

Earley St. Peter's CE Primary School

National Curriculum 2014 Planning Document

Statutory Requirements Year 4

This document contains all of the statutory requirements of the National Curriculum (2014) broken down by subject. Please note this document should also be read in conjunction with the English and Maths appendices.

The document is to support the long, medium and short term planning processes to ensure both full coverage and progression. In the non-core subjects it is important that Key Stage teams plan for progression as this is not prescribed within the curriculum document. This document will form the start of the planning process and can be used as a monitoring tool to ensure all elements of the core areas are covered within the National Curriculum Year Group.

			ENGLISH			
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
Pupils should be taught to: Ilisten and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabular y articulate and justify answers, argument s and opinions give well-	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morpholog y) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspond ences between spelling	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read uincreasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions	Spelling (see English Appendix 1) Pupils should be taught to: use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 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.	Pupils should be taught to: 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 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstroke s of letters are parallel and equidistant;	Pupils should 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 draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs	Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English

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through	as inferring	meaning is clear.	
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g,	feelings, thoughts		
hypothesi	and motives from		
sing,	their actions, and		
imagining	justifying		
and	inferences with		
exploring	evidence		
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English	identifying how		
	language, structure, and		
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e in	contribute to		
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ns,			
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nces, role	Horr flottori		
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improvisa	participate in		
tions and	discussion about both books that		
debates	are read to them		
	and those they		
gain,	can read for		
maintain	themselves,		
and	taking turns and		
monitor	listening to what		
the	others say.		
interest			
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	listener(s)			
-	consider			
	and			
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	and use			
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	cation.			

	Maths								
Number – Number – Addition		Number –	Number –	Measurement	Geometry –	Geometry –	Statistics		
Number and Place Value	and subtraction	Multiplication and division	fractions inc decimals		Properties of shape	Position and direction			
riace value		and division	ueciiilais		Shape	unection			
Pupils should be taught	Pupils should be taught to:	Pupils should be taught	Pupils should be taught	Pupils should be taught	Pupils should be	Pupils should be	Pupils should be		
to	add and subtract	to:	to:	to:	taught to:	taught to:	taught to:		
• count in	numbers with up to 4	recall	recognise and	*Convert between	compare and	describe	interpret .		
multiples of 6, 7,	digits using the formal	multiplication	show, using	different units of	classify	positions on a	and		
9, 25 and 1000	written methods of	and division facts	diagrams,	measure [for	geometric	2-D grid as	present		
find 1000 more	columnar addition and	for multiplication	families of	example,	shapes,	coordinates in	discrete		
or less than a	subtraction where	tables up to 12 x	common	kilometre to	including	the first	and		

given number	appropriate	12	equivalent	metre; hour to	quadrilaterals and triangles,	quadrant	continuous
count backwards through zero to include negative numbers recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) order and compare numbers beyond 1000 identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 solve number and practical problems that involve all of the above and with increasingly large positive numbers	estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	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 recognise and use factor pairs and commutativity in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are	count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundredths	minute] measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares estimate, compare and calculate different measures, including money in pounds and pence read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	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 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry.	describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon.	data using appropriat e graphical methods, including bar charts and time graphs. solve compariso n, sum and difference problems using informatio n presented in bar charts, pictogram s, tables and other graphs.

read Roman	connected to m	recognise and
numerals to 100	objects.	write decimal
(I to C) and know		equivalents to
that over time,		$\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$
the numeral		
system changed		find the effect of
to include the		find the effect of
concept of zero		dividing a one-
and place value.		or two-digit
		number by 10
		and 100,
		identifying the
		value of the
		digits in the
		answer as answer as
		ones, tenths
		and hundredths
		round decimals with one
		decimal place to
		the nearest
		whole number
		whole named
		compare
		numbers with
		the same
		number of
		decimal places
		up to two
		decimal places
		solve simple
		measure and
		money
		problems
		involving
		fractions and
		decimals to two
		decimal places.
		uedinal piaces.

		Scienc	e		
Working Scientifically	Living things and their habitats	Rocks	State of Matter	Sound	Electricity
During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - asking relevant questions and using different types of scientific enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - reporting on findings from enquiries, including oral	Pupils should be taught to: recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things. Animals, inc Humans identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Pupils should be taught to: compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock recognise that soils are made from rocks and organic matter.	Pupils should be taught to: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Pupils should be taught to: identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases.	Pupils should be taught to: identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals

and written explanations, displays or presentations of results and conclusions			with being good conductors.
 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 			
 identifying differences, similarities or changes related to simple scientific ideas and processes 			
 using straightforward scientific evidence to answer questions or to support their findings. 			

			Non-Core Subje	ects			
Art & Design	Computing	Design & Technology	Geography	History	MFL	Music	PE
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations	Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and	Technology Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. When designing and making, pupils should	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge locate the world's	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and	Pupils should be taught to: Ilisten attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language	Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of	Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball,
and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great	various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the	be taught to: Design 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 generate, develop, model and	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 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features	sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above	through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others;	purposes using the inter-related dimensions of music Ilisten with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of	cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

artists,	opportunities they		(in alredia a 1:11-	Abana da a	1	seek	high-quality live	-	
architects and	offer for	communicate their ideas	(including hills, mountains, coasts and	through teaching the British, local and world		clarification	and recorded	1	perform dances
designers in	communication and	through	rivers), and land-use	history outlined below,		and help*	music drawn		using a range
history.	collaboration	discussion,	patterns; and	teachers should		and noip	from different		of movement patterns
Thotory.	Conaboration	annotated	understand how some	combine overview and	•	speak in	traditions and		p
	use search	sketches, cross-	of these aspects have	depth studies to help		sentences,	from great	•	talia mantin
	technologies	sectional and	changed over time	pupils understand both		using	composers and		take part in outdoor and
	effectively,	exploded		the long arc of development and the		familiar	musicians		adventurous
	appreciate how	diagrams,		complexity of specific		vocabulary,			activity
	results are selected	prototypes,	identify the position and significance of latitude,	aspects of the content.		phrases	develop an		challenges
	and ranked, and be	pattern pieces	longitude, Equator,			and basic	understanding		both
	discerning in	and computer-	Northern Hemisphere,			language	of the history of		individually and within a team
	evaluating digital	aided design	Southern Hemisphere,	Pupils should be		structures	music.		Willilli a lealii
	content		the Tropics of Cancer	taught about:	١.				
	select, use and	Make	and Capricorn, Arctic	•	-	develop			compare their
	combine a variety		and Antarctic Circle, the	changes in Britain from		accurate			performances with previous
	of software	select from and	Prime/Greenwich	the Stone Age		pronunciati			ones and
	(including internet	use a wider	Meridian and time zones (including day	to the Iron Age		on and			demonstrate
	services) on a	range of tools and equipment	and night)			intonation			improvement
	range of digital	to perform	and might)	the Roman		so that others			to achieve their
	devices to design	practical tasks	Diago imposito da o	Empire and		understand			personal best.
	and create a range	[for example,	Place knowledge	its impact on Britain		when they			
	of programs,	cutting, shaping,	understand	2		are reading			
	systems and	joining and	geographical similarities			aloud or			
	content that	finishing],	and differences through			using			
	accomplish given	accurately	the study of human and			familiar			
	goals, including		physical geography of a region of the United			words and			
	collecting,	select from and	Kingdom, a region in a			phrases*			
	analysing,	use a wider	European country, and						
	evaluating and	range of	a region within North or		-	present			
	presenting data	materials and	South America			ideas and			
	and information	components,				information orally to a			
	 use technology 	including construction	Human and physical			range of			
	add todimology	materials,	geography			audiences*			
	safely, respectfully	textiles and	describe and						
	and responsibly;	ingredients,	understand key aspects		•	read			
	recognise	according to	of:			carefully			
	acceptable/unacce	their functional	• physical			and show			
	ptable behaviour; identify a range of	properties and	physical geography,			understandi ng of			
	·	aesthetic	including:			ing of			
	ways to report							ı	

				,	
concerns about	qualities	climate zones,		words,	
content and		biomes and	the	phrases	
contact.	Evaluate	vegetation	achievements	and simple	
	 investigate and 	belts, rivers,	of the earliest	writing	
	analyse a range	mountains,	civilizations –		
	of existing	volcanoes and	an overview of	appreciate	
	products	earthquakes,	where and	stories,	
		and the water	when the first	songs,	
	 evaluate their 	cycle	civilizations	poems and	
	ideas and		appeared and	rhymes in	
	products	human	a depth study	the	
	against their	geography,	of one of the	language	
	own design	including: types	following:		
	criteria and	of settlement	Ancient Sumer;	broaden	
	consider the	and land use,	The Indus	their	
	views of others	economic	Valley; Ancient	vocabulary	
	to improve their	activity including	Egypt; The	and	
	work	trade links, and	Shang Dynasty	develop	
		the distribution	of Ancient	their ability	
	 understand how 	of natural	China	to	
	key events and	resources		understand	
	individuals in	including		new words	
	design and	energy, food,		that are	
	technology have	minerals and		introduced	
	helped shape	water		into familiar	
	the world			written	
				material,	
	Technical knowledge	Geographical skills and		including	
	•	fieldwork		through	
	apply their			using a	
	understanding	use maps, atlases, globes and		dictionary	
	of how to	digital/computer			
	strengthen,	mapping to locate		write	
	stiffen and reinforce more	countries and describe		phrases	
	complex	features studied		from	
	structures			memory,	
	J 4314100	use the eight points of a		and adapt	
	•denoted dead	compass, four and six-		these to	
	understand and	figure grid references,		create new	
	use mechanical systems in their	symbols and key		sentences,	
	products [for	(including the use of		to express ideas	
	example, gears,	Ordnance Survey		lueds	

T		 	
pulleys, cams,	maps) to build their	clearly	
levers and	knowledge of the	_	
linkages]	United Kingdom and	describe	
 understand and 	the wider world	people,	
use electrical	use fieldwork to observe,	places,	
		things and	
systems in their	measure, record and present	actions	
products [for	the human and physical	orally* and in writing	
example, series	features in the local area	iii wiitiiig	
circuits	using a range of methods,		
incorporating	including sketch maps, plans	understand	
switches, bulbs,	and graphs, and digital	basic	
buzzers and	technologies.	grammar	
motors]		appropriate	
		to the	
apply their		language	
understanding		being	
of computing to		studied,	
program,		including	
monitor and control their		(where	
products.		relevant):	
products.		feminine,	
Cooking and nutrition		masculine	
Cooking and numion		and neuter	
		forms and	
understand and		the	
apply the		conjugation	
principles of a		of high-	
healthy and		frequency	
varied diet		verbs; key	
		features and	
prepare and			
cook a variety of		patterns of the	
predominantly			
savoury dishes		language; how to	
using a range of cooking		apply	
techniques		these, for	
1		instance, to	
understand		build	
seasonality, and		sentences;	
seasonality, and know where and		35111511653,	
			1

how a variety of	and how	
ingredients are	these differ	
grown, reared,	from or are	
caught and	similar to	
processed.	English.	
	The starred (*) content above will not be applicable to ancient languages.	