

Maths	English - Reading	English - Writing	Science
<p>Number & Place Value</p> <p>count in multiples of 6, 7, 9, 25 and 1,000</p> <p>find 1,000 more or less than a given number</p> <p>count backwards through 0 to include negative numbers</p> <p>recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)</p> <p>order and compare numbers beyond 1,000</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100 or 1,000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.</p> <p>Addition & Subtraction</p> <p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>Solve additional and subtraction two-stop problems in contexts, deciding which operations and methods to use and why.</p> <p>Multiplication & Division</p> <p>recall multiplication and division facts for multiplication tables up to 12×12</p>	<p>Word Reading</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension</p> <p>develop positive attitudes to reading, and an understanding of what they read, by:</p> <ol style="list-style-type: none"> i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ii. reading books that are structured in different ways and reading for a range of purposes iii. using dictionaries to check the meaning of words that they have read iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally v. identifying themes and conventions in a wide range of books vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action vii. discussing words and phrases that capture the reader's interest and imagination viii. recognising some different forms of poetry <p>understand what they read, in books they can read independently, by</p> <ol style="list-style-type: none"> i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<p>Spelling</p> <p>use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <ol style="list-style-type: none"> i. place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Handwriting and Presentation</p> <p>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</p> <p>increase the legibility, consistency and quality of their handwriting</p> <p>Composition</p> <p>Plan their writing by:</p> <ol style="list-style-type: none"> i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ii. discussing and recording ideas <p>Draft and write by:</p> <ol style="list-style-type: none"> ii. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and 	<p>Working Scientifically</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>

<p>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</p> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> <p>Fractions (including decimals)</p> <p>recognise and show, using diagrams, families of common equivalent fractions</p> <p>count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.</p> <p>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</p> <p>add and subtract fractions with the same denominator</p> <p>recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$</p> <p>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</p> <p>round decimals with 1 decimal place to the nearest whole number</p>	<ul style="list-style-type: none"> ii. asking questions to improve their understanding of a text iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence iv. predicting what might happen from details stated and implied v. identifying main ideas drawn from more than 1 paragraph and summarising these vi. identifying how language, structure, and presentation contribute to meaning <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<ul style="list-style-type: none"> iii. an increasing range of sentence structures (See English Appendix 2) iv. organising paragraphs around a theme in narratives, creating settings, characters and plot v. in non-narrative material, using simple organisational devices <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> i. assessing the effectiveness of their own and others' writing and suggesting improvements ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proofread for spelling and punctuation errors</p> <p>read their 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.</p> <p>Vocabulary, grammar & punctuation</p> <p>develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ii. using the present perfect form of verbs in contrast to the past tense iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition iv. using conjunctions, adverbs and prepositions to express time and cause v. using fronted adverbials vi. learning the grammar for years 3 and 4 in Appendix 2 	<p>All Living Things</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Animals including humans describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>States of Matter compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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 ($^{\circ}\text{C}$)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Sound identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p>
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<p>compare numbers with the same number of decimal places up to 2 decimal places</p> <p>solve simple measure and money problems involving fractions and decimals to 2 decimal places.</p> <p>Measurement convert between different units of measure</p> <p>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>find the area of rectilinear shapes by counting squares</p> <p>estimate, compare and calculate different measures, including money in pounds and pence</p> <p>read, write and convert time between analogue and digital 12 and 24-hour clocks</p> <p>solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</p> <p>Properties of Shape</p> <p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify acute and obtuse angles and compare and order angles up to 2 right angles by size</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Position & Direction</p> <p>describe positions on a 2-D grid as coordinates in the first quadrant</p>		<p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> i. using commas after fronted adverbials ii. indicating possession by using the possessive apostrophe with singular and plural nouns iii. using and punctuating direct speech <p>use and understand the grammatical terminology in <u>Appendix 2</u> accurately and appropriately in discussing their writing and reading.</p>	<p>find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p> <p>Electricity identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>
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describe movements between positions as translations of a given unit to the left/right and up/down

plot specified points and draw sides to complete a given polygon.

Statistics

interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs

solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.