



Peel Hall Primary School

Year 4 Curriculum

## Writing

### End of Year 4 Writing expectations:

- Spell words prefixes such as in, im, ir, sub, inter, super, anti, auto
- Spell words with suffixes such as ation, ous, ion, ian
- Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes
- Spell Year 4 words (No nonsense spellings)
- Spell common exception words correctly (Year 4)
- Use the first two or three letters of a word to check its spelling in a dictionary
- Use apostrophes for possession, including plurals
- Spell homophones and near homophones such as who's/whose (See NC)
- Proof read own writing for misspellings
- Use a joined style throughout their writing
- Write with consistency in size and proportion of letters
- Read and analyse narrative, non fiction and poetry in order to plan their own versions
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non fiction and poetry
- Discuss and record ideas for planning
- Develop settings and characterisation using vocabulary to create suspense, atmosphere and emphasis
- Write a narrative with a clear structure, setting, characters and plot
- Use paragraphs to organise fiction and non fiction texts
- Link ideas across paragraphs using fronted adverbials for when and where
- Use organisational devices in non fiction writing such as captions, text boxes, diagrams
- Proof read to check for errors in spelling, grammar and punctuation
- Discuss and propose changes to grammar and vocabulary to improve their own and others writing. Improve writing in light of evaluation.
- Use appropriate intonation, tone and volume to present their writing to a range of audiences
- Use complex sentences using adverb starters
- Use commas to mark clauses in complex sentences
- Use sentences with fronted adverbials for when and where, using commas after the fronted adverbial
- Use inverted commas and other punctuation correctly in direct speech
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use expanded noun phrases
- Use Standard English verb inflections for writing such as was/were, did/done, saw/seen

- Identify and use determiners a/an/this/that/these/my/yours/his/some/many/every

Writing Curriculum						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Quality texts</b>	The Fatal Fire  Tertius and the horrible hunt	The Tooth Fairy  A Christmas Carol  The Magic Box – Michael Rosen	The Witches  The Lost Happy Endings	Kensukes Kingdom  King Arthur and the Knights of the Round Table	Charlie and the Chocolate Factory	Alice in Wonderland
<b>Text Types</b>	Explanation Texts  Suspense Story	Non Chronological Report  Narrative  Poetry – Creating Images	Stories Set in Imaginary Worlds  Letters  Instructions	Legends	Diary  Newspaper report  Persuasive adverts	Narrative

## Reading

### End of Year 4 Writing expectations:

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Know which books to select for specific purposes, especially in relation to science, history and geography learning
- Use dictionaries to check the meaning of unfamiliar words
- Discuss and record words and phrases that writers use to engage and impact on the reader
- Begin to understand simple themes in books
- Know and recognise some of the literary conventions in text types covered
- Explain the meaning of words in context
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Ask questions to improve understanding of a text
- Infer meanings and begin to justify them with evidence from the text
- Predict what might happen from details stated and deduced information
- Identify how the writer has used precise word choices for effect to impact on the reader
- Identify some text type organisational features, for example, narrative, explanation, persuasion
- Retrieve and record information from non-fiction
- Make connections with prior knowledge and experience
- Begin to build on others' ideas and opinions about a text in discussion
- Explain why text types are organised in a certain way

## Reading

At Peel Hall children take part in Class Comp (Class Comprehension). During this time, children have the opportunity to practise their decoding and comprehension skills.

<b>Class Comp</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Bill's New Frock by Anne Fine The Iron Man by Ted Hughes	Tear Thief by Carol Ann Duffy The Worst Witch by Jill Murphy	Narnia by C.S. Lewis

## Maths

### End of Year 4 Maths expectations:

- Count in multiples of 6,7,9,25 and 1000
- Find 1000 more or less than a given number
- Count backwards through zero to include negative numbers
- Recognise the place value of each digit in a four digit number
- Order and compare numbers to 10,000
- Round any number to 10,000 the nearest 10, 100 or 1000
- Round decimals with one decimal place to the nearest whole number
- Read Roman numerals to 100
- Compare numbers with the same number of decimal places up to 2 decimal places
- Multiply and divide a 1 or 2-digit number by 10 or 100
- Recall and use multiplication facts up to 12 x 12
- Add and subtract numbers with up to 4 digits and numbers to 1 dp using formal written methods
- Multiply 2-digit/3-digit numbers by a 1-digit number using formal written methods
- Divide numbers up to 3 digits by a 1 digit number and interpret remainders correctly
- Solve addition and subtraction two-step problems in context and solve problems involving multiplication and division
- Count up and down in hundredths and recognise and write decimal equivalents of any number of tenths or hundredths
- Recognise and write decimal equivalents for  $\frac{1}{4}$   $\frac{1}{2}$  and  $\frac{3}{4}$
- Recognise and show, using diagrams, families of common equivalent fractions
- Solve problems involving increasingly harder fractions and fractions to divide quantities, including non unit fractions where the answer is a whole number.
- Add and subtract fractions with the same denominator, including improper fractions
- Solve simple measure and money problems involving fractions and decimals to 2 decimal places
- Convert between different units of measure and solve measure problems
- Read, write and convert between analogue and digital 12 and 24 hour clocks
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months and weeks to days.
- Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m
- Find the area of rectilinear shapes by counting squares
- Compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify acute and obtuse angles and compare and order angles up to two right angles by size
- Identify lines of symmetry in 2D shapes presented in different orientations
- Complete a simple symmetry figure with respect to a specific line of symmetry
- Describe and plot coordinates in the first quadrant to complete a given polygon.

- Describe as translations of a given unit to the left/right up/down
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs and solve comparison, sum and difference problems

**Yearly overview**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement: Length and Perimeter	Number- Multiplication and Division			Consolidation
Spring	Number- Multiplication and Division			Measurement: Area	Fractions				Decimals			Consolidation
Summer	Decimals		Measurement: Money		Measurement: Time	Statistics		Geometry: Properties of Shape		Geometry: Position and Direction		Consolidation

See calculation policy for more information on how children carry out written calculations.

### Foundation subjects and Science

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Sound	Electricity	States of matter	Animals	Living things and their habitats	Living things and their habitats
Outdoor Learning	Sound Hunt Life as a Roman		Life as a Celt Matter search outside	Investigating habitats/ food webs	Life as a Viking Cooking outdoors	Comparing animals to Spring 2
RE	Judaism Believing – Who is a Jew?	Judaism Believing – What do Jews believe in?	Judaism Expressing – Jewish Special places.	Judaism Expressing – Jewish festivals and celebrations	Judaism Expressing – Jewish special Stories	Judaism Living – Jewish Community
Spanish	Pets Celebrations		Times and Dates		Towns and Countries	
History	The Romans		The Anglo Saxons		The Vikings	
Geography		Climates around the world		Fair trade		Climates around the world
Art	Create patterns	Show reflections	Create mood in paintings	Combine visual and tactile qualities	Create an accurate print design	Sculpt clay
D and T	Mechanisms		Electrical systems		Food	
Music	Mamma Mia <i>Abba</i>	Glockenspiel Stage 2 <i>Learning an instrument</i>	Stop! <i>Latin/ Latin fusion</i>	Lean On Me <i>Gospel</i>	Blackbird <i>The Beatles</i>	Reflect, Rewind and Replay <i>Music Theory and revision</i>
Computing	Coding 5a – Speed, direction and coordinates (acceleration and deceleration)	Multimedia and word processing – adapting layouts for different purposes	Information technology – collecting, analysing and evaluating information (including E-safety)	Digital media – Use stop motion animation to tell a story	Coding 5b – Random numbers and simulators (360 degree angles, pong game)	Data – Use simple formulas in Microsoft Excel

\*More details about the specific learning objectives can be found in the subject overviews