

**English** *Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.*

\*apply their growing knowledge of root words, prefixes and suffixes  
\*read further exception words \*listen to and discussing a wide range of texts \*read books that are structured in different ways and reading for a range of purposes \*use dictionaries to check the meaning of words \*increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally  
\*identify themes and conventions \*prepare poems and play scripts to read aloud and to perform, show understanding through intonation, tone, volume and action \*understand what they read, in books they can read independently \*retrieve and record information from non-fiction \*participate in discussion about both books that are read to them and those they can read for themselves \*spell words according to the Y3 spellings, including using a dictionary \*increase the legibility, consistency and quality of their joined handwriting \*plan, draft and edit and write independently, reading aloud their writing to an audience \*learn aspects of grammar as set out in the Y3 appendix (Detail for Y3 is set out in the school planning and differentiated between Y3 and Y4 for Lower KS2).

**Languages- French** *Foster pupils' curiosity and deepen their understanding of the world. Provide opportunities for them to communicate for practical purposes.*

\*listen attentively to spoken language and show understanding by joining in and responding \*explore the patterns and sounds of language 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; seek clarification and help \*speak in sentences, using familiar vocabulary, phrases and basic language structures \*develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases \*present ideas and information orally and in writing to a range of audiences \*read carefully and show understanding of words, phrases and simple writing \*appreciate stories, songs, poems and rhymes in the language \*broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary \*describe people, places, things and actions orally and in writing \*understand basic grammar

## A curriculum for Blackwell Year 4 Children

**During their time at Blackwell, children will develop the following values and key competencies in line with our vision (see Curriculum overview) and also develop the outlined subject knowledge and skills.**

At **Blackwell First School** we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of development of skills for life, social and moral values and academic success.

### Values

*\*Respectful and responsible citizens \*Competent and confident learners*

*\*Aspirational individuals*

### Key competencies

*\*Co-operation \*Communication \*Independence*

**Art and Design** *Engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They should know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.*

\*develop techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design \*create sketch books to record their observations and use them to review and revisit ideas \*improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] \*learn about great artists, architects and designers in history

(School planning outlines the progression between Y3 and Y4).

**Music** *Engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.*

\*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 purposes using the inter-related dimensions of music \*listen 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 high-quality live and recorded music drawn from different traditions and from great composers and musicians \*develop an understanding of the history of music

(School planning outlines the progression between Y3 and Y4).

**Mathematics** *Promote fluency in the fundamentals of mathematics, reason mathematically by following a line of enquiry and solve problems by applying their mathematics.*

\*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 (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 \*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 \*add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate \*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 \*recall multiplication and division facts for multiplication tables up to  $12 \times 12$  \*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 connected to m objects \*recognise and show, using diagrams, families of common equivalent fractions \*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 \*recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  \*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 \*round decimals with one decimal place to the nearest whole number \*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 \*convert between different units of measure \*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 \*compare and classify geometric 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 2-D shapes presented in different orientations \*complete a simple symmetric figure with respect to a specific line of symmetry \*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 specified points and draw sides to complete a given polygon \*interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. \*solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

**History** *Gain a coherent knowledge and understanding of Britain's past and that of the wider world. Inspire pupils' curiosity to know more about the past.*

\*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 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.

(School planning differentiates between content taught in Y3 and Y4).

**Geography** *Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.*

\*locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities \*name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time \*identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) \*understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America \*understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water \*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied \*use the eight points of a compass, four and six-figure grid references, symbols and key \*use fieldwork to observe, measure, record and present the human and physical features in the local area

**Religious Education** *Enquire into significant questions which religion and worldviews address, so that they can develop the understanding and skills needed to respond to these.*

The SACRE agreed syllabus has been adopted by the school and supports the teaching of belief, belonging and faith within RE, outlining progression across Years 3 and 4.

**Physical Education** *Provide opportunities for pupils to become physically confident in a way which supports their health and fitness.*

\*use running, jumping, throwing and catching in isolation and in combination \*play competitive games, modified where appropriate [for example, badminton, basketball, 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] \*perform dances using a range of movement patterns \*take part in outdoor and adventurous activity challenges both individually and within a team \*compare their performances with previous ones and demonstrate improvement to achieve their personal best

(School planning outlines the progression between Y3 and Y4).

**Science** *Develop scientific knowledge and conceptual understanding, an understanding of the nature, processes and methods of science and the uses and implications of science.*

\*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 \*describe the simple functions of the basic parts of the digestive system in humans \* identify the different types of teeth in humans and their simple functions \*construct and interpret a variety of food chains, identifying producers, predators and prey \*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 \*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 \*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 with being good conductors



**Design and Technology** *Design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.*

*Follow the school's own planning for Y3 and Y4 to ensure that all aspects of the DT curriculum are taught progressively and with continuity, including design make, evaluate and gain increasingly technical skills.*

**Computing** *Equip pupils to use computational thinking and creativity to understand and change the world.*

\*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 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 opportunities they offer for communication and collaboration \*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content \*select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information \*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact



**Personal Social Health and Economic Education** *Develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work.*

\*use growth mindset to support children to develop positive attitudes \*across the curriculum, develop personal attributes in line with the school's values and key competencies \*learn about British Values and community, safety, healthy minds and lifestyles, relationships, health prevention and basic first aid \*learn about physical changes building on from Y3

