



UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc31** 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:
- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

Rocks LKS2

- **sc47** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- **sc48** describe in simple terms how fossils are formed when things that have lived are trapped within rock
- **sc49** recognise that soils are made from rocks and organic matter.

Core Skills across the Key Stage LKS2

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)

- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi20** I can recognise similarities and differences between periods of time
- **hi21** I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
- **hi22** I can ask and answer questions about change and cause and effect
- **hi23** can ask and answer questions about similarities and differences and their significance
- **hi24** I can draw informed conclusions by using a range of research skills
- **hi25** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi27** I understand that the same event in the past can be interpreted or represented differently by different people
- **hi28** I can describe reasons for the different interpretations of historical events, significance of individuals or changes in the periods and societies I have studied
- **hi51** I know about the history of my local area, how it has changed over time and some of the major events and significant people associated with it
- **hi55** I have studied an historical theme beyond 1066 and show some understanding of the causes of change over time and the impact it had on the lives of people in Britain
- **hi60** I can locate and describe the earliest civilisations whilst being aware that sources of evidence from those times can be interpreted in different ways

MATHEMATICS AND COMPUTING

Number - number and place value LKS2

- **m117** find 1000 more or less than a given number
- **m118** count backwards through zero to include negative numbers
- **m119** recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- **m120** order and compare numbers beyond 1000
- **m122** round any number to the nearest 10, 100 or 1000
- **m124** 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.

Number - addition and subtraction LKS2

- **m125** add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

Number - multiplication and division LKS2

- **m128** recall multiplication and division facts for multiplication tables up to 12 × 12
- **m129** 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
- **m130** recognise and use factor pairs and commutativity in mental calculations

Number - fractions (including decimals) LKS2

- **m133** recognise and show, using diagrams, families of common equivalent fractions
- **m134** count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- **m136** add and subtract fractions with the same denominator

- **m137** recognise and write decimal equivalents of any number of tenths or hundredths
- **m139** 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
- **m140** round decimals with one decimal place to the nearest whole number
- **m141** compare numbers with the same number of decimal places up to two decimal places

Measurement LKS2

- **m143** Convert between different units of measure [for example, kilometre to metre; hour to minute]
- **m147** read, write and convert time between analogue and digital 12- and 24-hour clocks

Geometry - properties of shapes LKS2

- **m150** identify acute and obtuse angles and compare and order angles up to two right angles by size

LKS2

- **co14** I can design, write and debug simple programs to control or simulate physical systems
- **co15** I can solve problems by breaking them down into progressive steps
- **co16** I am aware that programs follow a sequence from one instruction to the next
- **co19** I know that a variable is a piece of stored information (numbers or a 'string' i.e. a sequence of characters)
- **co21** I can write a program to produce a variety of outputs (screen displays/ wheel movements/ lights)
- **co22** I can use logical reasoning to interpret how an algorithm works and thus rectify any errors

- **pe6.1** I can perform fluent gymnastics sequences to demonstrate my control and balance.

Rock detectives - compare and group different types of rock
Analyse different rocks - magnifying glass/sketches
Discuss features of different rocks - draw out vocabulary
Understand rocks are formed in different ways - 3 main types - follow the acid test, the hardness test and the water test
Carry out a rock survey of local area
Why certain rocks are used for different tasks.
Understand the process of fossil formation - describe it in simple terms - then make your own fossil - use plasticine and seashell (squeezing process).

Tudors
Battle of Bosworth - War of the Roses - Lancaster and York - brief summary of the change to England when Henry VII became King
Henry VIII and his six wives - summary and song
Henry VIII and the Mary Rose - the sinking and the raising
Elizabeth I and Sir Francis Drake and the Spanish Armada
Study about Elizabeth and her marriage to England
Tudor life
Tudor children
How the Tudors became the Stuarts? And why.

Year 4 will follow the NC 14 curriculum for the Spring term as set out by Hamilton Trust as a guide to the objectives covered.

Children will follow Espresso coding program for year 4 and start the HTML program if more able.
ICT to be used to investigate both topics - Rocks and Tudors finding various facts about both as and when required.

P.E
Netball skills - passing, moving, finding space and scoring
Following High 5 Netball rules - prepare for Y3/4 Tournament

Gym
Using a range of different moves - out together a routine to perform in front of the class - to music if the child wants to like the Olympics?!

Tudor Rock Stars

English year 4
Fairy tales and playscripts
Develop your own fairy tale - from a different point of view or with a twist in the tale!
Write a playscript using simple features to show a fairy tale in this text type - remembering dialogue and actions etc.

Non fiction text
Non Chronological report - Urban Wildlife
Produce a report based in research about the local area and provide information about the animals and their habitats etc that live around us.

French
Continue with simple day to day conversations that could be useful for children - in different situations
Develop vocabulary across different aspects of life - school, home and family
Record simple sentences/phrases in French only

Following R.E syllabus - Festivals and pilgrimages across different religions and compare their similarities and differences

PSED
Continue with Pegasus award - gaining responsibility for jobs/tasks and behaviour
Start thinking about Body Hygiene and looking after yourself
Healthy eating - linked to cookery lessons

Singing lessons
From Tues 8th Jan
with Inspiring Music teacher
10 lessons leading to concert

Ukulele lessons
From Fri 11th Jan
with Inspiring Music teacher
10 lessons - one per week

Cookery lessons
with Kiddy Cook
5 lessons on a Monday afternoon
Savoury recipes and healthy foods etc

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** I can show in my sketch book how I have developed techniques and ideas
- **ad11** I can describe the range of materials I have used since being in KS1
- **ad12** I can show examples of drawing using pencil and charcoal.
- **ad13** I can show examples of painting with different kinds of paint
- **ad15** I can talk about some famous artists, architects and designers from the past

Cooking and nutrition LKS2

- **dt49** I can describe a healthy diet and explain its importance
- **dt50** I can prepare a variety of savoury meals
- **dt51** I can use a variety of cooking techniques
- **dt52** I can that foods are seasonal and can give examples

- **dt53** I can talk about the way crops and animals are grown and produce is obtained from the sea
- **dt54** I can describe how some foods are processed

LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu12** I can play instruments with accuracy and control
- **mu13** I can play instruments with fluency and expression to reflect the intentions of the music
- **mu16** I can listen carefully and perform accurately from memory
- **mu17** I can perform from simple, standard notation
- **mu18** I can use standard notation in my compositions
- **mu19** I can describe, compare and evaluate different kinds of music

LITERACY

Reading - word reading LKS2

- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension LKS2

- **e137** develop positive attitudes to reading and understanding of what they read by:
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e139** reading books that are structured in different ways and reading for a range of purposes
- **e140** using dictionaries to check the meaning of words that they have read
- **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- **e142** identifying themes and conventions in a wide range of books
- **e143** preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e145** recognising some different forms of poetry [for example, free verse, narrative poetry]
- **e146** understand what they read, in books they can read independently, by:
- **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- **e148** asking questions to improve their understanding of a text
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e150** predicting what might happen from details stated and implied
- **e151** identifying main ideas drawn from more than one paragraph and summarising these
- **e153** retrieve and record information from non-fiction

Writing - transcription - Spelling LKS2

- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
- **e156** spell further homophones
- **e158** place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

- **e159** use the first two or three letters of a word to check its spelling in a dictionary
- **e160** write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing - handwriting LKS2

- **e161** 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
- **e162** increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - composition LKS2

- **e163** plan their writing by:
- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e165** discussing and recording ideas
- **e166** draft and write by:
- **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **e169** in narratives, creating settings, characters and plot
- **e171** evaluate and edit by:
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **e173** proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- **e174** proof-read for spelling and punctuation errors

Writing - vocabulary, grammar and punctuation LKS2

- **e176** develop their understanding of the concepts set out in English Appendix 2 by:
- **e178** using the present perfect form of verbs in contrast to the past tense
- **e179** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- **e181** using fronted adverbials
- **e182** learning the grammar for years 3 and 4 in English Appendix 2
- **e183** indicate grammatical and other features by:
- **e184** using commas after fronted adverbials
- **e185** indicating possession by using the possessive apostrophe with plural nouns
- **e186** using and punctuating direct speech

PHYSICAL EDUCATION

LKS2

- **pe4.1** I can explain how developing my skills

COMMUNICATION AND LANGUAGE

Tudor Rock Stars - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p>Working scientifically LKS2</p> <ul style="list-style-type: none">• sc31 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:• sc32 asking relevant questions and using different types of scientific enquiries to answer them• sc33 setting up simple practical enquiries, comparative and fair tests• sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers• sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions• sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• sc39 identifying differences, similarities or changes related to simple scientific ideas and processes• sc40 using straightforward scientific evidence to answer questions or to support their findings.	<p>Number - number and place value LKS2</p> <ul style="list-style-type: none">• m117 find 1000 more or less than a given number• m118 count backwards through zero to include negative numbers• m119 recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)• m120 order and compare numbers beyond 1000• m122 round any number to the nearest 10, 100 or 1000• m124 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>Number - addition and subtraction LKS2</p> <ul style="list-style-type: none">• m125 add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate <p>Number - multiplication and division LKS2</p> <ul style="list-style-type: none">• m128 recall multiplication and division facts for multiplication tables up to 12 × 12• m129 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• m130 recognise and use factor pairs and commutativity in mental calculations <p>Number - 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properties of shapes LKS2</p> <ul style="list-style-type: none">• m150 identify acute and obtuse angles and compare and order angles up to two right angles by size <p>LKS2</p> <ul style="list-style-type: none">• co14 design, write and debug programs, controlling or simulating physical systems• co15 solve problems by decomposing them into smaller parts• co16 use sequence in programs• co19 use programs with variables• co21 use various forms of output• co22 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<p>LKS2</p> <ul style="list-style-type: none">• pe4.1 use running, jumping, throwing and catching in combination• pe5 play competitive games, modified where appropriate• pe5.1 play competitive games and apply basic principles suitable for attacking and defending• pe6 develop flexibility, strength, technique, control and balance, for example through athletics• pe6.1 develop flexibility, strength, technique, control and balance, for example gymnastics• pe7 perform dances using a range of movement patterns• pe9 compare their performances with previous ones.• pe9.1 demonstrate improvement	<p>LKS2</p> <ul style="list-style-type: none">• ad10 to create sketch books to record their observations and use them to review and revisit ideas• ad11 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)• ad12 to improve their mastery of art and design techniques, including drawing with pencil and charcoal• ad13 to improve their mastery of art and design techniques, including painting with a range of materials• ad15 about great artists, architects and designers in history. <p>Cooking and nutrition LKS2</p> <ul style="list-style-type: none">• dt49 understand and apply the principles of a healthy and varied diet• dt50 prepare and cook a variety of predominantly savoury dishes• dt51 cook using a range of cooking techniques• dt52 understand seasonality• dt53 know where and how a variety of ingredients are grown and/or caught• dt54 know where and how a variety of ingredients are processed. <p>LKS2</p> <ul style="list-style-type: none">• mu11 perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression• mu12 play musical instruments with increasing accuracy• mu13 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression• mu16 listen with attention to detail and recall sounds with increasing aural memory• mu17 understand staff and other musical notations• mu18 se staff and other musical notations• mu19 appreciate a wide range of high-quality live and recorded music	<p>Reading - word reading LKS2</p> <ul style="list-style-type: none">• e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading - comprehension LKS2</p> <ul style="list-style-type: none">• e137 develop positive attitudes to reading and understanding of what they read by:• e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• e139 reading books that are structured in different ways and reading for a range of purposes• e140 using dictionaries to check the meaning of words that they have read• e141 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• e142 identifying themes and conventions in a wide range of books• e143 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• e144 discussing words and phrases that capture the reader's interest and imagination• e145 recognising some different forms of poetry [for example, free verse, narrative poetry]• e146 understand what they read, in books they can read independently, by:• e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• e148 asking questions to improve their understanding of a text• e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• e150 predicting what might happen from details stated and implied• e151 identifying main ideas drawn from more than one paragraph and summarising these• e153 retrieve and record information from non-fiction <p>Writing - 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composition LKS2</p> <ul style="list-style-type: none">• e163 plan their writing by:• e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• e165 discussing and recording ideas• e166 draft and write by:• e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)• e169 in narratives, creating settings, characters and plot• e171 evaluate and edit by:	<p>LKS2</p> <ul style="list-style-type: none">• fl1 listen attentively to spoken language and show understanding by joining in and responding• fl3 engage in conversations; ask and answer questions• fl3.2 engage in conversations and seek clarification and help• fl4 peak in sentences, using familiar vocabulary, phrases and basic language structures• fl6 present ideas and information orally to a range of audiences• fl7 read carefully and show understanding of words, phrases and simple writing• fl11 describe people, places, things and actions orallyand in writing• sl13 listen and respond appropriately to adults and their peers• sl14 ask relevant questions to extend their understanding and knowledge• sl15 use relevant strategies to build their vocabulary• sl16 articulate and justify answers, arguments and opinions• sl17 give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings• sl18 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• sl19 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• sl20 speak audibly and fluently with an increasing command of Standard English	<p>PSED Preparing to play an active role as citizens LKS2</p> <ul style="list-style-type: none">• pa24 To continue to develop skills to take part in small discussions about community issues.• pa25 Continue to value contributions of others in discussion.• pa26 Continue to develop negotiating strategies.• pa27 Know when to compromise.• pa28 Identify reasons about why rules are needed. <p>PSED Developing a healthy, safer lifestyle LKS2</p> <ul style="list-style-type: none">• ph15 Behave safely and responsibly in different situations.• ph17 Extend strategies to cope with risky situations.• ph18 To increase awareness of personal bodily hygiene. <p>Learning About Religion LKS2</p> <ul style="list-style-type: none">• ra26 Describe aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.• ra27 Describe the variety of practices and ways of life in religions.• ra28 Identify and describe the similarities in religions.

