

St James' Church of England Primary School

Curriculum Overview Year 4

Year 4	A 1	A 2	Sp 1	Sp 2	Su 1	Su 2	Additional Information
Main Topic Theme	<u>You're having a laugh!</u> (Humour – Roald Dahl) (English)	<u>Awesome Egyptians</u> (Ancient Egypt) (History)	<u>Landscape</u> (Arts)	<u>What makes Britain Great?</u> (Cities, villages, mountains, UK) (Geography)	<u>Local History: Ashton: Impact on Industry</u> (Tatton project) History	<u>Be active be Heathy</u> (PSHCE)	Artist of the year: Lowry Author of the year: Roald Dahl
Science	States of matter- reversible and irreversible changes	Sound	Electricity	States of matter (Evaporation, condensation and water cycle)	Living things and their habitats (Classification)	Animals including humans (food chains, digestive system, teeth)	
SEALs	New beginnings	Getting on and Falling out	Going for Goals	Good to be me	Relationships	Changes	Drug education
SRE		Friendship Week		Growing Up		Safety	Healthy Living
RE	4.1 God, David and The Psalms (6hrs)	4.2 Christmas – Light - <i>Non-Christian faith link</i> (6hrs)	4.5 The Church (6hrs)	4.4 Easter – Betrayal and Trust (5hrs)	4.6 Prayer (4hrs) Spirited Arts	Non-Christian Faith Unit: Sacred Places (6hrs) Spirited Arts	
Music	Charanga Unit 1 Mamma Mia!	Charanga Unit 2 Five Gold Rings	Charanga Unit 3 Glockenspiel Stage 3	Charanga Unit 4 Benjamin Britten – Cuckoo!	Charanga Unit 5 Lean on Me Summer Show	Charanga Unit 6 Reflect, Rewind and Replay Summer Show	
Computing	*Reading blog E-Safety	*Programming – Scratch Jr animation	Use of search engines. E-Safety	Use of Socrative for feedback and data collection	Create linked pages.	*Programming - Logo	
Languages (French)	Unit 1:4 All About Me	Unit 2:4 Time and Animals	Unit 3:4 The Weather and Seasons	Unit 4:4 Music	Unit 5:4 Transport	Unit 6:4 Food	
PE	Tag rugby Swimming	Hockey Swimming	Dance Swimming	Gymnastics Swimming	Tops Outdoors Swimming	Cricket Swimming	

Autumn Term 1

You're having a laugh! (Roald Dahl)

Art	A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
D&T	<p>DT1 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</p> <p>DT2 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT3 select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>DT4 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</p> <p>DT5 investigate and analyse a range of existing products</p> <p>DT6 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT7 understand how key events and individuals in design and technology have helped shape the world</p> <p>DT8 apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT12 understand and apply the principles of a healthy and varied diet</p> <p>DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
P.E	<p>PE1 use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>PE7 swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE8 use a range of strokes effectively</p> <p>PE9 perform safe self-rescue in different water-based situations.</p>
Science	<p>ScWS1-9</p> <p>Sc7 compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc8 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)</p>
Mus	<p>M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>M6 improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>M7 listen with attention to detail and recall sounds with increasing aural memory</p> <p>M8 use and understand staff and other musical notations</p> <p>M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>M10 develop an understanding of the history of music.</p>
Comp	<p>C1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>C2 Use sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>C3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
Lang	<p>L1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>L2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>L4 speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>L5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>L7 read carefully and show understanding of words, phrases and simple writing</p> <p>L8 appreciate stories, songs, poems and rhymes in the language</p> <p>L9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>L10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>

Autumn Term 2**Awesome Egyptians**

Art	A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
D&T	DT12 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE1 use running, jumping, throwing and catching in isolation and in combination PE2 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best. PE7 swim competently, confidently and proficiently over a distance of at least 25 metres PE8 use a range of strokes effectively PE9 perform safe self-rescue in different water-based situations.
Hist	H7 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.
Science	ScWS1-9 Sc10 identify how sounds are made, associating some of them with something vibrating Sc11 recognise that vibrations from sounds travel through a medium to the ear Sc12 find patterns between the pitch of a sound and features of the object that produced it Sc13 find patterns between the volume of a sound and the strength of the vibrations that produced it Sc14 recognise that sounds get fainter as the distance from the sound source increases.
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts C2 use sequence, selection and repetition in programs; work with variables and various forms of input and output C3 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
Lang	L1 listen attentively to spoken language and show understanding by joining in and responding L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help L4 speak in sentences, using familiar vocabulary, phrases and basic language structures L5 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases L7 read carefully and show understanding of words, phrases and simple writing L9 broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary L10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Spring Term 1**Landscape**

Art	A1 to create sketch books to record their observations and use them to review and revisit ideas A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
D&T	DT12 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE3 develop flexibility, strength, technique, control and balance PE4 perform dances using a range of movement patterns PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best. PE7 swim competently, confidently and proficiently over a distance of at least 25 metres PE8 use a range of strokes effectively PE9 perform safe self-rescue in different water-based situations.
Science	ScWS1-9 Sc15 identify common appliances that run on electricity Sc16 construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Sc17 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 Sc18 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Sc19 recognise some common conductors and insulators, and associate metals with being good conductors.
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content C7 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Lang	L1 listen attentively to spoken language and show understanding by joining in and responding L2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help L6 present ideas and information orally to a range of audiences L7 read carefully and show understanding of words, phrases and simple writing L8 appreciate stories, songs, poems and rhymes in the language

Spring Term 2

What makes Britain great?

D&T	<p>DT12 understand and apply the principles of a healthy and varied diet</p> <p>DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
P.E	<p>PE3 develop flexibility, strength, technique, control and balance</p> <p>PE4 perform dances using a range of movement patterns</p> <p>PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>PE7 swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE8 use a range of strokes effectively</p> <p>PE9 perform safe self-rescue in different water-based situations.</p>
Geog	<p>G2 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>describe and understand key aspects of:</p> <p>G5 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>G6 human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>G7 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>G8 use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>G9 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
Science	<p>ScWS1-9</p> <p>Sc9 identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>
Mus	<p>M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>M6 improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>M7 listen with attention to detail and recall sounds with increasing aural memory</p> <p>M8 use and understand staff and other musical notations</p> <p>M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>M10 develop an understanding of the history of music.</p>
Comp	<p>C6 select, use and combine a variety of software 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</p> <p>C7 use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
Lang	<p>L1 listen attentively to spoken language and show understanding by joining in and responding</p> <p>L3 engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>L6 present ideas and information orally to a range of audiences</p> <p>L7 read carefully and show understanding of words, phrases and simple writing</p>

Summer Term 1**Local History: Ashton: Impact on Industry**

Art	A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials A3 about great artists, architects and designers in history.
D&T	DT7 understand how key events and individuals in design and technology have helped shape the world DT12 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE1 use running, jumping, throwing and catching in isolation and in combination PE2 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best. PE7 swim competently, confidently and proficiently over a distance of at least 25 metres PE8 use a range of strokes effectively PE9 perform safe self-rescue in different water-based situations.
Geog	G2 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. describe and understand key aspects of:
History	H5 a local history study
Science	ScWS1-9 Sc1 recognise that living things can be grouped in a variety of ways Sc2 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Sc3 recognise that environments can change and that this can sometimes pose dangers to living things.
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C6 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
Lang	L2 explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words L6 present ideas and information orally to a range of audiences L7 read carefully and show understanding of words, phrases and simple writing L8 appreciate stories, songs, poems and rhymes in the language L10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly L11 describe people, places, things and actions orally and in writing L12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Summer Term 2**Be Active, Be Healthy**

Art	A2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
D&T	DT12 understand and apply the principles of a healthy and varied diet DT13 prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT14 understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
P.E	PE1 use running, jumping, throwing and catching in isolation and in combination PE2 play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending PE6 compare their performances with previous ones and demonstrate improvement to achieve their personal best. PE7 swim competently, confidently and proficiently over a distance of at least 25 metres PE8 use a range of strokes effectively PE9 perform safe self-rescue in different water-based situations.
Geog	G1 locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities G2 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time G3 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) G7 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Science	ScWS1-9 Sc4 describe the simple functions of the basic parts of the digestive system in humans Sc5 identify the different types of teeth in humans and their simple functions Sc6 construct and interpret a variety of food chains, identifying producers, predators and prey.
Mus	M5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M6 improvise and compose music for a range of purposes using the inter-related dimensions of music M7 listen with attention to detail and recall sounds with increasing aural memory M8 use and understand staff and other musical notations M9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians M10 develop an understanding of the history of music.
Comp	C1 Use sequence, selection and repetition in programs; work with variables and various forms of input and output C3 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
Lang	L7 read carefully and show understanding of words, phrases and simple writing L10 write phrases from memory, and adapt these to create new sentences, to express ideas clearly L11 describe people, places, things and actions orally and in writing L12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Ref	Lower Key Stage 2 Maths	Year 4					
		A1	A2	Sp1	Sp2	S1	S2
KPI	Number - number and place value						
4.01	count in multiples of 6, 7, 9, 25 and 1000	x		x		x	
4.02	find 1000 more or less than a given number	x		x		x	
4.03	count backwards through zero to include negative numbers			x		x	
4.04	recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	x		x			
4.05	order and compare numbers beyond 1000	x		x		x	
4.06	identify, represent and estimate numbers using different representations	x		x		x	
4.07	round any number to the nearest 10, 100 or 1000	x		x		x	
4.08	solve number and practical problems that involve all of the above and with increasingly large positive numbers	x		x		x	
4.09	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.					x	
	Number - addition and subtraction						
4.01	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate		x		x		x
4.02	estimate and use inverse operations to check answers to a calculation	x	x	x	x	x	x
4.03	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	x	x	x	x	x	x
	Number - multiplication and division						
4.01	recall multiplication and division facts for multiplication tables up to 12×12	x	x	x	x	x	
4.02	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	x	x	x	x	x	
4.03	recognise and use factor pairs and commutativity in mental calculations			x	x	x	
4.04	multiply two-digit and three-digit numbers by a one-digit number using formal written layout		x		x	x	
4.05	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.	x	x	x	x	x	
	Number - fractions including decimals						
4.01	recognise and show, using diagrams, families of common equivalent fractions		x		x		x
4.02	count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.		x		x		x
4.03	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		x		x		x
4.04	add and subtract fractions with the same denominator						x
4.05	recognise and write decimal equivalents of any number of tenths or hundredths		x		x		x
4.06	recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.		x		x		x
4.07	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		x		x		x
4.08	round decimals with one decimal place to the nearest whole number						x
4.09	compare numbers with the same number of decimal places up to two decimal places				x		x
4.10	solve simple measure and money problems involving fractions and decimals to two decimal places.				x		x
	Measurement						
4.01	Convert between different units of measure [for example, kilometre to metre; hour to minute]		x	x	x	x	x
4.02	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres				x	x	x
4.03	find the area of rectilinear shapes by counting squares				x	x	x
4.04	estimate, compare and calculate different measures, including money in pounds and pence	x		x	x	x	x
4.05	read, write and convert time between analogue and digital 12- and 24-hour clocks			x	x	x	x
4.06	solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.			x	x	x	x

Lower Key Stage 2 Maths		Year 4					
Geometry - properties of shapes		A1	A2	Sp1	Sp2	S1	S2
4.01	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	x			x	x	
4.02	identify acute and obtuse angles and compare and order angles up to two right angles by size				x	x	
4.03	identify lines of symmetry in 2-D shapes presented in different orientations					x	
4.04	complete a simple symmetric figure with respect to a specific line of symmetry.	x			x	x	
Geometry - position and direction							
4.01	describe positions on a 2-D grid as coordinates in the first quadrant		x	x			
4.02	describe movements between positions as translations of a given unit to the left/right and up/down			x			
4.03	plot specified points and draw sides to complete a given polygon.		x	x			
Statistics							
4.01	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	x		x			
4.02	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	x		x			

Ref	<u>Lower Key Stage 2 English: Year 4</u> A spiral curriculum approach means that English skills (spoken language, reading and writing) will be taught and built on each term.
KPI	Spoken Language
	<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 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.
	Reading - Word Reading
34.01	<ul style="list-style-type: none"> 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
34.02	<ul style="list-style-type: none"> read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
	Reading - Comprehension
	develop positive attitudes to reading and understanding of what they read by:
34.01	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
34.02	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes
34.03	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read
34.04	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
34.05	<ul style="list-style-type: none"> identifying themes and conventions in a wide range of books
34.06	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
34.07	<ul style="list-style-type: none"> discussing words and phrases that capture the reader's interest and imagination
34.08	<ul style="list-style-type: none"> recognising some different forms of poetry [for example, free verse, narrative poetry]
34.09	understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
34.10	<ul style="list-style-type: none"> asking questions to improve their understanding of a text
34.11	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
34.12	<ul style="list-style-type: none"> predicting what might happen from details stated and implied
34.13	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these
34.14	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning
34.15	<ul style="list-style-type: none"> retrieve and record information from non-fiction
34.16	<ul style="list-style-type: none"> 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.
	Writing - Transcription
34.01	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1)
34.02	<ul style="list-style-type: none"> spell further homophones
34.03	<ul style="list-style-type: none"> spell words that are often misspelt (English Appendix 1)
34.04	<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
34.05	<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary
34.06	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

	Handwriting
34.01	<ul style="list-style-type: none"> 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
34.02	<ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
	Writing - Composition
34.01	<p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
34.02	<ul style="list-style-type: none"> discussing and recording ideas
34.03	<p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
34.04	<ul style="list-style-type: none"> organising paragraphs around a theme: in narratives, creating settings, characters and plot
34.05	<ul style="list-style-type: none"> organising paragraphs around a theme: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
34.06	<p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements
34.07	<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
34.08	<ul style="list-style-type: none"> proof-read for spelling and punctuation errors
34.09	<ul style="list-style-type: none"> 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.
	Writing - Vocabulary, Grammar and Punctuation
34.01	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
34.02	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense
34.03	<ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
34.04	<ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause
34.05	<ul style="list-style-type: none"> using fronted adverbials
34.06	<ul style="list-style-type: none"> learning the grammar for year 4 in English Appendix 2
34.07	<p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials
34.08	<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with plural nouns
34.09	<ul style="list-style-type: none"> using and punctuating direct speech
34.10	<ul style="list-style-type: none"> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.