YEAR 4 CURRICULUM

<table>
<tr><th colspan="2">Spring Term 1 6 Weeks</th><th colspan="2">Spring Term 2 6 Weeks</th></tr>
<tr><td colspan="4">ENGLISH</td></tr>
<tr><td colspan="2">LITERACY FOCUS TEXT –</td><td colspan="2">LITERACY FOCUS TEXT –</td></tr>
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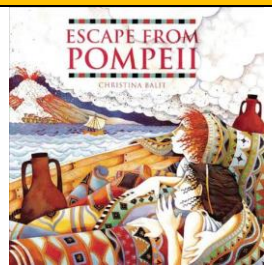
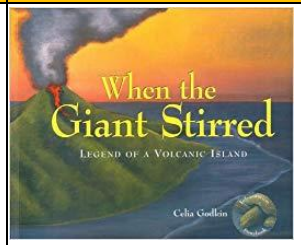
<td> 

Mastery Keys
(year group national curriculum expectations)

• Variety of verb forms used correctly and consistently including the progressive and the present perfect forms.
• Use Standard English for verb inflections.
• Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)
• Use and punctuate direct speech (using dialogue to show the relationship between characters).</td>
<td>Feature keys
(vocabulary, manipulating sentences and tense, structure)
• Write a sequence of events to follow the structure of the model story.
• Write an opening paragraph and further paragraphs for each stage.
• Create dialogue between characters that shows their relationship with each other.
• Use 3rd or 1st person consistently.·
• Use tenses appropriately
• Add historical detail to characters, setting and events</td>
<td> 

Mastery Keys
(year group national curriculum expectations)

• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.
• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
• Use and punctuate direct speech · Use commas after fronted adverbials.</td>
<td>Feature keys
(vocabulary, manipulating sentences and tense, structure)

• Sequence stories in different stages: introduction, build up, climax, resolution.
• Create dialogue between characters that shows their relationship with each other.
• Use 1st or 3rd person consistently.
• Use small details to describe characters and for time, place and mood.</td>
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YEAR 4 CURRICULUM

MATHS				
Number: Multiplication and Division 3 weeks	Area 1 weeks	Fractions 4 weeks	Decimals 3 weeks	Consolidation 1 week
• Comparing statements • Relative calculations • Multiplying/Dividing 2 digits by 1 digit • Scaling • How many ways can I?	• Find the area of rectilinear shapes by counting squares.	• Recognise and show, using diagrams, families of common equivalent fractions. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • 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. • Add and subtract fractions with the same denominator.	• Recognise and write decimal equivalents of any number of tenths or hundredths. • Find the effect of dividing a one or two digit number by 10 or 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. • Convert between different units of measure [for example, kilometre to metre]	

YEAR 4 CURRICULUM

SCIENCE	
Rocks: • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter.	**States of Matter:** • 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.