

## 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 re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)	Read and decode further exception words accurately, 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 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes	Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read
Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination	Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry	Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context
Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity	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 clearly taken from the text	Understand what he/she reads independently by predicting what might happen from details stated and implied	Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these	Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials
Retrieve and record information from non-fiction over a wide range of subjects	Participate in clear 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			

## Writing

### Spelling

### Handwriting

### Composition

### Vocabulary, Grammar and Punctuation

Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-	Understand and add suffixes -ation, -ous	Add endings which sound like 'shun' spelt -tion, - sion, -ssion, - cian e.g. invention, discussion, tension, magician	Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt - que e.g. rogue, tongue, antique, unique	Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's
Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)	Spell words with the 's' sounds spelt 'sc' e.g. science, scene	Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's	Use the first three or four letters of a word to check its spelling in a dictionary	Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring 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 writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar	Plan his/her writing by discussing and recording ideas	Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)
Draft and write by organising paragraphs around a theme	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose	Draft and write non-narrative material, using simple organisational devices	Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials
Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials	Confidently 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	Understands the grammatical difference between plural and possessive -s	Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done	Use 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

Use fronted adverbials e.g. Later that day, I heard the bad news.	Use paragraphs to organise ideas around a theme	Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas	Use apostrophes to mark plural possession e.g. the girl's name, the girls' names
Use commas after fronted adverbials	Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial			

## Maths

Number- Number and Place Value      Number- Addition and Subtraction      Number- Multiplication  
 and Division      Number- Fractions      Measurement      Geometry – Properties of Shape  
 Geometry- Position and Direction      Statistics

Count in multiples of 6, 7, 9, 25 and 1000	Add numbers with up to four digits using the formal method of columnar addition	Recall multiplication and division facts for multiplication tables up to $12 \times 12$	Recognise and show, using diagrams, families of common equivalent fractions	Convert between different units of measure e.g. kilometre to metre; hour to minute
Find 1000 more or less than a given number	Estimate and use inverse operations to check answers to a calculation	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	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
Count backwards through zero to include negative numbers	Subtract numbers with up to four digits using the formal method of columnar subtraction	Recognise and use factor pairs and commutativity in mental calculations	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	Find the area of rectilinear shapes by counting squares
Recognise the place value of each digit in a four- digit number (thousands, hundreds, tens, and ones)	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	Add and subtract fractions with the same denominator	Estimate, compare and calculate different measures, including money in pounds and pence

Order and compare numbers beyond 1000		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	Recognise and write decimal equivalents of any number of tenths or hundredths	Read, write and convert time between analogue and digital 12- and 24- hour clocks
Identify, represent and estimate numbers using different representations including measures			Recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
Round any number to the nearest 10, 100 or 1000			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 number and practical problems that involve all of the above and with increasingly large positive numbers			Round decimals with one decimal place to the nearest whole number	
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			Compare numbers with the same number of decimal places up to two decimal places	
			Solve simple measure and money problems involving fractions and decimals to two decimal places	
Compare and classify geometric shapes, including quadrilaterals and triangles, based on	Describe positions on a 2-D grid as coordinates in the first quadrant	Interpret and present discrete and continuous data using appropriate graphical methods,		

their properties and sizes		including bar charts and time graphs		
Identify acute and obtuse angles and compare and order angles up to two right angles by size	Describe movements between positions as translations of a given unit to the left/right and up/down	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs		
Identify lines of symmetry in 2-D shapes presented in different orientations	Plot specified points and draw sides to complete a given polygon			
Complete a simple symmetric figure with respect to a specific line of symmetry				
Begin to recognise where angles are greater than two right angles. Know the term straight angle referring to two right angles together				

## Science

Electricity

Living things and their habitats

Animals Including Humans

Sound

States of Matter

Working scientifically

Identify common appliances that run on electricity	Recognise that living things can be grouped in a variety of ways	Describe the simple functions of the basic parts of the digestive system in humans	Identify how sounds are made, associating some of them with something vibrating	Compare and group materials together, according to whether they are solids, liquids or gases	Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions
Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Identify the different types of teeth in humans and their simple functions	Recognise that vibrations from sounds travel through a medium to the ear	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)	Explain similarities, differences, changes related to scientific processes and ideas

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 environments can change and that this can sometimes pose dangers and have an impact on living things	Construct and interpret a variety of food chains, identifying producers, predators and prey	Find patterns between the pitch of a sound and features of the object that produced it	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Generate and answer scientific questions using evidence
Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit			Find patterns between the volume of a sound and the strength of the vibrations that produced it		Select most appropriate type of scientific enquiry
Recognise some common conductors and insulators, and associate metals with being good conductors			Recognise that sounds get fainter as the distance from the sound source increases		Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts
					Report on findings orally and in writing using scientific language to answer questions
					Make systematic observations
					Suggest, set up and carry out simple practical enquires
					Understand comparative and fair tests
					Confidently use range of equipment to measure accurately eg data- loggers, thermometers