

### Year 4 Curriculum – Key Performance Indicators

<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
<p><b>Number and place value</b></p> <p>Counts in multiples of six, seven, nine, twenty-five and one thousands.</p> <p>Counts backwards through zero to include negative numbers.</p> <p>Orders and compares number beyond one thousand.</p> <p>Rounds any number to the nearest ten, one hundred or one thousand.</p> <p><b>Addition and subtraction</b></p> <p>Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why.</p> <p><b>Multiplication and division</b></p> <p>Recalls multiplication and division facts for multiplication tables up to twelve times twelve.</p> <p><b>Fractions (including decimals)</b></p> <p>Recognises and shows, using diagrams, families of common equivalent fractions.</p> <p>Counts up and down in hundredths; recognises that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Rounds decimals with one decimal place to the</p>	<p>Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) – as listed in English appendix 1 of the national curriculum document – both to read aloud and to understand the meaning of new words that are met.</p> <p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Uses dictionaries to check the meaning of words that have been read.</p> <p>Identifies themes and conventions in a wide range of books.</p> <p>Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context.</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.</p> <p>Predicts what might happen from details stated and implied.</p> <p>Identifies main ideas drawn from more than one paragraph and summarises these.</p>	<p>Organises paragraphs around a theme.</p> <p>In narratives, creates settings, characters and plot.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Writes from memory simple sentence, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Uses standard English forms for verb inflections instead of local spoken forms.</p> <p>Uses fronted adverbials.</p> <p>Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Uses inverted commas and other punctuation to indicate direct speech.</p>

Maths	Reading	Writing
<p>nearest whole number.</p> <p>Solves simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><b>Measurement</b></p> <p>Converts between different units of measure; eg, kilometre to metre; hour to minute.</p> <p><b>Geometry: properties of shape</b></p> <p>Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identifies lines of symmetry in two dimensional shapes presented in different orientations.</p> <p><b>Geometry: position and direction</b></p> <p>Plots specified points and draws sides to complete a given polygon.</p> <p><b>Statistics</b></p> <p>Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	<p>Retrieves and records information from non-fiction.</p>	

<b>Geography</b>	<b>History</b>	<b>Religious Education</b>
<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>• Collect, analyse and use a range of data to deepen thinking and understand geographical processes</li> <li>• Use resources such as maps, diagrams, globes, aerial photos and Geographical Information Systems (GIS) to interpret geographical information</li> <li>• Communicate geographical information in a variety of ways including using maps and writing information in length</li> </ul>	<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>• Know and understand the history of the British Isles from the earliest times to the present day. How people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world</li> <li>• Know and understand significant aspects of the history of the wider world</li> <li>• To understand terms such as empire, civilisation, parliament and peasantry</li> <li>• To link continuity and change, cause and effect, similarity, difference and significance and use them to make connections</li> <li>• To understand methods of historical enquiry including how evidence is used and how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• Understand connections between local, regional, national and international history</li> </ul>	<p>Through a process of enquiry, children should be able to:</p> <ul style="list-style-type: none"> <li>• Consider beliefs and sources</li> <li>• Explore comparisons and diversity</li> <li>• Develop language and expression</li> <li>• Develop reasoned responses</li> <li>• Consider questions and look for answers</li> <li>• Explore influences and impact</li> </ul>

## Art

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- About great artists, architects and designers in history