

**Maths Year 4**  
**Number and place value to solve problems**  
 Read and write numbers to 10000  
 Order and compare numbers beyond 1000.  
 Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).  
 Identify, represent and estimate numbers using different representations, including the number line.

**Addition and subtraction to solve problems**  
 Estimate answers  
 Add numbers with up to 4 digits using a compact written method of addition.  
 Subtract numbers with up to 4 digits using an expanded method of subtraction  
 Add numbers with up to 4 digits and decimals with one decimal place using a written method of addition  
 Subtract numbers with up to 4 digits and decimals with one decimal place using an expanded method of subtraction  
 Use inverse to check the answers to calculations  
 Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

**Decimal Fractions to solve problems**  
 Count in tenths on counting stick  
 Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 (year 3)  
 Identify the value of each digit to one decimal place.  
 Read and write numbers with one decimal place.  
 Partition numbers into ones and tenths (for example,  $2.3 = 2 + 0.3$ )  
 Order and compare numbers with one decimal place including on a number line.  
 Solve problems involving ordering numbers to one decimal place

**PE—Gymnastics and Hockey**

**Dodge to change direction easily.**  
 \*Travel with an object whilst running (dribbling with hands, feet, stick and ball) looking forward and keeping ball under close control.

**Send & Receive:**  
 \*Use a range of passes and techniques to send and receive accurately.  
 \*Shoot a ball into targets (hoop, basket, net) accurately. \*Throw 1 handed and 2 handed in different directions and at different heights with accuracy and some power.  
 \*Take weight on hands and feet safely when squatting onto apparatus.

**Shape/Balances:**  
 \*Clarity of all shapes on different levels showing body tension.  
 \*Take body weight safely on different body parts inc; bottom, head and hands. \*Perform controlled partner balances taking some body weight.  
 \*Link different balances on different levels.  
 \*Link balances with rolls i.e. front support into log roll, arabesque into forward roll.

**Rolling:**  
 \*Improved control and quality when performing all sideways rolls, forward roll, teddy/circle roll.  
 \*Begin backward roll progressions.  
 \*Use rolls effectively within sequences to link balances or to change direction.

**Jumping:**  
 \*Vaulting - Squat onto apparatus (hands then feet) shaped jumps from apparatus. \*Clarity of shape, controlled landings.

**Sequence Building:**  
 \*Increase length of sequence to include perform and remember 4+ actions showing clear beginning, middle and end.

**Religious Education—Christianity**

AT1 – Identify similarities and differences within a religion

AT1 – Describe some of the ways people express their beliefs.

AT1 – Describe some of the different ways people express their beliefs

AT1 – Basic description of the key features of a religion.

AT2 – Ask important questions about religious teachings and practices

AT2 – Ask important questions about religious stories

AT2 – Ask questions about peoples experiences and feelings.

**Music—Listening and appreciation**

**\*When listening I can identify the impact of elements in carefully selected music**

**\*I can make suggestions to improve my work**

**\*I have a wide range of knowledge and experience of listening to music from various times and places**

**\*When listening, I can identify the impact of various elements**

**\*I can identify musical features which seem to suggest a mood or atmosphere**

**\*When listening to music which intends to create an effect or atmosphere, I can identify how and why the elements are used in a particular way**

**\*I can use relevant musical vocabulary (pitch, dynamics, duration, timbre, tempo), when talking about the elements of music**

**\*When listening to carefully selected music, I can begin to make comparisons between music of different cultures through the elements of music**

**English - Moon Man**  
**Writing**  
 Pupils will be taught to 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

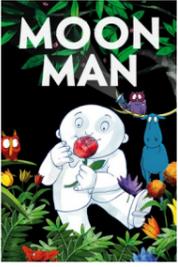
Pupils will be taught to draft and write by:  
 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary  
 organising paragraphs around a theme in narratives, and in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Pupils will be taught to evaluate and edit by:  
 assessing the effectiveness of their own and others' writing and suggesting improvements  
 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

**Reading and word comprehension**  
 using dictionaries to check the meaning of words that they have read  
 increasing their familiarity with a wide range of books and retelling some of these orally  
 identifying themes and conventions in a wide range of books.

**Science— Investigations**

**\*I can make systematic and careful observations.**  
**\*I can decide what to observe and how long to collect observations.**  
**\*I can take accurate measurements using standard units eg. mm, cm, m, ml, l, °C, seconds, minutes.**  
**\*I can decide which equipment to use from a selection and can use a range of equipment eg. data loggers.**  
**\*I can look for patterns and relationships.**  
**\*I am beginning to look at naturally occurring patterns and decide how to test them.**  
**\*I can set up some simple practical enquiries, including comparative and fair tests.**  
**\*I can decide which variables to keep the same and which to change.**  
**\*I can collect data in a variety of ways, including labelled diagrams, bar charts and tables.**  
**\*I can help decide how to record data.**  
**\*I can communicate findings using simple scientific language.**



# Out of this world!

**Design and technology—Rocket building**  
 \*Learn about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.  
 \*Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.  
 \*When planning; consider the views of others, including intended users, to improve their work.  
 \*To evaluate products and identify criteria that can be used for their own designs  
 \*Confidently make labelled drawings from  
 \*Select a wider range of tools and techniques for making their product safely.  
 \*Start to join and combine materials and components accurately in temporary and permanent ways.  
 \*Start to evaluate their work both during and at the end of the assignment.  
 \*Evaluate their products carrying out appropriate tests.

**Geography—Volcanoes and Earthquakes**

- Describe and understand Volcanoes and earthquakes using models and diagrams.
- \*Draw diagrams, produce writing and use vocabulary of processes of volcanic eruptions.
- \*Ask and answer questions about the effects of volcanoes.
- \*Decide which volcanoes they think are the largest and use vocabulary associated with high and low areas.
- \*Study photographs of volcanoes around the world.
- \*Compare physical features of volcanoes, draw conclusions, pose questions and use prior knowledge of map reading.
- \*Look at settlements in relation to the volcanoes to draw conclusions about the effect on humans

**Computing—Word Processing**

- Use logical thinking to solve an open-ended problems by breaking it up into smaller parts.
- Use an efficient procedure to simplify a program.
- Use sensors to detect a change which can select an action within my program.
- Know that they need to keep testing their program while they are putting it together. •Use a variety of tools to create a program.
- Recognise an error in a program and debug it.
- Recognise that an algorithm will help them to sequence more complex programs. •Recognise that using algorithm can also help to solve problems in other learning such as Maths, Science and DT.

**PHSE - Health and Wellbeing**

- about change, including transitions (between Key Stages), loss, separation, divorce and bereavement
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet
- that bacteria and viruses can affect health and that following simple routines can reduce their spread
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others