



Year Four Class		Hampton Dene Primary School		Key Stage 2	
Writing		Listen to and tell stories often so as to internalise the structure.		Working Scientifically	
Narrative		Mathematics		Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)	
Write stories set in places pupils have been.		Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.		Physics	
Write stories that contain mythical, legendary or historical characters or events.		Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.		Electricity	
Write stories of adventure.		Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.		Look at appliances, circuits, lamps, switches, insulators and conductors.	
Write letters.		Explore numbers and place value so as to read and understand the value of all numbers.		Art & Design	
Write plays.		Add and subtract using efficient mental and formal written methods.		Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.	
Non-fiction		Multiply and divide using efficient mental and formal written methods.		Develop and share ideas in a sketchbook and in finished products.	
Write instructions.		Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.		Improve mastery of techniques.	
Write recounts.		Describe position, direction and movement in increasingly precise ways.		Learn about the great artists, architects and designers in history.	
Write persuasively.		Use and apply measures to increasingly complex contexts.		Computing	
Write non-chronological reports.		Gather, organise and interrogate data.		Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	
Write in a journalistic style.		Science		Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.	
Write arguments.		Biology		Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.	
Poetry		Animals and humans		Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	
Write poems that convey an image (simile, word play, rhyme and metaphor).		Look at the digestive system in humans.		Design & Technology	
Reading		Look at teeth.		Design	
Read and listen to a wide range of styles of text, including fairy stories, myths and legends.		All living things		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	
Listen to and discuss a wide range of texts.		Identify and name plants and animals'		Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	
Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.		Look at classification keys.		Make	
Take part in conversations about books.		Look at classification of plants, animals and micro organisms.		Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.	
Use the school and community libraries.		Chemistry			
Look at classification systems.		States of matter			
Look at books with a different alphabet to English.		Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.			
Read and listen to whole books.		Physics			
Communication		Sound			
Engage in meaningful discussions in all areas of the curriculum.		Look at sources, vibration, volume and pitch			
Listen to and learn a wide range of subject specific vocabulary.					
Through reading identify vocabulary that enriches and enlivens stories.					
Speak to small and larger audiences at frequent intervals.					
Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.					



Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

Investigate and analyse a range of existing products.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.

Cooking and nutrition

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Geography

Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.

Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

History

The Roman Empire and its Impact on Britain.

Britain's settlement by Anglo Saxons and Scots.

A local history study.

Language

In the chosen modern language:

- Speak
- Read
- Write.

Look at the culture of the countries where the language is spoken.

Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

Improvise and compose music using the inter-related dimensions of music separately and in combination.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand the basics of the stave and other musical notations.

Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.

Develop an understanding of the history of music.

Physical Education

Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.

Take part in gymnastics activities.

Take part in athletics activities.

Perform dances.

Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

Additional Content

RE Y4 Key Questions

Aut

LKS2 2.8: What does it mean to be a Hindu in Britain today?

Spr

LKS2 2.9: What can we learn from religions about deciding what is right and wrong?

LKS2 2.3: Why is Jesus inspiring to some people?

Sum

LKS2 2.5: Why are festivals important to religious communities?

LKS2 2.6: Why do some people think that life is like a journey and what significant experiences mark this?

RE Aims

Aims

Know about and understand a range of religions and world views.

Express ideas and insights about the nature and significance and impact of religions and world views.

Gain and deploy the skills needed to engage

seriously with religions and world views.

LKS2 Science

Y3

Rocks

Light

Forces and magnets

Plants

Animals, including humans

Y4

States of matter

Sound

Electricity

Living things and their habitats

Animals, including humans

Art Year 4 Contexts

Viewpoints

Printing/Photography/Painting

Chagall/Miro/David Hockney :

Take a seat-

3D

Van Gogh:

Journeys-

Drawing /Painting/collage/Printmaking

Paul Klee/Richard Long/Boyle Family

Brave Explorers

Brave Explorers show

>Independence and Courage

>Resilience and Adaptability

>Imagination and Making Connections

>Good Team Work

Each class will have its own goals to aim at for the end of the year.