| | English – endpoints |

Reading

YEAR FOUR (End of Y4 colour-coded reading expected standard – Silver)

By the end of Year 4 children will:
- approach familiar texts with confidence but may still need support with unfamiliar materials.
- demonstrate a developing stamina as readers, able to read for longer periods and cope with more demanding texts.
- read silently, increasing their rate of reading.
- use a fuller range of cueing systems, relying less on phonics, and be able to identify larger units such as syllables, using these to decode unknown words.
- use their increased fluency to aid comprehension and allow them to self-correct.
- be confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction, poetry and digital texts.
- use information books and materials for straightforward reference purposes, but may still need help with unfamiliar material.
- evidence their growing understanding of poetry, stories and texts of different sorts through discussion and writing.
- be willing to reflect on reading and often use reading in their own learning.
- be receptive to the views of others and engage in discussions about texts and their impact.
- begin to infer beyond the literal from books and stories read independently.

Writing

By the end of Year 4 pupils will know and be able to:

- Use paragraphs to organise ideas cohesively
- Describe settings and characters
- Use pronouns for cohesion
- Use a range of fronted adverbials, punctuated correctly
- Use standard English verb forms in their writing ('we were' or 'I did', rather than 'we was' or 'I done')
- Use expanded noun phrases and prepositional phrases to add detail and precision
- Use a wide range of conjunctions to show time, place and cause
- Use the full range of speech punctuation (inverted commas as well as punctuation to separate speech and reporting clauses)
- Use apostrophes for possession mostly correctly (both singular and plural possession)
- Edit/re-draft sections to improve grammatical sense or meaning (including spelling)
- Spell most of the statutory word list correctly (Year 3 & 4 content)
- Produce legible joined handwriting

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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. The prefix **in–** can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	**dis–**: disappoint, disagree, disobey **mis–**: misbehave, mislead, misspell (mis + spell) **in–**: inactive, incorrect

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)

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. (2) If the root word ends with **–le**, the **–le** is changed to **–ly**. (3) If the root word ends with **–ic**, **–ally** is added rather than just **–ly**, except in the word *publicly*. (4) The words *truly, duly, wholly*.	happily, angrily gently, simply, humbly, nobly basically, frantically, dramatically
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.	poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous
	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 /iː/ sound before the **–ous** ending, it is usually spelt as **i**, but a few words have **e**.	serious, obvious, curious hideous, spontaneous, courteous

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**.	invention, injection, action, hesitation, completion
	–ssion is used if the root word ends in **ss** or –**mit**.	expression, discussion, confession, permission, admission expansion, extension, comprehension, tension
	–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**.	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

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

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.

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**.

Grammar and punctuation contents

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nouns & Verbs	Nouns & Verbs	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)	Nouns & Verbs (action & being)
Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification	Subject/verb identification
Tenses	Tenses (past + present (-ing))	Tenses (-ing + present perfect)	Tenses (-ing + past & present perfect)	Tenses (past, present, future + simple, progressive, perfect)	Tenses (past, present, future + simple, progressive, perfect)
Full stops. Questions marks? Exclamation marks! Capital letters & spaces	Replace the subject with a pronoun	Replace the subject with a pronoun	Prepositions	Prepositions	Prepositions
Co-ordinating conjunctions (and, but)	Full stops. Questions marks? Exclamation marks! Capital letters	Full stops. Questions marks? Exclamation marks! Capital letters	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)	Co-ordinating conjunctions (FANBOYS)
Plural noun suffixes	Sentence types (statement, question, command, exclamation)	Prepositions	Adverbs & Adverbials (+fronted)	Adverbs & Adverbials (for cohesion + modal verbs)	Semi-colons, colons & dashes (inc. independent clauses)
Verb suffixes	Co-ordinating & subordinating conjunctions	Co-ordinating conjunctions (FANBOYS)	Commas for fronted adverbials	Commas for fronted adverbials	Adverbs & Adverbials (for cohesion + modal verbs)
Using the prefix un-	Suffixes (nouns, adjectives & adverbs)	Adverbs & Adverbials	Subordinating Conjunctions	Subordinating Conjunctions	Commas for fronted adverbials
Sequence sentences	Expanded Noun Phrases	Subordinating Conjunctions	Commas for clauses & clarity	Commas for clauses & clarity	Subordinating Conjunctions
	Commas in lists	Sentence types (single & multi-clause)	Sentence types (single & multi-clause)	Relative Clauses	Commas for clauses & clarity
	Apostrophes (contraction + singular possession)	Noun prefixes & use of a or an	Plural or possessive 's'	Punctuation for parenthesis (commas, dashes & brackets)	Relative Clauses
		Word families	Standard English (verb forms)	Change nouns & adjectives to verbs using suffixes	Punctuation for parenthesis (commas, dashes & brackets)
		Paragraphs, headings & sub-headings	Expanded Noun Phrases (inc. prepositional phrases)	Verb prefixes	Informal vs. formal speech
		Inverted commas	Speech punctuation		Synonyms & Antonyms
					Passive Voice
					Subjunctive Form
					Hyphens
					Bullet points

Word Classes/Types/Forms, Tenses, Punctuation, Sentence type/structure, Prefixes & Suffixes

Vocabulary, grammar and punctuation – Years 1 to 6

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, <u>*Later that day*</u>, *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

The Power of Reading

YEAR 4	Autumn 1 Arthur and the Golden Rope By Joe Todd Stanton Monday 28th September – 9th November	Autumn 2 9th November – 4th December	Spring 1 Lockdown learning	Spring 2	Summer 1	Summer 2
Literary Form	Narrative (Adventure story)	N/A	N/A	Classic literature	N/A	
Link to Main NC Area of Learning	History - European Civilisations (Vikings – Y5)	History – Roman invasion of Britain (Romans – Y4)	N/A	History – Evacuation (WW2 – Y6) Drama Religion – Christian themes	N/A	
PSED & Human Themes	Children can explore themes such as determination and perseverance. Through their study of Arthur, children might explore issues around how the town judges Arthur, and Arthur's lack of selfishness in wanting to help his town. Beliefs in different cultures and the story telling tradition.	N/A	N/A	Children could explore themes such as wonder and fantasy. Other themes include – responsibility for one's actions, betrayal and sacrifice.	N/A	
Reading (NC Objectives):	Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction. Identifying and discussing themes and	Reading comprehension practice using assessment style questions. (Top tips) Preparing poems and play scripts *speeches* to read aloud and to perform, showing understanding through	Set a daily reading task – weekly book report. Increasing their familiarity myths and legends, and retelling some of these orally. Recognising some different forms of	Using dictionaries to check the meaning of words that they have read. Increasing their familiarity with a wide range of books. Identifying themes and conventions in a wide range of books. Discussing words and	Comprehension – making inferences.	Reading books that are structured in different ways and reading for a range of purposes. Retrieve and record information from non-fiction

conventions in and across a wide range of writing.

Making comparisons within and across books.

Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

Understand what they read by:

• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

• asking questions to improve their understanding

• 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 how language, structure and presentation contribute to meaning | intonation, tone, volume and action. | poetry [for example, free verse, narrative poetry]. | phrases that capture the reader's interest and imagination.

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.

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. |

	• provide reasoned justifications for their views				
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	Descriptive adjectives to enhance sentences. Fronted adverbials. Speech punctuation. List writing.	Expanded noun and prepositional phrases. Using different types of fronted adverbial (where, how and when). Commas for fronted adverbials.	Using apostrophes for contraction and possession. Identifying word classes (nouns and determiners, adjectives, verbs and adverbs).	Using descriptive vocabulary. Variety of openers and different types of descriptive sentence (Alan Peat).	FANBOYS and Subordinating conjunctions.
Writing (NC Objectives):	Children should plan their writing by: • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Seasonal poetry (acrostic) Speech writing and performance.	Nonsense poetry. Comic strips. Writing myths – Finn McCool.	Writing descriptive paragraphs and emulating the style of an author. Seasonal poetry (descriptive). Writing in character and understanding the emotions present by using inferences from the text.	Narrative writing – create a story about a caterpillar. - Gather ideas for a plot. - Character description. - Setting description. - Building a successful plan. (Opening, build up, solution) - Making edits and recognising improvements.

| Extended Writing Outcome | LO – To write a diary entry as the main character. | LO – To write an inspirational speech. | LO – To write a myth.

LO – To create a comic strip.

LO – To use apostrophes accurately.

LO – To add different word classes to a piece of writing. | LO – To write descriptive paragraphs.

LO – To write a descriptive spring poem.

LO – To write in character as Edmund during his meeting with Aslan. | LO – To write a story. | |

By the end of year 4 pupils will know and be able to:

Place Value: Counting	Place Value: Represent
- count in multiples of 6, 7, 9, 25 and 1000 - count backwards through zero to include negative numbers	- identify, represent and estimate numbers using different representations - 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
Place Value: Use Place Value and Compare	**Place Value: Problems and Rounding**
- find 1000 more or less than a given number - recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - order and compare numbers beyond 1000	- 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
Addition and Subtraction: Recall, Represent, Use	**Addition and Subtraction: Calculations**
estimate and use inverse operations to check answers to a calculation	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
Addition and Subtraction: Solve Problems	**Multiplication and Division: Recall, Represent, Use**
solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	- 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

Multiplication and Division: Calculations	Multiplication and Division: Solve Problems
• 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

Multiplication and Division: Combined operations	Fractions: Recognise and Write
	• count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Fractions: Compare	Fractions Calculations
• recognise and show, using diagrams, families of common equivalent fractions	• add and subtract fractions with the same denominator • 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

Decimals: Recognise and Write	Decimals: Compare
• recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$	• 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

Decimals: Calculations and Problems	Fractions, Decimals and Percentages
• 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	• solve simple measure and money problems involving fractions and decimals to two decimal places

Ratio and Proportion	Algebra
Measurement: Using Measures	Measurement: Money
• Convert between different units of measure [for example, kilometre to metre; hour to minute] • estimate, compare and calculate different measures	• estimate, compare and calculate different measures, including money in pounds and pence
Measurement: Time	Measurement: Perimeter, Area, Volume
• 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	• measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres • find the area of rectilinear shapes by counting squares
Geometry: 2-d shapes	Geometry: 3-d shapes
• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes • identify lines of symmetry in 2-D shapes presented in different orientations	
Geometry: Angles and Lines	Geometry: Position and Direction
• 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	• 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

Statistics: Present and Interpret	Statistic: Solve Problems
• 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

R	Science – endpoints

Lower KS2 Working Scientifically

- 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 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.

By the end of year 4, in the study of living things and their habitats, pupils will know and be able 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.

By the end of year 4, in the study of animals including humans, pupils will know and be able 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.

By the end of year 4, in the study of states of matter, pupils will know and be able 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 (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

By the end of year 4, in the study of sounds, pupils will know and be able 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.

By the end of year 4, in the study of electricity pupils will know and be able 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.

By the end of year 4 pupils will know and be able to:

Where on Earth?
● locate features on a world map and globe.
● understand/describe how the world has been represented on maps for different purposes and at different times.
● identify key features on different world map representations.
● identify day/night on a globe and world map.
● understands reasons for day/night and can describe the daily pattern of day/ night.
● understands differences in time around the world.
● knows about the Prime Meridian and the International Date Line.
● use zone information to predict times in different places.
● locate and describe key features and geographical regions of the United Kingdom.

RGS Bologna
● locate Europe on a world map.
● name and locate some of the countries in Europe, their capital cities, major rivers and mountain ranges.
● knows about the Mediterranean's landscape and climate.
● locate Italy.
● knows the differences between the regions of Italy.
● investigate the major cities of Italy.
● locate and identify some of the characteristic features of Bologna
● describe what makes Bologna special.

Why different weather? Weather around the world
● knows that weather is made up of seven elements.
● understand and use different techniques for measuring elements of weather.
● use confidently computer-based data logging to record some weather data.
● knows the difference between climate and weather.
● knows why we have night and day, and seasons.
● knows and understands time zones.
● knows about the climate and way of life in different climatic zones.
● locate climatic zones and specific places around the world on a map.
● knows what a biome is and that climate determines world biomes.
● knows the major biomes and where they are located.

What can we discover about our local area?
● explain the concept of change in the locality and give examples of current changes.
● describe how changes may be viewed in different ways by different people or groups.
● knows what 'sustainable' change is.
● plan a route around the locality to explore changes.
● create routes and communicate information using maps, compass points and grid references.
● follow a trail or route using compass points and grid references on a map.
● record changes in the locality using appropriate means, including mobile technology.
● present information gathered during fieldwork.

Global caretakers
● knows that the earth's atmosphere acts like a blanket, protecting the planet and enabling life to exist on the Earth.
● knows about the Earth's atmosphere, the gases in the atmosphere and its different layers.
● knows what fossil fuels are, how they were formed and why they are 'non- renewable' sources of energy.
● understand the impact of burning fossil fuels, including how they produce 'greenhouse' gases and how they impact on the climate.
● knows what the carbon cycle is and understands how people are changing the natural balance in the carbon cycle.
● knows some of the signs of global climate change.
● knows some of the ways in which climate change may affect people, landscapes and the environment.
● understand how reducing greenhouse gas emissions will contribute to solving global climate change.
● knows about some clean-air technologies and renewable energy sources.
● understand how they personally can make a difference, through simple actions such as reducing, reusing and recycling.

Skills and knowledge
● locate significant places and major features on globes and world maps.
● use different types of map, at a range of scales, to identify and locate continents, regions and features.
● make simple comparisons between map projections and types.
● understand why time is different around the world.
● understand why there are time zones around the world.
● use zone information to predict times in different places.
● investigate the seven elements which make up weather.
● select and use a range of measuring instruments to measure elements of weather.
● collect and record evidence and begin to analyse evidence and to draw conclusions
● understand the difference between weather and climate.
● understand seasons, day and night.
● understand climatic zones and biomes.

● locate significant places, features and environments on map of Europe.
● locate the boundaries of different European countries.
● use maps with increasing confidence, including key, symbols and scale.
● use atlases, photos, web-based tools, oblique/vertical aerial photos.
● start to question/annotate photos.
● develop use of vocabulary.
● begin to ask/initiate/widen the scope of geographical questioning and offer their own ideas.
● begin to collect/record/analyse evidence and draw conclusion; make comparisons between two locations.

● identify/explain different views.
● explore geographical issues through discussion.
● interpret sources of information for a purpose; present a point of view.
● recognise that changes in geographical features can be contentious and controversial.

● make a map of a short route with features in the correct order.
● make a simple scale drawing.
● use compass points/grid references to describe a locality/plan a route.
● use eight compass points and grid references purposefully for practical route finding.
● use standard symbols on a map.

	History – endpoints

By the end of year 4 pupils will know and be able to:

build on existing knowledge about the Anglo-Saxons
describe where, when and why the Anglo-Saxons invaded Britain
explore Anglo-Saxon place names
describe life in a typical Anglo-Saxon Village
analyse and describe Anglo-Saxon artefact.
explore Anglo-Saxon worship
understand the Anglo-Saxon conversion to Christianity
create a time and a key events in the Anglo-Saxon Britain.

know who the Romans were and the extent of their empire
understand the duration of the Roman Empire and the extent of its technology
understand Roman inventions
understand where Romans came from
understand about Roman life
understand the differences between transportation in the time is it Rome and transport today
understand how archaeology is used to search ancient items
use artefacts to understand the uses of them
create a fact file of knowledge about the Romans.

Summer

	RE – endpoints

By the end of year 4 pupils will know and be able to:

-Understands how key religious people influence faiths today. *Founders and Prophets*

-Understands what religions and science say about creation. *Natural World*

-Knows some key teachings from sacred texts and how they are interpreted. *Sacred Texts*

-Understands some of the different beliefs of denominations. *Diversity in Religions*

-Understands how worship expresses different beliefs. *Worship*

By the end of year 4 pupils will know and be able to:

<u>Understanding contexts, users and purposes</u>

Across KS2 pupils should:

- work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
- describe the purpose of their products
- indicate the design features of their products that will appeal to intended users
- explain how particular parts of their products work

In early KS2 pupils should also:

- gather information about the needs and wants of particular individuals and groups
- develop their own design criteria and use these to inform their ideas

<u>Generating, developing, modelling and communicating ideas</u>

Across KS2 pupils should:

- share and clarify ideas through discussion
- model their ideas using prototypes and pattern pieces
- use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas
- use computer-aided design to develop and communicate their ideas

In early KS2 pupils should also:

- generate realistic ideas, focusing on the needs of the user
- make design decisions that take account of the availability of resources

<u>Planning</u>

Across KS2 pupils should:

- select tools and equipment suitable for the task
- explain their choice of tools and equipment in relation to the skills and techniques they will be using
- select materials and components suitable for the task
- explain their choice of materials and components according to functional properties and aesthetic qualities

In early KS2 pupils should also:

- order the main stages of making

<u>Practical skills and techniques</u>

Across KS2 pupils should:

- follow procedures for safety and hygiene
- use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components

In early KS2 pupils should also:

- measure, mark out, cut and shape materials and components with some accuracy
- assemble, join and combine materials and components with some accuracy
- apply a range of finishing techniques, including those from art and design, with some accuracy

<u>Own ideas and products</u>

Across KS2 pupils should:

- identify the strengths and areas for development in their ideas and products
- consider the views of others, including intended users, to improve their work

In early KS2 pupils should also:

- refer to their design criteria as they design and make
- use their design criteria to evaluate their completed products

<u>Existing products</u>

Across KS2 pupils should investigate and analyse:

- how well products have been designed
- how well products have been made
- why materials have been chosen
- what methods of construction have been used
- how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

In early KS2 pupils should also investigate and analyse:

- who designed and made the products
- where products were designed and made
- when products were designed and made
- whether products can be recycled or reused

<u>Events and individuals</u>

Across KS2 pupils should know:

- about inventors, designers, engineers, chefs and manufacturers who have developed groundbreaking products

Making products work

Across KS2 pupils should know:

- how to use learning from science to help design and make products that work
- how to use learning from mathematics to help design and make products that work
- that materials have both functional properties and aesthetic qualities
- that materials can be combined and mixed to create more useful characteristics
- that mechanical and electrical systems have an input, process and output
- the correct technical vocabulary for the projects they are undertaking

In early KS2 pupils should also know:

- how mechanical systems such as levers and linkages or pneumatic systems create movement
- how simple electrical circuits and components can be used to create functional products
- how to program a computer to control their products
- how to make strong, stiff shell structures
- that a single fabric shape can be used to make a 3D textiles product
- that food ingredients can be fresh, pre-cooked and processed

Where food comes from

Across KS2 pupils should know:

- that a recipe can be adapted a by adding or substituting one or more ingredients
- that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world

In early KS2 pupils should also know:

- that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate
- that to be active and healthy, food and drink are needed to provide energy for the body

Food preparation, cooking and nutrition

Across KS2 pupils should know:

- how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source
- how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking

In early KS2 pupils should also know:
- that a healthy diet is made up from a variety and balance of different food and drink, as depicted in The eatwell plate
- that to be active and healthy, food and drink are needed to provide energy for the body

	Computing – endpoints

By the end of year 4 pupils will know and be able to:

Autumn
Scratch Drawing Project
- recognise the pen tool
- explore different drawing algorithms
- recognise that reordering an algorithm changes its outcome.
- understand how to clear the screen so that the instruction is in an algorithm
- look at the rule in which to create regular shapes
- put multiple shapes together in one algorithm to create a picture.
- instruct a sprite to move and draw a picture.

Creating Art Using MS Word
- INSERT, RESIZE, ROTATE, COPY AND PASTE using the right mouse button and COLOUR shapes using MS Word.
- set the paper size, orientation and page margins.
- insert, resize and copy / paste shapes to begin a picture.
- add a triangle, colour it, give it soft edges and reflect it.
- insert a star shape, give it a glow effect and shrink it.
- use the right mouse button to copy and paste my objects and then resize them, if needed.
- add hills and trees using the FREEFORM drawing tool.
- make a longboat bow using the FREEFORM drawing tool.
- flip my bow horizontally to make the stern of my longboat.
- use the CTRL key and mouse to select a group of objects.
- use the Group option to treat a group of objects as one object.
- finish my picture using all the skills demonstrated over the half term.

Spring
Network explores
- give a simple definition of what a computer network is.
- name different parts of a network and understand what jobs they perform in the running of a big computer network.
- understand that the internet is simply a network of networks which connects computers together all around the world.
- understand that our home and school networks require a router to join them to the internet.
- understand that data on the internet will always try to travel along the fastest route and that the fastest route isn't always the shortest route.
- complete short knowledge quiz about this unit. Use for Assessment of Learning and understanding

Coding with Kudo
- sketch out a label a basic plan for a maze runner game.
- plan the aim and way to win the game.
- add walls to a terrain and set their heights.
- use a variety of brush sizes and textures to create an interesting world
- add objects / characters to my world.
- change object settings, such as size, height and speed.
- code a mini game on Kodu using a variety of coding options.
- write a clear set of helpful instructions.
- finish off the look of my game – tidying up the landscape and features to make it look as professional as possible.
- add improvements to my game

Summer
Scratch Chatbots
- give simple definitions for Artificial Intelligence and chatbots.
- consider some of the pros and cons of Artificial Intelligence and chatbots.
- make a flow chart algorithm which can be used to code a chatbot.
- add a backdrop and at least one sprite to be used in a quiz.
- use SAY blocks to introduce and explain a quiz.
- code a sprite to ask the player's name and use it in a reply.
- make a sequence of code which:
    - Asks a question.
    - Says "well done" before moving on to the next question if the correct answer is given.
    - Say "try again" and repeats the question if they give the wrong answer.
- duplicate working code and adjust it to code new questions and answers.
- test and debug my duplicated code.
- change my sprite's costumes and the backdrop when a question is answered correctly or incorrectly and then change them back again afterwards.

I-Movie project
- describe how to use the internet safely, respectfully and responsibly.
- explain what copyright is.
- plan a film on e-safety
- create a storyboard
- write a film script
- use an iPad to film scenes from a film.
- edit my film
- create a piece of music for a soundtrack.

E-Safety
An internet that we trust
- describe and recognise some methods used to encourage people to buy things online.
- give examples of when and why it is important to understand the motive behind online content.
- use questions to help decide what can and cannot be trusted online.

	Art – endpoints

By the end of year 4 pupils will know and be able to:

<u>Drawing</u>

make a variety marks in response to descriptive vocabulary when listening to a story
observe closely and discuss natural forms and produce detailed analytical drawings
use landscape as a starting point for artwork, developed in response to an image by a famous artist
when discussing their work and the work of others they will be able to suggest improvements that could be made develop fine control of tools and be able to produce detailed drawings.

<u>Painting</u>

explore ideas about colour and investigate a variety of painting methods and techniques
collect visual and other information and record this to inform future work
comment on ideas, methods and approaches used in their own and others' work, including artists, and adapt and improve their own work.

<u>Printmaking</u>

produce monoprints and Press Print to reflect the linear aspect of traditional African designs
make a collograph relief block, which focuses on shapes found in African designs, and use this for printing on a variety of surfaces to produce repeated pattern work
discuss their own work and that of others and make improvements to their work as it progresses.

<u>Collage</u>

explore ideas and collect visual and other information in responding to the work of Matisse, Bacon and Warhol
explore how visual qualities can be organised and combined for different purposes to communicate their ideas
comment on ideas, methods and approaches used in their own and others' work and adapt and improve their work.

<u>Textiles</u>

explore and experiment with monoprinting techniques; combine a variety of dip dye, monoprinting, knotting and wrapping techniques in responding to the work of Michael Brennand-Wood; comment on ideas, methods and approaches used in their own and others' work and adapt and improve their own work.

<u>3D</u>

explore ideas about shoes; collect visual and other information to develop their ideas; experiment with materials and techniques; comment on ideas, methods and approaches used in their own and others' work and adapt and improve their work.

	PSHE – endpoints

By the end of Key Stage 2 (Year 3, 4, 5 and 6) *Pupils learn…*

HEALTH AND WELLBEING

Healthy Lifestyles

how to make informed decisions about health

about the elements of a balanced, healthy lifestyle

about choices that support a healthy lifestyle, and recognise what might influence these

how to recognise that habits can have both positive and negative effects on a healthy lifestyle

about what good physical health means; how to recognise early signs of physical illness

about what constitutes a healthy diet; how to plan healthy meals, benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

how regular (daily/weekly) exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and the ability to learn

that bacteria and viruses can affect health; how everyday hygiene routine can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care ((e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

about benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

how and when to seek support, including which adults to speak to in and outside school, if they were worried about their health

Mental Health

that mental health, just like physical health, is part of daily life; the importance of taking care of mental health

about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies, and spending time with family and friends can support mental health and wellbeing

to recognise that feelings can change over time and range in intensity

about everyday things that affect feelings and the importance of expressing feelings

a varied vocabulary o use when talking about feelings; about how to express feelings in different ways

strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

about change and loss, including death, and how these can affect feelings; and ways of expressing and managing grief and bereavement

problem solving strategies for dealing with emotions, challenges and change including the transition to new schools

Ourselves, Growing and Changing

about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

that for some people gender identity does not correspond with their biological sex

to recognise their individuality and personal qualities

to identify personal strengths, skills, achievements and interests and how to contribute to a sense of self-worth

about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

about where to get more information, help and advice about growing and changing, especially about puberty

about the new opportunities and responsibilities that increasing independence may bring

strategies to manage transitions between classes and key stages

Keeping Safe

reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

how to predict, assess and manage risk in different situations

about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe

about the importance of taking medicines correctly and using household products safely (e.g. following instructions safely)

strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

about what is meant by first aid; basic techniques for dealing with common injuries

how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.

Drugs, Alcohol and Tobacco

about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

about why people choose to use or not use drugs (including nicotine, alcohol and medicines)

about the mixed messages in the media about drugs, including alcohol and smoking/vaping

about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

RELATIONSHIPS

Families and close positive relationships

to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

that a feature of a positive family life is caring relationships, about the different ways in which people care for one another

to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step parents, blended families, foster parents);that families of all types can give family members love, security and stability

to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Friendships

about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests, and experiences, support with problems and difficulties);that the same principle apply to online friendships as to face-to-face relationships

the importance of seeking support if feeling lonely or excluded

that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effects of online actions on others

how friendships can change over time, about making new friends and the benefits of having different types of friends

that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

Managing hurtful behaviour and bullying

about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support

about discrimination; what it means and how to challenge it

Safe Relationships

about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)

about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns

how to respond safely and appropriately to adults they may encounter (in contexts including online) whom they do not know

recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

about seeking and giving permission (consent) in different situations

about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

where to get advice and report concerns if worries about their own or someone else's personal safety (including online)

Respecting self and others

that personal behaviour can affect other people; to recognise and model respectful behaviour online

to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

to listen and respond respectfully to a wide range of people; including those whose traditions, beliefs and lifestyle are different to their own

how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

LIVING IN THE WIDER WORLD

Shared Responsibilities

to recognise reasons for rules and laws; consequences of not adhering to rules and laws

to recognise there are human rights, that are there to protect everyone

about the relationship between rights and responsibilities

the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, resusing, recycling; food choices)

Communities

about the different groups that make up their community; what living in a community means

to value the different contributions that people and groups make to the community

about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities

about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Media literacy & digital resilience

recognise ways in which the internet and social media can be used both positively and negatively

how to assess the reliability of sources of information online; & how to make safe, reliable choices from search results

about some of the different ways information and data is shared and used online, including for commercial purposes

about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

Economic wellbeing: money

about the different ways to pay for things and the choices people have about this

to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'

that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

to recognise that people make spending decisions based on priorities, needs and wants

different ways to keep track of money

about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe

about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations

to identify the ways that money can impact on people's feelings and emotions

Economic wellbeing: Aspirations, work and career

to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

about stereotypes in the workplace and that a person's career aspirations should not be limited by them

about what might influence people's decision about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

that some jobs are paid more than others and money is one factor which can influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

to identify the kind of job that they might like to do when they are older

to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

🏫	MFL – endpoints

By the end of year 4 pupils will know and be able to:

(All around town)
listen to and repeat names of some French towns and cities.
compare and contrast French towns with places I know.
ask and answer questions to find out where someone lives.

listen to new language and repeat with increasing accuracy
identify typical places in my town
describe my new town

identify spellings or sounds I know in new words.
say the tens numbers to 100.

identify spellings or sounds I know in new words.
use word patterns to predict what the next number will be.
say any number from 1-100 with support.

listen to and repeat common French expressions.
construct a simple sentence.
say an address clearly.

sort vocabulary into topic groups.
suggest further English words in a vocabulary set.
use a bilingual dictionary to translate the word I want.

(On the move)
 name different ways of travelling.
 identify types of transport using words and gestures.

 ask how someone goes to school.
 tell someone else how I go to school.

 give and respond to simple direction instructions.
 read and say words containing the French spelling 'ch', pronounced /sh/.

 say a sequence of movements.
 follow instructions about direction and actions.

 ask for and give directions to places in town.
 substitute different familiar vocabulary to vary my sentences.

match subject pronouns with the right form of a verb.
talk about how different people travel to places in town.

(Going Shopping)
ask a question to a partner Aimes-tu….?
answer a question orally using: J'aime… Je n'aime pas… J'aime beaucoup… J'aime un peu…
answer questions in writing sentences in French.
answer a question in writing using: J'aime … Je n'aime pas… J'aime beaucoup… J'aime un peu…

know that: le changes to du; la changes to de la; l' changes to de l' and les changes to des.
write phrases/sentences starting with Je voudrais and choose the correct form of 'some'.

adjectives and place them after the noun
change adjectives to the feminine when needed
answer the question Avez-vous…? With the response Oui, j'ai…in a complete sentence
answer the question Avez-vous…? With the response Non, Je n'ai pas…in a complete sentence

answer the question Ou, puis-je acheter…?
use the appropriate form for at (au or a la)

answer the question 'C'est combine…? (regarding items in a shop)
answer the question using the phrase 'C'est … euros'

greet and respond
ask and answer questions.

(Where in the world)
answer a question in French.
use a model sentence and substitute key words.
write an answer to a question which starts with 'Quelle est?'
use a model sentence and substitute key words, in writing.

say whether nouns and masculine or feminine
choose the correct preposition: en for feminine countries, au for masculine countries, à for islands

use an English/French dictionary to translate a country name and use the translation in a sentence.
use an online translator to translate a country name and use the translation in a sentence.

say which continent a country is from.
choose the correct preposition: 'en' for continents.

name at least ten animals in French.
say a sentence starting with J'ai vu….
know the past tense phrase 'J'ai vu….'
use the past tense in a sentence e.g. 'J'ai vu un lion.'

use a model sentence and substitute key words
write a sentence from memory
use the pronoun il in the right place
use the pronoun elle in the right place

(What's the time)
say and write a sentence to tell the time – o'clock and - half past

start a sentence using a time connective, stating at what time something happened
write a whole sentence choosing from a list of simple sentences

read a TV schedule to answer the question 'Qu'est-ce qui passe à la télévision à…?'
write a question to give an answer

say and write a sentence to tell the time – quarter past and – quarter to

read a school timetable and understand the words for subjects and days
choose the correct word (avant or après) when comparing to subjects

count in fives to sixty in French
calculate the difference in minutes between two times and give and answer in French

(Holidays and Hobbies)

answer questions orally, using a modelled sentence. I answer questions by writing a sentence in French.
use the third person plural of être. use ils sont in a sentence.

state what the weather is like using the phrase il fait, followed by an adjective or a noun. state what the weather is like using the phrase il, followed by a verb.
give the weather forecast to my partner. give the weather forecast to a larger group.

say whether country nouns are masculine or feminine.
choose the correct preposition: en for feminine countries, au for masculine countries.

say where and how I am going on holiday, usig a sentence.
say who I am going on holiday with
use the possessive adjectives 'ma' for feminine
use the possessive adjective 'mes' for plural family members

answer the question 'Quet est ton sport préféré ? orally
write answers about the class's favourite sports.

answer the question 'Tu aimes…? Orally, using one of four sentence starters
answer the question 'Tu aimes…? In writing, using one of the four sentence starters

	PE – endpoints

By the end of year 4 pupils will know and be able to:

- Use combination of skills confidently in sport specific contexts. Perform a range of skills fluently and accurately in practice situations.
- To swim competently, confidently and proficiently over a distance of at least 25 m. To use a range of strokes effectively (EG: front crawl, backstroke and breaststroke)
- Perform safe self-rescue in different water-based situations.
- In gymnastics, perform at least 3 different rolls, travel and balance using floor and apparatus.
- In athletics select and maintain a running pace for different distances.
- Practise throwing with power and accuracy
- In tennis begin to tap a ball over a net allowing for a bounce, hit technique, bring racquet to meet the ball for a forehand and backhand hit.
- In netball make decisions regarding which is the best type of pass to use, know where positions are allowed on a court and mark another player and begin to attempt interceptions.

	MUSIC – endpoints

By the end of year 4 pupils will know and be able to:

- know the history of the D'Jembe; where it originates from and how it is made
- understand how drumming is a huge part of the everyday community life in West Africa
- have fun and build confidence
- build strength, stamina and listening skills:
- perform pulse and rhythm
- perform all the west African rhythms taught