

Year 4

English Year 4

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. Aims The overarching aim for English in the Lowca curriculum is to 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.

- The Lowca school curriculum for English aims to ensure that all pupils:
 - read easily, fluently and with good understanding
 - develop the habit of reading widely and often, for both pleasure and information
 - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
 - appreciate our rich and varied literary heritage
 - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language The curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and

contextualised within the reading and writing domains which follow.

Reading The programmes of study for reading at key stages 1 and 2 consist of two dimensions, **word reading and comprehension** (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading, **transcription** (spelling and handwriting) **and composition** (articulating ideas and structuring them in speech and writing). Teaching develops pupils'

competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices - on spelling and on vocabulary, grammar and punctuation - give an overview of the specific features that should be included in teaching the programmes of study. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers. Throughout the programmes of study,

teachers teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. The programmes of study for English are set out year-by-year for key stage 1 and two yearly for key stage 2.. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online. Attainment targets -by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. **Spoken language**

Pupils are taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years. Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes - in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole. Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond. By the beginning of year 3, pupils should be able to read books written at an ageappropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them

to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4. Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils' spelling of common words should be correct, including common exception words and other words that they have

learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme English 34 of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. English 35 Years 3 and 4 programme of study Reading - word reading Statutory requirements Pupils should be taught to: ♣ 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 ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Notes and guidance (non-statutory) At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('teknical') should].

Reading - comprehension Statutory requirements Pupils should be taught to:

- ♣ develop positive attitudes to reading and understanding of what they read by:
- ♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ♣ reading books that are structured in different ways and reading for a range of purposes
- ♣ using dictionaries to check the meaning of words that they have read
- ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- ♣ identifying themes and conventions in a wide range of books

English 36 Statutory requirements

- ♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ♣ discussing words and phrases that capture the reader's interest and imagination
- ♣ recognising some different forms of poetry [for example, free verse, narrative poetry]
- ♣ understand what they read, in books they can read independently, by:
- ♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in

context ♣ asking questions to improve their understanding of a text ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied ♣ identifying main ideas drawn from more than one paragraph and summarising these ♣ identifying how language, structure, and presentation contribute to meaning ♣ 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, taking turns and listening to what others say.

Notes and guidance (non-statutory) The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions). Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.

English 37 Notes and guidance (non-statutory) Pupils should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and

authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this. Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension. In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information. Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.

Writing - transcription

Statutory requirements

Spelling (see English Appendix 1) Pupils should be taught to:

- ♣ use further prefixes and suffixes and understand how to add them (English Appendix 1)
- ♣ spell further homophones
- ♣ spell words that are often misspelt (English Appendix 1)
- ♣ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ♣ use the first two or three letters of a word to check its spelling in a dictionary
- ♣ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

English 38 Notes and guidance (non-statutory) Pupils should learn to spell new words correctly and have plenty of

practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. Statutory requirements

Handwriting Pupils should be taught to: ♣ use the diagonal and horizontal strokes that are 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 downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Notes and guidance (non-statutory) Pupils should be using joined handwriting throughout their independent writing.

Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. English 39 Writing - composition

Statutory requirements Pupils should be taught to: ♣ plan their writing by: ♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ♣ discussing and recording ideas ♣ draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to

grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ 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. Notes and guidance (non-statutory) Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description. Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

English 40 Writing - vocabulary, grammar and punctuation Statutory requirements Pupils should be taught to:

- ♣ develop their understanding of the concepts set out in English Appendix 2 by:
- ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ♣ using the present perfect form of verbs in contrast to the past tense
- ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- ♣ using conjunctions, adverbs and prepositions to express time and cause
- ♣ using fronted adverbials

learning the grammar for years 3 and 4 in English Appendix 2

- ♣ indicate grammatical and other features by:
- ♣ using commas after fronted adverbials
- ♣ indicating possession by using the possessive apostrophe with plural nouns
- ♣ using and punctuating direct speech
- ♣

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Notes and guidance (non-statutory) Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read. At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Adding suffixes beginning with vowel letters to words of more than one syllable If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed. forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation The /ɪ/ sound spelt y elsewhere than at the end of words These words should be learnt as needed. myth, gym, Egypt, pyramid, mystery The /ʌ/ sound spelt ou These words should be learnt as needed. young, touch, double, trouble, country More prefixes Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings. dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. in-: inactive, incorrect English 60 Statutory requirements Rules and guidance (non-statutory) Example words (non-statutory) Before a root word starting with l, in- becomes il. illegal, illegible Before a root word starting with m or p, in- becomes im-. immature, immortal,

impossible, impatient, imperfect Before a root word starting with r, in- becomes ir-. irregular, irrelevant, irresponsible re- means 'again' or 'back'. re-: redo, refresh, return, reappear, redecorate sub- means 'under'. sub-: subdivide, subheading, submarine, submerge inter- means 'between' or 'among'. inter-: interact, intercity, international, interrelated (inter + related) super- means 'above'. super-: supermarket, superman, superstar anti- means 'against'. anti-: antiseptic, anticlockwise, antisocial auto- means 'self' or 'own'. auto-: autobiography, autograph

The suffix -ation The suffix -ation is added to verbs to form nouns. The rules already learnt still apply. information, adoration, sensation, preparation, admiration

The suffix -ly The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words. sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

English 61 Statutory requirements Rules and guidance (non-statutory) Example words (non-statutory) Exceptions: (1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable. happily, angrily (2) If the root word ends with -le, the -le is changed to -ly. gently, simply, humbly, nobly (3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. basically, frantically, dramatically (4) The words truly, duly, wholly.

Words with endings sounding like /ʒə/ or /tʃə/ The ending sounding like /ʒə/ is always spelt -sure. The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. teacher, catcher, richer, stretcher. measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure

Endings which sound like /ʒən/ If the ending sounds like /ʒən/, it is spelt as -sion. division, invasion, confusion, decision, collision, television

The suffix -ous Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root

word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e. poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous

English 62 Statutory requirements Rules and guidance (non-statutory) Example words (non-statutory) Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te. -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se. Exceptions: attend - attention, intend - intention. -cian is used if the root word ends in c or cs. invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician

Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character

Words with the /ʃ/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure

Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) league, tongue, antique, unique

Words with the /s/ sound spelt sc (Latin in origin) In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one - /s/ /k/. science, scene, discipline, fascinate, crescent

Words with the /eɪ/ sound spelt ei, eigh, or ey vein, weigh, eight, neighbour, they, obey

English 63 Statutory requirements Rules and guidance (non-statutory) Example words (non-statutory) Possessive apostrophe with plural words The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (i.e. is an irregular plural - e.g.

children's). girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population) Homophones and near-homophones accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

English 64 Word list - years 3 and 4
accident(ally) actual(ly) address answer appear arrive believe bicycle
breath breathe build busy/business calendar caught centre century
certain circle complete consider continue decide describe different
difficult disappear early earth eight/eighth enough exercise
experience experiment extreme famous favourite February
forward(s) fruit grammar group guard guide heard heart height
history imagine increase important interest island knowledge learn
length library material medicine mention minute natural naughty
notice occasion(ally) often opposite ordinary particular peculiar
perhaps popular position possess(ion) possible potatoes pressure
probably promise purpose quarter question recent regular reign
remember sentence separate special straight strange strength
suppose surprise therefore though/although thought through
various weight woman/women

Notes and guidance (non-statutory)
Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

English 65 Notes and guidance (non-statutory)
Examples: business: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as busy + ness, with the y of busy changed to i according to the rule.
disappear: the root word appear contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix dis- is then simply added to appear. Understanding the relationships

between words can also help with spelling. Examples: ♣ bicycle is cycle (from the Greek for wheel) with bi- (meaning 'two') before it. ♣ medicine is related to medical so the /s/ sound is spelt as c. ♣ opposite is related to oppose, so the schwa sound in opposite is spelt as o.

Grammatical terms-Year 4: Detail of content to be introduced (statutory requirement) Word The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Text Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Punctuation Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials Terminology for pupils determiner pronoun, possessive pronoun adverbial

Mathematics year 4

- Year 4 Number - **number and place value**

Pupils should be taught to

- 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.
- Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice. They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far. They connect estimation and rounding numbers to the use of measuring instruments. Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time.

Number - addition and subtraction

Pupils are taught to:

- 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. Notes and guidance (non-statutory) Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency (see English Appendix 1).
- **Number - multiplication and division**

Pupils are taught to:

- recall multiplication and division facts for multiplication tables up to 12×12
- 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.
- Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency.
- Pupils practise mental methods and extend this to three-digit numbers to derive facts, (for example $600 \div 3 = 200$ can be derived from $2 \times 3 = 6$).

- Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (see Mathematics Appendix 1).
- Pupils write statements about the equality of expressions (for example, use the distributive law $39 \times 7 = 30 \times 7 + 9 \times 7$ and associative law $(2 \times 3) \times 4 = 2 \times (3 \times 4)$). T
- they combine their knowledge of number facts and rules of arithmetic to solve mental and written calculations for example, $2 \times 6 \times 5 = 10 \times 6 = 60$.
- Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or three cakes shared equally between 10 children.

Number – fractions (including decimals)

Pupils are taught to:

- 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.
- connect hundredths to tenths and place value and decimal measure.
- They extend the use of the number line to connect fractions, numbers and measures.
- Pupils understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths.
- Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities.
- Pupils use factors and multiples to recognise equivalent fractions and simplify where appropriate (for example, $\frac{9}{6} = \frac{3}{2}$ or $\frac{4}{1} = \frac{8}{2}$).
- Pupils continue to practise adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole. Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions.
- Pupils' understanding of the number system and decimal place value is extended at this stage to tenths and then hundredths. This includes relating the decimal notation to division of whole number by 10 and later 100.
- They practise counting using simple fractions and decimals, both forwards and backwards. Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same

number of decimal places. They should be able to represent numbers with one or two decimal places in several ways, such as on number lines.

Measurement

Pupils are taught to:

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- 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 Mathematics 124
Statutory requirements
- 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. Notes and guidance (non-statutory) Pupils build on their understanding of place value and decimal notation to record metric measures, including money. They use multiplication to convert from larger to smaller units. Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit. They relate area to arrays and multiplication.

Geometry - properties of shapes

Pupils are taught to:

- 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.
- Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium). Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.
- Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape.

Geometry– position and direction

Pupils taught to:

- 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. Notes and guidance (non-statutory) Pupils draw a pair of axes in one quadrant, with equal scales and integer labels.

They read, write and use pairs of coordinates, for example (2, 5), including using coordinateplotting ICT tools.

Statistics

Pupils are taught to:

- 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.
- Pupils understand and use a greater range of scales in their representations. Pupils begin to relate the graphical representation of data to recording change over time

SCIENCE year4

During years 3 and 4, pupils are taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.
- Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them.
- They start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions;
- recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys.
- They begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.
- They learn how to use new equipment, such as data loggers, appropriately.
- They collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data.
- With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.

- With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.
- They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Pupils are encouraged to use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences. These opportunities for working scientifically should be provided across years 3 and 4 so that the expectations in the programme of study can be met by the end of year 4.

Plants

Pupils are taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- be introduced to the relationship between structure and function: the idea that every part has a job to do.
- explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.

- Pupils are introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.
- comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser;
- discovering how seeds are formed by observing the different stages of plant life cycles over a period of time;
- looking for patterns in the structure of fruits that relate to how the seeds are dispersed.
- observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

Animals, including humans

Pupils are taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.
- work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.

- compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.
- research different food groups and how they keep us healthy and design meals based on what they find out.

Rocks

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.
- Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment.
- Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.
- research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.

- explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.
- raise and answer questions about the way soils are formed.

Light

Pupils are taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.
- explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves.
- think about why it is important to protect their eyes from bright lights.
- look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.
- be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.

- work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Forces and magnets Pupils are taught to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.
- observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing).
- explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).
- work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find

answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

Living things and their habitats

Pupils are taught to:

- 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. Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat.
- identify how the habitat changes throughout the year.
- explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants.

- begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.
- explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.
- work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

Animals, including humans

Pupils learn to:

- 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.
- be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.

- comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them.
- draw and discuss their ideas about the digestive system and compare them with models or images.

States of matter

Pupils are taught to:

- 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 ($^{\circ}\text{C}$)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- Explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container).
- observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.
- grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party).
- research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.
- observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.

Sound

Pupils are taught to:

- 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.
- explore and identify the way sound is made through vibration in a range of different musical instruments from around the world;
- find out how the pitch and volume of sounds can be changed in a variety of ways.
- work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.

Electricity

Children are taught to:

- 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.
- construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.
- draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 5/6.
- use the terms current and voltage, but these should not be introduced or defined formally at this stage.
- taught about precautions for working safely with electricity.
- work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

ART AND DESIGN year 4

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art

and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The Lowca school curriculum for art and design aims to ensure that all pupils;

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Know how to 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]
- about great artists, architects and designers in history

CITIZENSHIP Year 4

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more

mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

Pupils are taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;

- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

Pupils are taught:

- to research, discuss and debate topical issues, problems and events;
- why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;
- to resolve differences by looking at alternatives, making decisions and explaining choices;
- what democracy is, and about the basic institutions that support it locally and nationally;
- to recognise the role of voluntary, community and pressure groups;

- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;
- to explore how the media present information.

Developing a healthy, safer lifestyle

Pupils are taught:

- what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;
- about how the body changes as they approach puberty;
- which commonly available substances and drugs are legal and illegal, their effects and risks;
- to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- school rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people

Pupils are taught:

- that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- to think about the lives of people living in other places and times, and people with different values and customs;
- to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;
- to recognise and challenge stereotypes;
- that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
- where individuals, families and groups can get help and support.

Breadth of opportunities

During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school);
- feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements);

by having opportunities to show what they can do and how much responsibility they can take);

- participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);
- make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities);
- meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers);
- develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters);

consider social and moral dilemmas that they come across in life (for example,

- encouraging respect and understanding between different races and dealing with harassment);
- find information and advice (for example, through helplines; by understanding about welfare systems in society);
- prepare for change (for example, transferring to secondary school.)

COMPUTING year 4

Pupils are taught to:

- 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.

DESIGN TECHNOLOGY year 4

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject

knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

- The Lowca school curriculum for design and technology gives all its pupils opportunities to: develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

GEOGRAPHY year 4

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip

pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The Lowca school curriculum for geography gives all pupils opportunities to:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to; collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. Also interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). In addition communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Key stage 2 Pupils extend their knowledge and understanding beyond the local area to include the United Kingdom and

Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils are taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), 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)
- Place knowledge
- 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 Human and physical geography

- describe and 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

Geographical skills and fieldwork

- 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 (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

HISTORY year 4

Lowca school curriculum for history aims to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to

know more about the past. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Pupils are taught to

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- 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.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
- about changes in Britain from the Stone Age to the Iron Age
- late Neolithic hunter-gatherers and early farmers when studying the food and farming topic, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge

- Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain
- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall ♣
- British resistance, for example, Boudica ♣
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots
- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion - Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

a local history study a depth study linked to one of the British areas of study listed above looking at iron age

settlements at Ennerdale and Bassenthwaite fort, linked with National trust field trips.

Lowca village Roman fort, Moresby hall, Steam engine foundry, Coal mining disaster, World war 1 submarine strike, Sellafield nuclear energy plant, covering invasion and defence, royalists verses parliamentarians, industrial revolution, development of railways, changes in working conditions and trade unions, world war I and how battle sites expanded from the battle field to include civilians, move away from coal to greener energy and social and environmental conflicts which is study over time tracing how several aspects of national history are reflected in the locality (going beyond 1066) and the study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality and a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Example - the changing power of monarchs using case studies such as Elizabeth I and Mary Queen of Scots, Charles I and Oliver Cromwell and Victoria

changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of:

- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study AD 900; Mayan civilization

MUSIC year 4

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they are helped to develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The Lowca school curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Pupils are taught to sing and play musically with increasing confidence and control.

- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- 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.

PE Year 4

Lowca school curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The Lowca school curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

- continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

They are taught to;

- 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.

Physical education - key stage 2 Swimming and water safety We provide swimming instruction either in key stage 2 through the Allerdale swimming tutors where pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

