

## YEAR 4

### IPC Topics

| Autumn 1  | Autumn 2  | Spring 1                                 | Spring 2               | Summer 1      | Summer 2                       |
|---|---|--|------------------------|---------------|--------------------------------|
| Different Places, Similar Lives/Land, Sea and Sky | Inventions that Changed the World/Bright Sparks | How Humans Work/Footprints From The Past | Fashion/Material World | Active Planet | Scavengers & Settlers/Treasure |

### Homework

In Year 4 the homework goes out on a Friday and is returned on a Wednesday. The homework is set at different levels to cater for different abilities within the class. Each week your child will get homework in:

**Maths**

**Comprehension**

**Spelling and Grammar**

### Reading

Children will take part in a guided reading session with an adult twice a week: this helps to develop their reading understanding. Some children will also read one to one with an adult to support their learning. Their reading books will be changed at least once a week. In school and at home children will be practising reading common words and spelling common and tricky words for their year group. They will be learning to read and respond to written comprehension tasks. Many children will now be reading extended chapter books, but they still need to read with an adult at home to ensure that they understand what they are reading.

## YEAR 4 – ENGLISH CURRICULUM

### Pupils should be taught to:

|                              |   |
|------------------------------|---|
| <p><b>Spoken English</b></p> | <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, roleplay/improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication</li> </ul>   |
| <p><b>Reading</b></p>        | <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• develop positive attitudes to reading, and an 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, preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action, discussing words and phrases that capture the reader’s interest and imagination, recognising some different forms of poetry</li> <li>• 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 1 paragraph and summarising these, identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• 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.</li> </ul> |

|                       |   |
|-----------------------|---|
| <p><b>Writing</b></p> | <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• spell further homophones</li> <li>• spell words that are often misspelt</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting</li> <li>• 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</li> <li>• 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, organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices</li> <li>• 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</li> <li>• proofread for spelling and punctuation errors</li> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>• develop their understanding of concepts 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</li> <li>• indicate grammatical and other features by using commas after fronted adverbials, indicating possession by using the possessive apostrophe with singular and plural nouns, using and punctuating direct speech</li> <li>• use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.</li> </ul> |
|-----------------------|---|

## YEAR 4 – MATHS CURRICULUM

### Pupils should be taught to:

|   |   |
|---|---|
| <p><b>Number and Place Value</b></p>      | <ul style="list-style-type: none"> <li>• count in multiples of 6, 7, 9, 25 and 1,000, find 1,000 more or less than a given number</li> <li>• count backwards through 0 to include negative numbers</li> <li>• recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s), order and compare numbers beyond 1,000</li> <li>• identify, represent and estimate numbers using different representations</li> <li>• round any number to the nearest 10, 100 or 1,000</li> <li>• solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>• read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of 0 and place value</li> </ul>   |
| <p><b>Addition and Subtraction</b></p>    | <ul style="list-style-type: none"> <li>• add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>• estimate and use inverse operations to check answers to a calculation</li> <li>• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul>   |
| <p><b>Multiplication and Division</b></p> | <ul style="list-style-type: none"> <li>• recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>• use place value to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</li> <li>• recognise and use factor pairs and commutativity in mental calculations</li> <li>• multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>• solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as <math>n</math> objects are connected to <math>m</math> objects</li> </ul>  |
| <p><b>Fractions</b></p>                   | <ul style="list-style-type: none"> <li>• recognise and show, using diagrams, families of common equivalent fractions</li> <li>• count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</li> <li>• solve problems involving fractions to calculate quantities, and fractions to divide quantities</li> <li>• add and subtract fractions with the same denominator</li> <li>• recognise and write decimal equivalents of any number of tenths or hundreds</li> <li>• recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>• find the effect of dividing a 1 or 2 digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths/hundredths</li> <li>• round decimals with 1 decimal place to the nearest whole number</li> <li>• compare numbers with the same number of decimal places up to 2 decimal places</li> <li>• solve simple measure and money problems involving fractions and decimals to 2 decimal places</li> </ul> |
| <p><b>Measurement</b></p>                 | <ul style="list-style-type: none"> <li>• convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>• estimate, compare and calculate different measures, including money in pounds and pence</li> <li>• read, write and convert time between analogue and digital 12- and 24-hour clocks, find the area of rectilinear shapes by counting squares</li> <li>• solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</li> </ul>  |
| <p><b>Properties of Shape</b></p>         | <ul style="list-style-type: none"> <li>• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>• identify acute and obtuse angles and compare and order angles up to 2 right angles by size</li> <li>• identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>• complete a simple symmetric figure with respect to a specific line of symmetry</li> </ul>  |

|                               |   |
|-------------------------------|---|
| <b>Position and Direction</b> | <ul style="list-style-type: none"><li>• describe positions on a 2-D grid as coordinates in the first quadrant</li><li>• describe movements between positions as translations of a given unit to the left/right and up/down</li><li>• plot specified points and draw sides to complete a given polygon</li></ul>       |
| <b>Statistics</b>             | <ul style="list-style-type: none"><li>• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li><li>• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li></ul> |

## YEAR 4 – RELIGIOUS EDUCATION CURRICULUM

### Religious Education Themes:

|                  | <b>Autumn Term</b>                      | <b>Spring Term</b>                                   | <b>Summer Term</b>   |
|------------------|---|--|--|
| <b>Reception</b> | God's World<br>God's Family             | Getting to Know Jesus<br>Sorrow and Joy              | New Life<br>The Church   |
| <b>Year 1</b>    | God's Great Plan<br>Mary, Mother of God | Families and Celebrations<br>Following Jesus         | Resurrection<br>Miracles   |
| <b>Year 2</b>    | Chosen People<br>Mysteries              | The Good News<br>The Mass                            | Eastertide<br>The Church is Born                                   |
| <b>Year 3</b>    | The Christian Church<br>Mary our Mother | Called to Change<br>Eucharist                        | Celebrating<br>Being a Christian                                   |
| <b>Year 4</b>    | <b>The Bible</b><br><b>Trust in God</b> | <b>Jesus the teacher</b><br><b>Jesus the Saviour</b> | <b>The Mission of the Church</b><br><b>Belonging to the Church</b> |
| <b>Year 5</b>    | Gifts from God<br>The Commandments      | Inspirational People<br>Reconciliation               | Life in the Risen Jesus<br>People of other faiths                  |
| <b>Year 6</b>    | The Kingdom of God<br>Justice           | Jesus the Bread of Life<br>Jesus the Son of God      | The work of the Apostles<br>Called to Serve                        |