



## Introduction

This guide is intended to support parents of children at Keighley St Andrew's Church of England Primary School & Nursery. The guide will provide you with an overview of the new national curriculum. We hope that by reading this you will be able to support your child in making the best of their time at the school.

## Changes in the curriculum

English, Maths and Science remain the core subjects in education. The National Curriculum sets out in some detail what must be taught in these subjects, and they will take up a significant part of your child's learning week.

Alongside these are the foundation subjects: Art, Computing, Design & Technology, Geography, Languages, History, Music, and Physical Education. For these subjects the objectives are much briefer and the school has flexibility in how these are delivered.

The new curriculum has much higher expectations than in previous years and the content is very demanding. In mathematics there is now emphasis on arithmetic and working with fractions. In English lessons there will now be more attention paid to the study of grammar and spelling.

If your child is achieving well, rather than moving on to the following year group's work we will encourage more in-depth and investigative work, allowing a greater mastery and understanding of concepts and ideas.

## Tests your child will take

As part of assessment Keighley St Andrew's tests are used as part of a normal classroom routine, and support teachers' judgements. The National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6 which are often informally known as 'SATs', Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The tests will be sent away for marking, and results will be reported to schools and parents at the end of the year.

The new National Curriculum Tests for children in Year 2 and Year 6 will take place each summer from 2016. Children in other year groups may also have tests around the same time.

Where previously these tests – and other teacher assessments – were graded in levels (normally numbering between Level 1 and Level 6 in primary school) at Keighley St Andrews Primary School, we assess children using the descriptors of emerging, developing, secure and mastery.

At all stages of your child's education we will provide you with the information as to how your children is progressing.

## Mathematics in Year 4

By the end of Year 4, children will be expected to know all of their times tables up to  $12 \times 12$  by heart. This means not only recalling them in order but also being able to answer any times table question at random, and also knowing the related division facts. For example, in knowing that  $6 \times 8 = 48$ , children can also know the related facts that  $8 \times 6 = 48$  and that  $48 \div 6 = 8$  and  $48 \div 8 = 6$ . This expertise will be particularly useful when solving larger problems and working with fractions.

### Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1,000
- Count backwards, including using negative numbers
- Recognise the place value in numbers of four digits (1000s, 100s, 10s and 1s)
- Put larger numbers in order, including those greater than 1,000
- Round any number to the nearest 10, 100 or 1,000
- Read Roman numbers up to 100

Roman Numerals' Basics: I = 1 ; V = 5 ; X = 10  
; L = 50 ; C = 100

Letters can be combined to make larger numbers. If a smaller value appears in front of a larger one then it is subtracted, e.g. IV ( $5 - 1$ ) means 4. If the larger value appears first then they are added, e.g. VI ( $5 + 1$ ) means 6.

### Calculations

- Use the standard method of column addition and subtraction for values up to four digits
- Solve two-step problems involving addition and subtraction

- Know the multiplication and division facts up to  $12 \times 12 = 144$
- Use knowledge of place value, and multiplication and division facts to solve larger calculations
- Use factor pairs to solve mental calculations, e.g. knowing that  $9 \times 7$  is the same as  $3 \times 3 \times 7$
- Use the standard short multiplication method to multiply three-digit numbers by two-digit numbers

### Fractions

- Use hundredths, including counting in hundredths
- Add and subtract fractions with the same denominator, e.g.  $\frac{4}{7} + \frac{5}{7}$
- Find the decimal value of any number of tenths or hundredths, for example 7  
100 is 0.07
- Recognise the decimal equivalents of  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$
- Divide one- or two-digit numbers by 10 or 100 to give decimal answers
- Round decimals to the nearest whole number
- Compare the size of numbers with up to two decimal places

### Measurements

- Convert between different measures, such as kilometres to metres or hours to minutes
- Calculate the perimeter of shapes made of squares and rectangles
- Find the area of rectangular shapes by counting squares
- Read, write and convert times between analogue and digital clocks, including 24-hour clocks
- Solve problems that involve converting amounts of time, including minutes, hours, days, weeks and months

## Mathematics in Year 4 - Continued

### **Shape and position**

- Classify groups of shapes according to the properties, such as sides and angles
- Identify acute and obtuse angles
- Complete a simple symmetrical figure by drawing the reflected shape
- Use coordinates to describe the position of something on a standard grid
- Begin to describe movements on a grid by using left/right and up/down measures

### **Graphs and Data**

- Construct and understand simple graphs using discrete and continuous data

Discrete data is data which is made up of separate values, such as eye colour or shoe size. Continuous data is that which appears on a range, such as height or temperature.

## English in Year 4

In lower Key Stage 2, your child will build on their work from the infants to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects.

They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

### **Speaking and Listening**

- Use discussion and conversation to explore and speculate about new ideas
- Begin to recognise the need to use Standard English in some contexts
- Participation in performances, plays and debates
- Explain thinking and feeling in well-structured statements and responses

### **Reading Skills**

- Extend skills of decoding to tackle more complex words, including with unusual spelling patterns
- Read a wide range of fiction, non-fiction and literary books
- Recognise some different forms of poetry
- Use dictionaries to find the meanings of words
- Become familiar with a range of traditional and fairy tales, including telling some orally
- Identify words which have been chosen to interest the reader
- Ask questions about what they have read
- Draw simple inferences about events in a story, such as how a character might be feeling
- Make predictions about what might happen next in a story
- Summarise ideas from several paragraphs of writing

- Find and record information from non-fiction texts
- Take part in discussions about reading and books

Children begin to identify how authors choose words for effect, for example by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross'. They may begin to make such choices in their own writing, too

### **Writing Skills**

- Write with joined handwriting, making appropriate join choices
- Spell words that include prefixes and suffixes, such as anticlockwise
- Spell some commonly misspelt words correctly, taken from the Y3/4 list
- Use a dictionary to check spellings
- Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boys'
- Use examples of writing to help them to structure their own similar texts
- Plan out sentences orally to select adventurous vocabulary
- Use paragraphs to organise ideas
- Use description and detail to develop characters and settings in story-writing
- Write interesting narratives in stories
- In non-fiction writing, use features such as sub-headings and bullet points
- Review their own work to make improvements, including editing for spelling errors
- Read others' writing and suggest possible improvements
- Read aloud work that they've written to be clearly understood

## English in Year 4 Continued

- Extend sentences using a wider range of conjunctions, including subordinating conjunctions
- Use the present perfect verb tense
- Use nouns and pronouns with care to avoid repetition
- Use conjunctions, adverbs and prepositions to add detail about time or cause
- Use fronted adverbials
- Use direct speech, with correct punctuation

### **Grammar Help**

For many parents, the grammatical terminology used in schools may not be familiar.

Here are some useful reminders of some of the terms used:

- Present perfect tense: a tense formed using the verb 'have' and a participle, to indicate that an action has been completed at an unspecified time, e.g. The girl has eaten her ice-cream
- Fronted adverbial: a word or phrase which describes the time, place or manner of an action, which is placed at the start of the sentence, e.g. "Before breakfast,..." or "Carrying a heavy bag,..."
- Direct speech: words quoted directly using inverted commas, as opposed to being reported in a sentence

Young children have a tendency to repeat nouns or pronouns, leading to several sentences containing 'He' or 'They'. They can use alternatives to make writing more interesting. For example, alternatives for describing an individual character might include: he, the burglar, Mr Smith, John, the criminal, the villain, etc

To add information to a sentence about its location, children might use conjunctions ("Although it was still early..."), adverbs ("Early that morning...") or prepositions ("At about six-thirty that morning..."). Often these techniques allow children to write more complex sentences.

## Science in Year 4

During Year 4, children begin to use more scientific vocabulary to describe objects and processes, such as describing solids, liquids and gases, or erosion. Vocabulary is a key part of any area of study, and particularly in science. Learning new words– and their spellings – can often be fun when they relate to experiments and science investigations.

### Scientific Investigation

Investigation work should form part of the broader science curriculum. During Year 4, some of the skills your child might focus on include:

- Carry out fair tests, using control tests where appropriate
- Take accurate measurements using a range of scientific equipment, including thermometers
- Organise and presenting data to help answer scientific questions
- Record findings using scientific vocabulary, diagrams, charts and tables
- Report on findings using oral and written explanations of results and conclusions

### Living Things and their Habitats

- Use classification keys to group, identify and name a variety of living things
- Recognise that environments can change

A common example of classification is the grouping of vertebrates into fish, amphibians, reptiles, mammals and birds.

### Animals including Humans

- Describe the basic functions of the parts of the digestive system, such as mouth, oesophagus, stomach and intestines
- Identify the different types of teeth in humans, and their functions

- Construct a variety of food chains to show producers, predators and prey

### States of Matter

- Group materials as solids, liquids and gases
- Observe that some materials change state when heated or cooled
- Know the part of evaporation and condensation in the water cycle

The water cycle is the process of water being evaporated from the Earth's surface, and then condensing to form clouds and rain before falling back to Earth.

### Sound

- Understand that sounds are caused by vibrations reaching the ear
- Find what affects the pitch and volume of a sound

### Electricity

- Construct a simple electrical circuit using cells, wires, bulbs and switches
- Understand that a complete circuit is needed to power a lamp or buzzer
- Recognise some common conductors and insulators

## **The Foundation Subjects**

The foundation subjects play a key part in providing a broad and balanced curriculum. Additionally your child will be taught RE using the Bradford RE syllabus.

As a school we have developed progressive key skills for each curriculum area.

### **Art**

An artist in Year 4 should be able to:

- Create a sketchbook with ideas, research, annotations, sketches etc.
- Evaluate and refine their own work and the work of others
- Use digital cameras to take photos and enhance them using relevant software
- Explore how artists use colour, shape and techniques to convey a mood/feeling and then paint their own pictures
- Sketch using a variety of media, grades of pencils, lines, patterns, textures and tones
- Annotate sketches to explain ideas
- Create printing blocks from a variety of materials and make prints of 2 or more colours
- Investigate how print is used in other cultures/time periods and compare their methods/techniques
- Create collages, montages and mosaics inspired by other cultures using a variety of media and methods
- Create purposeful textile work that uses a variety of stitches, joins, fabrics, quilting/padding and methods of colouring
- Explore weaving on a loom
- Create 3D pieces of art using a variety of materials
- Add materials to other pieces of work to create texture, expression or movement

### **Computing**

There are three main strands of the new Computing curriculum: information technology, digital literacy and computer science.

A computer user in Year 4 should be able to:

- Collect and analyse data.
- Edit a simple video.
- Know the features of a presentation.
- Demonstrate an understanding of the importance of privacy on the internet.
- Apply their understanding for the need for accuracy in algorithms.
- Solve and explain a variety of problems in algorithms

### **Design and Technology**

Designers in Year 4 should be able to:

- Plan and design ideas, and use appropriate tools, for a range of purposes and choose a way to communicate their ideas.
- Explain how their evaluations and communicate how they improved their product.
- Create a textile product by selecting and combining appropriate textiles and explain their choices.
- Prepare, make and measure ingredients to make a food product. Explain to make the food product appealing to others.
- Describe food products in terms of taste, texture and flavour and relate to the intended purpose.
- Talk about how food is grown, reared or caught around the world.
- Make a model using stiff and flexible sheets and explain how they made it using DT words.
- Create a product combining a simple circuit and simple mechanism.



## **Geography**

Geographers in Year 4 should be able to:

- Describe and compare the features of places accurately using geography words.
- Locate and explain how to find places on a range of maps.
- Describe and compare regions, cities, rivers, mountains and seas around the UK.
- Use a range of methods to find out people's opinions of places and communicate your findings.
- Draw maps using grid references, scale and symbols.
- Describe places using 8 points of the compass.
- Describe European countries, capital cities, mountain ranges, rivers and seas.
- Describe and explain why rivers are important (e.g. settlements, transport, recreation, environmental factors) and the role they play in the water cycle.
- Explain how and why settlements change over time.
- Describe environmental issues affecting areas they are studying.
- Present work in a range of methods including ICT.

## **History**

Historians in Year 4 should be able to:

- Talk about the past and present using appropriate dates, centuries, BC/AD and time vocabulary
- Place people, events and objects that they have found out about on a timeline
- Ask historical questions and suggest a wide range of sources of evidence to find answers
- Present information about the past using a wide range of methods, that they choose themselves
- Use a wide variety of sources to find out about the past and explain why there may be differences

## **Physical Education**

A sports person in Year 4 should be able to:

- Talk about how their work is similar to and different from other performances and say how it can be improved.
- Talk about my health and PE with reasons.

- Create a gymnastic routine with co-ordination, in a controlled way, and choose dynamics to improve my strength.
- Create a dance routine which communicates a mood.
- Play as part of a team, develop tactics and use equipment correctly.
- Use maps/plans/diagrams to follow a route.
- Work as part of a team to solve outdoor problems/challenges.
- Run/sprint over long and short distances, jump in a variety of ways.
- Use underarm, overarm, putting and hurling, to hit a target.

## **Music**

Musicians in Year 4 should be able to:

- Describe music using the correct terminology and using these to explain how to improve music.
- Talk about how and why music affects mood and feelings.
- Sing songs clearly with awareness of others.
- Combine musical elements to compose music and explain beats in a minim, crotchet, semibreve and rest.
- Describe the different purposes of music throughout history and explain how the sense of occasion affects the performance.
- Compose and perform melodies with repeating patterns and a range of instruments, (including ICT) including abstract sounds, accompaniments using drones/melodic ostinato (based on a pentatonic scale).
- Explain the effect of their music on others.

## **Languages**

- In Key Stage Two your child will study French.