

## Year 4 curriculum TT statements – Reading, Writing, Maths and Science

### Reading

#### Word Reading Comprehension

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words	Retrieve and record information from non-fiction
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)	Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways	Understand what he/she reads independently by asking questions to improve his/her understanding of a text	Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say
	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
	Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books	Understand what he/she reads independently by predicting what might happen from details stated	
	Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts	Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these	
	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination	Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech	

## Writing

### Spelling

### Handwriting

### Composition

### Vocabulary, Grammar and Punctuation

Use the prefixes un-, dis-, mis-, re-, pre-	Spell words that are often misspelt (English Appendix 1)	Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined	Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary	Form nouns using a range of prefixes e.g. super-, anti-, auto-
Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited	Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym	Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	Plan his/her writing by discussing and recording ideas within a given structure	Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box
Use the suffix -ly	Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double		Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)	Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble
Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature	Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo		Draft and write by organising writing into paragraphs as a way of grouping related material	Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of
Spell words with endings which sound like 'zhun' e.g. division, decision	Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine		Draft and write in narratives, creating settings, characters and plot	Begin to use paragraphs as a way to group related material
Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane	Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they		Draft and write non-narrative material, using headings and sub-headings to organise texts	Use headings and sub-headings to aid presentation
	Use the first two or three letters of a word to check its spelling in a		Evaluate and edit by assessing the effectiveness of his/her own writing	Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play

	dictionary			
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions	Begin to use inverted commas to punctuate direct speech
			Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly	Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')
			Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	

## Maths

Number- Number and Place Value

and Division

Number- Fractions

Number- Addition and Subtraction

Measurement

Geometry – Properties of Shape

Number- Multiplication

Statistics

Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number	Add and subtract numbers mentally, including a three-digit number and ones	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)	Add numbers with up to three digits using the formal method of columnar addition	Write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators	Measure the perimeter of simple 2-D shapes
Compare and order numbers up to 1000	Add and subtract numbers mentally, including a three-digit number and tens	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which $n$ objects are connected to $m$ objects	Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators	Add and subtract amounts of money to give change, using both £ and p in practical contexts
Identify, represent and estimate numbers using different representations	Subtract numbers with up to three digits using the formal method of columnar subtraction		Recognise and show, using diagrams, equivalent fractions with small denominators	Tell the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
Read and write numbers up to 1000 in numerals	Add and subtract numbers mentally, including a three-digit number and hundreds		Add fractions with the same denominator within one whole e.g. $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$	Write the time using an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
Read and write numbers up to 1000 in words	Estimate the answer to a calculation and use inverse operations to check answers		Subtract fractions with the same denominator within one whole e.g. $\frac{6}{7} - \frac{1}{7} = \frac{5}{7}$	Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
Solve number problems and practical problems involving these ideas	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction		Compare and order unit fractions, and fractions with the same denominators	Know the number of seconds in a minute and the number of days in each month, year and leap year
			Solve fraction problems	Compare durations of events e.g. to calculate the time taken by particular events or tasks

			Record 1/10 as 0.1, 3/10 as 0.3 etc	
Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them	Interpret and present data using bar charts, pictograms and tables			
Recognise angles as a property of shape or a description of a turn	Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?' using information presented in scaled bar charts and pictograms and tables			
Identify right angles and identify whether other angles are greater or less than a right angle	Interpret and present data using bar charts, pictograms and tables			
Recognise that two right angles make a half turn, three make three quarters of a turn and four a complete turn				
Identify horizontal and vertical lines and pairs of perpendicular and parallel lines				

## Science

Forces and Magnets Light Animals Including Humans Plants Rocks

Working scientifically

Compare how things move on different surfaces	Recognise that we need light in order to see things and that dark is the absence of light	Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Use results to draw simple conclusions and make predictions
Notice that some forces need contact between two objects, but magnetic forces can act at a distance	Notice that light is reflected from surfaces	Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Explore and describe the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	Describe in simple terms how fossils are formed when things that have lived are trapped within rock	Identify similarities, differences, changes related to scientific processes and ideas
Observe how magnets attract or repel each other and attract some materials and not others	Recognise that light from the sun can be dangerous and that there are ways to protect eyes		Investigate the way in which water is transported within plants	Recognise that soils are made from rocks and organic matter	Ask relevant scientific questions and suggest how to answer eg

					practical test vs secondary sources
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	Recognise that shadows are formed when the light from a light source is blocked by a solid object		Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal		Develop different types of scientific enquiry
Describe magnets as having two poles	Find patterns in the way that the size of shadows change				Gather, record and present data in variety of ways eg drawings, labelled diagrams, charts
Predict whether two magnets will attract or repel each other, depending on which poles are facing					Report on findings orally and in writing using scientific language
					Develop skills of systematic observation
					Set up simple practical enquiries
					Understand comparative and fair tests
					Use range of equipment to measure accurately eg data-loggers, thermometers