



NOTTINGHAM BRITISH SCHOOL – CURRICULUM DEVELOPMENT 2019



Year 4

	October Assessment	December Assessment	March Assessment	June Assessment	Age Related Expectation By the end of the year every student will be able to
Reading	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>READ IRON MAN CONTINUE GGR COMPREHENSION</p>	<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>READ HODGEHEG CONTINUE GGR COMPREHENSION</p>	<p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>READ EDWARD TULANE CONTINUE GGR COMPREHENSION</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</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> <p>READ JAMES AND THE GIANT PEACH CONTINUE GGR COMPREHENSION</p>	<p>I can discuss and record words and phrases that writers use to engage and impact on the reader.</p> <p>I can identify some of the literary conventions in different texts.</p> <p>I can identify the (simple) themes in texts.</p> <p>I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>I can explain the meaning of words in context.</p> <p>I can ask relevant questions to improve my understanding of a text.</p>
Writing	<p>use the diagonal and horizontal strokes that are</p>	<p>spell words that are often miss-pelt (English Appendix 1)</p>	<p>place the possessive apostrophe accurately in</p>	<p>write from memory simple sentences, dictated by the</p>	<p>I can compose sentences using a range of sentence</p>



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	<p>needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down- strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones spelling in a dictionary</p> <p><i>Plan their writing by:</i></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>discussing and recording ideas</p> <p>WANTED POSTERS USING DESCRIPTIVES</p>	<p>use the first two or three letters of a word to check its <i>Plan their writing</i></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>discussing and recording ideas</p> <p>STORY SETTINGS DIARY ENTRY NARRATIVE WRITING POETRY (HAIKU, KENNINGS) FICTION WRITING</p>	<p>words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] <i>Draft & write by:</i> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>CHARACTER DESCRIPTIONS STORY MAPS LETTER WRITING (FORMAL AND INFORMAL) DIARY ENTRY LEAFLET BOOK REVIEWS PLAYSCRIPT</p>	<p>teacher, that include words and punctuation taught so far.</p> <p><i>Evaluate & edit by:</i> assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>INSTRUCTIONAL WRITING NON-CHRONOLOGICAL RECOUNT NARRATIVE WRITING</p>	<p>structures. I can orally rehearse a sentence or a sequence of sentences. I can write a narrative with a clear structure, setting and plot. I can improve my writing by changing grammar and vocabulary to improve consistency. I use a range of sentences which have more than one clause. I can use appropriate n</p>
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	<p>MENU WRITING PREDICTIONS RECOUNT BOOK REVIEW</p>				
SPAG	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>ACTIVITIES COMPLETED THROUGH THE THEME OF THE BOOK</p>	<p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>ACTIVITIES COMPLETED THROUGH THE THEME OF THE BOOK</p>	<p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>ACTIVITIES COMPLETED THROUGH THE THEME OF THE BOOK</p>	<p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>ACTIVITIES COMPLETED THROUGH THE THEME OF THE BOOK</p>	<p>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. I can use fronted adverbials. I can use inverted commas and other punctuation to indicate direct speech. I can use apostrophes to mark plural possession. I can use commas after fronted adverbials.</p>
Speaking	<p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>T-P-S SPEAKING IN A ROLE</p>	<p>select and use appropriate registers for effective communication</p> <p>HOT SEAT FREEZE FRAME DEBATES</p>	<p>ROLE PLAY HIGHER ORDER THINKING (BLOOMS TAXONOMY)</p>	<p>I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I can read further exception words, noting the unusual correspondences between spelling and sound.</p>



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	ROLE PLAY HIGHER ORDER THINKING (BLOOMS TAXONOMY)				
Listening	listen and respond appropriately to adults and their peers	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others		I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
Math	<p>Number – Place Value</p> <p>Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)</p> <p>Order and compare numbers beyond 1000</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or</p>	<p>Number – Multiplication and Division</p> <p>Recall and use multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Count in multiples of 6, 7, 9. 25 and 1000</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.</p> <p>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.</p> <p>Recognise and use factor pairs and</p>	<p>Fractions</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including</p>	<p>Time</p> <p>Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Statistics</p> <p>Interpret and present</p>	<p>I can recall all multiplication facts to 12 x 12. I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.</p> <p>I can count backwards through zero to include negative numbers.</p> <p>I can compare numbers with the same number of decimal places up to 2-decimal places.</p> <p>I can recognise and write decimal equivalents of any number of tenths or</p>



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	<p>1000</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Count backwards through zero to include negative numbers.</p> <p>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.</p> <p>Number- Addition and Subtraction</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>commutativity in mental calculations.</p> <p>Multiply two digit and three digit numbers by a one digit number using formal written layout.</p> <p>Measurement- Area</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p>Measurement- Money</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>non-unit fractions where the answer is a whole number.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Decimals</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Convert between different units of</p>	<p>discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p>Geometry: Properties of shape</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple</p>	<p>hundredths.</p> <p>I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction.</p> <p>I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.</p> <p>I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.</p> <p>I can solve two step addition and subtraction problems in context.</p> <p>I can solve problems involving multiplication.</p> <p>I can compare and classify geometrical shapes,</p>
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	<p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p> <p>Measurement: Length and Perimeter</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Convert between different units of measure [for example, kilometre to metre]</p>		<p>measure [for example, kilometre to metre]</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Recognise and write decimal equivalents to 1/4, 1/2 and 3/4</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p>	<p>symmetric figure with respect to a specific line of symmetry.</p> <p>Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down</p>	<p>including quadrilaterals and triangles, based on their properties and sizes.</p> <p>I know that angles are measured in degrees and can identify acute and obtuse angles.</p> <p>I can compare and order angles up to two right angles by size.</p> <p>I can measure and calculate the perimeter of a rectilinear figure in cm and m.</p> <p>I can read, write and convert between analogue and digital 12 and 24 hour times.</p> <p>I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p>
Science	Living Things & Their Habitats.	<p>Animals (including humans)</p> <ul style="list-style-type: none"> Describe the simple functions of 	<p>Electricity</p> <ul style="list-style-type: none"> Identify 	<p>States of Matter</p> <ul style="list-style-type: none"> Compare and 	<p>Observe that some materials change state when they are heated or</p>



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	<ul style="list-style-type: none"> 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. 	<p>the basic parts of the digestive system in humans</p> <ul style="list-style-type: none"> 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. 	<p>common appliances that run on electricity</p> <ul style="list-style-type: none"> 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 	<p>group materials together, according to whether they are solids, liquids or gases</p> <ul style="list-style-type: none"> 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 ($^{\circ}\text{C}$) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some 	<p>cooled, and measure or research the temperature at which this happens in degrees Celsius</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>
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			<p>associate this with whether or not a lamp lights in a simple series circuit</p> <ul style="list-style-type: none">• Recognise some common conductors and insulators, and associate metals with being good conductors	<p>of them with something vibrating</p> <ul style="list-style-type: none">• 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.	
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