Writing

Transcription

Use of prefixes, suffixes and how to use them, homophones, spell words often mis-spelt, use first 2 or 3 letters to check spelling in dictionary, write simples sentences from memory, dictated by teacher (including words and punctuation taught)

Handwriting

Diagonal and horizontal strokes to join letters and to know which letters are best left un-joint, increase legibility, consistency and quality of handwriting.

Composition

Plan writing (structure, grammar and vocab), *draft writing* (composing and rehearsing sentence orally, building vocab, range of sentence structures, narratives—setting, characters and plot, non-narrative—organisational devices, such as heading and sub heading), *evaluate and edit* (assess effectiveness, suggest improvements, change grammar /vocab), *proof read for spelling and punctuation errors*, *read aloud own writing* (looking at tone, control, volume).

Grammar and punctuation

Wider range of conjunctions, mark time and cause (using verbs, conjunctions, adverbs and prepositions), nouns and pronouns (for clarity, cohesion, ambiguity and repetition), fronted adverbials, commas for fronted adverbials, possession using the possessive apostrophe, punctuating direct speech.

Reading

Word reading

root words, prefixes, suffixes, read aloud and understand meaning of new words, exception words (noting unusual correspondences between spelling and sound).

Comprehension

listening and discussing a wide range of:

Fiction, poetry, plays, non-fiction, reference books or textbooks, different structured books, range of purposes, use dictionaries to check meaning, increase familiarity (fairy stories, myths, legends—retelling orally), identify themes and conventions, preparing poems and play scripts to read out loud and perform (intonation, tone, volume, action), discuss words/phrases that capture readers interest or imagination, recognise different forms of poetry.

Understands and read independently by:

Checking text makes sense, discussing understanding and explain meaning, ask questions to improve understanding, draw inferences (characters feeling, thoughts, motives), justify inference with evidence predicting what might happen from details implied, identify main ideas from more than 1 paragraph, identify how language, structure presentation adds to meaning.

Retrieve and record info from non fiction.

Participate in discussion about books read to them and those they can read for themselves, taking turns and listening to what others say.

Grammar

- Range of sentences with more than 1 conjunctions (connectives—when, if because, although).
- Mark relationships by using perfect form of verbs e.g. using have, had or will.
- Choose nouns or pronouns without repetition.
- Use conjunctions, adverbs and prepositions to express time and cause, use adverbs at the start of a sentence (fronted adverbials) with commas, punctuate direct speech and use apostrophise to indicate possessions.
- Adding suffixes beginning with vowels letters to words of more than 1 syllable.
- The sound spelt y elsewhere than at the end of the words.
- The sound spelt ou.
- More prefixes.
- The suffix –ation, -ly, -ous, words with ending sounding like –sure and –ture.
- Endings which soun like –sion, –tion, -sion, -ssion, -cian.
- Words with a ch (Greek origin e.g. echo, character), words with a ch (French origin e.g. chef, brochure), words ending with –gue (French origin e.g. league, tongue), words with sc (Latin origin e.g. science, discipline)
- Words with ei, eigh or ey
- Homophones or near-homophones

Yr 3 & 4 Literacy

Spoken Language

Listen and respond appropriately to adults and their peers

Ask relevant questions to extend their understanding and build vocabulary and knowledge

Articulate and justify answers, arguments and opinions

Give well-structured descriptions and explanations

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 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.

Vocabulary, punctuation and Grammar

Word

The grammatical difference between plural and possessive –s

Standard English forms for verb inflections instead of local spoken forms.

Sentence

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

Fronted adverbials (e.g. Later that day…)

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 e.g. a commas after reporting clause; end punctuation within inverted commas

Apostrophes to mark singular and plural possession

Use of commas after fronted adverbials

Terminology

Determiner, pronoun, possessive, pronoun, adverbial

Word list

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

Yr 3 & 4 Literacy

Number: place value and rounding

Count from 0 in multiples of 6, 7, 9, 25 and 100.

Find 1000 more or less than a given number.

Count backwards through zero to include negative numbers.

Recognise place value of each digit in a 4 digit number

Compare and order numbers to 1000

Identify, represent and estimate numbers using different representations.

Round any number to the nearest 10, 100 or 1000.

Solve number problems and practical problems involving these ideas.

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.

Measurement

Convert between different units of measure (e.g. km—m, hr—min)

Measure and calculate the perimeter of a rectilinear figure (a irregular shape with right angles) in cm and m.

Estimate, compare and calculate different measures, including money in £ and p.

Read, write and convert time between analogue and digital 12 and 24 hr clocks.

Solve problems involving converting from hrs to mins, min to sec; yr to

Position and direction

Describe positions on a 2-D grid as coordinates in the first quadrant.

Describe movement between n 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.

Yr 4 Mathematics

Addition and subtraction

Add and subtract TH H T U numbers using column strategies.

Estimate and use inverse operations to check answers to a calculation.

Solve addition and subtraction 2 step problems in contract, deciding which operations and methods to use and why.

Geometry: properties of shapes

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 2 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.

Statistics: handling data

Interpret and present discrete and continuous data using bar chart and time graphs.

Solve comparison, sum and difference problems using info presented in bar charts, pictograms, tables and other graphs.

Multiplication and division

Recall and use multiplication and division facts for multiplication Tables up to 12 x 12.

Use place value, known and derived facts to multiply and divide mentally (i.e. x 1, 0, 10, 5)

Recognise and use factor pairs (2 number that x together to make a number) and commutatively (doesn't matter which way round numbers r when x) in mental calculations.

Multiply TU x U and HTU x U using written methods (column and grid).

Solve problems involving multiplying and addition.

Solve problems (including missing number) involving x and ÷, include

Fractions: including decimals

Recognise and show using diagrams equivalent fractions.

Count up and down in 100th understanding that this happens when dividing by 100.

Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions (numerator has a number greater than 1) where the answer is a whole number.

Add and subtract fractions with the same denominator.

Recognise and write decimal equivalents of any number of 10th or 100th.

Recognise and write decimals equivalents to 1/4, 1/2, 3/4.

Divide numbers by 10 or 100 and give the answer as a decimal.

Round decimals with 1 dp to the nearest whole number.

Compare numbers with the same number of dp up to 2 dp.

Solve simple measure and money problems involving fractions and decimals to 2 dp.

Yr 4 Science

All living things

Identify and name a variety of living things in the local and wider environment, using classification keys to assign them to groups.

Recognise that environments can change and that this can sometimes pose danger to living things.

Animals, including humans

Describe the simple functions of the basic part 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.

Electricity

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 ciruit, based on whether or not the lamp is part of a complete loop with a battery.

Recognise that a switch open and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

Recognise some common conductors and insuatlors, and associate metals with being good conductors.

State of matter

Compare & 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 °C.

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperatures.

Sound

Identify how sounds are made, associating some of them with something vibrating.

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.

Working scientifically

Ask relevant questions using different types of scientific enquires to answer them.

Setting up simple practical enquiries, comparative and fair tests.

Making systematic and careful observations taking accurate measurements using standard units and a rang of equipment.

Gathering, recording, classifying and presenting data in a variety or ways to help answer a questions.

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Reporting findings from enquiries, including oral and written explanations, displaying or presentations of results and conclusions.

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Identify difference, similarities or changes related to simple scientific ideas and processes.

Using straightforward scientific evidence to answer questions to support their findings.

KS2 curriculum

Computing

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 programmes; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms (step by step procedure) 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.

Use technology safely, respectfully and responsibly; know a ranges of ways to report concerns and inappropriate behaviour.

Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish give goals, including collecting, analysing, evaluating and presenting data and information.

Foreign Languages

Listens to spoken and show understanding by joining in and responding.

Explore patterns in sound in songs, rhymes, link spelling and meaning.

Engage in conversations, asks and answer questions, express opinions and respond to those of others.

Speaks in sentences, using familiar vocabulary, phrases and basic language structures.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud.

Present ideas and information orally, read carefully and show understanding of words, phrases and simple

Read carefully and show understanding of words, phrases and simple writing.

Appreciate stories, songs, poems and rhymes in the language.

Broaden vocabulary and develop their ability to understand new words that are introduced into familiar written material.

Use dictionaries and write phrases from memory.

Describe people, places, things and actions orally.

Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these and how these differ from or are similar to English.

P.E.

Use skills in difference ways and to link them to make actions and sequences of movement,

Communicate, collaborate and compete 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.

Use running, jumping, catching and throwing in isolation and in combination.

Play competitive games and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance.

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 to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in KS1 or KS2

Swim competently, confidently and proficiently over a distance of at least 25m.

Use a range of strokes effectively

Perform safe self-rescue in different water-based situations.

KS2 curriculum

D&T

Through a variety of creative and practical activities, knowledge, understanding and skills need to be taught in an interactive process of designing and making.

Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

Generate, develop, model and communicate their ides through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided-designs.

Make

Select from and use a wide range of tools and equipment to perform practical task.

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of other to improve their work.

Understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Understand and use mechanical and electronically systems in their products.

Apply their understanding of computing to programme, monitor and control their products.

Art and Design

Develop techniques (control, use of materials) with creativity, experimentation, increasing awareness of different kinds of art, craft and design.

To create sketch books to record their observations and use them to review and revisit ideas, and collect visual material to help them to develop their ideas.

To improve their mastery of techniques, such as drawing, painting and sculpture with materials.

Taught about the greatest artists, architects and designers in history.

Cooking and nutrition

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.

NB: a focus on pupils feeding themselves and other affordably and well, now and in later life.

Music

Sing, play musically with increasing confidence and control.

Develop 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 vice and playing musical instruments with increasing accuracy, control and expression.

Improvise and compose music using the inter-related dimensions of music separately and in combination.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand the basics of staff and other musical notations.

Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great musicians and composers

Develop an understanding of history of music.

KS2 curriculum

Geography

Extend knowledge and understanding beyond the local area to include the UK, Europe, North and South America (including the locations and characteristics if a range of the world's most significant human and psychical features).

Location Knowledge

Locate the worlds countries, using maps to focus on Europe (including location of Russia) and N and S America, concentrating on their environmental regions, key physical and human characteristics, counties and major cities.

Name and locate counties and cites of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Identify the position and significance of latitude, longitude, Equator, N Hemisphere, S Hemisphere, the tropics of Cancer and Capricorn Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.

Place Knowledge

Understand geographical similarities and differences thought the study of human and physical geography of a region of the UK, a region in a European country, and a region within N or S America.

Human and Physical Geography

Describe and understand key aspects of physical geography *(climate zones, biomes and vegetation belts, rives, mountains, volcanoes and earthquakes and the water cycle)* and human geography *(types of settlement and land use, economic activity including trade links, distribution of natural resources such as 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 8 point compass, 4 and 6figure grid references, symbols and key to build their knowledge of the UK and wider world.

Use fieldwork to observe, measure and record the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs and digital technology.

History

Develop a chronological 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 and that different versions of past events may exist, giving some reason of this.

Taught about:

Changes in Britain from Stone Age to Iron Age;

The Roman Empire and its impact on Britain;

Britain's settlement by Anglo-Saxons and Scots;

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;

A local history study;

A study of an aspect of theme in British history that extends pupils chronological knowledge beyond 1066;

The achievement of the earliest civilizations;

Ancient Greece;

A non-European society that provides contrasts with British history.