



## Year 4 National Curriculum Overview

Subject	Skills to be taught
English	<p><b>Reading Words:</b></p> <ul style="list-style-type: none"><li>- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words I meet.</li><li>- I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"><li>- I can develop a positive attitude to reading and understanding what I read.</li><li>- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li><li>- I can read books that are structured in different ways and read for a range of purposes.</li><li>- I can use dictionaries to check the meaning of words I have read.</li><li>- I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and I can retell some of these orally.</li><li>- I can identify themes and conventions in a wide range of books.</li><li>- I can prepare poems and play scripts to read aloud and I can perform, showing understanding through intonation, tone, volume and action.</li><li>- I can discuss words and phrases that capture the reader's interest and imagination.</li><li>- I can recognise some different forms of poetry.</li><li>- I can understand what I read, in books I can read independently by: checking that the text makes sense, discussing my understanding and explaining the meaning of words in context; ask questions to improve my 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.</li><li>- I can retrieve and record information from non-fiction.</li><li>- I can participate in discussion about books that are read to me and those I can read for myself, taking turns and listening to what others say.</li></ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"><li>- I can use prefixes and suffixes and understand how to add them.</li><li>- I can spell homophones.</li></ul>

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- I can spell words that are often misspelt.
  - I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
  - I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can write from memory simple sentences, dictated by my teacher, that include words and punctuation taught so far.
- I can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.

### **Handwriting:**

- I can 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.
- I can increase the legibility, consistency and quality of my 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].

### **Writing:**

- I can write in a lively and coherent style.
- I can use a range of styles and genres confidently and independently.
- I can create settings, characters and plot in stories.
- I can use interesting and ambitious words sometimes (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').
- I can organise ideas appropriately for both purpose and reader using a range of organisational devices. Could include: captions, headings, bullets points, chapters, letter formats; paragraphs; logically sequenced events
- I can use a wide range of punctuation including at least three of the following: full stop and capital letter, question mark, exclamation mark, apostrophe and commas (in lists and after fronted adverbials) mainly accurately.
- I can use more sophisticated subordinating conjunctions (e.g. although, however, nevertheless, despite, contrary to, as well as etc).
- I can use links to show time and cause, including: using conjunctions or adverbials (because, as a result, so, due).
- I can open sentences in a wide range of ways for interest and impact. This could include starting with: conjunction, adverb, verb, simile.
- I can use paragraphs, including developing a paragraph around a theme and a new paragraph for a shift in place or time.
- I can use nouns, pronouns (he/she/they) and tenses accurately and consistently throughout writing.
- I can use apostrophes and / or inverted commas, mainly accurately. Apostrophes could be used for possession and omission.
- I can punctuate direct speech accurately with commas and inverted commas (e.g. "I am an excellent writer,"

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	<p>mumbled the pupil to himself.)</p> <ul style="list-style-type: none"><li>- I can use noun phrases appropriately (e.g. the strict maths teacher with the curly hair).</li><li>- I can select interesting strategies to move a piece of writing forward. This could include: asides, characterisation, dialogue, etc.</li><li>- I can evaluate and edit writing, including: changes to spelling, vocabulary, grammar, punctuation and spelling.</li></ul>
Mathematics	<p><b>Number and Place Value:</b></p> <ul style="list-style-type: none"><li>- I can count in multiples of 6, 7, 9, 25 and 1000.</li><li>- I can find 1000 more or less than a given number.</li><li>- I can count backwards through zero to include negative numbers.</li><li>- I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</li><li>- I can order and compare numbers beyond 1000.</li><li>- I can identify, represent and estimate numbers using different representations.</li><li>- I can round any number to the nearest 10, 100 or 1000.</li><li>- I can solve number and practical problems that involve all of the above and with increasingly large positive numbers.</li><li>- I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</li></ul> <p><b>Addition and Subtraction:</b></p> <ul style="list-style-type: none"><li>- I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li><li>- I can estimate and use inverse operations to check answers to a calculation.</li><li>- I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li></ul> <p><b>Multiplication and Division:</b></p> <ul style="list-style-type: none"><li>- I can recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li><li>- I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</li><li>- I can recognise and use factor pairs and commutativity in mental calculations.</li><li>- I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li><li>- I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li></ul> <p><b>Fractions (including decimals):</b></p> <ul style="list-style-type: none"><li>- I can recognise and show, using diagrams, families of common equivalent fractions.</li><li>- I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li></ul>

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- I can 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.
- I can add and subtract fractions with the same denominator.
- I can recognise and write decimal equivalents of any number of tenths or hundredths.
- I can recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .
- I can 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.
- I can round decimals with one decimal place to the nearest whole number.
- I can compare numbers with the same number of decimal places up to two decimal places.
- I can solve simple measure and money problems involving fractions and decimals to two decimal places.

### **Measurement:**

- I can convert between different units of measure [for example, kilometre to metre; hour to minute].
- I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- I can find the area of rectilinear shapes by counting squares.
- I can estimate, compare and calculate different measures, including money in pounds and pence.
- I can read, write and convert time between analogue and digital 12- and 24-hour clocks.
- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

### **Properties of Shapes:**

- I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- I can identify acute and obtuse angles and compare and order angles up to two right angles by size.
- I can identify lines of symmetry in 2-D shapes presented in different orientations.
- I can complete a simple symmetric figure with respect to a specific line of symmetry.

### **Position and Direction:**

- I can describe positions on a 2-D grid as coordinates in the first quadrant.
- I can describe movements between positions as translations of a given unit to the left/right and up/down.
- I can plot specified points and draw sides to complete a given polygon.

### **Statistics:**

- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

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### Science

#### **Planning:**

- I can ask relevant questions to test.
- I can decide which information needs to be collected and decide the best way for collecting it.
- I can set up a simple fair test to make comparisons.
- I can plan a fair test, isolate variables and explain why it was fair and which variables have been isolated.
- I can suggest predictions.
- I can use test results to create further questions, predictions and set up further comparative tests.

#### **Obtaining and Presenting Evidence:**

- I can take measurements using different equipment and units of measure.
- I can make accurate and systematic measurements using standard units.
- I can record and present what I have found using scientific language, drawings, labelled diagrams, bar charts and tables.
- I can record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.
- I can explain my findings in different ways (display, oral presentation, and writing).

#### **Considering Evidence and Evaluating:**

- I can report findings from investigations through written explanations.
- I can find any patterns in my evidence or measurements.
- I can identify differences, similarities or changes related to simple scientific ideas and processes.
- I can use a graph or diagram to answer scientific questions.
- I can explain my findings and answer questions using scientific knowledge to support them.
- I can use my findings to draw a simple conclusion.
- I can suggest improvements.

#### **Sound**

- I can describe a range of sounds and explain how they are made through vibrations.
- I can compare sources of sound and explain how the sounds differ.
- I can describe and explain how a sound travels from a source, through different medium, to our ears.
- I can explain how to change a sound (louder/softer).
- I can explain what happens to sound as it travels away from its source.
- I can explain why sound gets fainter or louder according to the distance.
- I can work out which materials give the best insulation for sound.
- I can explain how you could change the pitch of a sound.
- I can explain how pitch and volume can be changed in a variety of ways.
- I can investigate how different materials can affect the pitch and volume of sounds.

#### **Living Things and Habitats:**

- I can recognise that living things can be grouped in a variety of ways.

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- I can use a classification key to group a variety of living things found in my local environment (plants, vertebrates, invertebrates).
- I can compare the classification of common plants and animals to living things found in other places (under the sea, prehistoric).
- I can classify a range of common plants according to many criteria (environment found, size, climate required, etc.).
- I recognise that environments can change and this can sometimes pose a danger to living things.
- I can explain how people, weather and the environment can affect living things.
- I can classify living things and non-living things by a number of characteristics that I have thought of.
- I can give reasons for how I have classified animals and plants, using my characteristics.

### **States of Matter:**

- I can compare and group materials based on my states of matter, i.e. liquid, solid or gas.
- I can group and classify a variety of materials according to the impact of temperature on them.
- I can explain what happens to materials when they are heated or cooled.
- I can measure the temperature at which different materials change state.
- I can relate temperature to change of state of materials.
- I can use measurements to explain changes to the state of water.
- I can explain the part that evaporation and condensation has in the water cycle.
- I can explain what happens over time to materials such as puddles on the playground or washing hanging on a line.

### **Animals, including Humans:**

- I can identify the simple function of different types of human teeth.
- I can compare the teeth of herbivores and carnivores.
- I can identify and name the basic parts of the human digestive system.
- I can describe the function of the organs of the human digestive system.
- I can explain what a simple food chain shows.
- I can name and group a variety of living things based on feeding patterns (producer, consumer, predator, prey, herbivore, carnivore, and omnivore).

### **Electricity:**

- I can explain how electricity is useful to us and name common appliances that run on electricity.
- I can construct a simple circuit and identify the parts within it.
- I can explain how bulbs work in an electrical circuit.
- I can make a bulb go on and off.
- I can identify whether or not a lamp will light in a simple series circuit.
- I can explain closed and open circuits.
- I can construct a circuit with a switch.

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	<ul style="list-style-type: none"><li>- I can explain how a bulb might get lighter.</li><li>- I can say what happens to the electricity when more batteries are added.</li><li>- I can explain what a conductor is and test materials for conductivity.</li><li>- I can recognise some common conductors and insulators.</li><li>- I can recognise if all metals are conductors of electricity.</li><li>- I can work out which metals can be used to connect across a gap in a circuit.</li></ul>
Computing	<p><b>Computing systems and networks: The internet</b></p> <ul style="list-style-type: none"><li>- I can 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.</li><li>- I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li><li>- I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li><li>- I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul> <p><b>Programming A: Repetition in shapes</b></p> <ul style="list-style-type: none"><li>- I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li><li>- I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li><li>- I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li><li>- I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li></ul> <p><b>Creating media: Photo editing</b></p> <ul style="list-style-type: none"><li>- I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li><li>- I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li><li>- I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul> <p><b>Creating media: Audio production</b></p>

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- I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### **Data and information: Data logging**

- I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

- I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

### **Programming B: Repetition in games**

- I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

-I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

-I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

- I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

## History

### **Chronological Understanding:**

- I can plot recent history on a timeline using centuries.
- I can place periods of history on a timeline showing periods of time.
- I can use mathematical skills to round up time differences into centuries and decades.

### **Knowledge and Interpretation:**

- I can explain how the Romans conquered Britain.
- I can understand the significance of Boudicca.
- I can explain how Romans have helped shape our lives today.
- I can recognise that the lives of wealthy people were very different from those of poor people in Anglo-Saxon Britain.
- I know that Anglo-Saxons, who lived in the past, cooked, travelled differently and used different weapons from ours.

### **Historical Enquiry:**



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- I can give more than one reason to support an historical argument.
- I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out.
- I can work independently, or as part of a group, to present on a period of history using multi-media skills.

### Geography

#### **Geographical Enquiry:**

- I can use appropriate geographical vocabulary.
- I can recognise and use the 8 points of the compass to describe a location.
- I can compare aerial photos to maps and label same features.
- I can find a place on a globe and an atlas.
- I can accurately measure and collect information.
- I can plan a journey to a place in Europe.

#### **Physical Geography:**

- I can explain how a volcano is created.
- I can compare the climate and vegetation of a volcanic area compared to their local area.
- I can describe the main features of a well known European city, outside the UK.
- I can explain the main features of a city, town and village in Europe.
- I can explain why people would prefer to live in a city, town or village in Europe.

#### **Human Geography:**

- I can describe how volcanoes have an impact on people's life.
- I can explain how their local area can be improved.
- I can explain how a country/city/town would be similar and different to our local area.
- I can identify transport links within Europe.

#### **Geographical Knowledge:**

- I can understand the difference between the Northern and Southern Hemispheres.
- I can identify and explain the equator.
- I can locate Europe on a world map.
- I can name a number of countries in the Northern Hemisphere.
- I can name and locate main European countries and their capital cities.
- I can name and locate the major seas, rivers and mountain ranges in Europe.
- I can name and locate the major volcanoes in Europe.

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### **Islam and Hinduism:**

- I know that some Muslims pray five times a day (Salat), how Muslims prepare, by wudu and in their heart and prayer positions.
- I know that Muslims seek to submit to the will of Allah in all things and by doing so achieve peace, and harmony with others and the environment.
- I understand that Muslims must share and be generous with their possessions.
- I can appreciate that there are diverse communities each celebrating in diverse ways.
- I know about the celebration of Diwali.
- I know about the celebration of Navratri.
- I can explain what Havan is.
- I know that Brahman is one but can be worshipped in many different forms, as different deities.
- I know that some of the deities are male and others female. The different characteristics and family connections, including Shiva, Parvati and Ganesha.
- I understand the ideas behind the cycle of life in Hinduism.
- I know some of the important stories of the Hindu deities.
- I know the story of Rama and Sita.
- I understand the nativity story.

### **Hinduism and Christianity:**

- I understand that Hindus respect for life in all its forms - Non violence, the concept of ahimsa and its implications.
- I understand the Hindu belief that respect for life is important, God, other people and particularly the cow and all forms of life.
- I understand what a family shrine is made up of in a Hindu home.
- I understand the process of puja (worship) in a mandir (temple).
- I understand the role of murtis in worship and the importance of devotion to deities.
- I know that Christians believe that there is one God, who is creator of the world, like a father to human beings and a source of comfort and strength.
- I know some of the miracles that show Jesus' power over nature (for example, the calming of the storm).
- I understand the events of Holy week and of Jesus' resurrection appearances.
- I know some stories which suggest that Jesus was divine and which teach beliefs about him.
- I understand that Christians believe that Jesus is still present in the world.
- I understand the significance of Jesus' death.

### **Buddhism and Faiths and Values:**

- I understand that the Buddha was a wise man and not a god (Siddhartha Gautama).
- I know the life story of Siddhartha Gautama who became the Buddha including his birth and upbringing, the four sights which led to his renunciation, his years in the forest, and his final enlightenment (Bodhi tree).

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- I understand that the Buddha is represented in many different forms and that these reflect different aspects of his nature.
- I know that Buddhists promise not to harm living beings; take what is not given; misuse the senses; use wrong speech or take drugs or alcohol.
- I know that Buddhists give reverence to the Buddha with shrines at home and in temples.
- I understand that belief can be a journey for people.
- I can explore whether experience of life makes you more certain of what you understand and believe.
- I understand that some ideologies teach that governments should be run by faith leaders, others that there should be no connections.
- I understand what happens when there is conflict between faith and the law.
- I know the arguments for and against different faiths being allowed to have their own laws.

### Design Technology

#### **Nutrition:**

- I can understand the need for a healthy balanced diet.
- I can use my knowledge of the food groups (from Year 3) to plan a balanced lunch.
- I can make butter and cheese and use this as part of my balanced lunch.

#### **Cooking:**

- I can show my knowledge of food hygiene.
- I can be safe with the equipment.
- I can use creative design to present my gingerbread house.
- I can make my ginger bread house look attractive.
- I can evaluate my product and make suggestions for improvements.

#### **Textiles:**

- I can replicate a design from the Bayeux Tapestry through research.
- I can annotate my design with my colour choices.
- I can draw a template of my design onto tracing paper and use this to sew an outline.
- I can use back stitch to make my stitches strong and long lasting.
- I can explain how my tapestry will be joined to other children's work to create a replica of the original.

#### **Mechanical and Electrical Components:**

- I can understand the function of a trebuchet.
- I can be confident in trying out new ideas in my design of my catapult.
- I can use exploded diagrams to draw my product.
- I can experiment with my mechanical mechanism and add new components.
- I can test my catapult and make alterations if necessary.
- I can understand how the invention of the trebuchet altered warfare.

#### **Stiff Materials:**

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	<ul style="list-style-type: none"><li>- I can measure my shield carefully and accurately before cutting.</li><li>- I can think of ways to reinforce my shield to make it strong.</li></ul> <p><b>Mouldable Materials:</b></p> <ul style="list-style-type: none"><li>- I can build on my moulding techniques from year 3 to shape my volcano.</li><li>- I can prepare my volcano to be baked in the kiln.</li><li>- I can use finishing techniques to decorate my volcano.</li></ul>
Art	<p><b>Painting:</b></p> <ul style="list-style-type: none"><li>- I can create all the colours I need (revisit colour theory and the colour wheel).</li><li>- I can create mood in my paintings.</li><li>- I can successfully use shading to create mood and feeling.</li><li>- I can use marbelling and colour washes to create effective backgrounds.</li></ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"><li>- I can begin to show facial expressions and body language in my sketches.</li><li>- I can identify and draw simple objects, and use marks and lines to produce texture.</li><li>- I can organise line, tone, shape and colour to represent figures and forms in movement.</li><li>- I can show reflections.</li><li>- I can explain why I have chosen specific materials to draw with.</li></ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"><li>- I can experiment with, and combine materials and processes to design and make 3D form.</li><li>- I can sculpt clay to create a Roman inspired tile.</li><li>- I can use my knowledge of the Roman period to decorate my tile with appropriate pattern/design.</li><li>- I can select appropriate tools for decoration and use them with accuracy.</li></ul> <p><b>Artists:</b></p> <ul style="list-style-type: none"><li>- I can explain art from other periods in history.</li><li>- I can compare the work of different artists.</li><li>- I can experiment with different styles that artists have used (e.g. pointillism).</li><li>- I can investigate depiction of figures within paintings by Renoir and Degas.</li><li>- I can understand the viewpoint of artists by interpreting their work.</li></ul> <p><b>Architects:</b></p> <ul style="list-style-type: none"><li>- I can research buildings of famous architects.</li><li>- I can learn how architects are inspired to design.</li><li>- I can compare and contrast building designs from different periods of history.</li><li>- I can experiment with and combine materials and processes to design and make a 3D form (shoe box theatre - Elizabethan or Roman).</li><li>- I can then sketch my shoe box theatre, applying technical drawing techniques to demonstrate perspective,</li></ul>

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light and shade, tone and texture.

### **Designers:**

- I can compare the styles from different periods in history.
- I can experiment with different styles which artists have used (e.g. Vivienne Westwood/Traditional Celtic pattern) and can research the history of tartan designs and colours.
- I can choose appropriate colours and textures to make my own design or montage.
- I can use early textile and sewing skills as part of a project (textile).
- I can create a piece of art work which includes the integration of digital images I have taken.

### **Sketch Book Skills:**

- I can keep notes about the purpose of my work in my sketch book.
- I can use my sketch book to express my feelings about various subjects and outline likes and dislikes.
- I can use my sketch book to adapt and improve my original idea.

Music

### **Performing:**

- I can sing songs from memory with accurate pitch.
- I can perform a simple part rhythmically.
- I can improvise using repeated patterns.
- I can use selected pitches simultaneously to produce simple harmony.
- I can play clear notes on instruments.
- I can read and play notes from sheet music

### **Composing/Improvising:.**

- I can improvise a tune over a backing track
- I can use standard notation.
- I can use notations to record compositions.
- I can use notation in a performance.
- I can explore and use sets of pitches, e.g. 4 or 5 note scales.
- I can show how I can use dynamics to provide contrast.

### **Appraising:**

- I can use musical terminology to describe a piece of music.
- I can explain the place of silence and say what effect it has.
- I can start to identify the character of a piece of music.
- I can describe and identify the different purposes of music.
- I can begin to identify with the style of work of Beethoven, Mozart and Elgar.
- I can identify how a change in timbre can change the effect of a piece of music.
- I can recognise the work of at least three European composers: Antonio Vivaldi (Baroque), Wolfgang Amadeus Mozart (Classical) and Giuseppe Verdi (Romantic/Opera).

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	<ul style="list-style-type: none"><li>- I can listen to and appraise music from the country of our PLAN child.</li><li>- I experience a live music performance (e.g. Orchestra).</li></ul>
Languages	<p><b>Speaking:</b></p> <ul style="list-style-type: none"><li>- I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</li><li>- I can present short pieces of information to another person.</li><li>- I can apply my phonic knowledge to support speaking (also reading and writing).</li></ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"><li>- I can listen for and identify specific words and phrases in instructions, stories and songs.</li><li>- I can follow a text accurately whilst listening to it being read.</li></ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>- I can accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</li><li>- I can accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</li></ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"><li>- I can write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</li></ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>- I can understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</li><li>- I can introduce and use the negative form.</li><li>- I can begin to look at what a fully conjugated verb looks like.</li></ul> <p><b>Content:</b></p> <ul style="list-style-type: none"><li>- I can understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).</li><li>- I can use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)</li><li>- I can understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, weather, food and drink).</li><li>- I can understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live).</li><li>- I can understand and use verbs in the first person "I" form (perhaps also have a look at a fully conjugated regular verb and show where the first person "I" form is).</li></ul>

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- I can write slightly longer phrases and basic sentences using a verb in the first person “I” form and a noun including the correct article.

PE

### **Acquiring and Developing Skills:**

- I can select and use the most appropriate skills, actions or ideas.
- I can move and use actions with co-ordination and control.
- I can make up my own small-sided game.

### **Evaluating and Improving:**

- I can explain how my work is similar and different from that of others.
- I can use comparison to improve my work.

### **Health and Fitness:**

- I can explain why warming up is important.
- I can explain why keeping fit is good for my health.

### **Dance:**

- I can take the lead when working with a partner or group.
- I can use dance to communicate an idea.
- I can work on my movements and refine them.
- I can dance in a clear and fluent style.

### **Games:**

- I can catch with one hand.
- I can throw and catch accurately.
- I can hit a ball accurately and with control.
- I can keep possession of the ball.
- I can move to find a space when I am not in possession during a game.
- I can vary tactics and adapt skills according to what is happening.

### **Gymnastics:**

- I can work in a controlled way.
- I can include change of speed.
- I can include change of direction.
- I can include range of shapes.
- I can follow a set of ‘rules’ to produce a sequence.
- I can work with a partner to create, repeat and improve a sequence with at least three phases.

### **Athletics:**

- I can run over a long distance.

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	<ul style="list-style-type: none"><li>- I can spring over a short distance.</li><li>- I can throw in different ways.</li><li>- I can hit a target.</li><li>- I can jump in different ways.</li></ul> <p><b>Outdoor/Adventurous Activities:</b></p> <ul style="list-style-type: none"><li>- I can follow a map in a more demanding familiar context.</li><li>- I can move from one location to another following a map.</li><li>- I can use clues to follow a route.</li><li>- I can follow a route accurately, safely and within a time limit.</li></ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"><li>- I can swim competently, confidently and proficiently over a distance of at least 25 metres.</li><li>- I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li><li>- I can perform safe self-rescue in different water-based situations.</li></ul>
PSHE	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"><li>- I can learn that families are important for children growing up because they can give love, security and stability.</li><li>- I know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>- I know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>- I know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>- I can learn that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>- I can learn how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul> <p><b>Caring friendships:</b></p> <ul style="list-style-type: none"><li>- I understand how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>- I can learn about the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>- I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>- I can understand that most friendships have ups and downs, and that these can often be worked through so</li></ul>



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that the friendship is repaired or even strengthened, and that resorting to violence is never right.

- I can learn how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships:**

- I know about the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- I can learn practical steps they can take in a range of different contexts to improve or support respectful relationships.

- I can demonstrate the conventions of courtesy and manners.

- I know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

- I can learn about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

- I can understand what a stereotype is, and how stereotypes can be unfair, negative or destructive.

- I can learn about the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships:**

- I know that people sometimes behave differently online, including by pretending to be someone they are not.

- I know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

- I can understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

- I know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

- I understand how information and data is shared and used online.

### **Being safe:**

- I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- I can understand about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

- I can learn that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- I know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

- I can learn how to recognise and report feelings of being unsafe or feeling bad about any adult.

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- I know how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- I know where to get advice e.g. family, school and/or other sources.

### **Mental wellbeing:**

- I can understand that mental wellbeing is a normal part of daily life, in the same way as physical health.
- I know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- I can learn how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- I know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- I appreciate the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- I know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- I understand how isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- I know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

### **Internet safety and harms:**

- I know that for most people the internet is an integral part of life and has many benefits.
- I can learn about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- I know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- I know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- I can learn how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- I know where and how to report concerns and get support with issues online.

### **Physical health and fitness:**

- I know the characteristics and mental and physical benefits of an active lifestyle.
- I can understand the importance of building regular exercise into daily and weekly routines and how to achieve

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- this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- I know about the risks associated with an inactive lifestyle (including obesity).
  - I can learn how and when to seek support including which adults to speak to in school if they are worried about their health.
- Healthy eating:**
- I know what constitutes a healthy diet (including understanding calories and other nutritional content).
  - I can learn the principles of planning and preparing a range of healthy meals.
  - I know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- Drugs, alcohol and tobacco:**
- I can learn the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
- Health and prevention:**
- I can learn about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
  - I understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
  - I know the facts and science relating to allergies, immunisation and vaccination.
- Changing adolescent body:**
- I can learn the basic key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
  - I can learn the basics about menstrual wellbeing including the key facts about the menstrual cycle.
- Economic understanding:**
- I can understand what charity is and explain why people donate to charity.
  - I can fundraise money for a charity.
  - I can explain how to save and the benefits of saving.