



St Philip's Learning Pathway

Year 4



Reading

Reading – word reading

Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books

Reading – comprehension

Statutory requirements

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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.



English - Writing

Writing – transcription

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Statutory requirements

Handwriting

Pupils should be taught to:

- 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 their handwriting [for example, 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].



English - Writing

Writing – composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.



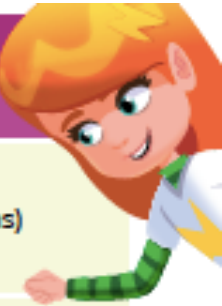
Click the links below

[English Appendix 1: Spelling](#)

[English Appendix 2: Vocabulary, grammar and punctuation](#)

Mathematics

Week	Term		
	Autumn	Spring	Summer
1	Unit 1: Place value – 4-digit numbers (1) (8 lessons)	Unit 6: Multiplication and division (2) (16 lessons)	Unit 11: Decimals (2) (7 lessons)
2			Unit 12: Money (6 lessons)
3	Unit 13: Time (5 lessons)		
4		Unit 7: Perimeter (6 lessons)	Unit 14: Geometry – angles and 2D shapes (8 lessons)
5	Unit 8: Fractions (1) (9 lessons)		
6		Unit 9: Fractions (2) (8 lessons)	Unit 15: Statistics (6 lessons)
7	Unit 10: Decimals (1) (12 lessons)		
8		Unit 16: Position and direction (6 lessons)	
9	Unit 5: Multiplication and division (1) (12 lessons)		
10			
11			
12			



Computing

1

2

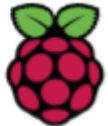
3

4

5

6

National
Centre for
Computing
Education



Raspberry Pi

Online Safety

How to keep myself and others safe online

Creating Media

Capturing and editing audio to produce a podcast

Data and Information

Recognising how and why data is collected over time

Programming

Using a text-based programming language to explore count-controlled loops

Systems and Networks

Recognising the internet as a network of networks

Programming

Using block-based programming language to create a game

Digital Literacy

1

2

3

4

5

Online Bullying

Describe ways people can be bullied through a range of media.. Explain why people need to think carefully about the content they post

Online Relationships

Describe strategies for safe and fun experiences in a range of social environments

Online Reputation & Managing Online Information

Describe how to find out information about others by searching online & Analyse information to make judgement about probable accuracy

Privacy and Security & Copyright and Ownership

Explain that internet use is never fully private and is monitored & Explain why I need to consider who owns content and whether I have the right to reuse

Health, Well Being and Lifestyle & Self Image and Identity

Explain how using technology can be a distraction, positively and negatively & explain how my online identity can be different to my offline identity

Religious Education

1

2

3

4

5

6

4.1 God, David and the Psalms

Explore the story of David. Read the Psalms and use them to discover more about God

4.2 Christmas. Symbolism of Light

Explore the multi-faceted metaphor of bringing light into people's lives

4.3 Jesus son of God

Deepen understanding of Jesus, who he was, his teaching and behaviour

4.4 Easter – Betrayal and trust

Reflect upon the importance of power and the effect of betrayal, trust and forgiveness

4.5 Are all churches the same

Understand church in its widest sense. Find similarities and difference between denominations

4.6 Prayer

Know that prayer is a way of communicating with God

HSRE

1

Building Confidence

My Mind – lesson 4: mind training

My Life – lesson 4: pride

QuickStart Initiative lessons 1-6

QuickStart Organisation lessons 1-6

2

Interacting With Others

Kindness units – Contender unit 1: weeks 1, 2 & 4

QuickStart Organisation lessons 7-8

QuickStart Initiative lessons 6-10

3

Using My Voice

My Health – lesson 2: being active

My Mind – lesson 9: mental health

My Mind – lesson 10: positivity

QuickStart Communication lessons 1-4

Quickstart Organisation lessons 9-10

Respect units – Contender unit 1: weeks 2, 3 & 6

Science

1

2

3

4

5

6

States of matter

Compare and group materials according to the state of matter. Observe changing states.

Sound

Exploration of sound. Investigate how sound travels and explore sound insulation

Electricity

Explore different types of electrical equipment. Construct a simple series circuit

Living things and their habitats

Group and classify animal groups – vertebrates and invertebrates. Explore the impacts of environmental change

Animals including humans

Describe simple functions of the basic parts of the digestive system in humans. Construct and interpret a variety of food chains

Revision

Revise all Year 4 units of work

Humanities

1

History unit 1 – War and Peace

Explore wars in Britain and wars Britain has been involved with

2

Geography unit 1 - Mapping

Use eight cardinal points and 4 figure coordinates. Explore the purposes of different maps

3

History unit 2 – Ancient Egypt

Understand how the ancient Egyptians came to thrive

4

Geography unit 2 – Rivers and the Water Cycle

Explain the stages and features of rivers. Understand and explain the water cycle

5

History unit 3 - Migration

Understand what migration is and the different reasons for migration past and present

6

Geography unit 3 – Mountain ranges

Identify the world's major mountain ranges. Investigate mapping contours and mountainous landscape features

Art & Design Design & Technology

1

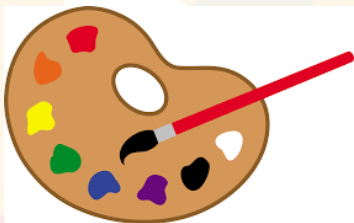
2

3

4

5

6



Art & Design – Mark Making

Draw for a sustained period of time. Further develop drawing a range of tones and lines

Design & Technology - Textiles

Design, make and evaluate

Art & Design - Printing

Show experience in combining prints taken from multiple objects/media to create a new image/effect

Design & Technology – Electrical and Mechanical Systems / Components

Design, make and evaluate

Art & Design – 3D and Sculpture

Model over an armature such as a newspaper frame for modroc. Adapt work as and when necessary

Design & Technology - Food

Design, make and evaluate

Music

1

Mamma Mia

70s Pop music

2

Glockenspiel 2

Develop knowledge of musical notes, learning to play well-known songs

3

Stop!

Rap music

4

Lean on me

Soul and Gospel

5

Blackbird

Pop music by The Beatles

6

Reflect, Rewind and Replay

Consolidate learning that has occurred during the year

Modern Foreign Languages

1

2

3

4

5

6

Ourselves and Family

Say and write four family member nouns.
Write a sentence to name a family member

Celebrations

Describe French Christmas Eve traditions.
Describe size and colour using adjectives

School

Name and write 10 school subjects in French

Weather

Name and order the months of the year in French. Name and write five weather conditions.
Describe the weather a different times of year

Hobbies and Sports

Name and write nine hobbies in French.
Identify key information from a spoken passage

Holidays and Travel

Name and write six countries and six modes of transport in French

Physical Education

1

2

3

4

5

6

7

Hockey

Learn basic hockey skills and apply to small sided games

Tag Football (NFL Flag)

Develop basic understanding of NFL tag football

Gymnastics and Dance

Develop short sequence using equipment
Use dance to communicate an idea / feeling

Benchball and Cross Country

Develop transferable skills
Develop an understanding of pace

American Football and Cricket

Learn new throwing and catching skills
Develop a basic understanding of cricket

Athletics and Tennis

Develop stamina in a range of activities
Develop basic play in tennis – forehand shot

Swimming- Autumn 1 to Spring 1