



# Year 4 – Curriculum

Our key curriculum drivers: COMMUNICATION, HEALTH & Well-Being & OUR SCHOOL VALUES

| DESIGN TECHNOLOGY   |
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| National curriculum:  |
| <p><b>DEVELOPING, PLANNING &amp; COMMUNICATING IDEAS</b></p> <ul style="list-style-type: none"> <li>-Generate ideas, considering the purposes for which they are designing</li> <li>-Make labelled drawings from different views showing specific features</li> <li>-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</li> <li>-Evaluate products and identify criteria that can be used for their own designs</li> </ul>  |
| <p><b>WORKING WITH TOOLS, EQUIPMENT, MATERIALS &amp; COMPONENTS TO MAKE QUALITY PRODUCTS</b></p> <ul style="list-style-type: none"> <li>-Select appropriate tools and techniques for making their product</li> <li>-Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques</li> <li>-Join and combine materials and components accurately in temporary and permanent ways</li> <li>-Sew using a range of different stitches, weave and knit</li> <li>-Measure, tape or pin, cut and join fabric with some accuracy</li> <li>-Use simple graphical communication techniques</li> </ul> |
| <p><b>EVALUATING PROCESSES &amp; PRODUCTS</b></p> <ul style="list-style-type: none"> <li>-Evaluate their work both during and at the end of the assignment</li> <li>-Evaluate their products carrying out appropriate tests</li> </ul>  |

| MUSIC   |
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| National curriculum:  |
| <p><b>SINGING SONGS WITH CONTROL AND SINGING EXPRESSIVELY</b></p> <ul style="list-style-type: none"> <li>-Sing with confidence using a wider vocal range.</li> <li>-Sing in tune.</li> <li>-Sing with awareness of pulse and control of rhythm.</li> <li>-Recognise simple structures. (Phrases).</li> <li>-Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</li> <li>-Sing songs and create different vocal effects.</li> <li>-Understand how mouth shapes can affect voice sounds.</li> <li>-Internalise sounds by singing parts of a song 'in their heads.'</li> </ul> |
| <p><b>LISTENING, MEMORY &amp; MOVEMENT</b></p> <ul style="list-style-type: none"> <li>-Identify melodic phrases and play them by ear.</li> <li>-Create sequences of movements in response to sounds.</li> <li>-Explore and choose different movements to describe animals.</li> <li>-Demonstrate the ability to recognise the use of structure and expressive elements through dance.</li> <li>-Identify phrases that could be used as an introduction, interlude and ending.</li> </ul>  |
| <p><b>CONTROLLING PULSE &amp; RHYTHM</b></p> <ul style="list-style-type: none"> <li>-Recognise rhythmic patterns.</li> <li>Perform a repeated pattern to a steady pulse.</li> <li>-Identify and recall rhythmic and melodic patterns.</li> <li>-Identify repeated patterns used in a variety of music. (Ostinato).</li> </ul>   |
| <p><b>EXPLORING SOUNDS, MELODY &amp; ACCOMPANIMENT</b></p> <ul style="list-style-type: none"> <li>-Identify ways sounds are used to accompany a song.</li> <li>-Analyse and comment on how sounds are used to create different moods.</li> <li>-Explore and perform different types of accompaniment.</li> <li>-Explore and select different melodic patterns.</li> <li>-Recognise and explore different combinations of pitch sounds.</li> </ul>   |
| <p><b>CONTROL OF INSTRUMENTS</b></p> <ul style="list-style-type: none"> <li>-Identify melodic phrases and play them by ear.</li> <li>-Select instruments to describe visual images.</li> <li>-Choose instruments on the basis of internalised sounds.</li> </ul>  |
| <p><b>COMPOSITION</b></p> <p>Create textures by combining sounds in different ways.<br/>Create music that describes contrasting moods/emotions.<br/>Improvise simple tunes based on the pentatonic scale.<br/>Compose music in pairs and make improvements to their own work.<br/>Create an accompaniment to a known song.<br/>Create descriptive music in pairs or small groups.</p>   |
| <p><b>READING &amp; WRITING NOTATION</b></p> <ul style="list-style-type: none"> <li>-Perform long and short sounds in response to symbols.</li> <li>-Create long and short sounds on instruments.</li> <li>-Play and sing phrase from dot notation</li> <li>-Record their own ideas.</li> <li>-Make their own symbols as part of a class score.</li> </ul>  |
| <p><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>-Perform in different ways, exploring the way the performers are a musical resource.</li> <li>-Perform with awareness of different parts.</li> </ul>  |
| <p><b>EVALUATING &amp; APPRAISING</b></p> <ul style="list-style-type: none"> <li>-Recognise how music can reflect different intentions.</li> </ul>  |

| PSHE  |
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| Autumn 1: Resilience: Make me a superhero               |
| Autumn 2: Citizenship: Rights, rules & responsibilities |
| Spring 1: Mental health                                 |
| Spring 2: Relationship & sex-education                  |
| Summer 1: Facts4life                                    |
| Summer 2: Myself and my relationships: Managing change  |

| ART  |
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| National curriculum:   |
| <p><b>EXPLORING &amp; DEVELOPING IDEAS</b></p> <ul style="list-style-type: none"> <li>-Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>-Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>-Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>   |
| <p><b>EVALUATING &amp; DEVELOPING WORK</b></p> <ul style="list-style-type: none"> <li>-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>-Adapt their work according to their views and describe how they might develop it further.</li> </ul>   |
| <p><b>DRAWING</b></p> <ul style="list-style-type: none"> <li>-Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary.</li> <li>-Collect images and information independently in a sketchbook.</li> <li>-Use research to inspire drawings from memory and imagination.</li> <li>-Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>   |
| <p><b>PAINTING</b></p> <ul style="list-style-type: none"> <li>-Make and match colours with increasing accuracy.</li> <li>-Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>-Choose paints and implements appropriately.</li> <li>-Plan and create different effects and textures with paint according to what they need for the task.</li> <li>-Show increasing independence and creativity with the painting process.</li> </ul>   |
| <p><b>PRINTING</b></p> <ul style="list-style-type: none"> <li>-Research, create and refine a print using a variety of techniques.</li> <li>-Select broadly the kinds of material to print with in order to get the effect they want</li> <li>-Resist printing including marbling, silkscreen and coldwater paste.</li> </ul>   |
| <p><b>TEXTILES / COLLAGE</b></p> <ul style="list-style-type: none"> <li>-Match the tool to the material.</li> <li>-Combine skills more readily.</li> <li>-Choose collage or textiles as a means of extending work already achieved.</li> <li>-Refine and alter ideas and explain choices using an art vocabulary.</li> <li>-Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>-Experiments with paste resist.</li> </ul> |
| <p><b>3D FORM</b></p> <ul style="list-style-type: none"> <li>-Make informed choices about the 3D technique chosen.</li> <li>-Show an understanding of shape, space and form.</li> <li>-Plan, design, make and adapt models.</li> <li>-Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>-Use a variety of materials.</li> </ul>   |
| <p><b>BREADTH OF STUDY</b></p> <ul style="list-style-type: none"> <li>-Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>-Use ICT.</li> <li>-Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>   |



| GEOGRAPHY  |
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| National curriculum  |
| <p><b>GEOGRAPHICAL ENQUIRY</b></p> <ul style="list-style-type: none"> <li>- Ask and respond to questions and offer their own ideas.</li> <li>- Extend to satellite images, aerial photographs</li> <li>- Investigate places and themes at more than one scale</li> <li>- Collect and record evidence with some aid</li> <li>- Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> </ul> |
| <p><b>DIRECTION / LOCATION</b></p> <ul style="list-style-type: none"> <li>- Use 4 compass points well:</li> <li>- Begin to use 8 compass points;</li> <li>- Use letter/no. co-ordinates to locate features on a map confidently.</li> </ul>  |
| <p><b>DRAWING MAPS</b></p> <ul style="list-style-type: none"> <li>- Make a map of a short route experienced, with features in correct order;</li> <li>- Make a simple scale drawing.</li> </ul>  |
| <p><b>REPRESENTATION</b></p> <ul style="list-style-type: none"> <li>- Know why a key is needed.</li> <li>- Begin to recognise symbols on an OS map.</li> </ul>   |
| <p><b>USING MAPS</b></p> <ul style="list-style-type: none"> <li>- Locate places on large scale maps, (e.g. Find UK or India on globe)</li> <li>- Follow a route on a large scale map.</li> </ul>   |
| <p><b>SCALE / DISTANCE</b></p> <p>Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)</p>   |
| <p><b>PERSPECTIVE</b></p> <p>Draw a sketch map from a high view point.</p>   |
| <p><b>MAP KNOWLEDGE</b></p> <p>Begin to identify significant places and environments</p>   |
| <p><b>STYLE OF MAP</b></p> <p>Use large and medium scale OS maps.<br/>Use junior atlases.<br/>Use map sites on internet.<br/>Identify features on aerial/oblique photographs.</p>  |

| HISTORY  |
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| National curriculum:   |
| <p><b>CHRONOLOGICAL UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>- Place events from period studied on time line</li> <li>- Use terms related to the period and begin to date events</li> <li>- Understand more complex terms eg BC/AD</li> </ul>  |
| <p><b>RANGE &amp; DEPTH OF HISTORICAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>- Use evidence to reconstruct life in time studied</li> <li>- Identify key features and events of time studied</li> <li>- Look for links and effects in time studied</li> <li>- Offer a reasonable explanation for some events</li> </ul> |
| <p><b>INTERPRETATIONS OF HISTORY</b></p> <ul style="list-style-type: none"> <li>- Look at the evidence available</li> <li>- Begin to evaluate the usefulness of different sources</li> <li>- Use textbooks and historical knowledge</li> </ul>   |
| <p><b>HISTORICAL ENQUIRY</b></p> <ul style="list-style-type: none"> <li>- Use evidence to build up a picture of a past event</li> <li>- Choose relevant material to present a picture of one aspect of life in time past</li> <li>- Ask a variety of questions</li> <li>- Use the library and internet for research</li> </ul>           |
| <p><b>ORGANISATION &amp; COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>- Recall, select and organise historical information</li> <li>- Communicate their <b>knowledge and understanding</b>.</li> </ul>   |

| RE   |
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| <p><b>THINKING ABOUT RELIGION &amp; BELIEF</b></p> <ul style="list-style-type: none"> <li>- Comment on connections between questions, beliefs, values and practices.</li> <li>- Describe the impact of beliefs and practices on individuals, groups and communities.</li> <li>- Describe similarities and differences within and between religions and beliefs.</li> </ul>     |
| <p><b>ENQUIRING, INVESTIGATING &amp; INTERPRETING</b></p> <ul style="list-style-type: none"> <li>- Gather, select, and organise ideas about religion and belief.</li> <li>- Suggest answers to some questions raised by the study of religions and beliefs.</li> <li>- Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.</li> </ul> |
| <p><b>BELIEFS &amp; TEACHINGS</b></p> <ul style="list-style-type: none"> <li>- Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</li> </ul>   |
| <p><b>PRACTICES &amp; LIFESTYLE</b></p> <ul style="list-style-type: none"> <li>- Show understanding of the ways of belonging to religions and what these involve</li> </ul>  |
| <p><b>EXPRESSION &amp; LANGUAGE</b></p> <ul style="list-style-type: none"> <li>- Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</li> </ul>  |
| <p><b>IDENTIFY &amp; EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>- Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</li> </ul>  |
| <p><b>MEANING &amp; PURPOSE</b></p> <ul style="list-style-type: none"> <li>- Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied</li> </ul>  |
| <p><b>VALUES &amp; COMMITMENTS</b></p> <ul style="list-style-type: none"> <li>- Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues</li> </ul>  |

| SCIENCE   |
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| WS1 making decisions, asking relevant questions and using different types of scientific enquiries to answer them  |
| WS2 setting up simple practical enquiries, comparative and fair tests   |
| WS3 making systematic and careful obs using notes and simple tables   |
| WS4 taking accurate measurements using std units, using a range of equipment, incl thermometers and data loggers  |
| WS5 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions   |
| WS6 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  |
| WS7 reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions   |
| WS8 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions   |
| WS9 identifying differences, patterns, similarities or changes related to simple scientific ideas and processes   |
| WS10 using straightforward scientific evidence to answer questions or to support their findings.  |
| WS11 begin to look for naturally occurring patterns and relationships   |
| WS12 recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.   |
| <p><b>LIVING THINGS AND THEIR HABITATS</b></p> <p>LH1 recognise that living things (incl those in the locality) can be grp in a variety of ways</p> <p>LH2 explore and use classification keys to help grp, identify and name a variety of living things in their local and wider environment</p> <p>LH3 recognise that environments can change and that this can sometimes pose dangers to living things</p>   |
| <p><b>ANIMALS, INCLUDING HUMANS</b></p> <p>AH1 describe the simple functions of the basic parts of the digestive system in humans</p> <p>AH2 identify the different types of teeth in humans and their simple functions</p> <p>AH3 construct and interpret a variety of food chains, identifying producers, predator and prey</p>   |
| <p><b>STATES OF MATTER</b></p> <p>SM1 explore a variety of everyday materials and develop simple descriptions for states of matter</p> <p>SM2 compare and grp materials together, according to whether they are solid, liquids or gases</p> <p>SM3 observe that some materials change state when they are heated, cooled, and measure or research the temperature at which this happens in degrees Celsius</p> <p>SM4 identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>  |
| <p><b>SOUND</b></p> <p>SC3 find patterns between pitch of a sound and features of the object that produced it</p> <p>SC4 find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>SC5 recognise that sound gets fainter as the distance from the sound source increases</p>   |
| <p><b>ELECTRICITY</b></p> <p>E1 identify common appliances that run on electricity</p> <p>E2 construct a simple series circuit, identify/naming its basic parts, incl cell, wire, bulb, switch, and buzzer</p> <p>E3 use their circuits to create a simple device</p> <p>E4 draw the circuit as a pictorial representation (not necessarily using conventional circuit symbols)</p> <p>E5 about precautions for working safely with electricity</p> <p>E6 identify whether or not a lamp will light in a simple circuit</p> <p>E7 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>E8 recognise some common conductors and insulators, and associate metals with being good conductors</p> |

| COMPUTING   |
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| National curriculum   |
| <p><b>TEXT &amp; MULTIMEDIA</b></p> <ul style="list-style-type: none"> <li>- Generate their own work, (with help where appropriate with multimedia) combining text, graphics and sound.</li> <li>- Save and retrieve and edit their work.</li> </ul>  |
| <p><b>DIGITAL IMAGES</b></p> <ul style="list-style-type: none"> <li>- Use a range of tools in a paint package / image manipulation software to create / modify a picture to communicate an idea.</li> <li>- Create a simple animation to tell a story.</li> </ul>   |
| <p><b>SOUND &amp; MUSIC</b></p> <ul style="list-style-type: none"> <li>- Compose music from icons.</li> <li>- Produce a simple presentation incorporating sounds the children have captured, or created.</li> </ul>   |
| <p><b>ELECTRONIC COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>- Work collaboratively by email to share and request information of another class or story character.</li> </ul>  |
| <p><b>RESEARCH &amp; E-SAFETY</b></p> <ul style="list-style-type: none"> <li>- Children use a search engine to find specific relevant information to use in a presentation for a topic.</li> <li>- They save and retrieve their work.</li> </ul>  |
| <p><b>CONTROL (ALGORITHMS)</b></p> <ul style="list-style-type: none"> <li>- Control a device, on and off screen, making predictions about the effect their programming will have.</li> <li>- Children can plan ahead.</li> </ul>  |
| <p><b>HANDLING INFORMATION</b></p> <ul style="list-style-type: none"> <li>- Use a graphing package to collect, organise and classify data, selecting appropriate tools to create a graph and answer questions.</li> <li>- Enter information into a simple branching database, database or word processor and use it to answer questions.</li> <li>- They save, retrieve and edit their work.</li> </ul> |
| <p><b>MODELLING &amp; SIMULATIONS</b></p> <ul style="list-style-type: none"> <li>- Children are able to play an adventure game and use a simple simulation, making choices and observing the results.</li> <li>- Their conversation shows they understand that computers are good at replicating real life events and allowing them to explore contexts that are otherwise not possible.</li> </ul>     |
| <p><b>UNDERSTANDING TECHNOLOGIES</b></p> <ul style="list-style-type: none"> <li>- Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard, etc)</li> </ul>  |
| <p><b>UNDERSTANDING NETWORKS</b></p> <ul style="list-style-type: none"> <li>- Begin to show an awareness that computers can be linked to share resources</li> </ul>   |



## Year 4 – Curriculum

| MATHS  |   |
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| <p style="text-align: center;"><b>WRITTEN (+/-)</b></p> <p>-Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p>   | <p style="text-align: center;"><b>DECIMALS AS FRACTIONAL AMOUNTS</b></p> <p>-Recognise and write decimal equivalents of any number of tenths or hundredths<br/>-Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math><br/>-Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p style="text-align: center;"><b>ORDERING DECIMALS</b></p> <p>-Round decimals with one decimal place to the nearest whole number<br/>-Compare numbers with the same number of decimal places up to two decimal places</p> |
| <p style="text-align: center;"><b>PROBLEMS (+/-)</b></p> <p>-Estimate and use inverse operations to check answers to a calculation<br/>-Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p>   | <p style="text-align: center;"><b>MEASURES</b></p> <p>-Convert between different units of measure estimate, compare and calculate different measures, including money in pounds and pence<br/>-Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting</p>  |
| <p style="text-align: center;"><b>NUMBER FACTS (x/÷)</b></p> <p>-Recall multiplication and division facts for multiplication tables up to 12 × 12</p>  | <p style="text-align: center;"><b>PROPERTIES OF 2-D SHAPE</b></p> <p>-Compare and classify geometric shapes, including quadrilaterals and triangles, based on properties and sizes<br/>-Identify lines of symmetry in 2-D shapes presented in different orientations<br/>-Complete a simple symmetric figure with respect to a specific line</p>  |
| <p style="text-align: center;"><b>MENTAL (x/+)</b></p> <p>-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<br/>-Recognise and use factor pairs and commutativity in mental calculations</p> | <p style="text-align: center;"><b>ANGLES</b></p> <p>-Identify acute and obtuse angles and compare and order angles up to two right angles by size</p>   |
| <p style="text-align: center;"><b>WRITTEN (x/+)</b></p> <p>-Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p>   | <p style="text-align: center;"><b>POSITION &amp; DIRECTION</b></p> <p>-Describe positions on a 2-D grid as coordinates in the first quadrant<br/>-Describe movements between positions as translations of a given unit to the left/right and up/down<br/>-Plot specified points and draw sides to complete a given polygon</p>  |
| <p style="text-align: center;"><b>PROBLEMS (x/+)</b></p> <p>-Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>                          | <p style="text-align: center;"><b>INTERPRETING DATA</b></p> <p>-Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>  |
| <p style="text-align: center;"><b>RECOGNISING FRACTIONS</b></p> <p>-Count up and down in hundredths<br/>-Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p>  | <p style="text-align: center;"><b>EXTRACT INFORMATION FROM DATA</b></p> <p>-Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p>  |
| <p style="text-align: center;"><b>COMPARING FRACTIONS</b></p> <p>-Recognise and show, using diagrams, families of common equivalent fractions</p>  |   |

| ENGLISH WRITING  |
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| <p style="text-align: center;"><b>PHONIC &amp; WHOLE WORD SPELLING</b></p> <p>-Spell further homophones<br/>-Spell words that are often misspelt (Appendix 1)</p>  |
| <p style="text-align: center;"><b>OTHER WORD BUILDING SPELLING</b></p> <p>-Use further prefixes and suffixes and understand how to add them<br/>-Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals<br/>-Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>  |
| <p style="text-align: center;"><b>TRANSCRIPTION</b></p> <p>-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>   |
| <p style="text-align: center;"><b>HANDWRITING</b></p> <p>-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<br/>-Increase the legibility, consistency and quality of their handwriting</p>  |
| <p style="text-align: center;"><b>CONTEXTS FOR WRITING</b></p> <p>-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>   |
| <p style="text-align: center;"><b>PLANNING WRITING</b></p> <p>-Discussing and recording ideas<br/>-Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>  |
| <p style="text-align: center;"><b>DRAFTING WRITING</b></p> <p>-Organising paragraphs around a theme<br/>-In narratives, creating settings, characters and plot<br/>-In non-narrative material, using simple organisational devices (headings &amp; subheadings)</p>  |
| <p style="text-align: center;"><b>EDITING</b></p> <p>-Assessing the effectiveness of their own and others' writing and suggesting improvements<br/>-Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences<br/>-Proofread for spelling and punctuation errors</p>   |
| <p style="text-align: center;"><b>PERFORMING WRITING</b></p> <p>-Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>   |
| <p style="text-align: center;"><b>VOCABULARY</b></p> <p>-Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although<br/>-Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition<br/>-Using conjunctions, adverbs and prepositions to express time and cause (and place)</p> |
| <p style="text-align: center;"><b>GRAMMAR</b></p> <p>-Using the present perfect form of verbs in contrast to the past tense<br/>-Form nouns using prefixes (super-, anti-)<br/>-Use the correct form of 'a' or 'an'<br/>-Word families based on common words (solve, solution, dissolve, insoluble)</p>  |
| <p style="text-align: center;"><b>PUNCTUATION</b></p> <p>-Using and punctuating direct speech (i.e. Inverted commas)</p>   |
| <p style="text-align: center;"><b>GRAMMATICAL TERMINOLOGY</b></p> <p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>  |

| ENGLISH READING  |
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| <p style="text-align: center;"><b>DECODING / FLUENCY</b></p> <p>-Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet<br/>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> |
| <p style="text-align: center;"><b>RANGE OF READING</b></p> <p>-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks<br/>-Reading books that are structured in different ways and reading for a range of purposes</p>   |
| <p style="text-align: center;"><b>FAMILIARITY WITH TEXTS</b></p> <p>-Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally<br/>-Identifying themes and conventions in a wide range of books</p>  |
| <p style="text-align: center;"><b>POETRY &amp; PERFORMANCE</b></p> <p>-Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action<br/>-Recognising some different forms of poetry</p>  |
| <p style="text-align: center;"><b>WORD MEANINGS</b></p> <p>-Using dictionaries to check the meaning of words that they have read</p>   |
| <p style="text-align: center;"><b>UNDERSTANDING</b></p> <p>-Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context<br/>-Asking questions to improve their understanding of a text<br/>-Identifying main ideas drawn from more than one paragraph and summarising these</p>        |
| <p style="text-align: center;"><b>INFERENCE</b></p> <p>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>  |
| <p style="text-align: center;"><b>PREDICTION</b></p> <p>-Predicting what might happen from details stated and implied</p>  |
| <p style="text-align: center;"><b>AUTHORIAL INTENT</b></p> <p>-Discussing words and phrases that capture the reader's interest and imagination<br/>-Identifying how language, structure, and presentation contribute to meaning</p>  |
| <p style="text-align: center;"><b>NON-FICTION</b></p> <p>-Retrieve and record information from non-fiction</p>   |
| <p style="text-align: center;"><b>DISCUSSING READING</b></p> <p>-Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>  |

| SPOKEN LANGUAGE   |
|---|
| <p>-Articulate and justify common opinions<br/>-Speak audibly in Standard English<br/>-Gain, maintain and monitor interest of listeners</p> |