



**Programme of study**

In this theme, children will have the opportunity to:

Reading – Word Reading		Reading - Comprehension	
	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a> , both to read aloud and to understand the meaning of new words they meet <b>(R33)</b>		Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader’s interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <b>(R34)</b>		Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>
			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.
Writing		Mathematics	
	<b>Spelling</b> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1) <b>(W53)</b></li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> </ul>		<b>Number and Place Value</b> <ul style="list-style-type: none"> <li>count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number <b>(MA66)</b></li> <li>recognise the place value of each digit in a three-digit number (hundreds, tens, ones) <b>(MA67)</b></li> </ul>

	<ul style="list-style-type: none"> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>compare and order numbers up to 1000 <b>(MA68)</b></li> <li>identify, represent and estimate numbers using different representations <b>(MA69)</b></li> <li>read and write numbers up to 1000 in numerals and in words <b>(MA70)</b></li> <li>solve number problems and practical problems involving these ideas. <b>(MA71)</b></li> </ul>
	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul>	<p><b>Addition and Subtraction</b> add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> <li>a three-digit number and ones <b>(MA72)</b></li> <li>a three-digit number and tens <b>(MA73)</b></li> <li>a three-digit number and hundreds <b>(MA74)</b></li> <li>add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction <b>(MA75)</b></li> <li>estimate the answer to a calculation and use inverse operations to check answers <b>(MA76)</b></li> <li>solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <b>(MA77)</b></li> </ul>
	<p><b>Composition</b> plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>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.</li> </ul>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables <b>(MA78)</b></li> <li>write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods <b>(MA79)</b></li> <li>solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. <b>(MA80)</b></li> </ul>
	<p><b>Vocabulary, Grammar and Punctuation</b> Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>Indicate grammatical and other features by:</p>	<ul style="list-style-type: none"> <li><b>Fractions</b></li> <li>count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 <b>(MA81)</b></li> <li>recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators <b>(MA82)</b></li> <li>recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators <b>(MA83)</b></li> <li>recognise and show, using diagrams, equivalent fractions with small denominators <b>(MA84)</b></li> </ul>

	<ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator within one whole [for example, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>] <b>(MA85)</b></li> <li>compare and order unit fractions, and fractions with the same denominators <b>(MA86)</b></li> <li>solve problems that involve all of the above. <b>(MA87)</b></li> </ul>
		<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) <b>(MA88)</b></li> <li>measure the perimeter of simple 2-D shapes <b>(MA89)</b></li> <li>add and subtract amounts of money to give change, using both £ and p in practical contexts <b>(MA90)</b></li> <li>tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks <b>(MA91)</b></li> <li>estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight <b>(MA92)</b></li> <li>know the number of seconds in a minute and the number of days in each month, year and leap year <b>(MA93)</b></li> <li>compare durations of events [for example to calculate the time taken by particular events or tasks]. <b>(MA94)</b></li> </ul>
		<p><b>Geometry - Properties of Shapes</b></p> <ul style="list-style-type: none"> <li>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them <b>(MA95)</b></li> <li>recognise angles as a property of shape or a description of a turn <b>(MA96)</b></li> <li>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle <b>(MA97)</b></li> <li>identify horizontal and vertical lines and pairs of perpendicular and parallel lines. <b>(MA98)</b></li> </ul>
		<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>interpret and present data using bar charts, pictograms and tables <b>(MA99)</b></li> <li>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. <b>(MA100)</b></li> </ul>
<b>Science</b>		<b>Computing</b>
	<p><b>Sound</b></p> <p>Pupils should be taught to: identify how sounds are made, associating some of them with something vibrating <b>(SC53)</b></p>	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. <b>(COM7)</b></p>
	<p>recognise that vibrations from sounds travel through a medium to the ear <b>(SC54)</b></p>	<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. <b>(COM8)</b></p>
	<p>find patterns between the pitch of a sound and features of the object that produced it <b>(SC55)</b></p>	<p>Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs. <b>(COM9)</b></p>

	find patterns between the volume of a sound and the strength of the vibrations that produced it <b>(SC56)</b>		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. <b>(COM10)</b>
	recognise that sounds get fainter as the distance from the sound source increases. <b>(SC57)</b>		Use search technologies effectively, appreciate how results are selected and ranked, and can be discerning in evaluating digital content. <b>(COM11)</b>
	<b>Electricity</b> Pupils should be taught to: identify common appliances that run on electricity <b>(SC58)</b>		Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. <b>(COM12)</b>
	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers <b>(SC59)</b>		Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. <b>(COM13)</b>
	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 <b>(SC60)</b>		
	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit <b>(SC61)</b>		
	recognise some common conductors and insulators, and associate metals with being good conductors. <b>(SC62)</b>		
<b>History</b>		<b>Geography</b>	
	<b>LIFE AFTER THE ROMANS</b> Britain's settlement by Anglo-Saxons and Scots <b>(HI7)</b> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>		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 <b>(GE12)</b>
	<b>VIKING AND ANGLO-SAXON BRITAIN</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <b>(HI8)</b> This could include: <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> <li>• Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century</li> </ul>		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 <b>(GE11)</b>
	<b>TUDORS BRITAIN</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <b>(HI10)</b> <ul style="list-style-type: none"> <li>▪ the changing power of monarchs using case studies such as <b>The Tudors</b>, John, Anne and Victoria</li> <li>▪ a significant turning point in British history, for example, <b>Tudor Exploration</b>, the first railways or the Battle of Britain</li> </ul>		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 <b>(GE14)</b>

		Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>(GE15)</b> 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 <b>(GE16)</b>
		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <b>(GE17)</b>
		Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <b>(GE19)</b>
<b>Art &amp; Design</b>		<b>Design &amp; Technology</b>
	Create sketch books to record their observations and use them to review and revisit ideas. <b>(AR5)</b>	<b>Design</b> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <b>(DT9)</b></li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <b>(DT10)</b></li> </ul>
	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. <b>(AR6)</b>	<b>Make</b> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately <b>(DT11)</b></li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <b>(DT12)</b></li> </ul>
	Learn about great artists, architects and designers in history. <b>(AR7)</b>	<b>Evaluate</b> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products <b>(DT13)</b></li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <b>(DT14)</b></li> <li>understand how key events and individuals in design and technology have helped shape the world <b>(DT15)</b></li> </ul>
		<b>Technical Knowledge</b> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures <b>(DT16)</b></li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <b>(DT17)</b></li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <b>(DT18)</b></li> </ul>

			<ul style="list-style-type: none"> <li>apply their understanding of computing to program, monitor and control their products <b>(DT19)</b></li> </ul>
<b>PE</b>		<b>PSHCE</b>	
	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <b>(PE5)</b>		
<b>Music</b>		<b>RE</b>	
	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <b>(MU5)</b>		<p><b>Who can inspire us?</b> Consolidate their understanding of the position of a leader.</p> <p>Gain an understanding of the position of a leader.</p> <p>Understand the qualities a leader may possess.</p> <p>Compare their own experiences of role models and influences, with those of others.</p> <p>Identify their own values and commitments and recognise how these affect their own behaviour.</p>
	Improvise and compose music for a range of purposes using the inter-related dimensions of music <b>(MU6)</b>		<p>To know that Christians consider Jesus to be their leader.</p> <p>Experience stories about Jesus.</p> <p>Consider the nature of Jesus.</p> <p>Identify the ideas and beliefs which are expressed through the stories they study.</p> <p>To understand why Jesus is a role model and an inspiration for Christians.</p> <p>Compare their own experiences of role models and influences, with those of other religions.</p>
	Listen with attention to detail and recall sounds with increasing aural memory <b>(MU7)</b>		<p>Know that Muslims consider the Prophet Muhammad to be their leader.</p> <p>Experience stories about the Prophet Muhammad.</p> <p>Identify the ideas and beliefs which are expressed through the stories they study.</p> <p>Understand why the Prophet Muhammad is a role model and an inspiration for Muslims.</p> <p>Compare their own experiences of role models and influences, with those of other religions</p>
	Use and understand staff and other musical notations <b>(MU8)</b>		<p>To know that Jews consider Moses to be their leader.</p> <p>Experience stories about Moses.</p> <p>Consider the nature of Moses.</p> <p>Identify the ideas and beliefs which are expressed through the stories they study.</p> <p>To understand why Moses is a role model and an inspiration for Jews.</p>



		Compare their own experiences of role models and influences, with those of other religions.
Appreciate and understand a wide range of high quality live and recorded music drawing from different traditions and from great composers and musicians <b>(MU9)</b>		Consider the nature of a modern-day leader.  Compare their own experiences of role models and influences, with those of others.  To understand why some modern-day leaders are seen as role models and an inspiration for different groups of people.  Experience stories about modern-day leaders.  To understand why a particular modern-day leader is a role model and an inspiration for people.
Develop an understanding of the history of music. <b>(MU10)</b>		Consider the nature of a modern-day leader.  To understand why some modern-day leaders are seen as role models and an inspiration for different groups of people.  To understand why a particular modern-day leader is a role model and an inspiration for people.
		Understand the qualities a leader may possess.  Compare their own experiences of role models and influences, with those of others.  Identify their own values and commitments and recognise how these affect their own behaviour.  Make links between their own values and commitments and their behaviour in daily life.

### Modern Foreign Languages - French

#### **Y4 should cover: Verb – to be, family, zoo animals, hobbies, numbers 0-20, Easter**

Pupils should be taught to:  listen attentively to spoken language and show understanding by joining in and responding <b>(ML1)</b>		read carefully and show understanding of words, phrases and simple writing <b>(ML7)</b>
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <b>(ML2)</b>		appreciate stories, songs, poems and rhymes in the language <b>(ML8)</b>
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* <b>(ML3)</b>		broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <b>(ML9)</b>
speak in sentences, using familiar vocabulary, phrases and basic language structures <b>(ML4)</b>		write phrases from memory, and adapt these to create new sentences, to express ideas clearly <b>(ML10)</b>
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <b>(ML5)</b>		describe people, places, things and actions orally* and in writing <b>(ML11)</b>
present ideas and information orally to a range of audiences* <b>(ML6)</b>		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. <b>(ML12)</b>