

English

Key texts:

Tuesday (David Wiesner) The Chronicles of Harris Burdick (Chris Van Allsburg), Charlie and the Chocolate Factory (Roald Dahl)

- a) In non-narrative writing, I can use simple organisational devices eg: an appropriate and engaging heading and relevant subheadings for each paragraph.
- b) I can plan my writing by selecting the relevant information and most suitable ideas to make notes.
- c) I can name key organisational and language features of a shared text, similar to that I am planning to write.
- d) I can name the text type and describe a context for using it.
- e) I can use a wide range of connectives to create complex and compound sentences, including subordinate and embedded clauses.
- f) I can use relative clauses beginning with: who, which, where, whose or that.
- g) I can use devices to build cohesion, including adverbs of time, place and number.
- h) I can use a colon to introduce a list.
- i) 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.
- j) I can plan my writing by selecting the relevant information and most suitable ideas to make notes.
- k) 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.
- l) I can create an appropriate setting with detailed description; two or three characters that interact and a coherent plot.
- m) I can independently plan writing into paragraphs around a theme, before I begin to write and can demarcate paragraphs on the page.
- n) I can assess my own and others' writing and suggest improvements.
- o) I can proofread my own writing, making sure the grammar, vocabulary and use of pronouns are correct.
- p) I can spot my own and others' spelling and punctuation errors and know how to correct them.
- q) I can consistently and confidently choose nouns and pronouns carefully to avoid repetition.

Geography-

Year 4 expected:

- a) I can locate the tropic of Cancer and the Tropic of Capricorn.

History- Ancient Egypt

Year 4 expected:

- a) I can explain how events in the past have shaped our lives.
- b) I know that people who lived in the past cooked and travelled differently and used different weapons from ours.
- c) I recognise that the lives of wealthy people were very different from those of poor people.
- d) I can appreciate how items from the past can help us to build up an accurate picture of how people lived in the past.

Year 4 exceeding:

- a) I can recognise that people's way of life in the past was dictated by the work they did.
- b) I appreciate that the food people ate was different because of the availability of different sources of food.
- c) I appreciate that things will have changed by the developments and inventions that occurred within a given time period.
- d) I appreciate that wealthy people would have had a very different way of living which would have impacted upon health and education.

Science- Living things and their habitats.

Year 4 emerging: I can:

- a) match certain living things to the habitats they are found in.
- b) explain the differences between living and non-living.
- c) Describe some of the life processes common to plants and animals including humans.
- d) Describe how a habitat provides for the basic needs of things living there.

Year 4 expected: I can:

- a) Recognise that living things can be grouped in a variety of ways.
- b) Explore and use a classification key to group, identify and name a variety of living things (plants, vertebrates, invertebrates).
- c) I can recognise that environments can change which can pose a threat to things living there.

Year 4 exceeding: I can:

- a) Name and group a variety of living things based on feeding patterns (producer, consumer, predator, prey, herbivore, carnivore and omnivore).

DT- Cooking and Nutrition

Year 4 emerging: I can:

- a) Choose the right ingredients for a product.
- b) Use equipment safely.
- c) Make sure that my product looks attractive.
- d) Describe how my combined ingredients come together.
- e) Set out to grow plants such as cress and herbs from seeds with the intention of using them as an ingredient.

Year 4 expected:

- a) I know what to do to be hygienic and safe.
- b) I have thought what I can do to present my product in an interesting way.

What makes a good mystery?

Year 4 Summer 1 & 2

Music-Appreciating.

Year 4 emerging:

- a) I can recognise the work of at least one famous composer.

Year 4 expected:

- a) I can begin to identify with the style of work of Beethoven, Mozart, Elgar.
- b) I can describe and identify the different purposes of music.

Mathematics

Number and Place Value

- a) Count in multiples of 6, 7, 9, 25 and 1000.
- b) Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- c) 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.

Addition and Subtraction

- a) Estimate and use inverse operations to check answers to a calculation.
- b) Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and apply.

Multiplication and Division

- a) Read multiplication and division facts for multiplication tables up to 12 x 12
- b) Recognise and use factor pairs and commutativity in mental calculations.

Fractions

- a) Add and subtract fractions with the same denominator.
- b) Recognise and write decimal equivalents of any number of tenths or hundredths.
- c) Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- d) 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.
- e) Round decimals with one decimal place, to the nearest whole number.
- f) Compare numbers, with the same number of decimal places, up to two decimal places.
- g) Solve simple measures & money problems involving fractions & decimals to two decimal places.

Art- Printing/knowledge Ancient Egyptian Hieroglyphics.

Year 4 emerging

- a) I can make a printing block.
- b) I can make a 2 colour print.
- c) I can compare work of different artists.
- d) I can explore work from other cultures.
- e) I can explore work from other periods of time.

Year 4 expected

- a) I can print using at least 4 colours.
- b) I can create an accurate print design.
- c) I can print onto different materials.
- d) I can experiment with different styles which artists have used.
- e) I can explain art from other periods of history.

Computing-Animation

Year 4 emerging: I can:

- a) Give an onscreen robot directional instructions.

Year 4 expected: I can:

- a) I can repeat instructions on screen.
- b) I can experiment with variables to control models.
- c) I can give an onscreen robot directional instructions which takes them from X to Y.

P.E- Gymnastics

Year 4 expected:

- a) I can work in a controlled way.
- b) I can include change of speed.
- c) I can include change of direction.
- d) I can include range of shapes.
- e) I can follow a set of 'rules' to produce a sequence.
- f) I can work with a partner to create, repeat and improve a sequence with at least three phases.

PSHE- Differences and Similarities

- a) I can appreciate why there are differences and similarities between people.
- b) I can appreciate the need for tolerance and respect for people's differences.
- c) I know what prejudice is and have strategies to deal with it.
- d) I can challenge assumptions about gender.
- e) I can tell you the range of jobs carried out in society.
- f) I can recognise the important contribution all jobs make to society.

MFL Unit 7- Qu'est-ce que to heux?

Year 4 emerging:

- a) I can use set phrases.

Year 4 expected:

- a) I can have a conversation where I am saying 2-3 things.

R.E- What do Christians believe?

- a) To learn how metaphors can convey religious meanings about God.
- b) To be able to think about God as the creator.
- c) To be able to think about God as the protector.
- d) To be able to think about what Jesus was like.
- e) To be able to know that Jesus lived a normal life as a child.
- f) To find out more about Jesus' life and the effect he had on people.
- g) To be able to understand the teachings of Jesus through parables: The Good Samaritan.
- h) To be able to understand the teachings of Jesus through parables: The Lost Son.

What makes a good mystery?

Year 4 Summer 1 & 2

Guided Reading-

- a) In non-fiction, I can discuss the conventions of the text eg: headings, subheadings.
- b) I can identify main ideas drawn from one paragraph and summarise these using key vocabulary from the text.
- c) I can draw inferences from age-appropriate texts and justify inferences with evidence.
- d) I can identify and discuss words that interest and capture imagination from reading and say why, explaining the effect on them as a reader.
- e) I can retrieve and record information from non-fiction.
- f) 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.
- g) I can select and read books that are structured in different ways and read for a range of purposes.
- h) I can listen to and discuss a wide range of fiction and non-fiction expressing views and preferences, justifying them with reference to text.
- a) I can read aloud and perform poems and playscripts with intonation, tone, volume and action and show individual interpretation.
- b) I can identify how language, structure, and presentation contributes to meaning.
- c) I can identify and discuss words that interest and capture imagination from reading and say why, explaining the effect on them as a reader.
- d) 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.
- e) I can ask myself questions to improve my understanding of the text when reading independently.