

Year 4



Non negotiables and Key skills





At Kemsley Primary Academy and Greenfields Community Primary School we are committed to ensuring that all children have access to a highly engaging curriculum in which they can extend their knowledge and skills. The curriculum of both schools is wide and ensures that children have the opportunity to embed their understanding of new skills in various contexts.

In order to effectively assess our children and to ensure that we differentiate between the core building blocks of learning and the opportunities to widen skills and embed them, we distinguish between our 'non-negotiables' and our key skills.

'Non-negotiables' are designed to identify the essential skills that children need to become confident with ie be able to apply in other contexts. Non-negotiables are set for all year groups and are based on reading, writing, maths and oracy (speaking) skills. There is further depth to our numeracy and literacy curriculums but these are additional to the foundation blocks of the non-negotiables

Through the wider curriculum we also have key skills for all other subjects in each year group.

These objectives and skills for year 4 are outlined in this document. Termly curriculum leaflets will continue to give the context in which these objectives and skills will be taught.

Non Negotiables

Oracy

- Talk and listen confidently in a wide range of contexts
- Ask questions to clarify or develop understanding
- Give an answer and justify with evidence
- Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required
- Show understanding of the main points and significant details in a discussion
- Show that they have listened carefully through making relevant comments
- Increasingly able to adapt what they say to meet the needs of the audience / listener
- Vary the use and choice of vocabulary dependent on the purpose and audience
- Show understanding of how and why language choices vary in different contexts
- Use some features of Standard English
- Present writing to an audience using appropriate intonation and control the tone and volume so that the meaning is clear.
- Perform poems or plays from memory conveying ideas about characters and situation by adapting expression and tone
- Understand when the context requires the use of Standard English

Reading

- Give a personal point of view on a text
- Re-explain a text with confidence
- Justify inferences with evidence, predicting what might happen from details stated or implied
- Use appropriate voices for characters within a story
- Recognise apostrophe of possession (plural)
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation
- Explain why a writer has used different sentence types or a particular word order and the effect it has created
- Skim and scan to locate information and/or answer a question

Writing

- Vary sentence structure using different openers
- Use adjectival phrases (eg biting cold wind)
- Use appropriate choice of noun or pronoun
- Use fronted adverbials
- Use apostrophe for plural possession
- Use a comma after a fronted adverbial (eg Later that day, I heard bad news)
- Use commas to mark clauses
- Use inverted commas and other punctuation to punctuate direct speech
- Use paragraphs to organise ideas around a theme
- Use connecting adverbs to link paragraphs
- Write with increasing legibility, consistency and fluency

Maths

- Count backwards through zero to include negative numbers
- Compare and order numbers beyond 1000
- Compare and order numbers with up to 2 decimal places
- Read Roman numerals to 100
- Find 1000 more/less than a given number
- Count in multiples of 6,7,9, 25 and 1000
- Recall and use multiplication and division facts for all tables to 12x12
- Recognise the place value of any 4 digit number
- Round any number to the nearest 10,100 or 1000
- Round decimals with 1 dp to the nearest whole number
- Add and subtract—Numbers with up to 4 digits using written columnar method
- Multiply—2 digit by 1 digit; 3 digit by 1 digit
- Count up and down in hundredths
- Recognise and write equivalent fractions
- Add and subtract fractions with the same denominator
- Read, write and convert time between analogue and digital 12 and 24 hour clocks

Science	Planning	Obtaining and presenting evidence	Considering evidence and evaluating
Working Scientifically	<ul style="list-style-type: none"> Set up a simple fair test to make comparisons Plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated Suggest improvements and predictions Decide which information needs to be collected and decide which is the best way for collecting it Use findings to draw a simple conclusion 	<ul style="list-style-type: none"> Take measurements using different equipment and units of measure and record what is found in a range of ways Make accurate measurements using standard units Explain findings in different ways (display, presentation, writing) 	<ul style="list-style-type: none"> Find any patterns in evidence or measurements Make a prediction based on something found out Evaluate what has been found using scientific language, drawings, labelled diagrams, bar charts and tables Use straightforward scientific evidence to answer questions or to support findings Identify differences, similarities or change related to simple scientific ideas or processes

History	Chronological understanding	Knowledge and interpretation	Historical enquiry
	<ul style="list-style-type: none"> Plot recent history on a timeline using centuries Place periods of history on a timeline showing periods of time Use mathematical skills to round up time differences into centuries and decades 	<ul style="list-style-type: none"> Explain how events from the past have helped shape our lives Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences Know that people who lived in the past cooked and travelled differently and used different weapons from ours Recognise that the lives of wealthy people were very different from those of poor people Appreciate how items found belonging to the past are helping us to build up an accurate 	<ul style="list-style-type: none"> Research two versions of an event and say how they differ Research what it was like for a child in a given period in the past and use photographs and illustrations to present findings Give more than one reason to support an historical argument Communicate knowledge and understanding orally and in writing and offer points of view based upon what is found out

Music	Performing	Composing	Appraising
	<ul style="list-style-type: none"> Perform a simple part rhythmically Sing songs from memory with accurate pitch Improvise using repeated patterns 	<ul style="list-style-type: none"> Use notation to record and interpret sequences of pitches Use standard notation Use notations to record compositions in a small group or on own Use notation in a performance 	<ul style="list-style-type: none"> Explain the place of silence and say what effect it has Start to identify the character of a piece of music Describe and identify the different purposes of music Begin to identify with the style of work of Beethoven, Mozart and Elgar

Geography	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
	<ul style="list-style-type: none"> Carry out a survey to discover features of cities and villages Find the same place on a globe and in an atlas Label the same features on an aerial photograph as on a map Plan a journey to a place in England Accurately measure and collect information (eg rainfall, temperature, wind speed, noise levels etc) 	<ul style="list-style-type: none"> Describe the main features of a well known city Describe the main features of a village Describe the main physical differences between cities and villages Use appropriate symbols to represent different physical features on a map 	<ul style="list-style-type: none"> Explain why people are attracted to live in cities Explain why people may choose to live in a village rather than a city Explain how a locality has changed over time with reference to human features Find different views about an environmental issue. What is child's viewpoint Suggest different ways that a locality could be changed and improved 	<ul style="list-style-type: none"> Locate the Tropic of Cancer and the Tropic of Capricorn Know the difference between the British Isles, Great Britain and UK Know the countries that make up the European Union Name up to six cities in the UK and locate them on a map Locate and name some of the main islands that surround the UK Name the areas of origin of the main ethnic groups in the UK and in their school

Computing	Algorithms and Programs	Data retrieving and organising	Communicating
	<ul style="list-style-type: none"> Use repeat instructions to draw regular shapes on screen, using commands Experiment with variables to control models Make turns specifying the degrees Give an on-screen robot specific directional instructions that takes them from x to y Make accurate predictions about the outcome of a program they have written 	<ul style="list-style-type: none"> Capture images using webcams, screen capture, scanning, visualiser and internet Choose images and download into a file Download images from the camera into files on the computer Copy graphics from a range of sources and paste into a desktop publishing program 	<ul style="list-style-type: none"> Appreciate the benefits of ICT to send messages and to communicate Use the automatic spell checker to edit spellings
	Using the internet	Databases	Presentation
	<ul style="list-style-type: none"> Use a search engine to find a specific website Use note-taking skills to decide which text to copy and paste into a document Use tabbed browsing to open two or more web pages at the same time Open a link to a new window Open a document (PDF) and view it 	<ul style="list-style-type: none"> Input data into a prepared database Sort and search a database to answer simple questions Recognise what a spreadsheet is Use the terms 'cells', 'rows' and 'columns' Enter data, highlight and make bar charts 	<ul style="list-style-type: none"> Create a lengthy presentation that moves from side to side and is aimed at a specific audience Insert sound recordings into a multi media presentation Know how to manipulate text, underline text, centre text, change font and size and save text to a folder

Art	Drawing	Painting	Printing	Sketch books
	<ul style="list-style-type: none"> • Begin to show facial expressions and body language in their sketches • Identify and draw simple objects, and use marks and lines to produce texture • Organise line, tone, shape and colour to represent figures and forms in movement • Show reflections • Explain why chosen specific materials to draw with 	<ul style="list-style-type: none"> • Create all the colours they need • Create mood in their paintings • Successfully use shading to create mood and feeling 	<ul style="list-style-type: none"> • Print using at least four colours • Create an accurate print design • Print onto different materials 	<ul style="list-style-type: none"> • Use sketch books to express feelings about various subjects and outline likes and dislikes • Produce a montage all about themselves • Use their sketch book to adapt and improve ideas • Keep notes about the purpose of work in their sketch books
	3D / Textiles	Collage	Use of IT	Knowledge
	<ul style="list-style-type: none"> • Experiment and combine materials and processes to design and make 3D form • Begin to sculpt clay and other mouldable materials • Use early textile and sewing skills as part of a project 	<ul style="list-style-type: none"> • Use ceramic mosaic • Combine visual and tactile qualities 	<ul style="list-style-type: none"> • Present a collection of their work on a slide show • Create a piece of art work which includes the integration of digital images taken • Combine graphics and text based on research 	<ul style="list-style-type: none"> • Experiment with different styles which artists have used • Explain art from other periods of history
Languages	Listening and responding	Speaking	Reading and responding	Writing
	<ul style="list-style-type: none"> • Understand short passages made up of familiar language • Understand instructions, messages and dialogues within short passages • Identify and note the main points and give a personal response on a passage 	<ul style="list-style-type: none"> • Have a short conversation where saying 2-3 things • Use short phrases to give a personal response 	<ul style="list-style-type: none"> • Read and understand short texts using familiar language • Identify and note the main points and give a personal response • Read independently • Use a bilingual dictionary or glossary to look up new words 	<ul style="list-style-type: none"> • Write 2-3 short sentences on a familiar topic • Say what like and dislike about a familiar topic
Dance				
	<ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative • Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group • Refine, repeat and remember dance phrases and dances • Perform dances clearly and fluently • Show sensitivity to the dance idea and the accompaniment • Show a clear understanding of how to warm up and cool down safely • Describe, interpret and evaluate dance, using appropriate language 			

PE	Acquiring and developing	Evaluating and improving	Health and fitness	Dance
	<ul style="list-style-type: none"> Select and use most appropriate skills, actions or ideas Move and use actions with co-ordination and control Make up their own small-sided game 	<ul style="list-style-type: none"> Explain how their work is similar and different from that of others Use their composition to improve their work 	<ul style="list-style-type: none"> Explain why warming up is important Explain why keeping fit is good for their health 	<ul style="list-style-type: none"> Take the lead when working with a partner or group Use dance to communicate an idea Work on their movements and refine them Create a clear and fluent dance
	Games	Gymnastics	Athletics	Outdoor/ Adventurous
	<ul style="list-style-type: none"> Catch with one hand Throw and catch accurately Hit a ball accurately and with control Keep possession of the ball Move to find a space where they are not in possession during a game Vary tactics and adapt skills according to what is 	<ul style="list-style-type: none"> Work in a controlled way Include change of speed Include change of direction Include a range of shapes Follow a set of 'rules' to produce a sequence Work with a partner to create, repeat and improve a sequence with at least three phrases 	<ul style="list-style-type: none"> Run over a long distance Spring over a short distance Throw in different ways Hit a target Jump in different ways 	<ul style="list-style-type: none"> Follow a map in a more demanding familiar context Move from one location to another following a map Use clues to follow a route Follow a route accurately, safely and within a time limit

DT	Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and product
	<ul style="list-style-type: none"> Have thought about how they will check if their design is successful Begin to explain how to improve the original design Evaluate the product, thinking of both appearance and the way it works Take time to consider how could have made their idea better 	<ul style="list-style-type: none"> Tell if their finished product is going to be good quality Conscious of the need to produce something that will be liked by others Show a good level of expertise when using a range of tools and equipment Work at their product even though their original idea might not have worked 	<ul style="list-style-type: none"> Have thought of how to check if the design is successful Begin to explain how to improve the original design Evaluate the product thinking of both appearance and the way it works Take time to consider how the idea could have been made better

	Cooking and nutrition	Textiles	Electrical and mechanical components	Stiff and flexible sheet	Mouldable materials
	<ul style="list-style-type: none"> Know what to do to be hygienic and safe Think about what to do to present their product in an interesting way 	<ul style="list-style-type: none"> Think what the user would want when choosing textiles Think about how to make their product strong Devise a template Explain how to join things in a different 	<ul style="list-style-type: none"> Add things to their circuits Alter the product after checking it Be confident about trying out new and different ideas 	<ul style="list-style-type: none"> Measure carefully so as to make sure that mistakes aren't made Attempt to make the product strong 	<ul style="list-style-type: none"> Use a range of advanced techniques to shape and mould Use finishing techniques, showing an awareness of audience

E-Safety

Knowledge and Understanding

- Understand need for rules to keep safe when exchanging learning and ideas online
- Recognise information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion
- Understand that the internet contains fact, fiction and opinion and begin to distinguish between them
- Use strategies to verify information eg cross-checking
- Understand the need for caution when using an internet search for images and what to do if they find an unsuitable image
- Understand that copyright exists on most digital images, video and recorded music
- Understand the need to keep personal information and passwords private
- Understand that if personal information is made available online it may be seen and used by others
- Know how to respond if asked for personal information or if feel unsafe about the content of a message
- Recognise cyber-bullying is unacceptable and will be sanctioned in line with the school policy
- Know how to report incident of cyber bullying
- Know difference between online communication tools used in school and those used at home
- Understand the need to develop an alias for some public online use
- Understand that the outcomes of internet searches at home may be different to those in school

Skills

- Follow the school's safer internet rules
- Recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new
- Begin to identify when emails should not be opened and when an attachment may not be safe
- Explain how to use email safely
- Use different search engines

