

Reading – Word

Year 4	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					
	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					

Reading – Comprehension

Year 4	<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - using dictionaries to check the meaning of words that they have read - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action - discussing words and phrases that capture the reader's interest and imagination - recognising some different forms of poetry 					
	<p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - identifying how language, structure, and presentation contribute to meaning 					
	retrieve and record information from non-fiction					
	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.					

Handwriting

Year 4	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					
	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

Year 4	plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas					
	draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]					
	evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences					
	proof-read for spelling and punctuation errors					
	read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					

Writing – Transcription

Year 4	use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.					
--------	--	--	--	--	--	--

Writing - Vocabulary, Grammar & Punctuation

Year 4	develop their understanding of the concepts set out in English Appendix 2 by: - range of conjunctions, including when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials					
--------	---	--	--	--	--	--

	- learning the grammar for years 3 and 4 in English Appendix 2					
	indicate grammatical and other features by: - using commas after fronted adverbials - indicating possession by using the possessive apostrophe with plural nouns - using and punctuating direct speech					
	use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.					

Spoken Language

Year 4	Pupils should be taught to:					
	- listen and respond appropriately to adults and their peers					
	- ask relevant questions to extend their understanding and build vocabulary and knowledge					
	- articulate and justify answers, arguments and opinions					
	- give well-structured descriptions and explanations					
	- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments					
	- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas					
	- speak audibly and fluently with an increasing command of Standard English					
	- participate in discussions, presentations, performances and debates					
	- gain, maintain and monitor the interest of the listener(s)					
	- consider and evaluate different viewpoints, attending to and building on the contributions of others					
	- select and use appropriate registers for effective communication.					

Number & Place Value

Year 4	count in multiples of 6, 7, 9, 25 and 1,000					
	find 1,000 more or less than a given number					
	count backwards through 0 to include negative numbers					
	recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)					
	order and compare numbers beyond 1,000					
	identify, represent and estimate numbers using different representations					
	round any number to the nearest 10, 100 or 1,000					
	solve number and practical problems that involve all of the above and with increasingly large positive numbers					
	read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value					

Addition and Subtraction

Year 4	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate					
	estimate and use inverse operations to check answers to a calculation					
	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why					

Multiplication & Division

Year 4	recall multiplication and division facts for multiplication tables up to 12 x 12					
	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					
	recognise and use factor pairs and commutativity in mental calculations					
	multiply two-digit and three-digit numbers by a one-digit number using formal written layout					
	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.					

Fractions

Year 4	recognise and show, using diagrams, families of common equivalent fractions						
	count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.						
	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						
	add and subtract fractions with the same denominator						
	recognise and write decimal equivalents of any number of tenths or hundredths						
	recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$						
	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						
	round decimals with one decimal place to the nearest whole number						
	compare numbers with the same number of decimal places up to two decimal places						
	solve simple measure and money problems involving fractions and decimals to two decimal places.						

Measurement

Year 4	Convert between different units of measure						
	measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres						
	find the area of rectilinear shapes by counting squares						
	estimate, compare and calculate different measures, including money in pounds and pence						
	read, write and convert time between analogue and digital 12- and 24-hour clocks						
	solve problems involving converting; hours to minutes; minutes to seconds; years to months; weeks to days.						

Shape & Geometry

Year 4	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes						
	identify acute and obtuse angles and compare and order angles up to two right angles by size						
	identify lines of symmetry in 2-D shapes presented in different orientations						
	complete a simple symmetric figure with respect to a specific line of symmetry.						
	describe positions on a 2-D grid as coordinates in the first quadrant						
	describe movements between positions as translations of a given unit to the left/right and up/down						
	plot specified points and draw sides to complete a given polygon						

Statistics

Year 4	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.						
	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.						

Living Things

Year 4	recognise that living things can be grouped in a variety of ways						
	explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment						
	recognise that environments can change and that this can sometimes pose dangers to living things						

Animals

Year 4	describe the simple functions of the basic parts of the digestive system in humans						
	identify the different types of teeth in humans and their simple functions						
	construct and interpret a variety of food chains, identifying producers, predators and prey						

States of Matter

Year 4	compare and group materials together, according to whether they are solids, liquids or gases						
	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)						
	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.						

Sound

Year 4	identify how sounds are made, associating some of them with something vibrating						
	recognise that vibrations from sounds travel through a medium to the ear						
	find patterns between the pitch of a sound and features of the object that produced it						
	find patterns between the volume of a sound and the strength of the vibrations that produced it						
	recognise that sounds get fainter as the distance from the sound source increases						

Electricity

Year 4	identify common appliances that run on electricity						
	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers						
	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						
	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit						
	recognise some common conductors and insulators, and associate metals with being good conductors						

Scientifically Thinking

Year 4	asking relevant questions and using different types of scientific enquiries to answer them						
	setting up simple practical enquiries, comparative and fair tests						
	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers						
	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions						
	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables						
	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions						
	using results to draw conclusions, make predictions for new values, suggest improvements and raise further questions						
	identifying differences, similarities or changes related to simple scientific ideas and processes						
	using straightforward scientific evidence to answer questions or to support their findings						

Art and Design

Year 4	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 (e.g. pencil, charcoal, paint, clay)						
	about great artists, architects and designers in history.						

Computing

Year 4	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts						
	use sequence, selection, and repetition in programs; work with variables and various forms of input and output						
	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs						
	understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration						
	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content						
	use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour						
	select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.						

Design and Technology

Year 4	Design <ul style="list-style-type: none"> - 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 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 						
	Make <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately - 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 						
	Evaluate <ul style="list-style-type: none"> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world 						
	Technical Knowledge <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) - understand and use electrical systems in their products (for example, series circuits, incorporating switches, bulbs, buzzers and motors) - apply their understanding of computing to program, monitor and control their products 						
	Cooking and nutrition <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed 						

Languages

Year 4	Pupils should be taught to: - listen attentively to spoken language and show understanding by joining in and responding					
	- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words					
	- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*					
	- speak in sentences, using familiar vocabulary, phrases and basic language structures					
	- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*					
	- present ideas and information orally to a range of audiences*					
	- read carefully and show understanding of words, phrases and simple writing					
	- appreciate stories, songs, poems and rhymes in the language					
	- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary					
	- write phrases from memory, and adapt these to create new sentences, to express ideas clearly					
	- describe people, places, things and actions orally* and in writing					
	- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.					

The starred (*) content above will not be applicable to ancient languages.

Geography

Year 4	Location knowledge <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 						
	Place knowledge <ul style="list-style-type: none"> - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 						
	Human and physical geography <ul style="list-style-type: none"> - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 						
	Geographical skills and fieldwork <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 						

History

Year 4	changes in Britain from the Stone Age to the Iron Age					
	the Roman Empire and its impact on Britain					
	Britain's settlement by Anglo-Saxons and Scots					
	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor					
	a local history study					
	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066					
	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China					
	Ancient Greece – a study of Greek life and achievements and their influence on the western world					
	a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.					

Music

Year 4	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.					

Physical Education

Year 4	use running, jumping, throwing and catching in isolation and in combination					
	play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending					
	develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics					
	perform dances using a range of movement patterns					
	take part in outdoor and adventurous activity challenges both individually and within a team					
	compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
	Swimming and water safety <ul style="list-style-type: none"> - swim competently, confidently and proficiently over a distance of at least 25m - use a range of strokes effectively (for example, front crawl, backstroke and breast stroke) - perform safe, self-rescue in different water based situations 					