



**Year 4 Curriculum focus**

There are four clear strands to our curriculum:

- Children develop the skills to be a life-long learner enabling them to be successful in the next stages of their education and the confidence to become citizens of the world – A Ling Moor Learner. *They have curiosity, courage and passion.*
- Children understand what it means to contribute to the success of a community – The Ling Moor Family. Their participation in community empowers them with British values and is rooted in Spiritual, Moral, Social and Cultural responsibility. *They are generous.*
- Children develop a skills and knowledge base fitting of a broad and balanced curriculum. This empowers them with the knowledge and skills to be successful. *They have curiosity and wisdom.*
- Children develop a core English and Mathematical set of skills resulting in a depth and security of mathematical and linguistic concepts. *They have curiosity and wisdom.*

**Year 4 experiences and events**

- Y4 performance
- Samba lessons
- Outdoor learning
- Sports day
- Jorvik Viking Trip
- Virtual British Museum Tour

**Curriculum content**

- Romans and Tales of Fear (Terms 1 & 2)
- Anglo Saxons and Defeating the Monster Tales (Terms 3 and 4)
- Vikings and Portal Stories (Term 6)

**Key writing skills**

Within writing, there will be high expectations of key spellings, fluent handwriting and what we would describe as basic punctuation. Alongside this, we will focus on the following:

write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)
create settings, characters and plot in narrative
use speech punctuation correctly most of the time
use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence, fronted adverbials, prepositional phrases)
use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)
use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)
use paragraphs mostly correctly
use the range of punctuation taught up to and including Y4 mostly correctly^ (e.g. commas after adverbials; use of apostrophe)
spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings
<b>Going Deeper:</b>
write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
develop character through description, actions and dialogue

begin to make choices about using sentences of different lengths and types
improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)
<p><b>How you can help at home:</b> Encourage regular reading to develop and improve your child's use of vocabulary and punctuation and support the completion of English based homework tasks (practise spellings, etc).</p>

### Key maths skills

Within our maths learning, we will continue to focus on the following:

Using accurate strategies for all four operations using formal written methods with whole numbers;
Recalling key fluency knowledge including times tables, addition facts, doubling and halving to 100 and multiplying and dividing by 10 and 100
Reading, writing and comparing numbers up to 1,000 and understanding the place value of each digit;
Recalling, using and applying knowledge of fractions including: <ul style="list-style-type: none"> <li>- Simplifying fractions;</li> <li>- Adding and subtracting fractions;</li> </ul>
<b>Going Deeper:</b> For those children who are assessed as secure in these areas, we will be asking them to deepen their knowledge by being able to reason and identify connections where learning is presented in unfamiliar contexts.
<b>How you can help at home:</b> Regular practise of recall of fluency facts, especially times tables. Encouragement and support with the weekly maths homework.

### Key reading skills

Within our reading, we will continue to focus on the following:

use some appropriate strategies to identify meanings of many unfamiliar words and discuss and explore their understanding of these (e.g. using aids such as glossaries/dictionaries, morphology of words, re-reading surrounding sentences/paragraphs)
check that the text makes sense to them, discussing their understanding by questioning unfamiliar words
locate and record information, using some features of the text being read (e.g. characters, places, events, objects or ideas)
draw many inferences from more than one point in the text (including characters' feelings, thoughts and motives, from their actions or words) and justify with evidence to support reasoning
make many plausible predictions from details stated and implied, referring to the text to justify reasons
accurately summarise the main ideas from one paragraph in fiction and non-fiction texts
identify how the author has used precise word choices for effect, to impact on the reader (e.g. verb choice to build suspense)
<p><b>Going Deeper:</b> Refining longer written responses to open ended questions; Drawing inferences from only subtle clues; Continuing to read a range of high-quality literature.</p>
<p><b>How you can help at home:</b> Encourage regular reading to develop and improve your child's use of vocabulary and punctuation and support the completion of English based homework tasks (practise spellings, etc).</p>