

WHAT TO EXPECT IN YEAR 4



Ash Grange
Nursery &
Primary School.



Year 4

Ash Grange
Nursery and
Primary School



Class Teacher
Miss Mole



Learning Assistant
Monday & Tuesday afternoon
Wednesday - Friday
Mrs Newcombe



Learning Assistant
Monday & Tuesday
mornings
Mrs Anderson



Mr Mayne
TWA Leader
Tues

READING BY YEAR GROUP

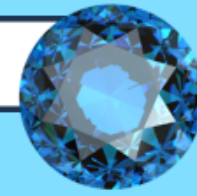


Certificate Number	Colour on the side of the book	School Year Expectation
1	Pink	Autumn - Reception
2	Red	Spring - Reception
3	Yellow	Summer - Reception
4	Blue	Autumn - Year 1
5	Green	Spring - Year 1
6	Orange	Summer - Year 1
7	Turquoise	Autumn - Year 2
8	Purple	Spring - Year 2
9	Gold	Summer - Year 2
10	White	Autumn - Year 3
11	Lime	Spring - Year 3
12	Brown	Summer - Year 3
When a child reaches this level they are assessed by Mrs Curtis/Mrs Rumsby to see if they are ready to go Over the Rainbow , onto the higher stages of reading.		
13	Topaz	Autumn - Year 4
14	Ruby	Spring - Year 4
15	Emerald	Summer - Year 4
16	Sapphire	Autumn - Year 5
17	Diamond	Spring - Year 5
18	Pearl	Summer - Year 5
19	Moonstone	Autumn - Year 6
20	Amethyst	Spring - Year 6
21	Over the Moon	Summer Year 6+

YEAR 4 READING CERTIFICATES

Name:

Date started:



I am now learning to read topaz books (Autumn Year 4):

Read fluently at 95% accuracy with expression, flow and pace.

Make predictions drawing upon own knowledge/experience or from other texts

Begin to use a thesaurus to support word choices

Infer a character's feelings, thoughts and motives from their actions

Recognise the genre specific language at the start of the text to predict the next part

Summarise in one sentence, orally and in writing, the main point from a paragraph

Compare and contrast the settings of stories

Name:

I am now learning to read ruby books (Autumn Year 4):

Read fluently at 95% accuracy with expression, flow and pace.

GR / I / 1:1 / Ass GR / I

Skim and scan to identify specific words and then generate antonyms

GR / I / 1:1 / Ass GR / I

Use a thesaurus to support word choices

GR / I / 1:1 / Ass GR / I

Infer a character's feelings, thoughts and motives from their actions with direct evidence from the text

GR / I / 1:1 / Ass GR / I

Recognise the genre specific language in the middle of the text to predict the ending

GR / I / 1:1 / Ass GR / I

Summarise orally and in writing the main points from two paragraphs

GR / I / 1:1 / Ass GR / I

Compare and contrast the plots of stories

GR / I / 1:1 / Ass GR / I

Name:

Date started:



I am now learning to read emerald books (Summer Year 4):

Read fluently at 95% accuracy with expression, flow and pace.

GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass

Skim and scan to identify specific words and then generate synonyms and antonyms

GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass

Use thesaurus to expand word choices

GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass

Infer characters' feelings, thoughts and motives from their actions at different points in a text

GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass

Recognise the genre specific language in the middle of the text

GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass

Suggest an alternative ending compared to the original

GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass

Summarise orally and in writing the main points from a chapter

GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass

Compare and contrast the themes of stories

GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass GR / I / 1:1 / Ass

WRITING PRIORITY ELEMENTS

WORKING TOWARDS THE EXPECTED STANDARD (WTS)			
Can write narrative with a clear beginning, middle and end.			
Use simple organisational devices e.g. headings and subheadings			
Correctly spell some words from the Y3/Y4 spelling list			
Can use verb tenses consistently and accurately			
Use punctuation mostly correctly	Uses capital letters for proper nouns and sentences.		
	Full stops used to demarcate most sentences.		
	Use an apostrophe for singular possession		
	Use an apostrophe for contractions.		
	Commas for a list		
Can indicate paragraph breaks for changes of time or place.			

WORKING AT THE EXPECTED STANDARD				
Can write a clear story structure with build-up and climax.				
	Can use organisational devices confidently e.g. headings and subheadings, bullet points, introductory phrases.			
	Use features from the given genre to achieve purpose.			
	Use simple, compound and complex sentences.			
	Correctly spell most words from the Y3/Y4 spelling list			
Use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to each other are best left <u>unjoined</u> .				
	Within sentences, subjects and verbs agree, e.g. 'We were playing' rather than 'We was playing'			
	Paragraphs have relevant openings			
	Connect ideas using:	Co-ordinating conjunctions		
		Subordinating conjunctions		
Adverbial phrases				
Prepositional phrases				
Use the range of punctuation taught at key stage 2 mostly correctly				
	Basic punctuation is consistently in place.			
	Beginning to use commas after fronted adverbials.			
	Use an apostrophe for plural possession			
	Inverted commas are nearly always in the correct place for simple speech			
Is beginning to develop characterisation through describing how characters look, react, talk or behave.				
	Uses a thesaurus to build a rich vocabulary			
	Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition			
	Use speech to help tell the narrative.			
	Can proofread for spelling errors or missing punctuation			

WORKING AT GREATER DEPTH			
Prefixes are used correctly to form words e.g. il, jr, re, sub, inter, anti, auto			
Suffixes are used correctly to form words e.g. -ly, -ation, -ous			
Uses similes to describe characters and settings.			
Use a wide range of conjunctions to extend sentences.			
Use adverbials in different positions in the sentence.			
Can propose changes to grammar and vocabulary to improve consistency and quality			
Starting to use commas to separate clauses			



WRITING GENRES BY TERM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genres	Fantasy story Explanation Humorous poetry	Instructions Legends Speeches	Diaries Fantasy Stories Haiku Poems	Biography Dilemma Narrative Narrative Poetry	Legends Recount	Narrative - for silent movie Chronological report- music through the decades Poetry- onomatopoeia



MATHS (AUTUMN)

- Count on and back - Partition - Counting up -

YEAR 4 – AUTUMN TERM

Multiplication facts - Distributive law

123

Number: Place Value

- Represent numbers to 1,000
- Partition numbers to 1,000
- Number line to 1,000
- Thousands
- Represent numbers to 10,000
- Partition numbers to 10,000
- Flexible partitioning of numbers to 10,000
- Find 1, 10, 100, 1,000 more or less
- Number line to 10,000
- Estimate on a number to line + 10,000
- Compare numbers to 10,000
- Order numbers to 10,000
- Roman Numerals
- Round to the nearest 10, 100, 1,000
- Round to the nearest 10,000 or 1,000




123

Number: Addition and Subtraction

- Add and subtract 1s, 10s, 100s and 1,000s
- Add two 4 digit numbers (with no exchange, one exchange and more than one exchange)
- Subtract two 4 digit numbers (with no exchange, one exchange and more than one exchange)
- Efficient subtraction
- Estimate answers
- Checking strategies





Measurement: Area

- What is area?
- Count squares
- Make shapes
- Compare areas



123

Number: Multiplication and Division

- Multiples of 3	- Multiply and divide by 7
- Multiply and divide by 6	- 7 times-table and division facts
- 6 times-table and division facts	- 11 times-table and division facts
- Multiply and divide by 9	- 12 times-table and division facts
- 9 times-table and division facts	- Multiply by 1 and 0
- The 3, 6 and 9 times-tables	- Divide by 1 and itself
	- Multiply three numbers

Double and adjust - Related calculations -

- Partition and re-combine - Moving digits -

MATHS (SPRING)


- Count on and back - Partition - Counting up -

YEAR 4 – SPRING TERM

Multiplication facts - Distributive law

123 Number: Multiplication and Division

- Factor pairs
- Use factor pairs
- Multiply by 10 and 100
- Divide by 10 and 100
- Related facts - multiplication and division
- Informal written methods for multiplication
- Multiply a 2-digit number by a 1-digit number
- Multiply a 3-digit number by a 1-digit number
- Divide a 2-digit number by a 1-digit number
- Divide a 3-digit number by a 1-digit number
- Correspondence problems
- Efficient multiplication

 Measurement: Length and Perimeter

- Measure in kilometres and metres
- Equivalent lengths (km and m)
- Perimeter on a grid
- Perimeter of a rectangle
- Perimeter of rectilinear shapes
- Find missing lengths in rectilinear shapes
- Calculate the perimeter of rectilinear shapes
- Perimeter of regular polygons

123 Number: Decimals

- Tenths as fractions
- Tenths as decimals
- Tenths on a place value chart
- Tenths on a number line
- Divide a 1-digit number by 10
- Divide a 2-digit by 10
- Hundredths as fractions
- Hundredths as decimals
- Hundredths on a place value chart
- Divide a 1- or 2-digit number by 100

123 Number: Fractions

- Understand the whole
- Count beyond 1
- Partition a mixed number
- Number lines with mixed numbers
- Compare and order mixed numbers
- Understand improper fractions
- Convert mixed numbers to improper fractions
- Convert improper fractions to mixed numbers
- Equivalent fractions on a number line
- Equivalent fraction families
- Add two or more fractions
- Add fractions and mixed numbers
- Subtract two fractions
- Subtract from whole amounts
- Subtract from mixed numbers

Double and adjust - Related calculations -

- Partition and re-combine - Moving digits -

MATHS (SUMMER)

- Count on and back - Partition - Counting up -

YEAR 4 – SUMMER TERM

Multiplication facts - Distributive law

123 Number: Decimals

- Make a whole with tenths
- Make a whole with hundredths
- Partition decimals
- Flexibly partition decimals
- Compare decimals
- Order decimals
- Round to the nearest whole number

Measurement: Money

- Write money using decimals
- Convert pounds and pence
- Compare amounts of money
- Estimate with money
- Calculate with money
- Solve problems with money

Measurement: Time

- Years, months, weeks and days
- Hours, minutes and seconds
- Convert between analogue and digital times
- Convert to the 24 hour clock
- Convert from the 24 hour clock

Statistics

- Interpret charts
- Comparison, sum and difference
- Interpret line graphs
- Draw line graphs

Geometry: Properties of Shape

- Understand angles as turns
- Identify angles
- Compare and order angles
- Triangles
- Quadrilaterals
- Polygons
- Lines of symmetry
- Complete a symmetric figure

Geometry: Position and Direction

- Describe position using coordinates
- Plot coordinates
- Draw 2-D shapes on a grid
- Translate on a grid
- Describe translations on a grid

Double and adjust - Related calculations -

- Partition and re-combine - Moving digits -

TIMES TABLES

By the end of Y4,
children should
know
multiplication and
division facts up
to 12×12 .

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Count in steps of 2, 3, 5, 10 Double and halve	Multiplication and division facts for 2 and 10	Multiplication and division facts for 5	Multiplication and division facts for 5	Mixed practice multiplication and division facts for 2, 5, 10	Summer 1A
			1×5 4×5 2×5 5×5 3×5 6×5	7×5 10×5 8×5 11×5 9×5 12×5		7×3 10×3 8×3 11×3 9×3 12×3
Year 3	Multiplication and division facts	Multiplication and division facts	Multiplication and division facts	Multiplication and division facts	Mixed practice multiplication and division facts for:	Summer 1B
						1×3 4×3 2×3 5×3 3×3 6×3
Year 3	1×4 4×4 2×4 5×4 3×4 6×4	7×4 10×4 8×4 11×4 9×4 12×4	1×8 4×8 2×8 5×8 3×8 6×8	7×8 10×8 8×8 11×8 9×8 12×8	2 3 5 4 10 8	Summer 2A
						1×6 4×6 2×6 5×6 3×6 6×6
						Summer 2B
						7×6 10×6 8×6 11×6 9×6 12×6

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Multiplication and division facts	Multiplication and division facts	Multiplication and division facts	Multiplication and division facts	Mixed practice multiplication and division facts for up to 12×12	Mixed practice multiplication and division facts for up to 12×12
	Autumn 1A	Autumn 2A	Spring 1A	Spring 2A		
	1×9 4×9 2×9 5×9 3×9 6×9	1×7 4×7 2×7 5×7 3×7 6×7	1×12 4×12 2×12 5×12 3×12 6×12	1×11 4×11 2×11 5×11 3×11 6×11		
	Autumn 1B	Autumn 2B	Spring 1B	Spring 2B		
	7×9 10×9 8×9 11×9 9×9 12×9	7×7 10×7 8×7 11×7 9×7 12×7	7×12 10×12 8×12 11×12 9×12 12×12	7×11 10×11 8×11 11×11 9×11 12×11		

DfE Multiplication Tables Check

MULTIPLICATION CHECK

All children in Year 4 take part in a statutory multiplication check.

It assesses whether children know their times tables up to 12×12 as these facts are essential for wider success in mathematics.

- Online assessment taken in school
- Must be completed between Monday 1st June and Friday 12th June
- 25 questions, with up to 6 seconds per question
- Results shared with school
- No 'pass mark'

Times Tables Rockstars is great for practice. The 'Soundcheck' game mirrors the conditions of the check.





ART CERTIFICATE



3D Sculpture (Spr 2) Blue Abyss: Papier mache sea creatures. Artist: David De Young		
	To make a 3D sea creature sculpture I need to: Take inspiration from an artist.	
	Make a base shape with papier mache.	
	Add extra features and textures to add shape.	
	Combine shapes to make an animal shape.	
	Mix colours to paint a sea creature.	

This is my 2nd Sculpture unit.

Painting (Sum 2) Playlist: Acrylic painting. Painting a CD. Artist: April Rimpo, Randy Honerlah.		
	To paint using acrylic I will Be inspired by an artist.	
	Form primary, secondary and tertiary colours.	
	Create effects with acrylic such as layering, using a sponge, mixing and use of water.	
	Add materials to create textures.	

This is my 4th painting unit.

Drawing (Aut 2) sam warrior Portraits Artist: Leonardo Di Vinci		
	To sketch a portrait I need to: Be inspired by an artist.	
	Draw a face using the correct proportions and position.	
	Create shapes with different techniques.	
	Create different form and textures.	

This is my 3rd Drawing unit.

My steps to being a great artist.	
 inspired	1. I will be inspired by an artist.
 skills	2. I will show my skills that I already know.
 improve	3. I will improve and learn some new techniques. (Know, Use, Apply)
 create	4. I will create and improve my art piece.
 evaluate	5. I will evaluate my art and share what I can do now and what I would like to learn next.

COMPUTING CERTIFICATE



Computing Champion Year 4



I can use the
5 Cs



Communicate:
Find and share
information
online.



Create:
Create digital
projects.



Careful:

Keep myself and
others safe
online.



Code:

Give instructions
using buttons and
blocks.



Computers:

Explain and use the
networks and
systems on devices.

Communicate	How can a computing device help me log data? (Summer 2)
	<ul style="list-style-type: none"> I can explain what data can be collected using sensors I can capture data using a data logger
Create	How can I improve photographs through editing? (Spring 2) How can I use a computer to create music? (Summer 2)
	<ul style="list-style-type: none"> I can crop and rotate images I can use colour effects on a photograph I can add and remove elements using cloning I can combine images for a given purpose I can identify the input and output devices used to record and play sound I can use a computer to record audio I can explain how sounds can be combined to make a podcast more engaging I can edit a sound recording I can export an audio file
Code	How can I use logo coding to create shapes? (Autumn 2) How can I use loops to create a game? (Summer 1)
	<ul style="list-style-type: none"> I can program a computer by typing commands I can explain the effect of changing a value of a command I can use repetition and loop to create shapes and patterns I can choose when to use a count-controlled and an infinite loop I can debug errors in my code I can use repeated sequences to create a game
Computers	What is the World Wide Web? (Autumn 1)
	<ul style="list-style-type: none"> I can understand that the internet is a network of network I can explain what the World Wide Web is I can explain what I can access and share on the internet
Careful	<ul style="list-style-type: none"> I can explain why networks must be protected I can suggest who owns the content on a website I can explain some information may not be honest, accurate or legal

DT CERTIFICATE








DT STAR Year 4

I can make a prototype

Plan, do, review mine and other's DT

Practise and improve my cooking skills and knowledge

Practise and improve my DT skills and knowledge

Area	I am learning to...
Design 	<ul style="list-style-type: none"> • Research different designs • Make a realistic step by step plan for my design • Choose from selection of materials • Analyse which tool to use
Make 	<ul style="list-style-type: none"> • Selecting method to join materials • Use simple pattern to create life-size item of clothing • Batik fabric • Cut internal shapes • Use a glue gun (1-1) • Use a hand drill
Evaluate 	<ul style="list-style-type: none"> • Describe how the product could be made stronger or more sustainable. • Say what has worked well and what could be improved using research.
Technical Knowledge 	<ul style="list-style-type: none"> • Use pulleys, levers, linkages, motors • Use DT vocabulary: reinforce, substances, characteristics, sustainable, kneading.
Food 	<ul style="list-style-type: none"> • Measure and weigh ingredients accurately. • Kneading • Explain healthy eating choices • Say how foods are preserved or made more appealing.

I will build these structures:
Bivvy/mountain rescue shelters(Spr 1)



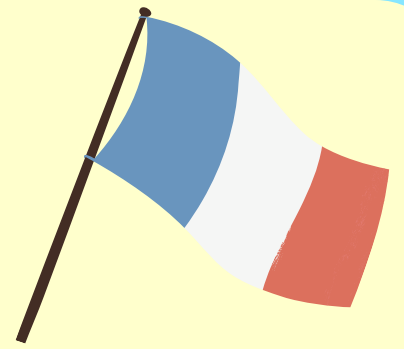
I will make these mechanism:
Defence or attack device (Sum 1)



I will make:
A healthy stir-fry (Aut 1)



FRENCH CERTIFICATE



Autumn 1 Aller à l'école - Going to school

- I can tell how I go to school.
- I can name items I need in the classroom.
- I can ask someone to borrow a pen in French.



Autumn 2 Les matières à l'école - School subjects

- I can name the subjects I learn about in school.
- I can tell if I like or don't like a subject (2).
- I can tell which subject is my favourite (2).



100

Spring 1 Miam miam - Food (2)

- I can name different fruit items in French.
- I can order food in the lunch hall.
- I know the names of different fruits in French.

FRANÇAIS

Y4



Spring 2 La météo - French weather

- I know how to tell the weather in French.
- I can ask about the weather in French.
- I know the name of the seasons in French.



Summer 1 Les sports et loisirs - Sports and hobbies

- I can name different sports in French.
- I can name different hobbies in French.
- I can tell what I like and don't like to do (3).



Summer 2 Les animaux de compagnie - Pets

- I can name common pets in French.
- I can tell if I have a pet or not.
- I can ask someone if they have pets.



GEOGRAPHY CERTIFICATE

Place (4)/Fieldwork (6) - Sum 1 (WINCHESTER)

- What are the 4 main types of settlements?
- What type of settlement is Winchester?
- Ash?
- How is land used in Winchester and Ash?
- How is Ash different from Winchester?
- How has Winchester changed over time?

Compare(6) - Spr 1 (MOUNT EVEREST AND SCAPELL PIKE)

- What are the world's 4 major mountain ranges?
- How do we show mountain ranges on a map?
- Where is Mount Everest?
- Where is Scafell Pike?
- How are mountains formed?
- How do humans use Scafell Pike and Mount Everest?
- What is the impact of tourism on mountains?
- How can we manage these impacts?

Compare (5) - Aut 2 (ROME AND LONDON)

- Where are Rome and London?
- What kinds of settlements are London and Rome?
- What and where are the Tropics of Cancer and Capricorn?
- What items and countries did Ancient Rome and Londinium trade with?
- What is a supply chain?
- What items and countries do Rome and London trade with today?
- How has trade changed over time?
- When you compare human and physical features of London and Rome, what is similar and what is different?

GEOGRAPHY

Y4

Compare geography in different locations

Make maps and use symbols in a key

Use maps, globes, photos, plans and charts with grid references

Ask and answer questions using geographical words and knowledge

Learn how humans affect the world

Use the 8 points of a compass

HISTORY CERTIFICATE



Y4



Finding out about the past

Ordering by date

Special people from the past

Special objects from the past

Autumn 2-Roman Empire - Place 5th

Chronology - BC/AD

Leader: Caesar (invasion of Britain)

Daily Life: Life of a soldier, Life in Roman Britain (roads, baths and other Roman inventions)

Important People: Boudicca



Comparing

Important events from the past

Summer 1-Anglo Saxons and Vikings - Event 3rd

Chronology - Millenia/Eras

Leader: Edward the Confessor

Daily Life: Homes and settlements (What homes made from, how children helped the family)

Important People: Alfred the Great



Reason why events happened

Summer 2- The History of Music - Event 4th

Chronology: Decades

Monarch: Queen Elizabeth II

Daily Life: Clothing, technology

Important People: The Beatles, Elvis, Bob Marley (many)



MUSIC CERTIFICATE

Year 4 Musical Maestro

Musicianship- Understanding Music

- I can use body percussion, instruments and voices.
- I can find and keep a steady beat in time signatures of: 2/4, 3/4 and 4/4.
- I can listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.
- I can copy back melodic patterns

Singing

- I can sing with fluency and accuracy of pitch.
- I can maintain my own part when singing rounds, canons and part songs.

Listening

- I can comment on likes and dislikes of music I hear using musical vocabulary.
- I can comment on music I hear using the terms duration, timbre, pitch, beat, tempo and texture.
- I can listen to more complex melodic and rhythmic patterns and accurately play or sing them back.

Creating- Improvising and Composing

- I can compose music to a given stimulus (e.g. to represent the weather or animals).
- I can confidently improvise melodic and rhythmic patterns using my voice.
- I can confidently improvise melodic and rhythmic patterns using instruments.

Notation

- I can accurately name and use the notes on a treble staff.
- I can recognise and name the treble clef and time signature.
- I can explain that the time signature dictates how many beats in a bar there are.
- I can accurately give note names for crotchet, quavers, minims, dotted minims and semibreves and know the value of each.
- I can invent simple rhythms that may repeat (ostinatos).
- With support, I can notate simple rhythms that repeat using standard notation.

Playing Instruments and Performing

- I can play and perform using a range of tuned and untuned percussion from staff notation where appropriate.
- I can perform with the audience in mind.
- I can play the ocarina (Year 3)
- I can play the glockenspiel (Year 4)

The 7 Musical Elements

Pitch

Duration

Dynamics

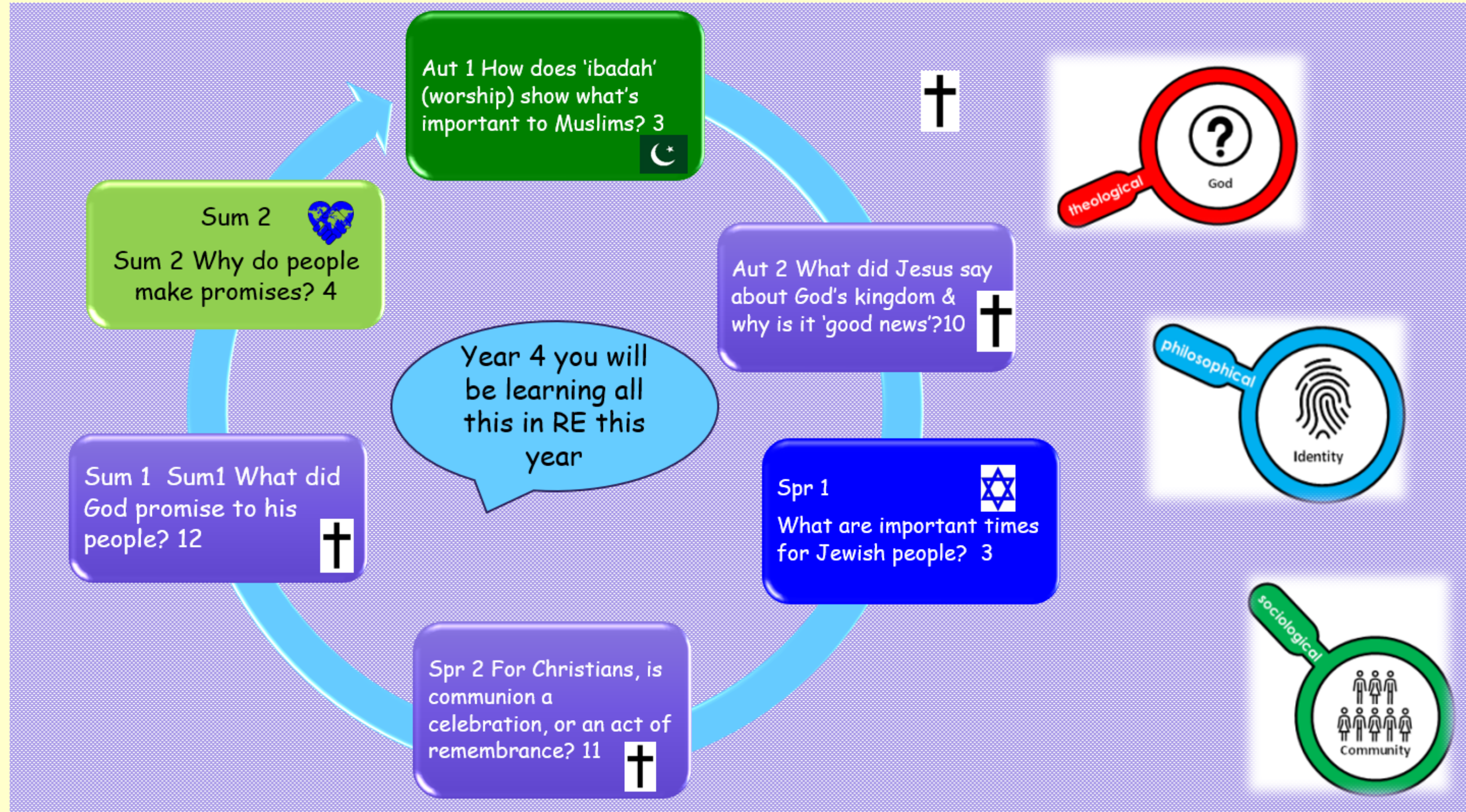
Tempo

Timbre

Texture

Structure

RE CERTIFICATE



Year 4 will also perform the Easter Service at Holy Angels Church in Spring 2.

SCIENCE CERTIFICATE



Year 4

WS3: I can make careful, systematic observations

WS8: I can compare



WS4 + WS5: I can gather and record data

WS6: I can report on findings in different ways

WS7: I can use results to form a conclusion

Animals including humans (6) (Aut 1)

1. What are the functions of the basic digestive system in humans?
2. What are the different types of teeth and their functions?
3. What are the parts of a food chain?

Electricity (1) (Aut 2)

1. Name at least 5 common electrical appliances.
2. Identify and use the main components in a simple series circuit make a bulb light.
3. What makes a lamp light or not in a series circuit?
4. How does a switch work in a circuit?
5. What is a conductor and insulator?
6. Name common conductors and insulators.
7. What material makes a good conductor?



WS: Working Scientifically

WS1: I can make a prediction



WS2: I can make a fair test

WS9: I can answer questions or support my findings using scientific evidence

States of Matter (4) (Spr1) Experiment (6)

1. How can you compare and group materials based on whether they are solids, liquids or gases?
2. How do some materials change state when they are heated and cooled?
3. At what temperature(°C) do changes of state occur in some materials?
4. Explain the water cycle (evaporation and condensation)
5. Explain how temperature affects the rate of evaporation.

Living Things and their Habitats (3) (Spr 2)

1. How can you group living things by their features and their habitats?
2. How and why can an environment change for better or worse?

Sound (1) (Sum 2) Experiment (7)

1. How is sound made?
2. How does sound travel to our ears?
3. What is pitch?
4. Why do different sounds have different pitches?
5. How do you change the volume of a sound?
6. What happens to sound over a distance?

PE CERTIFICATE



In addition to TWA, Year 4 take part in 3 PE topics while the swimming pool is closed for the winter

'Together We Achieve' course with Mr Mayne

Gymnastics 5 (Autumn 2)

- Perform a cat leap with a half or full turn
- Perform a forward roll safely
- Hold an individual balance still for 5 seconds
- Perform a partner balance with good body tension.
- Combine these skills into a sequence

Swimming 9

- Tread water for 5 seconds
- Perform a 5 second push and glide
- Collect a sinker
- Swim 5m front crawl, roll over, swim 5m back crawl
- Swim 5m dolphin leg kick



Swimming 10

- Perform a headfirst scull for 2m
- Perform a feet first scull for 2m
- Perform front crawl breathing for 10m with a float for support
- Swim 5m breaststroke with the correct technique

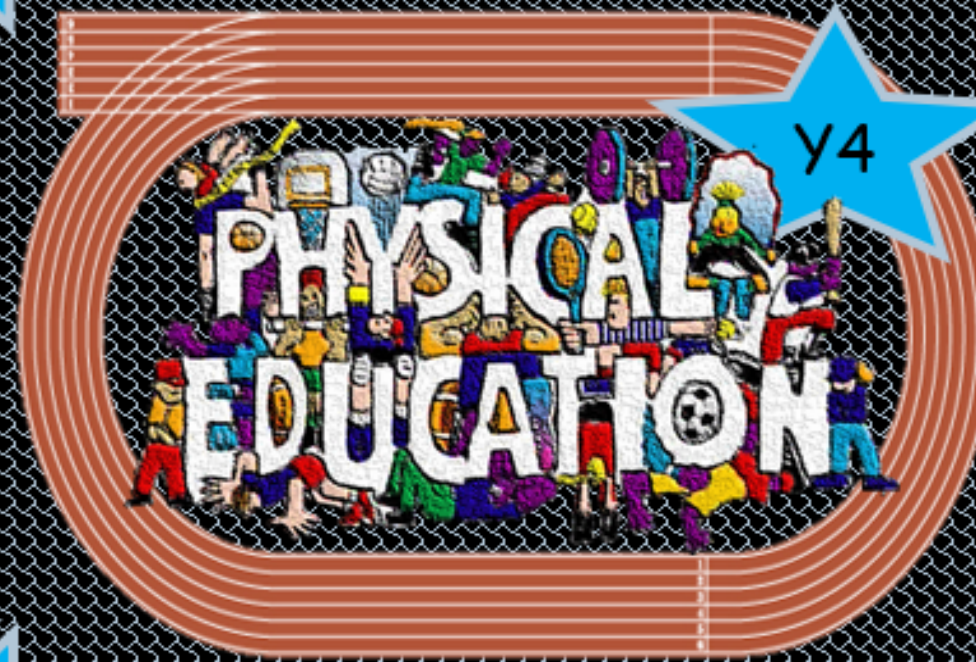


Be Thoughtful

Be Healthy

Be Active

Be Competitive



Cricket 5 (Spring 1)

- Ball familiarisation: Use a long barrier to stop a ball
- Bowling: Bowl accurately towards a target
- PA: Batting: Strike a bouncing ball
- Fielding: Communicate with a teammate to field a ball quickly
- Competitive Games: Bat, bowl, and field with accuracy



Football 3 (Spring 2)

- Change direction smoothly while dribbling
- Pass the ball accurately with both feet
- PA: Shoot accurately past a goalkeeper
- Move quickly to intercept a pass
- Dribble with control in a competitive game



PSHE CERTIFICATE



(Aut1) Responsibilities and Communities

1. Why do we have rules and laws?
2. What are Human Rights and why do we have them?
3. What is the difference between rights and responsibilities?
4. What is compassion and why is it important?



(Aut2) Emotional/Physical Health and Wellbeing

1. Why is the right amount of sleep important?
2. Why is oral hygiene important?
3. What do I do to look after my mental health?
4. How do I respond to different feelings?
5. How do I respond to hurtful behaviour?



(Spr2) Keeping Safe

1. Why are age restrictions in place?
2. How do I recognise hazards in the home and reduce risks?
3. What do I do when someone is bleeding or needs basic life support?
4. Why are personal boundaries and privacy important?



(Sum1) Growing and Changing

1. What could stop me from making healthy choices?
2. Why is it important to take medicines correctly?
3. What makes up my identity?
4. Why are personal strengths important to my wellbeing?



(Spr1) Relationships

1. What does commitment mean in a relationship?
2. What makes a family?
3. List 4 things that you need for a positive friendship.
4. How does my behaviour affect others?
5. How do I show I respect a different point of view?



(Sum2) Media and Economic Wellbeing

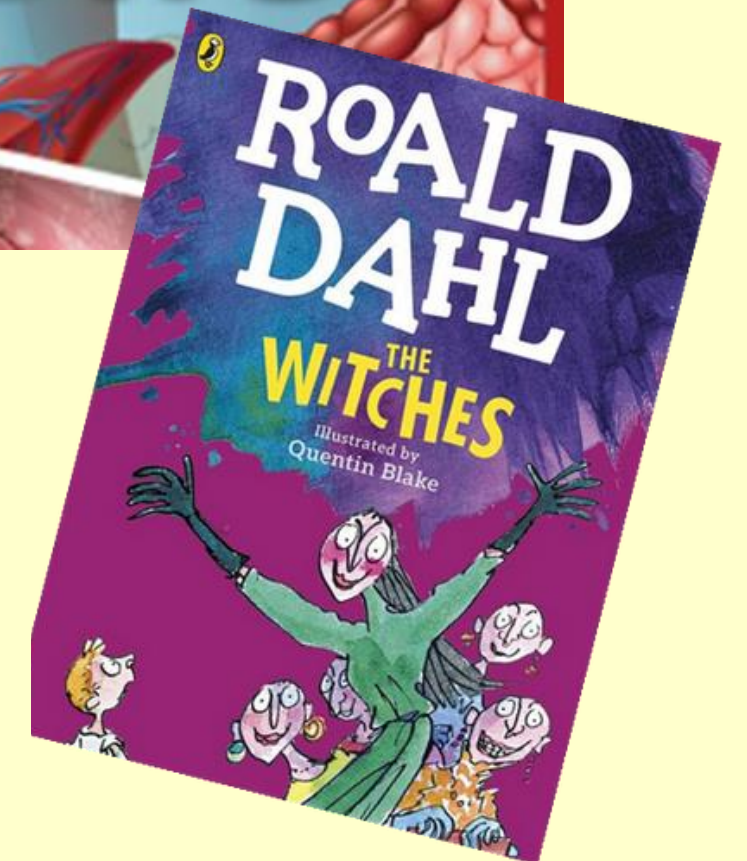
1. How do I know that information on the internet is reliable?
2. How is information and data shared on the internet?
3. What affects people's spending decisions?
4. List 5 different careers that people choose to do.

PSHE is complemented by 'Me Time' with Mrs Curtis and in-class assemblies.

PROJECTS AND NOVELS

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Burps, Bottoms and Bile	I Am Warrior	Misty Mountain Sierra	Blue Abyss	Traders and Raiders	Playlist
Class Novel	The Witches - Roald Dahl	Thieves of Ostia - Caroline Lawrence	The Abominables - Eva Ibbotson	The Boy who Swam with Piranhas - David Almond	Saga of Erik the Viking - Terry Jones	The Wind Singer - William Nicholson

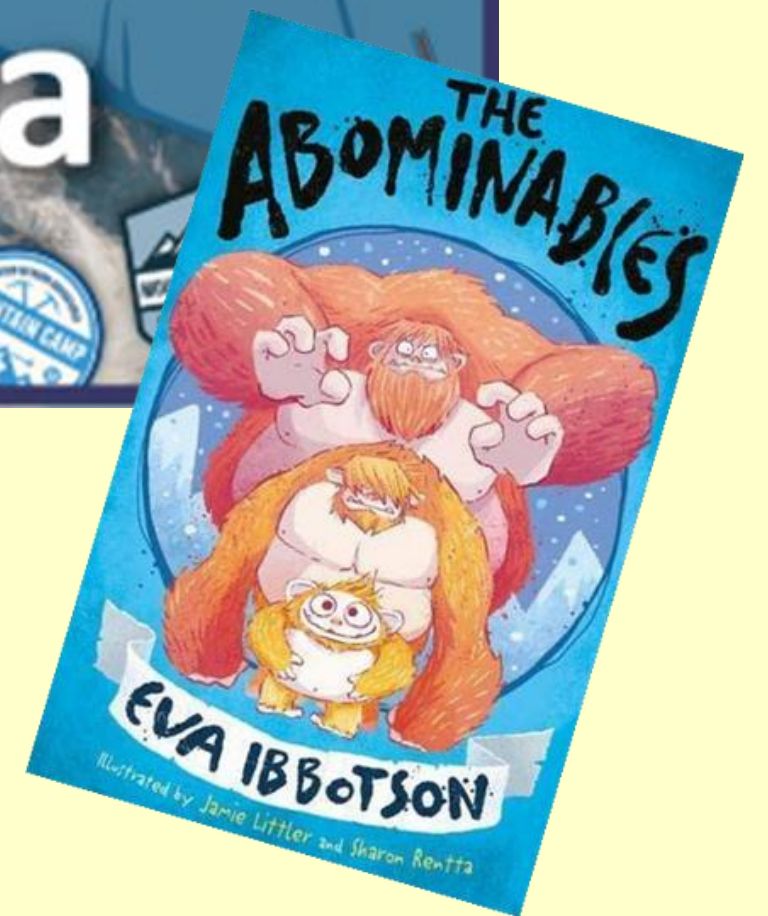
AUTUMN 1



AUTUMN 2



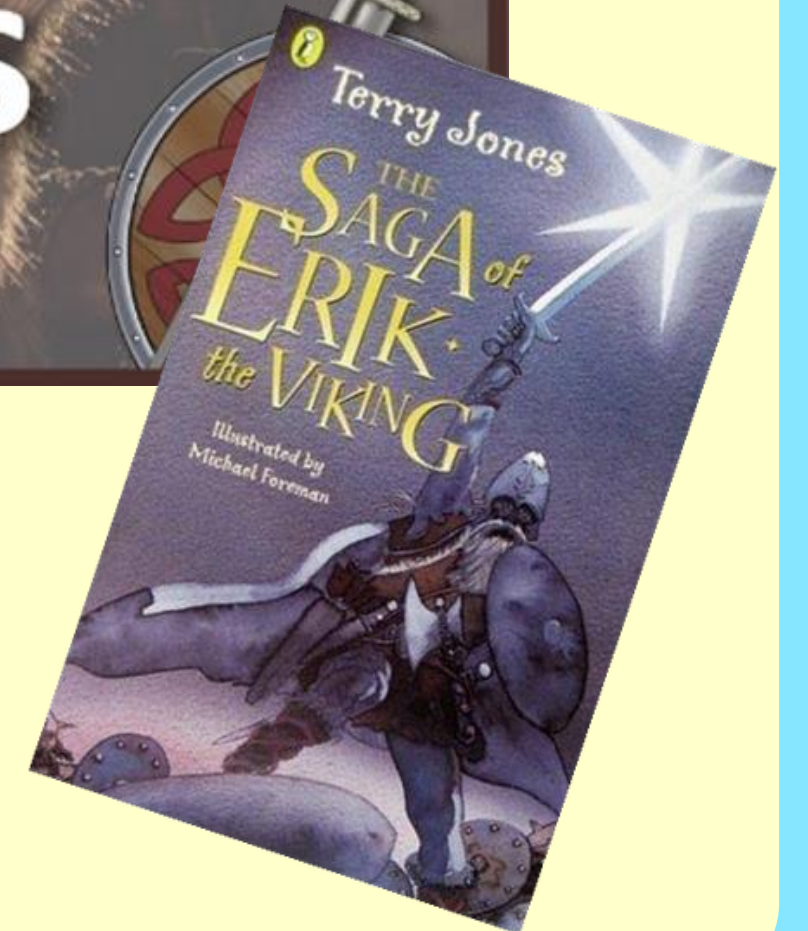
SPRING 1



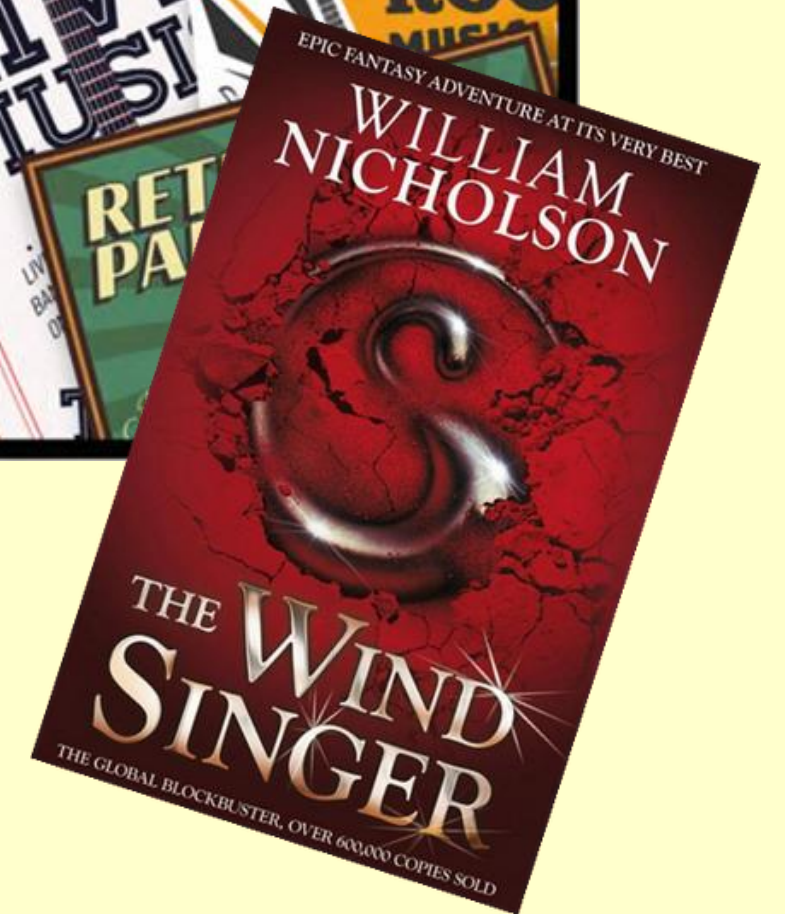
SPRING 2



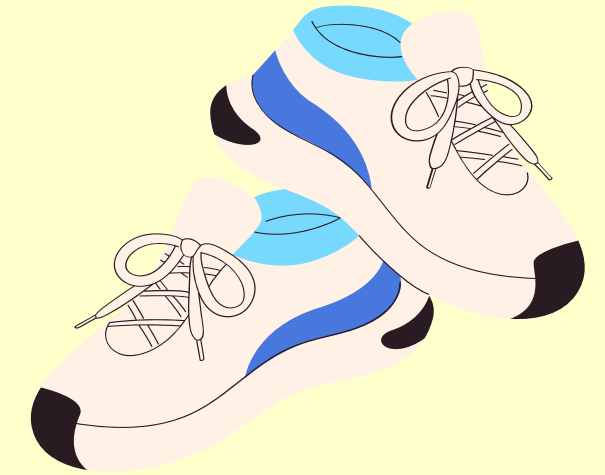
SUMMER 1



SUMMER 2



REMINDERS



- TWA with Mr Mayne is on Tuesdays. This is a PE session so please wear PE kit to school.
- PE is on Thursday. Please wear PE kit to school.
- Please bring a bag with a reading book and water bottle in every day.

WEBSITE

Updates, assembly dates and photographs will be posted on our class page throughout the year!



<https://www.ash-grange.surrey.sch.uk/year-4/>

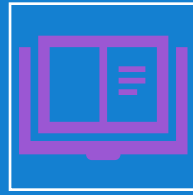
Homework Expectations

↖ Mathletics

↖ TTRS

↖ Spelling

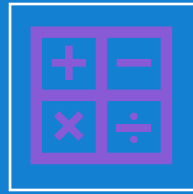
↖ Reading



Half termly project contribution (see the class page on the website for details).



Reading of school reading book and/or a school library book.



Children will have 2 Mathletics tasks to complete weekly and should also be accessing Times Tables Rockstars to practice times tables.



Spelling - children will complete Spelling homework on Spelling Shed weekly.



Reminder - we have revision books available if you would like them. Please speak to the Class Teacher.

KEEPING IN TOUCH



How to keep in touch:

- Day by day: after school for a quick chat
- Progress meeting
- Book a mutually convenient time through the office
- Check updates on 'Marvellous Me' and the website
- Email: Y4Teacher@ash-grange.surrey.sch.uk