

## English

### Key texts:

#### Runaways, Cholera, Lewis and Clark

In non-narrative writing, I can use simple organisational devices eg: an appropriate and engaging heading and relevant subheadings for each paragraph.

I can plan my writing by selecting the relevant information and most suitable ideas to make notes.

I can name key organisational and language features of a shared text, similar to that I am planning to write.

I can name the text type and describe a context for using it.

I can use a wide range of connectives to create complex and compound sentences, including subordinate and embedded clauses.

I can use relative clauses beginning with: who, which, where, whose or that.

I can use devices to build cohesion, including adverbs of time, place and number.

I can use a colon to introduce a list.

I can name key organisational and language features of a shared text, similar to that I am planning to write. I can name the text type and describe a context for using it.

I can plan my writing by selecting the relevant information and most suitable ideas to make notes.

I can compose and rehearse sentences orally, including dialogue, building a varied, rich vocabulary and an increasing range of sentence structures—simple, complex and compound.

I can create an appropriate setting with detailed description; two or three characters that interact and a coherent plot.

I can independently plan writing into paragraphs around a theme, before I begin to write and can demarcate paragraphs on the page.

In non-narrative writing, I can use simple organisational devices eg: an appropriate and engaging heading and relevant subheadings for each paragraph.

I can assess my own and others' writing and suggest improvements.

I can proof-read my own writing, making sure the grammar, vocabulary and use of pronouns are correct.

I can spot my own and others' spelling and punctuation errors and know how to correct them.

I can consistently and confidently choose nouns and pronouns carefully to avoid repetition.

## Geography- Case Study- America (Yellowstone National Park).

### Human Geography

#### Year 4 emerging:

I can describe how volcanoes have an impact on people's lives.

I can confidently describe human features in a locality.

I can explain why a locality has certain human features.

I explain why a place is like it is.

#### Year 4 expected:

I can explain why people are attracted to living in cities.

I can explain why people might choose to live in a village rather than a city.

I can explain how a locality has changed over time with reference to human features.

I can find different views about environmental issues. What is my view?

## Science- Electricity (Case Study Edison vs Swann)

#### Year 4 expected:

I can identify common appliances that run on electricity.

I can construct a simple series electric circuit.

I can identify and name the basic part in a series circuit, including cells, wires, bulbs, switches.

I can identify whether or not a lamp will light in a simple series circuit, based on whether or not to complete loop with a battery.

I can recognise that a switch opens and closes a circuit.

I can associate a switch opening with whether or not a lamp lights in a simple circuit.

I can recognise some common conductors and insulators.

I can associate metals with being good conductors.

#### Year 4 exceeding:

I can explain how a bulb might get lighter.

I can recognise if all metals are conductors of electricity.

I can work out which metals can be used to connect across a gap in a circuit.

I can explain why cautions are necessary for working safely with

### DT-Electrical and Mechanical Components

#### Year 4 emerging:

I can select the most appropriate tools and techniques to use for a given task.

I can make a product which uses both electrical and mechanical components.

I can make a simple circuit.

I can use a number of components.

#### Year 4 expected:

I can add things to my circuits.

I can say how I have altered my product after checking it.

## What happens when worlds collide? Year 4 Spring 1

### Music- Country and Western/ Native American Chants.

#### Year 4 emerging:

I can use different elements in my composition.

I can create repeated patterns with different instruments.

I can compose melodies and songs.

I can combine different sounds to create a specific mood or feeling.

#### Year 4 exceeding:

I can explore and use sets of pitches.

I can show how they can use different dynamics to provide contrast.

### Art-Native American Art/3D/Textiles (Native American style pouch).

#### Year 4 emerging

I can add onto my work to create texture and shape.

I can use more than one type of stitch.

I can join fabric together.

I can use sewing to add detail to a piece of work.

I can add texture to a piece of work.

## Mathematics

### Statistics

Interpret and present discrete data using appropriate graphical methods, including bar charts.

Interpret and present continuous data using appropriate graphical methods including time.

Solve comparison, sum and difference problems using information presented in bar charts.

### Number and Place Value

Identify, represent and estimate numbers using different representations.

Round any numbers to the nearest 10, 100 or 1000

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Count backwards through zero to include negative numbers.

### Addition and Subtraction

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 apply.

### Multiplication and Division

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 connected to  $m$  objects.

### Position and direction

Describe positions on a 2-D grid as coordinates in the first quadrant.

Describe movements between positions as translations of a given unit to the left/right and up/down.

Plot specific points and draw sides to complete a given polygon.

## Computing-Lego WeDo

Year 4 emerging:

I can experiment with variables to control models.  
I can use 90 degree and 45 degree turns.  
I can give an on-screen robot directional instructions.

Year 4 expected:

I can use repeat instructions to draw regular shapes on screen using commands.  
I can experiment with variables to control models.  
I can make accurate predictions about the outcome of a program they have written.

## P.E- Athletics

Year 4 expected:

I can run over a long distance.  
I can spring over a short distance.  
I can throw in different ways.  
I can hit a target.  
I can jump in different ways.

## PSHE-Health and Wellbeing

New Year's Resolutions.

What positively and negatively affects their physical, mental and emotional health  
To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

## MFL Unit 7- Mon Ecole et Moi

Year 4 emerging:

I can copy a short familiar phrase.  
I can write or word-process set phrases we use in class.

Year 4 expected:

I can write 2-3 short sentences on a familiar topic.  
I can say what I like and dislike about a familiar topic.

## R.E- What do Hindus believe about God Buddhists beliefs and practices

To be able to know about the Hindu idea of God (Brahman) in many forms.  
To be able to understand that Hindus believe that Brahman can take many forms.  
To be able to know how Hindus feel about Ganesh?  
To learn about the importance of Krishna to Hindus  
To be able to hear and discuss Buddhists stories that have a moral message.  
To be able to understand why Siddhartha Gautama is important to Buddhists.

**Who do you think you are?  
Year 4**

## Guided Reading

### **100 facts about the West.**

In non-fiction, I can discuss the conventions of the text eg: headings, subheadings.

I can identify main ideas drawn from one paragraph and summarise these using key vocabulary from the text.

I can draw inferences from age-appropriate texts and justify inferences with evidence.

I can identify and discuss words that interest and capture imagination from reading and say why, explaining the effect on them as a reader.

I can retrieve and record information from non-fiction.

I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

I can select and read books that are structured in different ways and read for a range of purposes.

I can listen to and discuss a wide range of fiction and non-fiction expressing views and preferences, justifying them with reference to text

### **Playscript**

I can read aloud and perform poems and playscripts with intonation, tone, volume and action and show individual interpretation.

I can identify how language, structure, and presentation contributes to meaning.

I can identify and discuss words that interest and capture imagination from reading and say why, explaining the effect on them as a reader.

I can check that the text makes sense to me, self-correcting if I make a mistake and discussing the meaning of new or unusual words in context.

I can ask myself questions to improve my understanding of the text when reading independently.