

Shiplake CE Primary School

Year 4 Curriculum Map

English	
<p>Reading</p> <ul style="list-style-type: none"> • Use my knowledge of root words, prefixes and suffixes to read out loud and to understand the meaning of new words. • Recognise exceptions to spelling rules and I understand that some words are not spelt the way they sound. • Listen to and discussed fiction, poetry, plays, non-fiction and reference books. • Read books with different structures and books that were written for a range of purposes. • Use a dictionary to check the meaning of words that I have read. • Read fairy stories, myths and legends and can tell other people about them. • Recognise themes and conventions in different books. • Read poems and play scripts out loud, using intonation, tone, volume and actions effectively. • Discuss interesting words and phrases used in books. • Recognise different poetic forms. • Discuss my understanding of books and explain the meaning of words in context. • Ask questions to improve my understanding of a text. • Interpret characters' feelings, thoughts and motives from their actions and back this up with evidence from the text. • Predict what might happen in a story based on what the writer says and suggests. • Identify and summarise the main ideas from several paragraphs of a text. • Identify how language, structure and presentation affect meaning. • Discriminate and write down information from non-fiction texts. • Discuss books that have been read to me and books that I have read, and listen to other people's opinions about them. 	<p>Writing – Transcription</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell words that are often misspelt. • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. • Use the first 2 or 3 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. <p>Writing - Composition</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • 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

Speaking and Listening

- Listen and respond appropriately to adults and other people my age.
- Ask relevant questions to increase my understanding and knowledge.
- Use different ways to expand my vocabulary.
- Explain and justify my own answers, arguments and opinions.
- Describe, explain and narrate for different purposes in a structured way, including expressing feelings.
- Pay attention and take part in conversations with others, staying on topic and making and responding to comments.
- Use spoken language to suggest ideas and explanations, and explore my imagination and ideas.
- Speak clearly and fluently, increasingly using Standard English.
- Take part in discussions, presentations, performances, role play, improvisations and debates.
- Gain, keep and monitor the interest of people listening to me.
- Assess different viewpoints and build on other people's contributions.
- Choose and use appropriate registers (e.g. formal or informal speaking) to communicate effectively.

- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing - Vocabulary, Grammar and Punctuation

- Extend the range of sentences with more than one clause by using a wider range of conjunctions.
- Use the present perfect form of verbs in contrast to the past tense.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Use conjunctions, adverbs and prepositions to express time and cause.
- Use fronted adverbials.
- Use commas after fronted adverbials.
- Indicate possession by using the possessive apostrophe with plural nouns.
- Use and punctuate direct speech.
- Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading.

Maths

Number and Place Value

- Count in multiples of 6,7,9, 25 and 1000.
- Count back through zero using negative numbers.
- Know the place value of each digit in a four-digit number (thousands, hundreds, tens and units.)
- Find 1000 more than a number and 1000 less than a number.
- Put four- digit numbers in order, and use the < and > symbols.
- Round numbers to the nearest 10, 100, 1000.
- Know that numbers which aren't whole numbers can be written as decimals or fractions.
- Read Roman numerals up to 100. I know that Roman numerals don't have zeros or place value.
- Solve problems with negative numbers and with large numbers.
- Solve problems using fractions and rounding.

Calculations

- Add numbers with up to four digits using a written method.
- Subtract numbers with up to four digits using a written method.
- Make estimates and use inverse calculations to check my answers.
- Know my times tables up to 12 X 12 and can use them to multiply and divide.
- Mentally multiply and divide numbers.
- Recognise and use factor pairs in calculations.
- Multiply two and three- digit numbers by a one-digit numbers without a calculator.
- Solve problems involving addition, subtraction, multiplication and division.

Fractions, Decimals and Percentages

- Know that hundredths come from dividing 1 by 100 and dividing tenths by 10.
- Count in hundredths.
- Show equivalent fractions using diagrams.
- Add and subtract fractions.
- Solve problems that involve calculating fractions of amounts.
- Recognise decimals and understand what they show.

- Write tenths and hundredths as decimals, and $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ as decimals.
- Divide a one or two-digit number by 10 or 100.
- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places.
- Solve measure and money problems that involve fractions and decimals.

Measurement

- Convert between units and compare measurements.
- Work out the perimeters of shapes.
- Find the areas of shapes by counting squares.
- Read and write time in the 12 and 24-hour clock, and can convert between analogue and digital.
- Solve problems by changing between different units of time.

Geometry

- Identify 2D shapes including quadrilaterals and triangles.
- Identify acute and obtuse angles. I can compare angles and put them in order of size.
- Identify lines of symmetry in 2D shapes.
- Complete a symmetrical shape.
- Describe a position on a grid as coordinates.
- Describe translations.
- Plot coordinates and draw sides to complete shapes.

Statistics

- Interpret data using bar charts.
- Interpret and present data on time graphs.
- Solve problems using tables and pictograms.
- Solve problems and make comparisons using data from bar charts and time graphs.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	Electricity	Sound	Animals Including Humans	Habitats	States of Matter	
Computing	Computing systems and networks – The Internet	Programming A – Repetition in shapes	Programming B – Repetition in Games	Creating Media – Photo Editing	Data information – Data Logging	Creating Media – Audio Production
RE (Oxford Diocese Long Term plan)	What do Christians learn from the creation story?	What is the Trinity?	How do Hindus understand what God is like?	Why do Christians call the day Jesus dies Good Friday?	What part does worship play in the life of a Hindu?	How and why do people argue that some places can be spiritual?
History & Geography	British Pre-History From the Stone Age to the Romans		The Romans	Rivers and Mountains of the UK	Map Skills	
Art & DT	(Art) Kandinsky	(DT) Christmas Lanterns	(Art) Monet, Mondrian, Matisse	(DT) Pasta	(Art) Yayoi Kasama	(DT) Pneumatic Systems
PE	Tag Rugby Swimming	Football Swimming	Gymnastics OAA	Netball Fitness	Athletics Rounders	Athletics Rounders
PSHE	Relationships		Living in the Wider World		Health and Wellbeing	
MFL	Playtime	My Home	My Town	Describing People	The Body	Sport