

## English Year 4

**Reading - Word Reading****Pupils should be taught to:**

§ Apply knowledge of root words, prefixes and suffixes to decode and understand new words with minimal impact on the fluency of reading across a wide range of texts: e.g. uses knowledge of 'limit' to read and understand limited, limitless, unlimited, limitation.

§ use their understanding of unusual spelling–sound correspondences to choose the most appropriate pronunciation of a word: e.g. business, medicine, separate, surprise. with minimal impact on the fluency of reading.

**Reading - Comprehension****Pupils should be taught to:****§ develop positive attitudes to reading and understanding of what they read by:****Range of Texts**

§ listening attentively and participating in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text.

§ using, selecting and reading books that are structured in different ways for the appropriate purposes: e.g. specialist books for advice on sports or hobbies, following a series by the same writer.

§ independently and often spontaneously using a dictionary to check the meaning of words encountered in reading.

§ accurately retelling a wide range of age-appropriate fairy stories, myths and legends, providing detail which is interesting and appropriate.

§ independently identifying and discussing some themes and conventions in age-appropriate text: e.g. bullying, use of headings and sub-headings in non-fiction.

**Performance and poetry**

§ performing poems and play scripts, using intonation, tone and volume, and using drama approaches to aid understanding.

§ confidently identifying and naming an increasing range of different forms of poetry and describe their features: e.g. ballads, limericks.

**Understanding**

independently monitoring reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words; explaining how the same word can have different meanings in different contexts : e.g. lunchtime monitor, computer monitor, monitor the temperature.

§ asking themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. I wonder if Mrs Muldour realises she's being tricked by paying twice for each worm or is just being generous?

**Inference**

§ drawing inferences from their independent reading of age-appropriate texts, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; often correct but not always fully supported by reference to the text.

**Prediction**

§ reading 'between the lines' when independently reading an age-appropriate text and drawing on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader.

**Authorial Language**

§ identifying when reading an age appropriate book independently, the main ideas in paragraphs and summarising, including most of the main ideas in one or two sentences using key vocabulary from the text.

**Authorial Intent**

§ identifying words or phrases that interest, inspire or intrigue them from their reading and usually say why, explaining the effect on them as a reader.

§ identifying distinctive language, structural and presentational features in their independent reading of age appropriate texts and sometimes demonstrating their understanding of how these help the reader draw meaning from the text.

**Non-Fiction**

§ retrieve and record information from non-fiction by identifying questions to be answered beforehand and using the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Recording information in a form that can be easily retrieved: e.g. making and organising own notes from a non-fiction book or website to answer questions devised earlier

**Discussing Reading**

§ discussing their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening): e.g. is able to take on specific roles within a group discussion, note taking, chairing or drawing out reticent classmates.

**Writing - Transcription****Pupils should be taught to:****Phonic and Whole Word Spelling**

§ distinguish between and correctly spell further homophones and near- homophones: e.g. whose/who's, peace/piece, whether/weather, medal/meddle.

§ independently identify their most common spelling mistakes and select the most appropriate from a range of taught strategies to reduce them: e.g. phonics first approach; identifying the tricky bits; starting with the root words and adding affixes; creating a mnemonic sentence; remembering the spelling of library by exaggeratedly pronouncing the word to emphasis the tricky bits: liebrare-ee

**Word Building and Spelling**

§ correctly spell words with prefixes without any associated changes in spelling and explain the meaning of almost all prefixes: e.g. il-, im-, ir-, re-, sub- inter-, super-, anti-, auto -.

§ correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word and explaining this spelling pattern and its rules to others: e.g. forgetting, beginner, preferred, trodden, referee, deferred, inferred.

§ place the possessive apostrophe accurately in words with regular plurals: e.g. girls', boys', animals' and in words with irregular plurals e.g. men's, women's people's, children's, mice's. Explain this punctuation rule to others, spotting and correcting errors in own and others' writing.

§ find words in a dictionary, can accurately check their own attempt at spellings against the correct spelling

**Handwriting****Pupils should be taught to:**

§ correctly form and join all letters in accordance with the school's agreed handwriting style. There is some consistency in decisions to join letters or leave letters unjoined.

§ increase the legibility, consistency and quality of their handwriting ensuring that writing can almost always be read; joined handwriting is the norm, written at a pace that usually keeps up with what pupils want to say.

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| <p>and make any amendments.</p> <p>§ remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy</p>   |  |
| <p><b>Writing - Vocabulary, grammar and punctuation</b></p>   | <p><b>Writing - Composition</b></p>  |
| <p><b>Pupils should be taught to:</b></p> <p><b>Vocabulary</b></p> <p>§ follow spelling rules to alter the meaning of nouns by adding prefixes; they can give a clear definition of the new noun: e.g. super-, supermarket, superman, superstar.</p> <p>§ group words into two main families according to form and meaning. They can spot the common root words grouped by form: e.g. form: family – familiar – unfamiliar – familiarity – familiarise ..., meaning: big – little – size.</p> <p><b>Grammar</b></p> <p>§ using a wide range of subordination conjunctions at the beginning and within sentences (including when, if, because, although) to add relevant detail to complex sentences and accurately using commas to mark clauses: e.g. We put up our umbrellas when it rained. When it rained we put up our umbrellas.</p> <p>§ showing a growing awareness of how commonly used verbs are inflected in different tenses. Use of tense in writing is usually consistent with few lapses. Pupil is beginning to use the present perfect form in contrast to the past tense: e.g. I have read three books by that author; the librarian has told me the new title will be in shortly.</p> <p>§ choosing and correctly using nouns or pronouns to create cohesion, avoid repetition and achieve clarity, applying the learning across a wide range of independent writing: e.g. When I was writing about bees, the hive and the queen, I remembered to write 'they', 'it' and 'she' every other time so my writing was less repetitive but still clear.</p> <p>§ using a wider range of appropriate conjunctions, adverbs and prepositions to express time and cause (and place) applying the new learning across a range of independent writing, e.g. first, then, after, meanwhile, from, where. Despite the dark clouds, pupils were scurrying between the classroom and the field, hoping to finish their insect survey before the storm.</p> <p>§ explain the rules for using 'a' or 'an' and give one or two example of each. Own writing shows some consistency in applying the rules: e.g. I know that 'a' and 'an' are only used with singular nouns. 'A' is used before a word starting with consonant, for example a rock and 'an' is used before a word starting with a vowel, for example an open box.</p> <p>§ using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p><b>Punctuation</b></p> <p>§ using commas after fronted adverbials accurately and consistently across a range of independent writing, and beginning to explore the use of commas to clarify meaning or avoid ambiguity: e.g. Let's eat, Joe! NOT</p> | <p><b>Pupils should be taught to:</b></p> <p><b>Contexts for Writing</b></p> <p>§ identify and name key organisational and language features of a shared text working with a partner, small group or the whole class. Identify the text type by naming it and when prompted describe a context/scenario for using it: e.g. the list at the top and the numbered bullets mean this is a set of instructions.</p> <p><b>Panning and Drafting Writing</b></p> <p>§ discussing and recording ideas independently, selecting the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing: e.g. takes notes during discussion and organises them later into a 'boxing up' frame or story mountain.</p> <p>§ independently, composing and orally rehearsing sentences usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structures.</p> <p>§ independently, planning narrative and non-fiction texts into paragraphs before they begin to write: e.g. by using a 'boxing up' frame, five-part story mountain, story map or other planning tool to help 'chunk' their writing into paragraphs. Demarcating paragraphs on the page and remembering to do this as they write.</p> <p>§ in narratives, creating an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain some detail: e.g. Kim huddled deeper into the hairy wool jumper gran had knitted. 'It's too cold out here, I want go back home.' 'Don't be such a baby!' snapped Tyler, bossily, 'Look, the car's coming!'</p> <p>§ clustering related information logically and write an engaging main heading for the text and relevant subheadings for each paragraph.</p> <p><b>Editing</b></p> <p>§ accurately, assessing the effectiveness of their own and others' writing and make improvements: e.g. they check the meaning is clear and organisational features are correct. They can identify and make suggestions for alteration and improvement: e.g. My second subheading doesn't really match the content of the paragraph underneath it. I need to change one or the other.</p> <p>§ independently, proofreading and amending their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text: e.g. spotting repetitious language, verb/subject disagreement or lapses in tense.</p> <p>§ spotting their own and others' spelling and punctuation errors quickly and knowing how to correct them, including errors in the most recently taught spelling patterns and punctuation items and in some spelling patterns and punctuation items not yet taught.</p> <p><b>Performing Writing</b></p> <p>§ reading loudly and clearly enough to be heard by all (group or whole class), pausing for punctuation and interpreting punctuation marks by intonation.</p> |

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| <p>Let's eat Joe!</p> <p>§ using apostrophes for plural possession</p> <p>§ using inverted commas and other punctuation to indicate direct speech consistently and reliably</p> |  |
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| Year 4: Detail of content to be introduced (statutory requirement) |   |
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| <b>Word</b>  | <p>The grammatical difference between <b>plural</b> and <b>possessive –s</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>   |
| <b>Sentence</b>  | <p><i>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</i></p> <p><b>Fronted adverbials</b> [for example, <u>Later that day</u>, I heard the bad news.]</p>  |
| <b>Text</b>  | <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p>   |
| <b>Punctuation</b>   | <p><i>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</i></p> <p><b>Apostrophes</b> to mark <b>plural possession</b> [for example, the girl's name, the girls' names]</p> <p><i>Use of commas after <b>fronted adverbials</b></i></p> |
| <b>Terminology for pupils</b>                                      | <p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>   |

## Maths Year 4

| Number - Number and Place Value   | Number - Addition and Subtraction  |
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| <p>Pupils should be taught to</p> <p>§ count in multiples of 6, 7, 9, 25 and 1000</p> <p>§ find 1000 more or less than a given number</p> <p>§ count backwards through zero to include negative numbers</p> <p>§ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>§ order and compare numbers beyond 1000</p> <p>§ identify, represent and estimate numbers using different representations</p> <p>§ round any number to the nearest 10, 100 or 1000</p> <p>§ solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> | <p>Pupils should be taught to:</p> <p>§ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>§ estimate and use inverse operations to check answers to a calculation</p> <p>§ solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> |

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| <p>§ 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>  |  |
| <p><b>Number - Multiplication and Division</b></p>  | <p><b>Number - Fractions (including decimals)</b></p>  |
| <p>Pupils should be taught to:</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, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three 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 one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul> | <p>Pupils should be taught to:</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 one hundred and dividing tenths by ten.</li> <li>§ 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</li> <li>§ add and subtract fractions with the same denominator</li> <li>§ recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>§ recognise and write decimal equivalents to , ,</li> <li>§ 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</li> <li>§ round decimals with one decimal place to the nearest whole number</li> <li>§ compare numbers with the same number of decimal places up to two decimal places</li> <li>§ solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul> |
| <p><b>Measurement</b></p>   | <p><b>Geometry - Properties of shapes</b></p>  |
| <p>Pupils should be taught to:</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>§ find the area of rectilinear shapes by counting squares</li> </ul> <p>estimate, compare and calculate different measures, including money in pounds and pence</p> <ul style="list-style-type: none"> <li>§ read, write and convert time between analogue and digital 12- and 24-hour clocks</li> </ul> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>   | <p>Pupils should be taught to:</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 two 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>   |
| <p><b>Statistics</b></p>  | <p><b>Geometry - position and direction</b></p>  |
| <p>Pupils should be taught to:</p> <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> </ul> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>   | <p>Pupils should be taught to:</p> <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>  |

| Living things and their habitats  | Animals, including humans  |
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| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ recognise that living things can be grouped in a variety of ways</li> <li>§ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>§ recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>  | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ describe the simple functions of the basic parts of the digestive system in humans</li> <li>§ identify the different types of teeth in humans and their simple functions</li> <li>§ construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>  |
| Electricity   | States of matter   |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ identify common appliances that run on electricity</li> <li>§ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>§ 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</li> <li>§ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>§ recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ compare and group materials together, according to whether they are solids, liquids or gases</li> <li>§ 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)</li> <li>§ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>   |
| Sound   | Working Scientifically   |
| <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>§ identify how sounds are made, associating some of them with something vibrating</li> <li>§ recognise that vibrations from sounds travel through a medium to the ear</li> <li>§ find patterns between the pitch of a sound and features of the object that produced it</li> <li>§ find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>§ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>   | <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"> <li>§ asking relevant questions and using different types of scientific enquiries to answer them</li> <li>§ setting up simple practical enquiries, comparative and fair tests</li> <li>§ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>§ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>§ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>§ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>§ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>§ identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>§ using straightforward scientific evidence to answer questions or to support their findings.</li> </ul> |

## Art and Design Year 4

**Subject Content - Supplementary information regarding suggested Artists, Craft makers and Designers can be found on Google Drive**

Pupils should 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.  
Pupils should be taught:

- § 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 [for example, pencil, charcoal, paint, clay]
- § about great artists, architects and designers in history.

## Computing Year 4

| Subject Content  |  |
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| <b>Computer Science</b> <ul style="list-style-type: none"> <li>• Design programs that accomplish specific goals.</li> <li>• Design and create programs.</li> <li>• Debug programs that accomplish specific goals.</li> <li>• Use repetition in programs.</li> <li>• Use logical reasoning to detect and correct errors in programs.</li> </ul> | <b>Information Technology</b> <ul style="list-style-type: none"> <li>• Use search technologies effectively.</li> <li>• Use a variety of software to accomplish given goals.</li> <li>• Collect information.</li> <li>• Design and create content.</li> <li>• Present information.</li> </ul> |
| <b>Digital Learning</b> <ul style="list-style-type: none"> <li>• Use technology responsibly.</li> <li>• Identify a range of ways to report concerns about contact.</li> </ul>  |  |

## Design and Technology Year 4

| Subject Content   |   |
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| Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].<br>When designing and making, pupils should be taught to: |   |
| <b>Design</b> <ul style="list-style-type: none"> <li>§ 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</li> <li>§ generate, develop, model and communicate their ideas through cross-sectional diagrams.</li> </ul>   | <b>Make</b> <ul style="list-style-type: none"> <li>§ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>§ 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</li> </ul> |
| <b>Evaluate</b> <ul style="list-style-type: none"> <li>§ investigate and analyse a range of existing products</li> <li>§ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>§ understand how key events and individuals in design and technology have helped shape the world</li> </ul>                                | <b>Technical Knowledge</b> <ul style="list-style-type: none"> <li>§ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>§ apply their understanding of computing to program, monitor and control their products.</li> </ul>   |

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| <b>Cooking and Nutrition - Subject Content</b>  |  |
| <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Measure ingredients using scales.</li> <li>• Prepare ingredients hygienically and using the appropriate utensils by following a recipe.</li> </ul> |  |
| <b>Skills</b>   | <ul style="list-style-type: none"> <li>§ understand and apply the principles of a healthy and varied diet</li> <li>§ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>§ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> |

## Geography Year 4

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| <b>Subject Content</b>  |  |
| <p>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.</p> <p>Pupils should be taught to:</p> |  |
| <b>Locational Knowledge</b>   | <b>Place Knowledge</b>   |
| <ul style="list-style-type: none"> <li>• 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</li> </ul>  | <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</li> </ul>  |
| <b>Human and physical geography</b>   | <b>Geographical skills and fieldwork</b>   |
| <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including climate zones and rivers.</li> <li>• human geography, including: economic activity including trade links and the distribution of natural resources including minerals and water.</li> </ul>   | <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use the eight points of a compass, four-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</li> <li>• 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.</li> </ul> |

## History Year 4

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| <b>Subject Content</b>  |
| <p>Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> |

Pupils should be taught about:

### Skills

- the Roman Empire and its impact on Britain Examples (*non-statutory*) This could include: *Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.*
- Ancient Greece – *a study of Greek life and achievements and their influence on the western world*

## Music Year 4

### Subject Content

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

### Skills

- 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.