage that involves tearing, overlapping, layering, coiling, tessellation, mosaic and montage. • Combine digital and paint processes with layers of original painted or drawn elements e.g. manipulate and alter the effects 	cut, paste, daub, stamp, emblem, motif, ornamentation, geometric, abstract	Paul Klee Henri Matisse Faith Ringgold (textiles) Kazimir Malevich Giuseppe Archimboldo Tudor portraits – National Portrait Gallery	



The Key Musical Elements

The musical elements are the building blocks of music. The skills and objectives outlined below seek to develop children's awareness of and sensitivity to each of these elements. The musical elements are interrelated and children's understanding of these concepts will deepen over time. Each element is present in most musical activity, but some lessons may focus on a single element.

Pulse: Can you feel the heartbeat?

Rhythm: Can you hear repeated patterns?

Pitch: Is the sound high or low?

Dynamics: Is the sound loud or soft?

Tempo: Is the sound fast or slow?

Timbre: How does the sound feel in your ears?

Structure: What can you hear first, next and after that?

Texture: How many sounds can you hear?

The vocabulary words for each year group are not exhaustive and are designed to build on previous years' learning. You may like to ensure your children are confident using words from the preceding year when discussing and appraising the music they hear and play.

YEAR 4 MUSIC

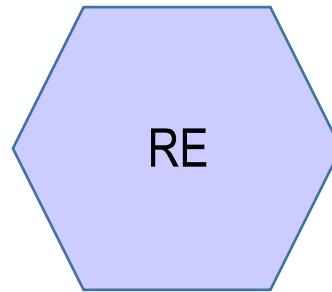
Subject content	Objectives	Vocabulary	Key Musical Elements	NC Objectives
Listening and Responding	<ul style="list-style-type: none"> Listen to and discuss a broad and diverse range of musical styles, periods and traditions Continue to recognize the sound of musical instruments and basic features of key musical styles e.g. pop, gospel, bhangra, classical Understand and discuss the musical elements when appraising and evaluating a piece of music with increasing accuracy when referring to tempo, pitch, dynamics and timbre, and an increasing awareness of structure and texture. Respond imaginatively to music in a variety of ways, e.g. movement, dance, mime, poetry, writing, art Reproduce simple rhythmic and melodic sequences based on familiar songs and rhythms 	Loud, quiet, soft, fast, slow, high, low Repeat Verse, chorus Style, genre, mood	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
Improvising and Composing	<ul style="list-style-type: none"> Deepen understanding of the concept of improvisation (making up your own simple rhythm and melody) Continue to improvise using very simple patterns using voice and instrument in the context of a song being learned Continue to explore and use a range of appropriate sounds, patterns and melodies (vocal, body percussion, tuned/untuned instruments, digital) to accompany other learning across the curriculum, e.g. a melody played to represent a character or event in a story; sounds inspired by a picture Select appropriate instruments and how to play them, showing increasing awareness and control of tempo, dynamics and timbre Begin to recognise and use staff notation to read and play simple rhythms and 2 or 3-note melodies 	Similar, different Accompany, appropriate Ensemble (a group playing together) Melody Singing voice Speaking voice		
Performing and Sharing	<ul style="list-style-type: none"> Understand the importance of warming up the voice using a range of sounds that the singing voice and the speaking voice can make Record their own compositions in any way appropriate, including graphic scores, video and digital resources, identifying links between graphic notation and the musical elements Prepare and perform musical pieces for an audience, e.g. small groups performing in class or wider school opportunities like assemblies and shows Continue to use their singing voices expressively in an ensemble context, listening to each other and showing an increasing awareness of the musical elements Describe and evaluate their own music-making and performance, showing respect for each other's musical ideas and efforts 	Timbre words: Bright, dark, brassy, reedy, harsh, noisy, thin, buzzy, pure, raspy, shrill, mellow, strained etc Major key (happy-sounding music) Minor key (sad-sounding music)		

YEAR 4 HISTORY - Children should learn about ‘the Roman Empire and its impact on Britain’, ‘Britain’s settlement by Anglo-Saxons and Scots’ and ‘the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor’ but at least one must be in depth and the others can be an overview.

Subject content	Objectives	Vocabulary	Theme/period/influential figure/possible visits.	NC Objectives
The Tudors	<ul style="list-style-type: none"> Identify the Tudors era on a timeline using dates and compare this to prior history learning. Examine what life was like for all groups of people during the Tudor time period in particular Henry VIII's life using a variety of sources e.g. inventories, artefacts, primary sources, portraits. Describe how religion impacted life during the Tudor period. Discuss how decisions made by Henry VIII are still evidenced today. Compare life before and after Tudor exploration and also with present day knowledge of the world. Discuss how this contributed to the formation of the British Empire. Discuss how portraits are biased sources. Look at how food comes from different places globally, influenced cultures and benefitted colonial nations. 	alliance, allies, annulment, Catholic, circumnavigation, colony, court, divorce, empire, heir, hereditary, Indigenous, interpret, inventory, Lancaster, monastery, nobles, peasant, portrait, Protestant, superstition, trade, yeoman, York	People Tudor Monarchs Henry VIII's wives Cardinal Wolsey Sir Francis Drake Hans Holbein William Shakespeare John Blanke Jacques Francis Visits Hever Castle, Hampton Court Southwark Cathedral Golden Hinde, Eltham Palace	<ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.
Invaders and Settlers	<ul style="list-style-type: none"> Identify the Roman, Anglo Saxon and Viking eras on a timeline using dates and compare this to prior history learning. Compare what life was like in Britain before and after the Roman invasion. Describe how the ‘Romanisation’ of Britain changed how people lived. Explain how the Roman withdrawal contributed to Anglo-Saxon settlement. Describe what life was like for all groups of people. Ask questions and find out the answers about the Romans, Anglo-Saxons and Vikings. Use more than one source to find out what Roman, Anglo-Saxon and Viking life was like. Compare the accuracy of these sources. Describe different accounts of the different types of settlement from different perspectives, explaining some of the reasons why the accounts may differ. Suggest reasons why the invaders settled in Britain and why others created colonies. Make connections to how and why the British became invaders and settlers; examine the impacts British colonization had on other people in other places in the world (The Americas, Australia, etc) Explain how Britain changed with the settling of the invaders. Compare Anglo-Saxon Britain with Roman life. Explain what religious beliefs were before the spread of Christianity and how the spread of Christianity impacted Britain. 	Angles, Anglo-Saxon, aqueduct, archaeologist, artefact, barbarian, bath house, century, Christianity, conquest, Danegeld, freeman, gladiator, gods, invasion, justice, Jutes, kingdom, law, longship, mosaic, migration, monk, pagan, Picts, raids, religion, runes, Saxons, Scots, settler/settlement, slave, soldier, source, Vikings, villa, colonialism	People Julius Caesar Claudius Boudicca Alfred the Great Athelstan Edward the Confessor N. African Roman soldiers Beachy Head woman Places Caerwent, Canterbury Iona Lindisfarne York/Jorvik Danelaw London/Londinium Visits Crofton Villa, Lullingstone Museum of London Make your own history – Viking Longship/ Roman Siege Weapons	<p>Ongoing Skills</p> <ul style="list-style-type: none"> Ask perceptive questions and think critically. Weigh evidence and sift arguments. Develop perspective and judgement. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts. Understand the methods of historical enquiry.

YEAR 4 GEOGRAPHY

Subject content	Objectives	Vocabulary	Influential figures/Visits	NC Objectives
Locational Knowledge	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) Identify the countries and major cities of Europe. Describe and compare countries in Europe using key physical and human characteristics. Compare the location of Great Britain to the rest of Europe. 	Mountains, rivers, seas, canals, volcanoes, valleys, lakes, Palaces, stadiums, amphitheatres, colosseum, cathedrals Acropolis (Wonder of the world)		<ul style="list-style-type: none"> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.
Place Knowledge	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region in Europe. 	Trade, commerce, economy, money, distribution, wealth, poverty, environment, fair trade, energy sources, water, consequences, impact, positive, negative, migration	Lesein Mutunkei	Ongoing processes/skills
Human and Physical geography	<ul style="list-style-type: none"> Human geography including, economic activity including trade links and the distribution of natural resources inc. food, energy, minerals and water. Understand migration linking to economic activity and trade. Understand the different ways in which people live around the world have consequences for the environment and the lives of others from local to global scale. 	Tectonic plates, friction, continents, magnitude, seismic waves, volcanic activity, magma, lava, ash, eruption, Pompeii,	Natural History Museum	<ul style="list-style-type: none"> Using a range of sources to find out and explore contrasting places. Understand the link between human and physical activities. Use appropriate vocabulary and evidence to justify opinions. Map reading skills. Ask and answer appropriate geographical questions using fieldwork and evidence to support ideas.
	<ul style="list-style-type: none"> Physical geography including, volcanoes and earthquakes. 			
Geographical skills	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Develop geographical skills though a wider range of fieldwork techniques to record evidence and begin to offer explanations. Compare population data, quadrant sampling, soil tests, measuring distances, collect and record evidence. Use evidence to justify and explain reasoning. Draw and follow simple plans and maps (from aerial photographs, of known areas) using 8 point compass direction, 4 figure grid references and identify main human and physical features on a map. 	North, South, East, West, North-West, North-East, South-East, South-West, grid references, map, key.		



Brindishe Schools follow the Lewisham Agreed Syllabus for Religious Education.

Key Stage 1 Breadth of study - During the two years of Key Stage 1, pupils in Lewisham schools should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs and compulsory units

- a) Christianity for Key Stage 1. Set out as four half - termly units
- b) Two other principal religions from the content provided for Buddhism, Hinduism, Islam, Judaism and Sikhism, one of which should be a religious community with a significant local presence in and around the school –schools must select the first two units of each of the two faiths they choose = 4 half termly units in all.
- c) A secular world view, where pupils introduce this from their own experience as appropriate; and
- d) The Natural World statutory unit (year 1 term 1)

Plus three of the four following Key Stage 1 Optional Units:

- Belonging / Who am I?
- Right and Wrong
- Sharing Food
- Weddings

Key Stage 2 Breadth of study - During this key stage, pupils in Lewisham schools should be taught the knowledge, skills and understanding through the following areas of study:

- a) Christianity for Key Stage 2; this is set out as 5 half term units
- b) five other principal religions – Buddhism, Hinduism, Islam, Judaism and Sikhism. Schools should teach the remaining two units from those faiths introduced in KS1 and all four units from the other 3 faiths that have not yet been studied, totalling 16 half termly units
- c) a secular world view, where appropriate

Plus the following statutory units:

- The Journey of life and death
- Peace (to be taught in year 3)
- Understanding faith and belief in Lewisham

The units for every faith in Key Stages 1 and 2 have been developed in partnership between Faith and Belief communities, teachers and RE professionals to be taught in the order that they are numbered so that learning is scaffolded to develop knowledge, understanding and concepts. In Key Stage 1 the first unit to teach is The Natural World Unit.

Teachers should refer to the Lewisham Agreed Syllabus for further planning.

<https://lewisham.gov.uk/myservices/education/schools/religious-education-in-schools/religious-education-syllabus-for-schools-in-the-borough>

YEAR 4 RE

Subject content	Lewisham Agreed Syllabus Objectives		Key Questions	Theme/influential figures/visits/celebrations
Judaism 1 - Shabbat – A day of rest	<p>Shabbat – the Sabbath Day - Day of separation and different from other days; a day of rest and joy, remembering God creating and resting. What happens? Preparing for Shabbat. Sunset candle lighting. Blessings. Shared meal – Kiddush. Shabbat Table and customs. Charity contributions (Tzedakah).¹</p> <p>Synagogue - Attend synagogue for prayer with the community on Shabbat. Havdalah and the end of Shabbat. Spices, wine, plaited candle and the blessing of Shabbat taken into next week.</p>		Why is Shabbat important to Jews? Why do Jews visit the synagogue on Shabbat? Why is it important to keep traditions/customs alive?	<u>Visit/Visitor</u> Jewish visitor Synagogue Visit
Judaism 2 - Festivals in Jewish Life	<p>Succot (Sukkoth) - Festival of Tabernacles. Celebration at home and in the Synagogue. Story retold Harvest.</p> <p>Passover (Pesach) - Story recalled: Moses and the Exodus from Egypt. Celebration at home. Symbolism and ritual of Seder meal – questions from youngest child.</p> <p>Hanukkah - Story recalled of the miracle of the oil. Celebration at home. Symbolism of candle lighting and eating doughnuts.</p>		How does what happens at each Festival help to teach young Jews about their past? What do these festivals show about the Jews' relationship with God?	<u>Festivals:</u> Succot Passover Hannukkah
Christianity 6 - Local Christian places of Worship.	<p>Special places for Christians - There are many different types of Christian places of worship. Belonging to a group and sharing activities with others is important and meaningful. Worship includes the use of stillness and silence for reflection. Reasons why people pray. The Lord's Prayer. The Bible (a source of Christian belief and teaching) used in services</p>		Why are there different places of worship for Christians? What similarities are there in what Christians believe? How does coming together help Christians to grow in their faith?	<u>Visit/Visitor</u> Church / Cathedral Visit
Christianity 7 - Christian Celebrations	<p>The Church has its own calendar with special names for certain times of the year: Times associated with Jesus' life; how Christians understand and celebrate these events – Christmas and Easter. Times of reflection: Advent and Lent - Jesus' temptation. Sharing the Lord's Supper. Pentecost</p>		How do festivals help Christians to remember Jesus and His teachings? What happens in places of worship to help Christians understand the meaning behind their festivals?	<u>Festivals:</u> Christmas Easter Advent/Lent Pentecost
Sikhism 3 - The Gurdwara and the Guru Granth Sahib	<p>The Gurdwara</p> <ul style="list-style-type: none"> • Centre for the community and place of prayer and worship. • Nishan Sahib and Khanda symbol. • Shoes removed, hair covered. • Role of Granthi. • Use of music. 	<p>The Guru Granth Sahib</p> <ul style="list-style-type: none"> • Sikh holy book, final everlasting Guru • Written in Gurmukhi. • Treated with respect as a human Guru • Contents: <ul style="list-style-type: none"> - teachings of Guru Nanak and other Gurus. - hymns and prayers that are sung in services. 	How is the Gurdwara a centre for worship and the expression of Sikh values? Why is the Guru Granth Sahib 'The Everlasting Guru'?	<u>Visit/Visitor</u> Gurdwara visit.

¹ It is custom to put money in a **Tzedakah** box at a point in the weekday services as Orthodox Jews do not use money on Shabbat

	<ul style="list-style-type: none"> • Karah Prasad. • The Langar kitchen- shared food. 			
Buddhism 2 - Living as a Buddhist	<p>The Buddhist Community – Sangha - Lives out the teachings of the Buddha. All members support one another. Story of The King's Elephant – keeping good company matters. Buddhists meditate to help them understand the teachings of the Buddha by developing awareness and mindfulness.</p> <p>The home shrine, a Temple or Buddhist Centre Place where teachings are given. Where Buddhists meditate together. A sacred space, where removal of shoes shows respect. A shrine – with an image of the Buddha. Images of the Buddha communicate values of wisdom and compassion.</p>	<p>What is the importance of a temple or a Buddhist centre? Why do Buddhists have images of the Buddha?</p>	<u>Visit/Visitor</u> Buddhist centre. Visitor from the community.	

YEAR 4 PE

Subject content	Objectives	Vocabulary	Health and Wellbeing	NC Objectives
Invasion Games	<ul style="list-style-type: none"> Vary skills, actions and ideas and link these in ways that suit the games activity showing an understanding of the rules. Shows confidence in using ball skills in various ways, and can link these together e.g. dribbling, bouncing, kicking Select the appropriate pass for the situation Uses skills with co-ordination, control and fluency. Takes part in competitive games using basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination 	<p>Forehand, backhand, volley, overhead, rally, singles, doubles, changing direction, changing speed.</p> <p>Attack, defend, pass, dodge, space, pace,</p> <p>rules, tactics, accuracy, consistency, fluency, footwork.</p>	<p>Social me: How do I give constructive feedback to my peers?</p> <p>Physical me: How can I keep myself and others safe in a lesson?</p> <p>Healthy me: Can I understand how strength, stamina and speed can be improved by playing a game?</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team
Gymnastics	<ul style="list-style-type: none"> Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences. 	<p>star, pike, tuck, dish, straddle, stretch, curl</p> <p>Rolls - forward, backward, log, teddy-bear</p>	<p>Thinking me: Can I make suggestions as to what resources can be used to differentiate a game?</p> <p>Emotional me: How can I celebrate my achievements and the achievements of others?</p>	
Dance	<ul style="list-style-type: none"> Explore a range of choreographic devices (unison, canon, repetition) and use these to develop phrases of movement. Understand how to create dance motifs and use these to support a narrative in choreography. Demonstrating precision and increasing control in response to stimuli*. Continue to vary dynamics and develop actions and motifs. Perform more complex dance phrases and dances that communicate character and narrative Watch and evaluate (their own and others) dance phrases and dances using appropriate dance vocabulary, and use what they learn to feedback and improve. *Watch clips of professional dance when appropriate to learning theme to develop deeper awareness of style genre. 	<p>Levels</p> <p>Expressions</p> <p>Freeze</p> <p>Direction</p> <p>Performance</p> <p>Speed</p> <p>Sequence/phrases</p>		

Athletics	<ul style="list-style-type: none"> Understands and can consistently demonstrate the appropriate running style for the activity. Knows and can demonstrate a range of throwing techniques (chest throw, overhead throw, javelin, discus, shot putt) safely and with increasing accuracy and distance towards a target area. Can perform a range of jumps (standing long jump, speed bounce, vertical jump, hop-skip jump) showing consistent technique, landing safely with control. Describes good athletic performance using correct vocabulary. 	Hop, Jog, Land/Landing, Jump, Overarm Pathway (direction of travel), Sequence, Skip, Sprint, Standing Jump, Take Off, Underarm Long Jump, Long Distance Running, Pull Throw, Baton Exchange, Field event, Flight, Fling Throw, Hurdling, Lead leg, Push Throw, Shot Put, Standing Long Jump, Track event, Trail leg		<ul style="list-style-type: none"> Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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YEAR 4 PSHME

Subject content	Objectives	Vocabulary	DFE Statutory Guidance
Families and people who care for me	<ul style="list-style-type: none"> Learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. Know who to turn to if they feel they are not being listened to or people who are meant to care for them are putting them in danger/making them feel unsafe/unhappy. Be aware of different family groupings. 	friendships, families, couples, positive relationships, communities, volunteers, pressure groups, health, wellbeing	<ul style="list-style-type: none"> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
Caring friendships	<ul style="list-style-type: none"> Recognise and manage 'dares' Use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong 	actions, behaviour, consequences, dares, challenges,	<ul style="list-style-type: none"> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
Respecting ourselves and others (including Citizenship)	<ul style="list-style-type: none"> Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child Understand that differences and similarities between people arise from a number of factors, including family structures, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability (see 'protected characteristics' in the Equality Act 2010) Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom Recognise and challenge stereotypes, including race and gender Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view Consider the lives of people living in other places, and people with different values and customs Resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices Work collaboratively towards shared goals Understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities 	people, rights, human rights, children's rights, responsibility, rights holders, duty bearers, community, home, school, environment, identity, similarities, differences, equality, diversity, culture, ethnicity, race, religion, age, gender, gender identity, sexual orientation, and ability, feelings, empathy, recognising others' feelings, listening, viewpoints, opinions, respect, people, places, values, customs, disputes, conflict, feedback, support, negotiation, compromise, resolving problems, bullying, discrimination, discussion, debate, topical issues, problems, events, aggressive behaviour, stereotypes, collaborative working, shared goals	<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse, and the vocabulary and confidence needed to do so. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. practical steps they can take in a range of different contexts to improve or support respectful relationships. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
Online relationships and internet safety and harms	<ul style="list-style-type: none"> Learn that online identities can be copied, modified and altered, and it is important to only share images and information they are happy for anyone to know. Understand the Billboard Test. Understand that people may represent themselves differently for different audiences, and how this may look online. Know that all relationships are built on trust and respect, and they can take back trust at anytime. Understand how it can be more difficult to trust someone online, as it can be difficult to know someone's real identity. 	media, images, information, reality/fantasy, true/false, trust, identity, representing, respect, audience, opinion, search engine, safety, online, personal information,	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults. that people sometimes behave differently online, including by pretending to be someone they are not.

	<ul style="list-style-type: none"> Know that people can pretend to be you, people's friends, and that sometimes, people online are computer programmes pretending to be real people, and these can be difficult to recognise. Understand these can be used to share opinions and encourage people to buy products. Understand that lots of people sharing the same opinion does not make that opinion true, and that using a search engine can give both facts and opinions, and it is important to challenge information seen online. 	passwords, advice, support, asking for help	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. where to get advice e.g. family, school and/or other sources. that mental wellbeing is a normal part of daily life, in the same way as physical health. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
Being safe (including health and prevention and basic First Aid)	<ul style="list-style-type: none"> Recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment or being home alone) and to use this as an opportunity to build resilience. Understand strategies for keeping physically and emotionally safe including road safety, and safety in the local environment (including rail, water, public transport or home alone). Know in an emergency who should be contacted. Consider situations which are emergencies and which are not. Know who the emergency services are and how to make a 999 call. Know emergency phone numbers of adults who can help us. Know the role of the charity CRIMESTOPPERS and Childline Discuss situations when children are left at home which may be potentially dangerous e.g. locked out, fire or a stranger at front door. Rehearse escape plans and what to do. Know when it is and isn't appropriate to keep / share secrets 	risk, danger, hazard, responsibility, safety, safety, roads, cycle, rail, water, fire, potential, rehearse, escape,	<ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). how and when to seek support including which adults to speak to in school if they are worried about their health. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. how to make a clear and efficient call to emergency services if necessary that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
Physical and mental wellbeing (including mental health, healthy eating, drugs, alcohol and tobacco)	<ul style="list-style-type: none"> Deepen their understanding of good and not so good feelings: to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others Recognise when they need help and to develop the skills to ask for help (link to physical and mental well-being). Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. Understand how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading (link to dental - science) Know that bacteria and viruses can affect health and that following simple routines can reduce their spread Know what is meant by the term 'habit' and why habits can be hard to change Learn about 'change', including loss, separation, divorce and bereavement 	balanced lifestyles, choices, health, wellbeing, balanced diet, choices, food, influences, conflicting emotions, feelings, managing feelings, bacteria, viruses, hygiene routines, emergency aid, help, safety, rules, habits, change, transitions, loss, separation, divorce, bereavement	<ul style="list-style-type: none"> physical contact, touch, acceptable, unacceptable, privacy, sharing, personal boundaries, personal safety, confidentiality, secrets, surprises, hygiene, puberty, physical and normal, different, emotional changes, marriage, civil partnership, commitment, promises, vows, law, decision, choice, love, care, forced marriage,
Our changing bodies and intimate relationships	<ul style="list-style-type: none"> Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships Know that that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment Know that marriage and civil partnerships are commitments freely entered into by both people, that no one should have to get married or civil partnered they don't absolutely want to do so or are not making the decision freely for themselves Know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership Judge what kind of physical contact is acceptable or unacceptable (for example hurting, touching private areas, overly tactile) and how to respond, including what they should do or say if they feel uncomfortable. Know that we all have rights to privacy 		

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| | <ul style="list-style-type: none">• Describe the process of growing from young to old and how people's needs and bodies will/may change.• Understand the physical and emotional changes that occur during puberty, (also linked to personal hygiene) and be reassured that emotional changes are a normal• Know that personal hygiene becomes more important as puberty approaches | | <ul style="list-style-type: none">• how to recognise and report feelings of being unsafe or feeling bad about any adult. |
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Science

Year 4 (Please note all objectives in bold are statutory and must be taught.)

Content	Objectives	Vocabulary	Scientists	Working Scientifically
Living things and their habitats	<ul style="list-style-type: none"> 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. <p>Introduce branching databases/dichotomous keys.</p> <p>Research and be able to name plants/animals in the wider environment e.g. polar, desert etc.</p> <p>Research global environmental issues and their impact on living things.</p>	Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate	David Attenborough	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> 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 &, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
Animals, including humans	<ul style="list-style-type: none"> 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. <p>Compare and contrast different types of teeth (linking to simple functions).</p> <p>Classify jaw bones/teeth to aid with making food chains e.g. recognise what eats plants and what eats animals by looking at their teeth.</p> <p>Research what different animals eat within a specific environment, e.g. coral, polar, African grasslands, in order to construct food chains.</p>	Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain	Zhaoming Liu, William Beaumont	<ul style="list-style-type: none"> 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.
States of matter	<ul style="list-style-type: none"> 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. <p>Based on the children's own criteria, classify solids and liquids (including grains, crystals, powders: physical properties)</p> <p>What affects the melting rate of chocolate?</p> <p>Test the 'runniness' of liquids or which liquids freeze.</p> <p>Research the melting point of metals.</p> <p>Research the water cycle.</p>	Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle	Antoine Lavoisier	
Sound	<ul style="list-style-type: none"> 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. <p>Measure volume from different instruments.</p> <p>Measure how volume changes away from a source.</p> <p>Investigate string telephones.</p> <p>Explore pitch e.g. through a carousel of activities.</p>	Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation	Alexander Graham Bell	
Electricity	<ul style="list-style-type: none"> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulb/s, 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. <p>Based on the children's own criteria, classify household appliances and/or toys (leading to electrical/not electrical, batteries/mains).</p> <p>Test materials to classify into insulators and conductors.</p>	Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol	Humphry Davy and Thomas Edison	<p>Working scientifically vocabulary</p> <p>See previous years.</p> <p>increase, decrease, appearance</p>

Year 4 D.T (Teachers should plan at least two of these each year, plus cooking and nutrition. Please note, the highlighted area in each year group must be covered. The approaches included are suggestions only and teachers are free to choose how they implement the objectives.)

Subject content	Objectives – technical knowledge	Vocabulary	Books/resources/scientists/technologists	Objectives - Process
Structures Photo frames	<ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	<ul style="list-style-type: none"> designing eg user, choice, decoration, quality, component parts, purpose 	Selection of photo frames	<p>Design:</p> <ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Investigate a range of commercially made photo frames. Gain an understanding of ways in which structures can be made stable, recognise conflicting demands on the structure. Design and make a complete personalised free-standing photograph frame, appropriate for a particular person. 	<ul style="list-style-type: none"> making eg planning, order, rolling, layering, cutting, finish, board knowledge and understanding eg stable, free-standing, stiffen, frame, sturdy, reinforce, quality, distance, near, close, wide, narrow, deep, shallow, thick, thin 		
Mechanisms Storybooks	<ul style="list-style-type: none"> Understand and use mechanical systems in their products. Levers and linkages 	<ul style="list-style-type: none"> designing eg model, mock-up, plan, fit for the purpose 	Heads by Matthew Van Fleet, Oscar the Octopus by Matthew Van Fleet	<p>Make:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
	<ul style="list-style-type: none"> Use ideas gained from investigating a variety of products and increase their repertoire of skills and techniques. Use tools safely to design and make pages, incorporating levers and linkages, for a book finished to a high standard. Develop skills in making a range of simple mechanisms. Work as part of a group. Evaluate, in use, both their own and others' products. 	<ul style="list-style-type: none"> making eg fold, adhesive, scoring, cutting, joining, temporary fixing, permanent fixing knowledge and understanding eg linkage, lever, pivot, flexible, shape, joint, hinge, area, surface, covers – types of movement eg rotary, linear 		
Textiles Money containers	<ul style="list-style-type: none"> Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities. 	<ul style="list-style-type: none"> designing eg user, purpose, design criteria, model, evaluating, labelled drawings, stiffening, reinforcing, coins, notes 	Variety of purses	<p>Evaluate:</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products 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
	<ul style="list-style-type: none"> Show understanding and skills in working with textiles to design and make a money container that meets their design criteria. Evaluate existing products. Test effectiveness of different fabrics. 	<ul style="list-style-type: none"> making eg pattern/templates, strength, weaknesses, accurate, finishing knowledge and understanding eg fabric, fastening, compartment, zip, press stud, clasp, hook and eye, button, buckle, seam, seam allowance, reinforce, gusset, dye, embroidery – properties eg strength, hardwearing, stretch, fray 		
Cooking and nutrition Soup making	<ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> designing eg texture, taste, appearance, healthy, preference, criteria, cost, questionnaire, data, frequency diagram making eg cut, mix, spread, slice, blend, grate, chop, chopping board, knife, grater knowledge and understanding eg soup, ingredients, fridge, food groups, hygiene, high risk, healthy eating, 'balanced plate', thick, thin – sensory eg sweet, sour, bitter, salty 	Recipe books 'Stone Soup' – traditional tale Pumpkin Soup by Helen Cooper	<p>Skills:</p> <ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> Undertake independent research to inform a range of ideas. Understand the importance of nutrition and a balanced diet. Create own design criteria to ensure product is purposeful. Create recipes, including ingredients. Understand how to handle foods safely and hygienically. 			

YEAR 4 COMPUTING

Subject content	Digital Citizenship and Online Safety	Vocabulary	Theme/period/influential figure	NC KS2 Objectives
Online safety	<ul style="list-style-type: none"> Understand that not all information on the internet is accurate and that there is a need to check information from several different sources Know the advantages and disadvantages of different forms on online communication in terms of audience/ security/ safety/ purpose Know how to avoid getting malware and viruses (e.g. by following the SMART rules created by Childnet) Recognise there are different ways to encourage people to purchase things online (e.g. adverts/ pop-ups/ in-app purchases/ influencers on social media etc.) 	Digital Footprint USB	Melba Roy Mouton (mathematician whose work was essential at NASA)	<ul style="list-style-type: none"> 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
Digital Citizenship	<ul style="list-style-type: none"> Explicitly reference sources they have used to create content Know that online devices collect and store information and their online habits Compose digital communications (emails/ blog posts/ instant messages etc.) clearly and succinctly to reduce the risk of the misunderstanding Understand how we change our use of language and content of our communications based on the method being used and audience (e.g. differences between sending an instant message/ email to a friend or publishing a message on an open social network such as Twitter) 	Ethernet Cloud computing Server Hardware		<ul style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration
Digital Literacy	<ul style="list-style-type: none"> Know there are different file types and have a general idea of the purpose of the most common examples (e.g. wav/ mp3/ ogg = sound; jpg/ gif = image; doc/ txt = text etc.) Know what a virus and malware is Create a presentation with an understanding of my audience and choose colour, text fonts, boxes and transitions appropriately, this will include creating different moods and atmospheres Use Garageband/ Broadcaster/ Audacity etc. to create layered sounds to tell a story with speech, sound effects and background music Be able to problem solve difficulties with various devices (e.g. how to get rid of a pop up window/ how to force quit [Ctrl+Alt+Del] if a spinney wheel or sand timer is showing software or computer to be unresponsive) 	Software Iteration Selection Input device		<ul style="list-style-type: none"> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
Digital Devices	<ul style="list-style-type: none"> Be able to troubleshoot if a device isn't turning on/ is unresponsive (e.g. check if mouse is plugged in) 	Output device		<ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Programming	<p><u>Core Concepts</u></p> <ul style="list-style-type: none"> Understand the meaning and purpose of iteration (repeat loops) and selection (...if...then). <p><u>Using and Applying</u></p> <ul style="list-style-type: none"> Design computer programs to control real life/ physical devices Debug own and other pre-written programs 		Ongoing processes/skills	<ul style="list-style-type: none"> Work collaboratively to share, develop and refine ideas

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| | <ul style="list-style-type: none">• Select and use different input devices (e.g. a mouse/ keyboard/ interactive screen/ microscope/ MakeyMakey etc.) and output devices (e.g. a computer screen/ speaker etc.) to meet different criteria | | | <ul style="list-style-type: none">• Be able to discuss effectiveness of work, their choices and how they could improve it |
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