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:

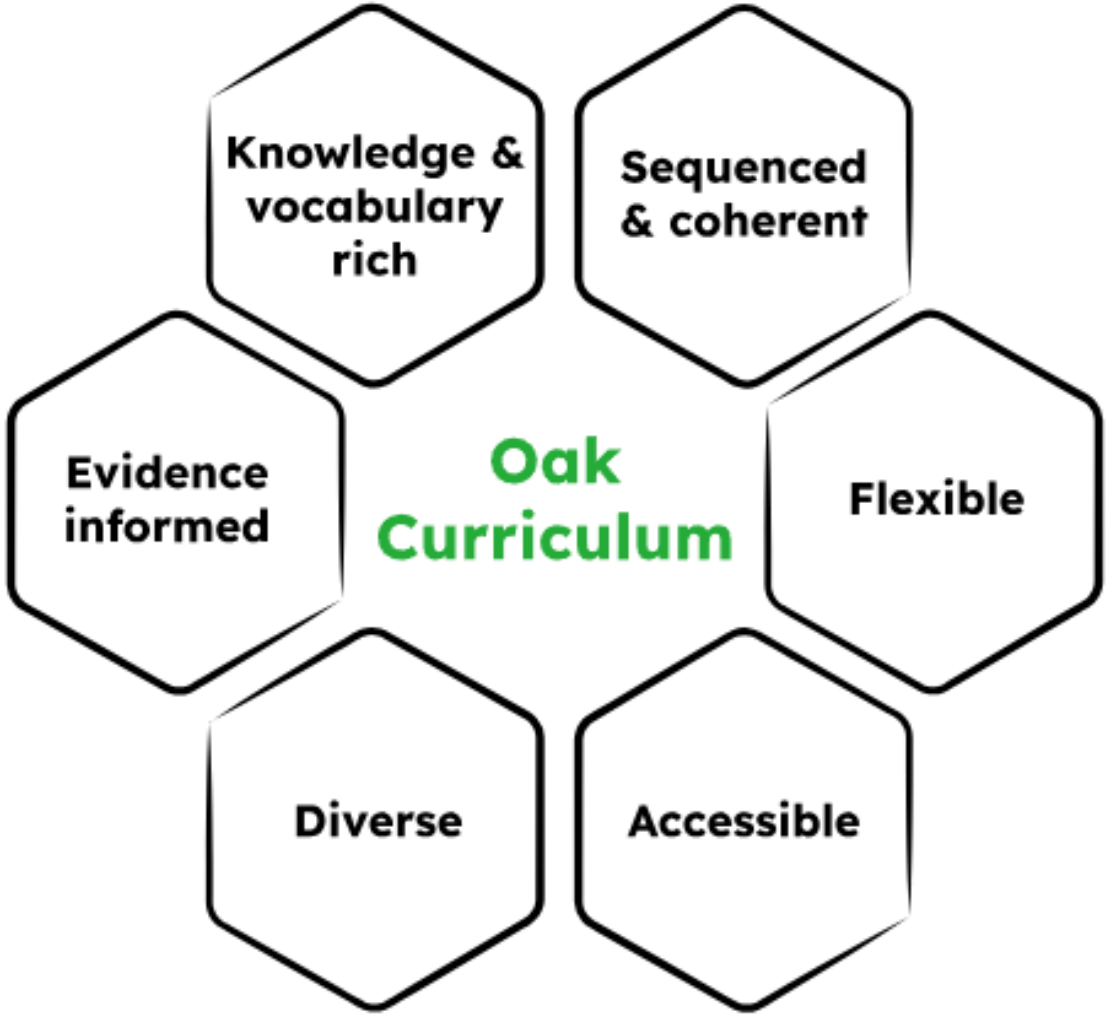
- develop their understanding of the concepts set out in English Appendix 2 by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing 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

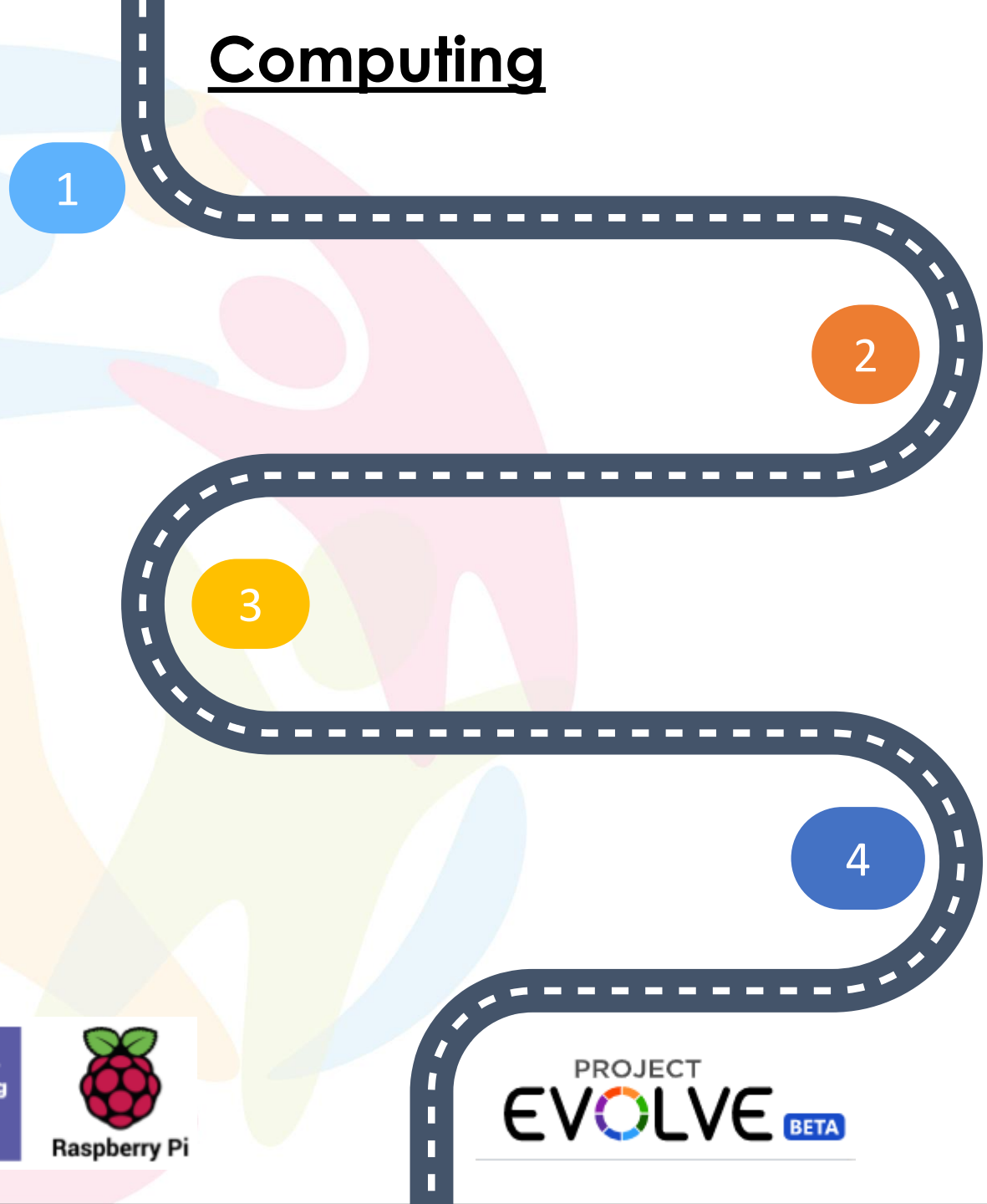
Mathematics



Click the link to see the unit sequence for each year group
https://www.thenational.academy/teachers/curriculum/maths-primary/units

Oak National Academy

Computing



Digital Literacy - Online Safety

How to keep myself and others safe online

Data an Information

How computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals

Programming

Create programs by planning, modifying, and testing commands to create shapes and patterns

Computer and Systems

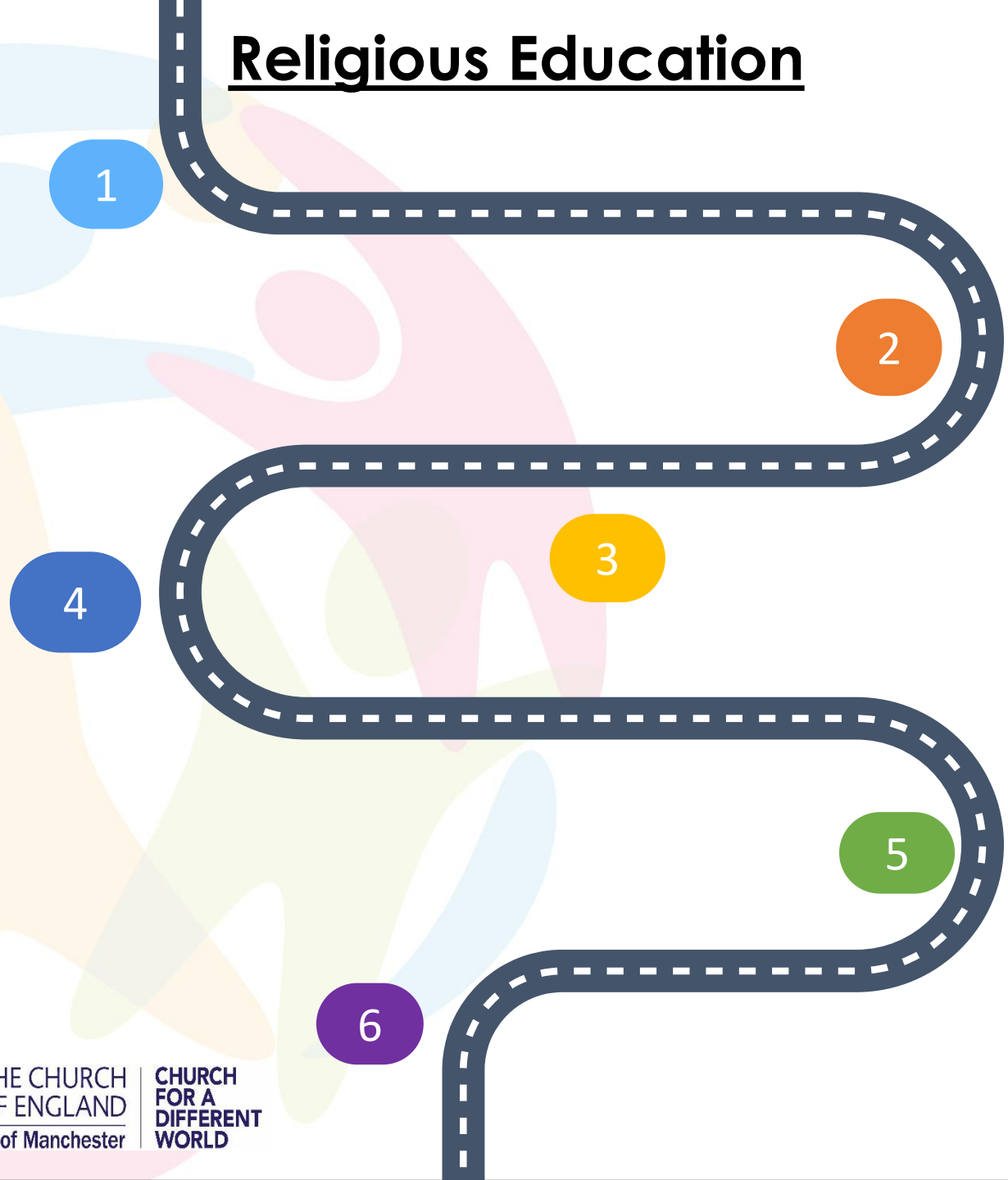
Learn that the World Wide Web is part of the internet, explore the World Wide Web for themselves in order to learn about who owns content

National Centre for Computing Education

Raspberry Pi

PROJECT EVOLVE BETA

Religious Education



L2.3 - The Trinity

What is the 'trinity' and why is it important to Christians? God / Incarnation

L2.7 - Hinduism

What do Hindus believe God is like?

L2.8 - Hinduism

What does it mean to be Hindu in Britain today?

L2.5 - Easter

Why do Christians call the day Jesus died 'Good Friday'? Salvation

L2.6 - Pentecost

For Christians, when Jesus left, what was the impact of Pentecost? Kingdom of God

L2.11 - Significant events

How and why do people mark the significant events of life?

THE CHURCH OF ENGLAND
Diocese of Manchester
CHURCH FOR A DIFFERENT WORLD

HSRE

Being Me in My World

Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me

Science

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

PiXL

Humanities

History unit 1 – War and Peace

Explore wars in Britain and wars Britain has been involved with

Geography unit 1 - Mapping

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

History unit 2 – Ancient Egypt

Understand how the ancient Egyptians came to thrive

Geography unit 2 – Rivers and the Water Cycle

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

History unit 3 - Migration

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

Geography unit 3 – Mountain ranges

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

Digimap for Schools
Learning. Mapping. Exploring.

Art & Design
Design & Technology

1

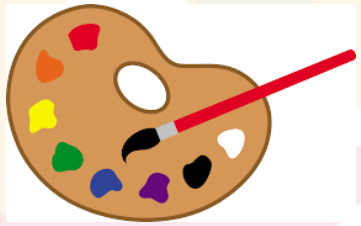
2

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 combing 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

Mamma Mia

70s Pop music

Glockenspiel 2

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

Stop!

Rap music

Lean on me

Soul and Gospel

Blackbird

Pop music by The Beatles

Reflect, Rewind and Replay

Consolidate learning that has occurred during the year

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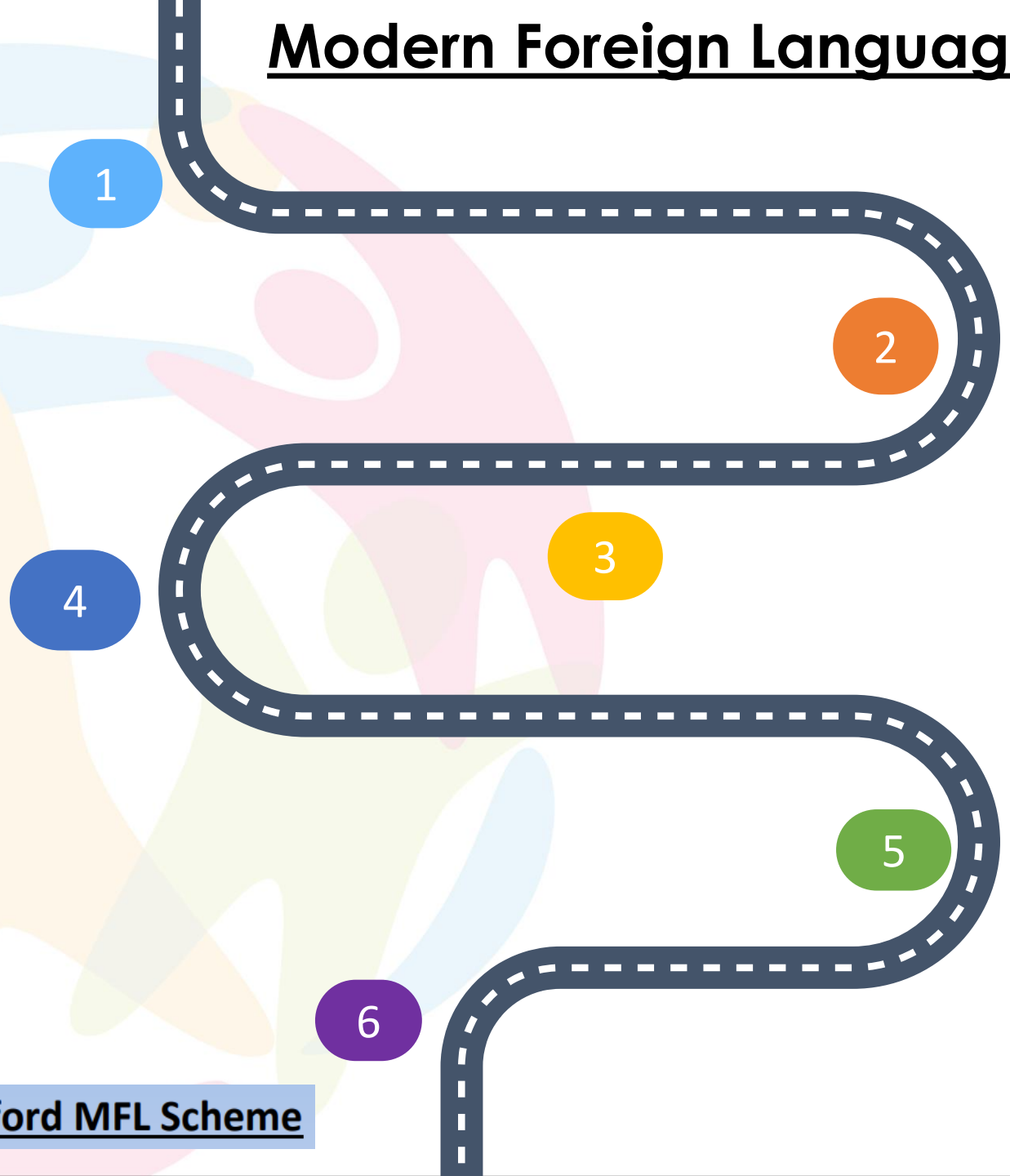
Modern Foreign Languages



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

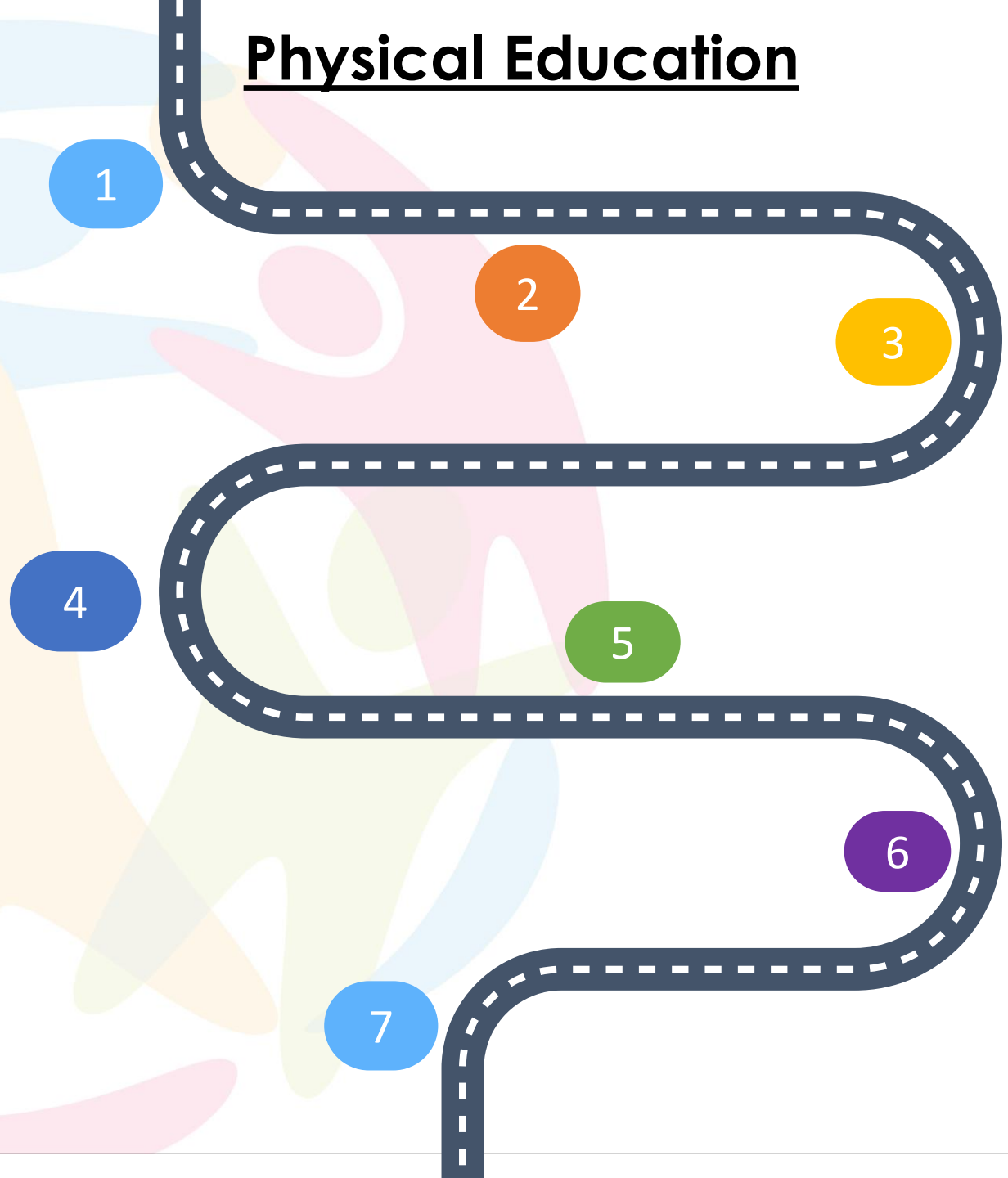
Name and write nine hobbies in French.
Identify key information from a spoken passage

Holidays and Travel

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

Salford MFL Scheme

Physical Education



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- Spring Term