

## National Curriculum for English - Y4

### 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**

**Handwriting**

<p><b>Pupils should be taught to:</b></p> <p><b>Phonic and Whole Word Spelling</b></p> <p>§ distinguish between and correctly spell further homophones and near- homophones: e.g. whose/who's, peace/piece, whether/weather, medal/meddle.</p> <p>§ 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</p> <p><b>Word Building and Spelling</b></p> <p>§ correctly spell words with prefixes without any associated changes in spelling and explain the meaning of almost allprefixes: e.g. il-, im-, ir-, re-, sub- inter-, super-, anti-, auto -.</p> <p>§ 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.</p> <p>§ 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.</p> <p>§ find words in a dictionary, can accurately check their own attempt at spellings against the correct spelling and make any amendments.</p> <p>§ remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation accuracy</p>	<p><b>Pupils should be taught to:</b></p> <p>§ 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.</p> <p>§ 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.</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</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</p>

clear definition of the new noun: e.g. super-, supermarket, superman, superstar.

§ 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.

### **Grammar**

§ 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.

§ 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.

§ 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.

§ 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.

§ 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.

§ using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

### **Punctuation**

§ 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

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.

### **Panning and Drafting Writing**

§ 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.

§ independently, composing and orally rehearsing sentences usually incorporating new vocabulary. Variation in sentence structure includes simple, compound and complex structures.

§ 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.

§ 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!'

§ clustering related information logically and write an engaging main heading for the text and relevant subheadings for each paragraph.

### **Editing**

§ 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.

§ 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.

§ 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.

### **Performing Writing**

§ reading loudly and clearly enough to be heard by all (group or whole class), pausing for punctuation and interpreting punctuation marks by intonation.

avoid ambiguity: e.g. Let's eat, Joe! NOT Let's eat Joe!  
 § using apostrophes for plural possession  
 § using inverted commas and other punctuation to indicate direct speech consistently and reliably

Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s 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> ]
<b>Sentence</b>	<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> <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	<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> <i><b>Apostrophes</b> to mark <b>plural</b> possession [for example, the girl's name, the girls' names]</i> <i>Use of commas after <b>fronted adverbials</b></i>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

## National Curriculum for Maths - Y4

Number - Number and Place Value	Number - Addition and Subtraction
<p>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>§ count in multiples of 6, 7, 9, 25 and 1000</li> <li>§ find 1000 more or less than a given number</li> <li>§ count backwards through zero to include negative numbers</li> <li>§ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</li> <li>§ order and compare numbers beyond 1000</li> <li>§ identify, represent and estimate numbers using different representations</li> <li>§ round any number to the nearest 10, 100 or 1000</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 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li> </ul>	<p>Pupils should be taught to:</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>
Number - Multiplication and Division	Number - Fractions (including decimals)
<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> </ul>

	§ solve simple measure and money problems involving fractions and decimals to two decimal places.
<b>Measurement</b>	<b>Geometry - Properties of shapes</b>
<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>
<b>Statistics</b>	<b>Geometry - position and direction</b>
<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>

## Knowledge, Skills and Understanding breakdown for Working Scientifically

### Year 4

Planning	Obtaining and presenting evidence	Considering evidence and evaluating
<ul style="list-style-type: none"> <li>• Can they set up a simple fair test to make comparisons?</li> <li>• Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated? Can they suggest improvements and predictions? Can they decide which information needs to be collected and decide which is the best way for collecting it?</li> <li>• Can they use their findings to draw a simple conclusion?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?</li> <li>• Can they make accurate measurements using standard units?</li> <li>• Can they explain their findings in different ways (display, presentation, writing)?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they find any patterns in their evidence or measurements?</li> <li>• Can they make a prediction based on something they have found out?</li> <li>• Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?</li> <li>• Can they use straightforward scientific evidence to answer questions or to support their findings?</li> <li>• Can they identify differences, similarities or changes related to simple scientific ideas or processes?</li> </ul>

### Year 4 (Challenging)

<ul style="list-style-type: none"> <li>• Can they plan and carry out an investigation by controlling variables fairly and accurately? Can they use test results to make further predictions and set up further comparative tests?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they report findings from investigations through written explanations and conclusions?</li> <li>• Can they use a graph or diagram to answer scientific questions?</li> </ul>
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## Knowledge, Skills and Understanding breakdown for Living Things, their Habitats and Animals, including humans

### Year 4

Animals, including humans	Living Things and their Habitats
<ul style="list-style-type: none"> <li>• Can they identify and name the basic parts of the digestive system in humans?</li> <li>• Can they describe the simple functions of the basic parts of the digestive system in humans?</li> <li>• Can they identify the simple function of different types of teeth in humans?</li> <li>• Can they compare the teeth of herbivores and carnivores?</li> <li>• Can they explain what a simple food chain shows? Can they construct and interpret a variety of food chains, identifying producers, predators and prey?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recognise that living things can be grouped in a variety of ways?</li> <li>• Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)</li> <li>• Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)</li> <li>• Do they recognise that environments can change and this can sometimes pose a danger to living things?</li> </ul>

### Year 4 (Challenging)

<ul style="list-style-type: none"> <li>• Can they classify living things and non-living things by a number of characteristics that they have thought of? Can they explain how people, weather and the environment can affect living things? Can they explain how certain living things depend on one another to survive?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment?</li> <li>• Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus)</li> <li>• Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)</li> </ul>
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## Knowledge, Skills and Understanding breakdown for States of Matter

### Year 4

#### States of Matter

- Can they compare and group materials together, according to whether they are solids, liquids or gases?
- Can they explain what happens to materials when they are heated or cooled?
- Can they measure or research the temperature at which different materials change state in degrees Celsius?
- Can they use measurements to explain changes to the state of water?
- Can they identify the part that evaporation and condensation has in the water cycle?
- Can they associate the rate of evaporation with temperature?

### Year 4 (Challenging)

- Can they group and classify a variety of materials according to the impact of temperature on them?
- Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line?
- Can they relate temperature to change of state of materials?

## Knowledge, Skills and Understanding breakdown for Sound and Electricity

### Year 4

Sound	Electricity
<ul style="list-style-type: none"> <li>• Can they describe a range of sounds and explain how they are made? Can they associate some sounds with something vibrating?</li> <li>• Can they compare sources of sound and explain how the sounds differ? Can they explain how to change a sound (louder/softer)? Can they recognise how vibrations from sound travel through a medium to a ear?</li> <li>• Can they find patterns between the pitch of a sound and features of the object that produce it?</li> <li>• Can they find patterns between the volume of the sound and the strength of the vibrations that produced it? Can they recognise that sounds get fainter as the distance from the sound source increases? Can they explain how you could change the pitch of a sound?</li> <li>• Can they investigate how different materials can affect the pitch and volume of sounds?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify common appliances that run on electricity?</li> <li>• Can they construct a simple series electric circuit?</li> <li>• Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?</li> <li>• Can they 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>• Can they recognise that a switch opens and closes a circuit?</li> <li>• Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?</li> <li>• Can they recognise some common conductors and insulators?</li> <li>• Can they associate metals with being good conductors?</li> </ul>

### Year 4 (Challenging)

<ul style="list-style-type: none"> <li>• Can they explain why sound gets fainter or louder according to the distance?</li> <li>• Can they explain how pitch and volume can be changed in a variety of ways?</li> <li>• Can they work out which materials give the best insulation for sound?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how a bulb might get lighter?</li> <li>• Can they recognise if all metals are conductors of electricity?</li> <li>• Can they work out which metals can be used to connect across a gap in a circuit?</li> <li>• Can they explain why cautions are necessary for working safely with electricity?</li> </ul>
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## National Curriculum Requirements of History at Key Stage 2

Pupils should be taught about:

### **The Roman Empire and its impact on Britain**

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, e.g. 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.

### **Britain's settlement by Anglo-Saxons and Scots**

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

# Knowledge, Skills and Understanding breakdown for History

## Year 4

Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they place periods of history on a timeline showing periods of time?</li> <li>• Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how events from the past have helped shape our lives?</li> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they research two versions of an event and say how they differ?</li> <li>• Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</li> <li>• Can they give more than one reason to support an historical argument?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul>

## Year 4 (Challenging)

<ul style="list-style-type: none"> <li>• Can they use their mathematical skills to help them work out the time differences between certain major events in history?</li> <li>• Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recognise that people's way of life in the past was dictated by the work they did?</li> <li>• Do they appreciate that the food people ate was different because of the availability of different sources of food?</li> <li>• Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?</li> <li>• Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</li> </ul>
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## Knowledge, Skills and Understanding breakdown for Geography

### Year 4

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Can they carry out a survey to discover features of cities and villages?</li> <li>• Can they find the same place on a globe and in an atlas?</li> <li>• Can they label the same features on an aerial photograph as on a map?</li> <li>• Can they plan a journey to a place in England?</li> <li>• Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe the main features of a wellknown city?</li> <li>• Can they describe the main features of a village?</li> <li>• Can they describe the main physical differences between cities and villages?</li> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they explain how a locality has changed over time with reference to human features?</li> <li>• Can they find different views about an environmental issue? What is their view?</li> <li>• Can they suggest different ways that a locality could be changed and improved?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they locate the Tropic of Cancer and the Tropic of Capricorn?</li> <li>• Do they know the difference between the British Isles, Great Britain and UK?</li> <li>• Do they know the countries that make up the European Union?</li> <li>• Can they name up to six cities in the UK and locate them on a map?</li> <li>• Can they locate and name some of the main islands that surround the UK?</li> <li>• Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> </ul>

### Year 4 (Challenging)

<ul style="list-style-type: none"> <li>• Can they give accurate measurements between 2 given places within the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how a locality has changed over time with reference to physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how people are trying to manage their environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name the counties that make up the home counties of London?</li> <li>• Can they name some of the main towns and cities in Yorkshire and Lancashire?</li> </ul>
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# Knowledge, Skills and Understanding breakdown for Computing: Year 4

Algorithms and Programs	Data Retrieving and Organising	Communicating
<ul style="list-style-type: none"> <li>• Can they use repeat instructions to draw regular shapes on screen, using commands?</li> <li>• Can they experiment with variables to control models?</li> <li>• Can they make turns specifying the degrees?</li> <li>• Can they give an on-screen robot specific directional instructions that takes them from x to y?</li> <li>• Can they make accurate predictions about the outcome of a program they have written?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they capture images using webcams, screen capture, scanning, visualiser and internet?</li> <li>• Can they choose images and download into a file?</li> <li>• Can they download images from the camera into files on the computer?</li> <li>• Can they copy graphics from a range of sources and paste into a desktop publishing program?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they appreciate the benefits of ICT to send messages and to communicate?</li> <li>• Can they use the automatic spell checker to edit spellings?</li> </ul>
Using the Internet	Databases	Presentation
<ul style="list-style-type: none"> <li>• Can they use a search engine to find a specific website?</li> <li>• Can they use note-taking skills to decide which text to copy and paste into a document?</li> <li>• Can they use tabbed browsing to open two or more web pages at the same time?</li> <li>• Can they open a link to a new window? Can they open a document (PDF) and view it?</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Can they input data into a prepared database?</li> <li>• Can they sort and search a database to answer simple questions?</li> <li>• Do they recognise what a spread sheet is?</li> <li>• Can they use the terms 'cells', 'rows' and 'columns'?</li> <li>• Can they enter data, highlight it and make bar charts?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience?</li> <li>• Can they insert sound recordings into a multi media presentation?</li> <li>• Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?</li> </ul>

## Year 4 (Challenging)

- Can they use photo editing software to crop photographs and add effects?
- Can they copy and paste the graph/bar chart and use it in a WP document?
- Can they use animation in their presentation?

## E-safety in Years 3 and 4

Knowledge & understanding	Skills
<ul style="list-style-type: none"> <li>• Do they understand the need for rules to keep them safe when exchanging learning and ideas online? Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?</li> <li>• Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?</li> <li>• Can they use strategies to verify information, e.g. crosschecking?</li> <li>• Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?</li> <li>• Do they understand that copyright exists on most digital images, video and recorded music?</li> <li>• Do they understand the need to keep personal information and passwords private?</li> <li>• Do they understand that if they make personal information available online it may be seen and used by others?</li> <li>• Do they know how to respond if asked for personal information or feel unsafe about content of a message? Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? Do they know how to report an incident of cyber bullying?</li> <li>• Do they know the difference between online communication tools used in school and those used at home?</li> <li>• Do they understand the need to develop an alias for some public online use?</li> <li>• Do they understand that the outcome of internet searches at home may be different than at school?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they follow the school's safer internet rules?</li> <li>• Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new?</li> <li>• Can they begin to identify when emails should not be opened and when an attachment may not be safe?</li> <li>• Can they explain how to use email safely?</li> <li>• Can they use different search engines?</li> </ul>

Schools will need to review and amend their approaches to e-safety in order to take on board and address changes to technology.

## Knowledge, Skills and Understanding breakdown for Art

### Year 4

Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>• Can they begin to show facial expressions and body language in their sketches? Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>• Can they organise line, tone, shape and colour to represent figures and forms in movement? Can they show reflections? Can they explain why they have chosen specific materials to draw with?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create all the colours they need?</li> <li>• Can they create mood in their paintings?</li> <li>• Do they successfully use shading to create mood and feeling?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they print using at least four colours?</li> <li>• Can they create an accurate print design?</li> <li>• Can they print onto different materials?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</li> <li>• Can they produce a montage all about themselves?</li> <li>• Do they use their sketch books to adapt and improve their original ideas?</li> <li>• Do they keep notes about the purpose of their work in their sketch books?</li> </ul>
3D/ Textiles	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>• Can they begin to sculpt clay and other mouldable materials? Can they use early textile and sewing skills as part of a project?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use ceramic mosaic?</li> <li>• Can they combine visual and tactile qualities?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they present a collection of their work on a slide show?</li> <li>• Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>• Can they combine graphics and text based on their research?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they experiment with different styles which artists have used?</li> <li>• Can they explain art from other periods of history?</li> </ul>

## Knowledge, Skills and Understanding breakdown for Design and Technology

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
<ul style="list-style-type: none"> <li>• Have they thought of how they will check if their design is successful?</li> <li>• Can they begin to explain how they can improve their original design?</li> <li>• Can they evaluate their product, thinking of both appearance and the way it works?</li> <li>• Do they take time to consider how they could have made their idea better?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell if their finished product is going to be good quality?</li> <li>• Are they conscience of the need to produce something that will be liked by others?</li> <li>• Can they show a good level of expertise when using a range of tools and equipment?</li> <li>• Do they work at their product even though their original idea might not have worked?</li> </ul>	<ul style="list-style-type: none"> <li>• Have they thought of how they will check if their design is successful?</li> <li>• Can they begin to explain how they can improve their original design?</li> <li>• Can they evaluate their product, thinking of both appearance and the way it works?</li> <li>• Do they take time to consider how they could have made their idea better?</li> </ul>

### Breadth of study

Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet materials	Mouldable materials
<ul style="list-style-type: none"> <li>• Do they know what to do to be hygienic and safe?</li> <li>• Have they thought what they can do to present their product in an interesting way?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they think what the user would want when choosing textiles?</li> <li>• Have they thought about how to make their product strong?</li> <li>• Can they devise a template?</li> <li>• Can they explain how to join things in a different way?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they add things to their circuits?</li> <li>• How have they altered their product after checking it?</li> <li>• Are they confident about trying out new and different ideas?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they measure carefully so as to make sure they have not made mistakes?</li> <li>• How have they attempted to make their product strong?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a range of advanced techniques to shape and mould?</li> <li>• Do they use finishing techniques, showing an awareness of audience?</li> </ul>

# Knowledge, Skills and Understanding breakdown for Music

Year 4

Performing	Composing ( <i>incl notation</i> )	Appraising
<ul style="list-style-type: none"> <li>• Can they perform a simple part rhythmically?</li> <li>• Can they sing songs from memory with accurate pitch? Can they improvise using repeated patterns?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use notations to record and interpret sequences of pitches?</li> <li>• Can they use standard notation?</li> <li>• Can they use notations to record compositions in a small group or on their own?</li> <li>• Can they use their notation in a performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain the place of silence and say what effect it has?</li> <li>• Can they start to identify the character of a piece of music?</li> <li>• Can they describe and identify the different purposes of music?</li> <li>• Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?</li> </ul>
<b>Year 4 (Challenging)</b>		
<ul style="list-style-type: none"> <li>• Can they use selected pitches simultaneously to produce simple harmony?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li> <li>• Can they show how they can use dynamics to provide contrast?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify how a change in timbre can change the effect of a piece of music?</li> </ul>

## Knowledge, Skills and Understanding breakdown for Dance

### Year 4

- Can they respond imaginatively to a range of stimuli related to character and narrative?

- Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group?
- Can they refine, repeat and remember dance phrases and dances?
- Can they perform dances clearly and fluently?
- Can they show sensitivity to the dance idea and the accompaniment?
- Do they show a clear understanding of how to warm-up and cool-down safely?
- Do they describe, interpret and evaluate dance, using appropriate language?

### **Year 4 (Challenging)**

- Can they structure and vary longer dances?
- Do they develop movement ideas for others?
- Do they show a good sense of rhythm and style when performing?
- Can they remember and perform a range of warm-up and cool-down activities?
- Can they give reasons why physical activity is good for health?
- Do they use a range of dance vocabulary to describe, interpret and evaluate dance?

## **Knowledge, Skills and Understanding breakdown for Foreign Languages**

### **Years 3 and 4**

**Listening and responding**

**Speaking**

**Reading and responding**

**Writing**

- Do they understand short passages made up of familiar language?
- Do they understand instructions, messages and dialogues within short passages?
- Can they identify and note the main points and give a personal response on a passage?

*Spoken at near normal speed with no interference. May need short sections repeated.*

- Can they have a short conversation where they are saying 2-3 things?
- Can they use short phrases to give a personal response?

*Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.*

- Can they read and understand short texts using familiar language?
- Can they identify and note the main points and give a personal response?
- Can they read independently?
- Can they use a bilingual dictionary or glossary to look up new words?

- Can they write 2-3 short sentences on <a familiar topic>?
- Can they say what they like and dislike about <a familiar topic>?

*They write short phrases from memory and their spelling is readily understandable.*

# Knowledge, Skills and Understanding breakdown for Foreign Languages: Using the Languages Ladder

		<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>
<b>Early Stage</b>	<b>Grade 1</b>	- Do they understand a few familiar spoken words and phrases?	- Can they say and repeat single words in short and simple phrases?	- Can they recognise and read out a few familiar words and phrases?	- Can they write or copy simple words or symbols correctly?
	<b>Grade2</b>	- Do they understand a range of familiar spoken phrases?	- Can they answer simple questions and give basic information?	- Can they understand and read out familiar written phrases?	- Can they write one or two short sentences to a model? - Can they fill in the words on a simple form?
	<b>Grade3</b>	- Do they understand the main points from a short spoken passage made up of familiar language?	- Can they ask and answer simple questions and talk about their interests?	- Can they understand the main points from a short written text in clear printed script?	- Can they write a few short sentences with support, using expressions which have already been learnt?
<b>On completing the early stage</b>		<i>Should be able to understand a basic range of everyday expressions relating to personal details and needs. May need to listen several times to get the information needed, depending how fast the speaker talks. Should have some understanding of a few simple grammatical structures and sentence patterns. Should be familiar with the sound system of the language. Should be aware how to address people both formally and informally as appropriate.</i>	<i>Should be able to use basic range of everyday expression relating to personal details and needs. Pronunciation may not always be completely accurate but meaning will be clear. Should be able to understand and use a few simple grammatical structures and sentence patterns. Should be familiar with the sound system of the language. Should be aware of how to address people both formally and informally as appropriate.</i>	<i>Should be able to understand a basic range of everyday expressions relating to personal details and needs. Should have some understanding of a few simple grammatical structures and sentence patterns. Should be familiar with the writing system of the language. Should be aware of how to address people both formally and informally as appropriate.</i>	<i>Should be able to use a basic range of everyday expressions relating to personal details and needs. Spelling may not always be completely accurate but meaning will be clear. Should be able to understand and use a few simple grammatical structures and sentence patterns. Should be familiar with the writing system of the language. Should be aware of how to address people both formally and informally as appropriate.</i>
<b>Prelim Stage</b>	<b>Grade 4</b>	- Do they understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences?	- Can they take part in a simple conversation and express their own opinions?	- Can they understand the main points and some detail from short written texts in familiar contexts?	- Can they write a short text on a familiar topic, adapting language which they have already learned?
	<b>Grade 5</b>	- Do they understand the main points and opinions in spoken passages made up of familiar material from various contexts?	- Can they give a short prepared talk, on a topic of their choice, including expressing their opinions?	- Can they understand the main points and opinions in written texts from various contexts?	- Can they write a short text on a range of familiar topic, using simple sentences?

# Knowledge, Skills and Understanding breakdown for Physical Education

## Year 4

<b>Acquiring and developing skills</b>	<b>Evaluating and improving</b>	<b>Health and fitness</b>	<b>Dance (also covered in Dance section)</b>
<ul style="list-style-type: none"> <li>• Can they select and use the most appropriate skills, actions or ideas?</li> <li>• Can they move and use actions with co-ordination and control?</li> <li>• Can they make up their own small-sided game?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how their work is similar and different from that of others?</li> <li>• Can they use their comparison to improve their work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why warming up is important?</li> <li>• Can they explain why keeping fit is good for their health?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they take the lead when working with a partner or group?</li> <li>• Can they use dance to communicate an idea?</li> <li>• Can they work on their movements and refine them?</li> <li>• Is their dance clear and fluent?</li> </ul>
<b>Games</b>	<b>Gymnastics</b>	<b>Athletics</b>	<b>Outdoor/ adventurous</b>
<ul style="list-style-type: none"> <li>• Can they catch with one hand?</li> <li>• Can they throw and catch accurately? Can they hit a ball accurately and with control?</li> <li>• Can they keep possession of the ball?</li> <li>• Can they move to find a space when they are not in possession during a game? Can they vary tactics and adapt skills according to what is happening?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they work in a controlled way?</li> <li>• Can they include change of speed?</li> <li>• Can they include change of direction?</li> <li>• Can they include range of shapes?</li> <li>• Can they follow a set of 'rules' to produce a sequence?</li> <li>• Can they work with a partner to create, repeat and improve a sequence with at least three phases?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they run over a long distance?</li> <li>• Can they spring over a short distance?</li> <li>• Can they throw in different ways?</li> <li>• Can they hit a target?</li> <li>• Can they jump in different ways?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they follow a map in a more demanding familiar context?</li> <li>• Can they move from one location to another following a map?</li> <li>• Can they use clues to follow a route?</li> <li>• Can they follow a route accurately, safely and within a time limit?</li> </ul>

# Knowledge, Skills and Understanding breakdown for Physical Education

## Swimming

Lower attainers	Mid attainers	Higher attainers
<ul style="list-style-type: none"> <li>■ Can they swim between 25 and 50 metres unaided? Can they keep swimming for 30 to 45 seconds, using swimming aids and support?</li> <li>■ Can they use a variety of basic arm and leg actions when on their front and on their back?</li> <li>■ Can they swim on the surface and lower themselves under water?</li> <li>■ Can they take part in group problem-solving activities on personal survival?</li> <li>■ Do they recognise how their body reacts and feels when swimming?</li> <li>■ Can they recognise and concentrate on what they need to improve?</li> <li>■</li> <li>■</li> </ul>	<ul style="list-style-type: none"> <li>• Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds?</li> <li>• Do they use 3 different strokes, swimming on their front and back?</li> <li>• Can they control their breathing?</li> <li>• Can they swim confidently and fluently on the surface and under water?</li> <li>• Do they work well in groups to solve specific problems and challenges, sharing out the work fairly?</li> <li>• Do they recognise how swimming affects their body, and pace their efforts to meet different challenges?</li> <li>• Can they suggest activities and practices to help improve their own performance?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they swim further than 100 metres?</li> <li>• Can they swim fluently and confidently for over 90 seconds?</li> <li>• Do they use all 3 strokes with control?</li> <li>• Can they swim short distances using butterfly?</li> <li>• Do they breathe so that the pattern of their swimming is not interrupted?</li> <li>• Can they perform a wide range of personal survival techniques confidently?</li> <li>• Do they know what the different tasks demand of their body, and pace their efforts well to meet challenges?</li> <li>• Can they describe good swimming technique and show and explain it to others?</li> </ul>