

## Year Four Curriculum - Information for Parents and Carers

**This booklet provides information for parents and carers on the end of year expectations for children at Fiddlers Lane. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress. All the objectives will be worked on throughout the year and will be the focus of direct teaching.**

**Any extra support you can provide in helping your children to achieve these is greatly valued.**

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

If your child is struggling to meet these expectations, they will receive extra support. You will be informed if they are placed on the SEND register.

Fiddlers Lane wholeheartedly promotes the development of the whole child. It is important to acknowledge that alongside these national expectations we encourage families to continue to nurture their children as they always have done.

Providing the sporting, social, musical and other enriching experiences beyond our school environment is crucial to their personal development and holds equal value in our school culture.

You will be kept up to date on your child's progress, towards these end of year expectations, through parents' evenings and Pride Time mornings throughout the year, as well as end year of reports.

## Spoken Language



By the end of year four, pupils are expected to be able to:

- ask questions to clarify or develop understanding.
- sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
- show understanding the main point and the details in a discussion.
- adapt what is said to the needs of the listener or audience (increasingly).
- show knowledge that language choices vary in different contexts.
- present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
- justify an answer by giving evidence.
- use Standard English when it is required.
- perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

## Reading



By the end of year four, pupils are expected to be able to:

- Give a personal point of view on a text.
- Re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Recognise apostrophe of possession (plural)
- Identify how sentence types can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim & scan to locate information and/or answer a question.

## What you can do to help.

Listening to your child read, talking to them about stories and reading to them is still one of the most advantageous and positive things that parents can do to support their child. We feel that this is an essential part of a child's development and recommend this for all children.

Please record in your child's reading record book when you have heard your child read, shared a story or read a magazine or non-fiction text.

Encourage your child to take part in the 'Read around the World' and 'Recommended Read' initiatives.

## Writing



By the end of year four, pupils are expected to be able to:

- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency.

### What you can do to help.

Your child will receive spelling homework and have lists of key words to learn. You can help them with this by reading the words with them and encouraging them to write them down.

Encourage your child to complete homework tasks which include writing.

## Mathematics



By the end of year four, pupils are expected to be able to:

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Solve 2 step problems + and -
- Find 1,000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Recall and use multiplication and division facts all tables to 12x12.
- Recognise PV of any 4-digit number.
- Recognise + use factor pairs
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1dp to nearest whole number.
- Add and subtract numbers with up to 4-digits using written columnar method (including exchanges/re-grouping)
- Estimate and use inverse to check answers
- Multiply:

- 2-digit by 1-digit
- 3-digit by 1-digit
- Multiplying 3 numbers
- Multiplying by 0
- Multiplying and dividing by 1
- Solve multiplication problems
- Count up/down in hundredths.
- Recognise and write equivalent fractions
- Add and subtract fractions with same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.
- Identify, represent and estimate numbers using different representations.
- Solve practical problems (measure and money)

### What you can do to help.

Encourage your child to complete their weekly maths homework. Practice recall of times tables and related division facts. This can take a lot of repetition before the facts are embedded.

Fiddlers Lane has a home subscription to espresso and Purple Mash, where there are many maths games and activities you can share with your child.

## Science



### Working scientifically (Y3 and Y4)

#### By the end of year 4 pupils are expected to:

- know how to ask relevant scientific questions.
- know how to use observations and knowledge to answer scientific questions.
- know how to set up a simple enquiry to explore a scientific question.
- know how to set up a test to compare two things.
- know how to set up a fair test and explain why it is fair.
- can make careful and accurate observations, including the use of standard units.
- know how to use equipment, including thermometers and data loggers to make measurements.
- gather, record, classify and present data in different ways to answer scientific questions.
- know how to use diagrams, keys, bar charts and tables; using scientific language.
- know how to use findings to report in different ways, including oral and written explanations, presentation.
- know how to draw conclusions and suggest improvements.

- know how to make a prediction with a reason.
- know how to identify differences, similarities and changes related to an enquiry.

**Biology** Living things and their habitats

- group living things in different ways.
- use classification keys to group, identify and name living things.
- create classification keys to group, identify and name living things (for others to use).
- know how changes to an environment could endanger living things.

**Biology** Animals, including humans

- identify and name the parts of the human digestive system.
- know the functions of the organs in the human digestive system.
- identify and know the different types of teeth in humans.
- know the functions of different human teeth.
- use food chains to identify producers, predators and prey.
- construct food chains to identify producers, predators and prey.

**Chemistry** States of matter

- group materials based on their state of matter (solid, liquid, gas).
- know how some materials can change state.
- explore how materials change state.
- measure the temperature at which materials change state.
- know about the water cycle.
- know the part played by evaporation and condensation in the water cycle.

**Physics** Sound

- know how sound is made.
- know how sound travels from a source to our ears.
- know how sounds are made, associating some of them with vibrating.
- know the correlation between pitch and the object producing a sound.
- know the correlation between the volume of a sound and the strength of the vibrations that produced it.
- know what happens to a sound as it travels away from its source.

**Physics** Electricity

- identify and name appliances that require electricity to function.
- construct a series circuit.
- identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).
- know how to draw a circuit diagram.
- predict and test whether a lamp will light within a circuit.
- know the function of a switch in a circuit.
- know the difference between a conductor and an insulator; giving examples of each.

## History



### **By the end of year 4 pupils are expected to:**

- know about at least three things that the Romans did for our country.
- know why the Romans needed to build forts in this country.
- know that Rome was a very important place and many decisions were made there.
- know about the lives of at least two famous Romans.
- summarise how Britain may have learnt from other countries and civilizations (historically and more recently).
- research to find answers to specific historical questions about our locality.
- research what it was like for children in a given period of history and present their findings to an audience.
- know how our locality today has been shaped by what happened in the past.
- know how historic items and artefacts have been used to help build up a picture of life in the past.
- know about the impact that Egyptian history had on the world.

## Geography



### **By the end of year 4 pupils are expected to:**

- know how to plan a journey from their town / city to another place in England.
- know how to find at least six cities in the UK on a map.
- research to discover features of villages, towns and cities and appreciate the differences.
- know about, name and locate some of the main islands that surround the United Kingdom.
- know the areas of origin of the main ethnic groups in the United Kingdom and in our school.
- know the difference between the British Isles, Great Britain and the United Kingdom.
- know why people may be attracted to live in cities

## Art



### **By the end of year 4 pupils are expected to:**

- know how to show facial expressions and body language in sketches and paintings.
- know how to use marks and lines to show texture in my art.

- know how to use line, tone, shape and colour to represent figures and forms in movement.
- know how to show reflections in my art.
- know how to print onto different materials using at least four colours.
- know how to sculpt mouldable materials i.e. salt dough etc
- know how to integrate my digital images into my art.
- experiment with the styles used by other artists.
- explain some of the features of art from historical periods.

## Design Technology

### By the end of year 4 pupils are expected to:

- use ideas from other people when I am designing.
- produce a plan and explain it.
- evaluate and suggest improvements for my designs.
- evaluate products for both their purpose and appearance.
- explain how I have improved my original design.
- present a product in an interesting way.
- measure accurately.
- persevere and adapt work when their original ideas do not work.
- know how to be both hygienic and safe when using food.
- make a product using electrical and mechanical components



## PE

### By the end of year 4 pupils are expected to:

#### Swimming

- attend swimming lessons at Irlam Baths

#### Games

- catch with one hand.
- throw and catch accurately.
- hit a ball accurately with control.
- keep possession of the ball.
- vary tactics and adapt skills depending on what is happening in a game.

#### Gymnastics

- work in a controlled way.
- include change of speed and direction.
- include a range of shapes.
- work with a partner to create, repeat and improve a sequence with at least three phases.

#### Dance

- take the lead when working with a partner or group.



- use dance to communicate an idea.

### **Athletics**

- run over a long distance.
- sprint over a short distance.
- throw in different ways.
- hit a target.
- jump in different ways.

### **Outdoor and adventurous**

- follow a map in a (more demanding) familiar context.
- follow a route within a time limit.

### **Computing**

By the end of year 4 pupils are expected to:

#### **Algorithms and programming**

- experiment with variables to control models.
- give an on-screen robot specific instructions that takes them from A to B.
- make an accurate prediction and explain why I believe something will happen (linked to programming).
- de-bug a program.



#### **Information technology**

- collect and present data.
- design, select and write programmes to accomplish specific goals

#### **Digital literacy**

- recognise acceptable and unacceptable behaviour using technology.

#### **Safe computer use – knowledge and understanding**

- understand the need for rules to keep me safe when exchanging learning and ideas online.
- recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.
- understand that the internet contains fact, fiction and opinion and begin to distinguish between them.
- use strategies to verify information, e.g. cross- checking.
- understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.
- understand that copyright exists on most digital images, video and recorded music.
- understand the need to keep personal information and passwords private.
- understand that if I make personal information available online it may be seen and used by others.
- know how to respond if asked for personal information or feel unsafe about content of a message.



- recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.
- know how to report an incident of cyber bullying.
- know the difference between online communication tools used in school and those used at home.
- understand the need to develop an alias for some public online use.
- understand that the outcome of internet searches at home may be different than at school.

### **Safe computer use – Skills**

- follow the school's safer internet rules.
- recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.
- identify when emails should not be opened and when an attachment may not be safe.
- explain and demonstrate how to use email safely.
- use different search engines.

### **Music**



#### **By the end of year 4 pupils are expected to:**

- know how to perform a simple part rhythmically.
- know how to sing songs from memory with accurate pitch.
- know how to improvise using repeated patterns.
- know how to use notation to record and interpret sequences of pitches.
- know how to use notation to record compositions in a small group or on my own.
- know how to explain why silence is often needed in music and explain what effect it has.
- know how to identify the character in a piece of music.
- know how to identify and describe the different purposes of music.
- know how to begin to identify the style of work of Beethoven, Mozart and Elgar.

### **RE**

#### **By the end of year 4 pupils are expected to:**

- know who Jesus was and why he was important
- know how people celebrate festivals in the UK
- know what makes a person British/Hinduism and British values

## MFL



### **By the end of year 4 pupils are expected to:**

- name and describe people, places and objects.
- have a short conversation saying 3-4 things.
- give a response using a short phrase.
- starting to speak in sentences.

### Reading

- read and understand a short passage using familiar language.
- explain the main points in a short passage.
- read a passage independently.
- use a bilingual dictionary or glossary to look up new words.

### Writing

- write phrases from memory.
- write 2-3 short sentences on a familiar topic.
- say what I like/dislike about a familiar topic.

## PHSE / British Values

British values are promoted in much of what we do, for example during assemblies, RE, PSHSE sessions. The values are also integral to our vision and values as a school.

## Empowering Learning

Empowering Learning is an integral part of our curriculum at Fiddlers Lane. It involves working on a range of ways to develop and progress 'learning to learn' skills. Over a year each class works on a different area of Empowering Learning, which build on the previous year.

The themes are about pupils being: Team Workers, Reflective Learners, Effective Participators, Independent Enquirers, Resourceful Thinkers and Self Managers.

Certificates are given out weekly, for pupils showing the skills in a half term's theme.

## Unique experiences in year 4 at Fiddlers Lane

Year 4 pupils all have the chance to participate in:

- Virtual reality experience
- Swimming
- Sealife trip (science – habitats/living things)