Welcome to Year 4
The New National Curriculum
Literacy

Reading
Pupils should be taught to:
• apply their growing knowledge of root words, prefixes and suffixes read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension
• develop positive attitudes to reading and understanding of what they read
• understand what they read, in books they can read independently,
• retrieve and record information from non-fiction
• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Spelling
Pupils should be taught to:
• use further prefixes and suffixes and understand how to add them
• spell further homophones
• spell words that are often misspelt
• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
• use the first two or three letters of a word to check its spelling in a dictionary
• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting
Pupils should be taught to:
• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
• increase the legibility, consistency and quality of their writing.

Writing
Pupils should be taught to:
• plan their writing
• draft and write
• evaluate and edit
• 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
• develop their understanding of the concepts set out in English Appendix 2
• learning the grammar for years 4 in English Appendix 2
• indicate grammatical and other features
• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Science
They will learn the scientific principles of:
• Asking scientific questions
• Fair testing
• making systematic and careful observations
• gathering, recording, classifying and presenting data
• recording findings in tables charts and diagrams
• reporting findings and drawing simple conclusions

They will investigate and learn about:
• Living things and their habitats
• Animals, including humans
• States of matter
• Sound
• Electricity
Mathematics

Number and Place Value
• count in multiples of 6, 7, 9, 25 and 1000
• 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.

Addition and subtraction
• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
• 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.

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 scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions (including decimals)
• 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 4 1, 2 1, 4 3
• 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 fractions and decimals to two decimal places.

Measurements
• 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
• 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

Shape
• 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
• describe positions on a 2-D grid as coordinates in the first quadrant
• describe movements between positions as translations of a given unit to the left/right and up/down
• plot specified points and draw sides to complete a given polygon

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.
History
- Our view of early civilization in depth study of Ancient Egypt
- Vikings and the Anglo Saxons to Edward the Confessor

ICT
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- select, use and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Geography
- locate the world’s countries, using maps to focus on Europe
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- understand geographical similarities and differences through the study of human and physical geography of a region in a European country
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

RE
How does belonging to a faith community affect people’s lives?
Environmental stories and teachings.
Special ceremonies
Commitment to a faith
Passover
Who is God?
How do people worship?

PE
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively.

DT
- 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
- Select from and use a wider range of tools and equipment to perform practical tasks, accurately
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand and use mechanical systems in their products
- Understand and apply the principles of a healthy diet.

Art
- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- about great artists, architects and designers in history including Bayeux tapestry and the work of the Egyptians.

Music
- play and perform in solo and ensemble contexts
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

MFL- French
Orally rehearsing:
- Greetings
- Numbers
- Colours
- School
### Term by Term Overview of Topic Names

#### St. John’s Cross-Curricular Themes

<table>
<thead>
<tr>
<th>YEAR GROUPS</th>
<th>AUTUMN</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 1</td>
<td>Food and Farming</td>
<td>Winter Festivals</td>
<td>Toys party</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Castles and Dragons</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Where in the world</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Seaside</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>Wish You were here</td>
<td>Great!</td>
<td>Mr Gums Garden</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fighting Fit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Where do you live?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nocturnal Animals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Islands</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>Rock around the Clock</td>
<td>Good bad and the Ugly</td>
<td>Invaded</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I was there</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Charlie Small</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No place like home!</td>
</tr>
<tr>
<td>YEAR 4</td>
<td>Eye Spy Egypt</td>
<td>Christmas Traditions</td>
<td>Footsteps Through Staffords</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stafford Developments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>World Environments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vikings in Europe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>All change</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>Meerkat Mail</td>
<td>Greeks</td>
<td>The water of Life</td>
</tr>
<tr>
<td></td>
<td>Does Magic exist</td>
<td></td>
<td>By the sea</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Across the Sea</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Much ado about nothing</td>
</tr>
<tr>
<td>YEAR 6</td>
<td>Crime and punishment</td>
<td>Extreme Earth</td>
<td>Mayans and Aztecs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chocoholics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fighting Fit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I’m in year 6 get me out of here.</td>
</tr>
</tbody>
</table>
So what is new in maths?

What’s Gone?
- Calculators
- Symmetry
- Converting between metric units
- Sorting Data with Venn and Carroll diagrams

What’s Brand new?
- Roman/Egyptian Numerals
- Times tables to 12 x 12
- Translations
- Emphasis on commutativity
- Percentages

What’s moved?
- Fractions of quantities to Y3
- Ratio to Year 6
- Measuring Angles to Year 5
Year 4

To reach expected standards under the new curriculum, the Standards and Testing Agency say Number, Calculations and Fractions will make up about 70% of the total mark but this isn’t always reflected in the number of objectives!
So plan carefully and use your teaching time to cover the vital objectives.

**WEIGHTING %**

<table>
<thead>
<tr>
<th>Number, place value, rounding</th>
<th>Calculations (multiplication &amp; division)</th>
<th>Fractions, decimals &amp; percentages</th>
<th>Geometry (position &amp; direction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>10</td>
<td>15</td>
<td>31</td>
</tr>
</tbody>
</table>

* Source: KS2 mathematics test framework, Standards & Testing Agency.

**LESSONS**

- Number, place value, rounding
- Calculations (addition & subtraction)
- Calculations (multiplication & division)
- Measurement
- Fractions, decimals & percentages
- Geometry (shape)
- Geometry (position and direction)
- Statistics

*Out of a nominal 170 lessons per year. Split as per the Standards and Testing Agency weighting above.*
So what is new in English?

What's Gone?
- Identifying presentational features of broadcast texts
- Explicit mentions of drama (except performing scripts)
- Explaining why writers write
- Keyboard/typing skills

What's New?
- Recognise different forms of poetry
- Prepare poetry for performance
- Using fronted adverbials (*Last week, I went to the dentist.*)
- Increased requirements for spelling & grammar (see appendices)
- Evaluate, edit & proof-read own writing
So what is new in science?

What Topics are covered in Year 4?

- All living things
- Animals, including humans
- States of matter
- Sound
- Electricity

What's New?
- describe the simple functions of the basic parts of the digestive system in humans
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

What's Moved?
- Sound has moved into Year 4 from Year 3
- Teeth should now be in Year 4 but will continue to be taught in Year 3
Use logical reasoning
Design, write and debug programs
use sequence, selection, and repetition in programs;
• work with variables and various forms of input and output

Select, use and combine a variety of software on a range of digital devices to design and create a range content that accomplish given goals, including:
• collecting
• analysing
• evaluating and presenting data and information

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;
• identify a range of ways to report concerns about content and contact.
RE in the Curriculum

- Religious Education is integral to St Johns and we are proud of our unique connection with the church.
- Our Worship values run across the school and are reflected in the everyday interactions between staff and children, parents and governors.
- Each year group has a program of study that supports the Christian ethos of our school and reflects the cohesive and multicultural nature of our community.
How does belonging to a faith community affect people’s lives?

- How do people worship?
- Special ceremonies
- Commitment to a faith
- Environmental stories and teachings.
- Who is God?
- Passover
Global Citizenship

**Knowledge and Understanding**
- Social justice and equality
- Diversity
- Globalisation and interdependence
- Sustainable development
- Peace and conflict

**Skills**
- Critical thinking
- Ability to argue effectively
- Ability to challenge
- Injustice and inequalities
- Respect for people and things
- Co-operation and conflict resolution

**Values and Attitudes**
- Sense of identity and self-esteem
- Empathy
- Commitment to social justice and equity
- Value and respect for diversity
- Concern for the environment and commitment to sustainable development
- Belief that people can make a difference
The main change to the curriculum is in swimming. All children need to leave primary school being able to swim at least 25m. It is for this reason that we have made changes to who goes. The majority of Year 3 were not physically strong enough to meet this challenge and so both Year 4 and Year 5 will go swimming for half the year each.

**Autumn**
- Gymnastics and Dance
- Invasion games
- Tri Golf

**Spring**
- Gymnastics and dance
- Paceball
- Tennis

**Summer**
- Athletics
- Swimming