

## English

### Writing

Use further prefixes and suffixes and understand how to add them.

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.

Create settings, characters and plots in narratives.

Use simple organisational devices in non-narrative material.

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.

Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.

Read aloud my own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### Reading

Use dictionaries to check the meaning of words.

Retrieve and record information from non-fiction.

Predict what might happen from details shared and implied.

Draw inferences such as feelings and thoughts from a text.

Recognise some different forms of poetry.

Prepare poems, play scripts, and read aloud showing an understanding of intonation, tone, volume and action.

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.

### Punctuation

Use commas after fronted adverbials and subordinate clauses.

Ensure use of capital letters for proper nouns.

Use ? ! for rhetorical / exclamatory sentences.

Place the possessive apostrophe accurately in words with regular plurals.



## Maths

I can 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.

I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).

I can identify, represent and estimate numbers using different representations.

I can order and compare numbers beyond 1000.

I can find 1000 more or less than a given number.

I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.

I can count backwards through zero to include negative numbers.

I can add or subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction.

I can solve two-step addition and subtraction problems in context.

I can count in multiples of 6, 7, 9, 25 and 100.

I can solve number and practical problems that involve ordering, comparing, rounding and estimating and with increasingly large positive numbers.

I can estimate and use inverse operations to check answers to a calculation. I can find the area of rectilinear shapes by counting squares.

I can 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.

### Spelling

Suffixes -ing, -ed, -ence, -able, -ally

Prefixes il-, im-, ir-

Prefixes sub-, inter-, anti-, auto-

# Year 4 Autumn



## Art

To consider the techniques and media used by an artist to create reflections.

To use watercolours to create reflections

To create reflections in the style of Andy Goldsworthy.

To demonstrate textures with a pencil.

To create a cityscape using collage.

## Music

### Singing

I can sing a broad range of songs with a range of an octave (do-do).

### Listening

I can listen to a piece of music and say whether it is in a major or minor key.

### Composing

I can improvise using a limited range of pitches making use of musical features including smooth (legato) and detached (staccato).

### Performing

I can perform melodies following staff notation using a small range C-G (do-so) as a class or small group.

### Musical Notation

I can understand the difference between minims, crotchets, paired quavers and rests.

## Design & Technology

### Design

I can analyse current products similar to that which I will create.

I can use set criteria to design a product fit for purpose.

### Make

I can select and use a range of materials and tools to perform practical tasks accurately.

### Evaluate

I can research and understand how key engineers have developed technology.

I can evaluate my own designs and suggest improvements.

### Technical Knowledge

I can understand the use of mechanical systems in my products.

## Geography

### Locational

I can locate and name the main islands surrounding the UK.

I can link settlements to key events in History.

### Place

I can name and locate the capital cities of neighbouring European countries.

### Human/Physical

I can identify similarities and differences between a UK region and another European country.

### Skills/fieldwork

I can give accurate measurements between two given places within the UK.

## MFL

### Speaking

I can name 6 parts of the body.

### Listening

I can follow classroom instructions.

### Reading

I can read words in Spanish and match them to the correct part of the body.

### Writing

I can use a bilingual dictionary to look up new words.

### Grammar

I can understand the concept of singular and plural words.



## History

### Historical Chronology

I can create a timeline to show where in history the Vikings are positioned in relation to other topics we have learnt about.

### Historical Concepts

I can understand and explain when and where the Vikings came from and why they invaded Britain.

### Historical Interpretation

I can explain the significance of an individual during the Viking period. (Alfred the Great, King Ethelred II, Edward the Confessor)

### Historical Enquiry

I can appreciate how historical artefacts (primary and secondary sources) have helped us understand more key aspects of Viking life.

### Historical Communication

I can present the main events, people and the changes that the Viking period had on Britain.

## PSHE

### Respectful Relationships

I can respect others and if necessary constructively challenge their point of view.

I can recognise ways in which friendships and other relationships can be unhealthy and whom to talk to if I need support.

I understand that people sometimes behave differently online and may pretend to be someone they're not.

### Families and the People Who Care for Me

I understand how to show that I respect the differences of other children's families.

I understand that healthy families support each other in times of difficulty.

I understand the importance of spending time with family.

### Mental Health

I understand how the balance of physical, mental and emotional health affects my wellbeing.

I can realise and understand the consequences of bullying and discrimination on individuals and communities.

# Year 4 Autumn

# Computing

To explain that the composition of digital images can be changed  
To explain that colours can be changed in digital images  
To explain how cloning can be used in photo editing  
To explain that images can be combined  
To combine images for a purpose  
To evaluate how changes can improve an image

# Science

## Scientific Knowledge

I can identify how sounds are made, associating some of them with something vibrating.  
I can recognise that vibrations from sounds travel through a medium to the ear.  
I can find patterns between the pitch of a sound and features of the object that produced it.  
I can find patterns between the volume of a sound and the strength of the vibrations that produced it.  
I can recognise that sounds get fainter as the distance from the sound source increases.  
I can identify common appliances that run on electricity.  
I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.  
I can 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.  
I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.  
I can recognise some common conductors and insulators, and associate metals with being good conductors.

## Working Scientifically

I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.  
I can gather, record, classify and present data in a variety of ways to help in answering questions  
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  
I can set up simple practical enquiries, comparative and fair tests.  
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  
I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

# PE

## Fitness and Athletics

I can begin to adapt my running style and pace with confidence.  
I can link running and jumping activities with some fluency, control and consistency.  
I can throw a variety of objects, changing their action for accuracy and distance.  
I can describe good athletic performance, using the key vocabulary.  
I use effective techniques in relay.

## Swimming

I can swim competently, confidently and proficiently over a distance of at least 25 metres.  
I can use a range of strokes effectively.  
I can perform safe self-rescue in different water-based situations.

## Gymnastics

I can plan and perform longer sequences that include a change of speed, level and pathway with a partner.  
I can perform gymnastics actions, balances, shapes and rolls with confidence, fluency and control.  
I can use unison, cannon, symmetry and asymmetry.  
I can describe and evaluate my own and others performance using gymnastics vocabulary.  
I understand that strength and flexibility can improve my performance.

## Dance

I can confidently improve a sequence using balance and technique.  
I can demonstrate precision, rhythm and some control.  
I can begin to vary dynamics and develop actions.  
I can describe, interpret and evaluate dance.  
I can refine, repeat and remember dance phrases.  
I can perform dances clearly and fluently.

# RE

## Buddhism

I can start to show an understanding of why people think it is difficult to be happy all the time.  
I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.  
I can begin to show an understanding of what being happy means to Buddhists.

## Christianity

I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.  
I can describe one thing a Christian might learn about Jesus from a Christmas symbol.  
I can ask questions about what Christmas means to Christians and compare this with what it means to me.