Curriculum Coverage- Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Rotten Romans	Spews and Shakes	Invaders	Cruising the Caribbean	It Takes Guts!	Music Makes the World Go Round
Whole Class reading texts	Roman Mysterious Escape from Vesuvius	Matilda by Roald Dahl	How to Train Your Dragon by Cressida Cowell	Kensuke's Kingdom by Michael Morpurgo	Varjak Paw by S.F Said	Ella on the outside by Cath Howe
Key Grammar and Punctuation focus	• Conjunctions • Clauses • Noun phrases • Consistent punctuation	• Inverted commas • Paragraphs and headings • Fronted adverbials • Subordinate clauses	• Apostrophes • Pronouns • Fronted adverbials • Punctuation incl. inverted commas	• Powerful vocabulary • Conjunctions • Paragraphs • Pronouns • Appropriate endings	• Inverted commas • Headings and sub-headings • Tense (present perfect) • Commas, brackets and hyphens	• Tense • Punctuation • Fronted adverbials • Emotive language • Structure
Maths Coverage	• Place Value • Addition and Subtraction	• Length and Perimeter • Multiplication and Division	• Multiplication and Division • Area	• Fractions • Decimals	• Decimals • Money • Time	• Statistics • Properties of Shape • Position and Direction
Science Topic	States of Matter	States of Matter	Living Things and their Habitats	Living Things, including Humans	Living Things, including Humans	Electricity
Wider Curriculum Driver	History	Geography	History	Geography	History	Design Technology
Key Concept	Continuity and change	Fieldwork: 4 figure grid references	Cause and consequence	Fieldwork: Bar graphs to present and compare data	Cause and consequence	Electrical systems in products
RE Question	Do people need to go to church to show they are Christians?	What is the most significant part of the Nativity story for Christians today?	Is it possible for everyone to be happy?	What is the best way for a Buddhist to lead a good life? Eucharist	Is forgiveness always possible for Christians?	Philosophy For Children
Art Theme	Colour	Drawing	Whole School Exhibition	3D Form	Texture	Printing
Computing focus	Coding 4.1	Effective searching 4.7	Online Safety 4.2	Writing for different audiences 4.4	Logo 4.5	Animation 4.6
Spanish- Language Nut Unit	• Body Parts 4.1 • Face 4.2 • Verb: 'tener' present tense	• Describing Myself 4.3 • Describing Other People 4.4 • More Body Parts 4.5	• Days of the week 4.6 • More about pets 5.1 • Verb: ser present tense	• Colours 5.5 • Farm animals 5.2 • Sizes 5.6	• Food & Drink 6.1 • Meals 6.2 • Verb: comer present tense (to eat)	• Talking about food and drink 6.3 • Vegetables 6.4 • Fruit 6.5

		• Verb: 'tener' present tense				
Music focus	Violin/ Cello	Christmas and nativity	Violin/ Cello	Violin/ Cello	Violin/ Cello	Violin/ Cello
Charter Experience	• Have read at least 5 books from a favourite author • Make a kite a fly it on Blackheath	• Have a simple conversation in Spanish	• Pretend to be a Viking	• Visit a Buddhist Temple • Have tried 3 new types of food	• Have learnt to play an instrument • Help run an event for a charity	• Sit round a campfire • Make a lightbulb light up

Year 4 Spelling Overview

Autumn 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Words from statutory and personal lists	Words ending in 'sure'	Words ending in 'sure'; statutory and personal words; possessive apostrophe	Possessive apostrophe & homophones	Homophones & words from both statutory and personal lists	Statutory and personal list words

Autumn 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Words from statutory and personal lists	Prefixes 'in', 'il' 'im' and 'ir'	Prefixes from week 2 and both statutory and personal words	Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey'; words with the 'sh' sound spelt 'ch' and words with an 'uh' sound spelt 'ou'	Words from statutory and personal lists	Adding suffixes beginning with a vowel to words with more than one syllable (ing, er, en. Ed)

Spring 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
The /g/ sound spelt 'gu' & words from statutory and personal lists	Words ending in 'ture'	Words ending in 'ture'; words from both personal and statutory lists; possessive apostrophe with plurals	Possessive apostrophe with plurals and homophones	Homophones and words already learnt from statutory list	Words from personal and statutory lists

Spring 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Statutory spellings learnt so far and proofreading	Prefixes 'anti' and 'inter'	Prefixes 'anti' and 'inter' & words from statutory and personal lists	Words ending with 'cian', 'sion', 'tion' and 'ssion'	Endings that sound like 'tion' spelt 'cian', 'sion', 'tion' and 'ssion' & words from statutory and personal lists	Spellings taught so far

Summer 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Words with the /s/ sound spelt 'sc'	Words ending in 'sion'	Words ending in 'sion' and statutory words & apostrophes for possession	Apostrophes for possession and homophones	Homophones and statutory words	Statutory words

Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Suffix 'ous'	Proofreading and prefixes 'un', 'dis', 'in', 're' 'sub', 'inter', 'super', 'anti', 'auto'	Words from statutory and personal lists	Suffix 'ly' added to words ending in 'y', 'le' and 'ic'	Suffix 'ly' added to words ending in 'y', 'le' and 'ic' and statutory words	Revision of term

Year Four Key Assessment Objectives- Mathematics

	4.1	4.2	4.3	4.4 + application
Place Value	I can recognise the place value of each digit in a three-digit number I can compare and order numbers up to 1000 and use <, > and = signs	I can make the largest or smallest three-digit number with a given set of number cards I can compare and order numbers over 1000 and use <, > and = signs	I can recognise the place value of each digit in a four-digit number I can compare and order 3 or more numbers beyond 1000 and use <, > and = signs I can round any number to the nearest 10, 100 or 1000	I can make the largest or smallest four-digit number with a given set of number cards I can compare numbers with the same number of decimal places up to two decimal places I can round any number up to 10,000 to the nearest 10, 100 and 1000
Written +/-	I can use column addition and subtraction for numbers up to 4 digits involving carrying	I can use column addition and subtraction for numbers up to 4 digits involving borrowing	I can use column addition and subtraction for numbers with more than 4 digits involving carrying and borrowing	I can use column addition and subtraction for numbers with more than 4 digits involving double carrying and borrowing (e.g. 11200 – 946 and 11689 + 278)
Problems +/-	I can solve 2-step problems involving more complex addition and subtraction	I can solve missing number problems e.g. 34 + □ = 87	I can solve two-step problems involving borrowing and carrying	I can solve two-step problems involving double borrowing and carrying
Mental (x/÷)	I have completed **Bronze** level times tables	I have completed **Silver** level times tables	My times are improving in **Gold** level times tables	I have completed **Gold** level times tables
Written (x/÷)	I can use formal written multiplication for TU x U I can use bus shelter division for TU ÷ U without remainders	I can use formal written multiplication for HTU x U I can use bus shelter division for TU ÷ U with remainders	I can use formal written multiplication for TU x U and HTU x U when Us are below 6 I can use bus shelter division for HTU ÷ U with remainders	I can use formal written multiplication for TU x U and HTU x U when Us are between 6 – 9 I can use bus shelter division for HTU ÷ U with remainders when the divisor does not fit into the first digit e.g. 125 ÷ 3

	4.1	4.2	4.3	4.4 + application
Comparing Fractions	I can compare and order unit fractions (i.e. 1/4 , 1/6, 1/8) and fractions with the same denominators I can recognise and show, using diagrams, equivalent fractions with small denominators	I can compare and order common non unit fractions (i.e. 2/4, 3/4, 2/3, 1/2) with pictures I can recognise fractions equivalent to 1/2 without diagrams	I can compare and order common non unit fractions (i.e. 2/4, 3/4, 2/3, 1/2) without pictures I can recognise and show, using diagrams, families of common equivalent fractions i.e. 1/4 = 2/8 = 4/16	I can recognise and show families of common equivalent fractions by multiplying denominators and numerators by the same number
Fractional Quantities	I can find fractions of quantities or objects with small denominators i.e. 2/3 of 12		I can find fractions of quantities or objects with larger denominators i.e. 3/7 of 21	
Decimals as Fractional Amounts			I can recognise and write decimal equivalents to 1/4, 1/2 and 3/4 I can multiply and divide a number by 10 and 100 when answers are decimals	I can recognise and write decimal equivalents to 1/3 and 2/3 I can multiply and divide a decimal number by 10 and 100

Year 4 Geometry, Measuring and Statistics			
	4.1	**4.2**	**4.3**	**4.4 + application**
Perimeter & Area	I can measure the perimeter of simple 2-D shapes e.g. squares and rectangles	I can measure the perimeter of more complex 2-D shapes e.g. triangles	I can find the perimeter and area of squares and rectangles by counting squares	I can find the perimeter and area of rectilinear shapes (shapes with only right angles)
Money			I can complete two-step word problems involving change	I can complete multi-step word problems involving change
Time	I can tell the time to the nearest minute	I can tell the time to the nearest minute and draw the hands on the clock face	I can read, write and convert time between analogue and digital 12- and 24- hour clocks	
2D Shapes	I can draw common 2-D shapes including squares, rectangles and triangles		I can classify quadrilaterals and triangles, stating whether they are regular or irregular	I can classify all common polygons stating whether they are regular or irregular
Angles	I can identify right angles	I can state how many right angles are in a given 2-D shape	I can identify acute and obtuse angles	
Interpreting Data	I can interpret and make simple bar charts with intervals of 20, 25 and 50	I can interpret and make simple bar charts with when data falls between simple intervals	I can interpret and make bar charts with intervals of 0.5s	I can interpret and make bar charts with intervals of 0.25s
Extracting Info From Data	I can solve one-step and two-step questions for example, How many more? How many fewer? using information presented in bar charts, pictograms and tables with simple scales		I can solve one-step and two-step questions for example, How many more? How many fewer? using information presented in bar charts, pictograms, tables and line graphs with simple scales	I can solve one-step and two-step questions for example, How many more? How many fewer? using information presented in bar charts, pictograms, tables and line graphs with scales of 0.5 and 0.25

R	1	2	3	4	5	6	6 GDS
	All of R objectives and:	All of R -1 objectives and:	All of R – 3 objectives and:	All of R – 4 objectives and:	All of R – 5 objectives and:	All of R – 6 objectives and:	All of 6 objectives and:
1. Writes three simple sentences which make sense and may have a capital letter or full stop 2. Most letters correctly formed with some the wrong way round or off the line 3. Key high frequency words spelt correctly	1. Five sentences which have a capital letter and full stop, forming one short paragraph. 2. Letters correctly formed 3. Common exception words from Y1 list spelt correctly 4. ed and ing suffixes correctly spelt 5. At least one adjective 6. Two or more conjunctions (and, but, so , because)	1. At least two paragraphs in length with capital letters and full stops 2. Question marks and exclamation marks 3. Two or more adjectives 4. Extend a simple sentence using these conjunctions: or, 5. and, but, when, if, that, because 6. Commas for a list or to separate adjectives 7. Time adverbials or varied sentence openers 8. Common exception words from Y1 and 2 list spelt correctly. 9. Spell longer words with suffixes: –ment, –ness, –ful, –less, –ly 10. Handwriting beginning to join. 11. Apostrophes for contractions and exclamation marks. 12. Segment spoken words into sound and represent these with accurate spelling patterns.	1. Nearly a full page of A4 2. More apt / sophisticated choice of adjectives / verbs / nouns 3. Clear Introduction 4. Varied sentence openers 5. Prepositional adverbials used as sentence openers 6. Paragraphs and or subheadings with theme maintained 7. Spelling is correct and in line with the vocabulary/sentence structure used. 8. Most joins correctly formed in handwriting 9. Capital letters for proper nouns 10. Correct tense and person is maintained for all simple sentences 11. Apostrophe used for contraction and possession.	1. At least a full page of A4 2. Settings or introductions or character descriptions or round off (conclusions) are clear. 3. Fronted adverbials (including a comma) for time, manner and place. 4. Inverted commas for speech with punctuation inside inverted commas. 5. More sophisticated conjunctions used: after, before, whilst, although, whenever, wherever, until, since. 6. Spelling is correct and in line with the vocabulary/sentence structure used (use of words from 3 and 4 word list). 7. Fully joined handwriting 8. Nouns/pronouns not repeated unless for effect 9. Formal and informal language is mostly used appropriately	1. A full page of A4 or maintaining same level of control throughout. 2. Tone of writing is consistently appropriate to the task/purpose 3. Relative (embedded) clauses correctly marked with comma, dash or bracket. This is also called parenthesis. 4. Subordinate clauses correctly marked with a comma 5. Uses a range of conjunctions for cohesion within a paragraph. 6. Varied sentence lengths for effect (ie. not all fronted adverbials); starting to open with subordinate clauses) 7. New line new speaker for dialogue 8. Spelling is generally accurate and with words from 5 and 6 word list. 9. Correct tense is maintained, even for more complicated cases of verb agreement or where tenses change eg. direct speech in narrative or reports 10. Fully joined handwriting even when writing at speed	1. A full page of A4 or more with the whole piece maintaining same level of control. 2. Formal/informal tone/language used correctly for different purposes or effects. 3. Dialogue conveys character and advances action (not a page of well punctuated waffle) 4. Semi colon used to link two independent clauses that relate to each other and expanded lists 5. Colon used to introduce lists. 6. Vary sentence structure switching main clause and subordinate clause position using commas when appropriate. 7. Spelling is correct and in line with the vocabulary/sentence structure used (most words on Y5 and Y6 spelling list) 8. Can build cohesion within and across paragraphs using adverbials of time, place 9. Introduction, main paragraphs and round offs are explicitly linked with adverbs of time and place and linking themes	1. Appropriate form for audience and purpose: figurative language / features of text type / abstract nouns / characterisation and structure. 2. Appropriate register is achieved through choice of spoken or written language, within or across pieces of writing 3. Tone and/or reader response is controlled through conscious grammar, vocabulary or punctuation choices 4. Passive voice used appropriately. 5. Ambiguity is avoided through control over a range of punctuation: semi-colons / dashes / colons / hyphens.