Statutory Curriculum Requirements

Year 4

This document contains all of the statutory requirements of the National Curriculum (2014) broken down by subject.

ENGLISH									
	Spoken Word	Word Readi ng	Comprehension	Writing - transcript ion	Writin g - Hand writin g	Writing - Composition	Writing - Grammar, Vocabulary and Punctuation		

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Maths											
Number - Number Additi and Place Value Subtra on	on - Multipli	Number - fractions inc decimals	Measure ment	Geomet ry - Properti es of shape	Geomet ry - Position and directio n	Statistics					

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Science								
Working Scientifically	Living things and their habitats	Animals, inc Humans	State of Matter	Sound	Electricity			

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Pupils should be taught to:

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

explore

- and use classificatio n keys to help group, identify and name a variety of livina things in their local and wider environme nt
- recognise that environme nts can change and that this can sometimes pose dangers to living

Pupils should be taught to:

describe

- the simple functions of the basic parts of the digestive system in
- identify the different types of teeth in humans and their simple functions

s and

prey.

humans

construct and interpret a variety of food chains identifyin g producer s, predator things.

Pupils should be taught to:

- compare and group materials together, accordin g to whether they are solids, liquids or gases
 - observe that some materials change state when they are heated or cooled, and measure

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- research temperat ure at find happens degrees the Celsius identify
- played by evaporati on and condens ation in the water cycle and associat e the rate of evaporati on with temperat

ure.

Pupils should be taught to:

- identify how sounds are made, associatin g some of them with something vibrating
- that vibrations from sounds travel through a medium to the ear

recognise

- find patterns between the pitch of a sound and features of the object that produced
- patterns between volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a batterv
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators and associate metals with being good conductors.

Non-Core Subjects

Art &	Computin	Design &	Geography	History	MFL	Music	PE	
Design	g	Technology						

Pupils	Pupils should	Through a	Pupils should	Pupils	Pupils should	Pupils	Pupils
should be	be taught to:	variety of creative and	extend their knowledge and	should continue to	be taught to:	should be taught to:	should be taught to:
taught	design,	practical	understanding	develop a	listen		_
to	write	activities,	beyond the local	chronologica	attentivel	play	use
develop	and	pupils should	area to include	lly secure	y to	and	runni
their	debug	be taught the	the United	knowledge	spoken	perfor	ng,
techniqu	program	knowledge,	Kingdom and	and	language	m in	jumpi
es,	s that	understanding	Europe, North and	understandi	and show	solo	ng,
including	accompli	and skills	South America.	ng of	understa	and	thro
their	sh	needed to	This will include	British, local	nding by	ense	wing
control and their	specific	engage in an iterative	the location and characteristics of	and world history,	joining in	mble	and
use of	goals,	process of	a range of the	establishing	and	conte	catch
material	including	designing and	world's most	clear	respondi	xts,	ing in
s, with	controlli	making. They	significant human	narratives	ng	using their	isolat ion
creativit	ng or	should work in	and physical	within and	explore	voices	and
у,	simulatin	a range of	features. They	across the	the		
experim	g	relevant	should develop	periods they	patterns	and	in
entation	physical	contexts [for	their use of	study. They	and	playin	com binati
and an	systems;	example, the	geographical	should note	sounds of	g music	on
increasin	solve	home, school,	knowledge,	connections,	language	al	011
g	problem s by	leisure, culture,	understanding	contrasts	through	instru	play
awarene ss of	decomp	enterprise,	and skills to enhance their	and trends over time	songs	ments	com
different	osing	industry and	locational and	and develop	and	with	petiti
kinds of	them	the wider	place knowledge.	the	rhymes	increa	ve
art,	into	environment].	Pupils should be	appropriate	and link	sing	gam
craft and	smaller	When designing	taught to:	use of	the	accur	es,
design.	parts	and making,		historical	spelling,	acy,	modi
Pupils	parts	pupils should	Locational	terms. They	sound	fluenc	fied
should	use	be taught to:	knowledgelocate the	should	and	у,	wher
be	sequenc	D .	world's	regularly	meaning	contro	е
taught:	e,	Design ■ use		address and	of words	I and	appr
■ to	selection	research	countries, using maps	sometimes devise	engage	expre	opria
creat	, and	and	to focus on	historically	in	ssion	te
е	repetitio	develop	Europe	valid	conversat	_	[for
sket	n in	design	(including the	guestions	ions; ask	• impro	exa
ch	program	criteria to	location of	about	and	vise	mple
book	s; work	inform the	Russia) and	change,	answer	and	, .
s to	with	design of	North and	cause,	questions	comp	bad
reco	variable	innovative,	South	similarity	; express	ose	mint
rd	s and	functional,	America,	and	opinions	music	on,
their	various	appealing	concentrating	difference,	and	for a	bask
obse	forms of	products	on their	and	respond	range of	etball
rvati	input	that are fit	environment	significance. They should	to those		, oriot
ons	and	for	al regions,	construct	of others;	purpo	crick
and	output	purpose,	key physical	informed	seek	ses using	et, footb
use	use	aimed at	and human	responses	clarificati	the	all,
them	logical	particular	characteristic	that involve	on and	inter-	hock
to	reasonin	individuals	s, countries,	thoughtful	help*	relate	ey,
revie	g to	or groups	and major	selection	epock in	d	ey, netb
W	explain	- generate	cities	and	 speak in sentence 	dimen	all,
and	how	generate, develop,	- nome card	organisation		sions	roun
revis	some	model and	 name and locate 	of relevant historical	s, using familiar	of	ders
it	simple			information.	vocabular	music	and
idea	algorith	communic ate their	counties and	They should			tenni
S	ms work	ideas	cities of the United	understand	y, phrases	listen	s],
• to	and to	through	Kingdom,	how our	and basic	with	and
impr	detect	discussion,	geographical	knowledge	language	attenti	apply
ove	and	annotated	regions and	of the past	structure	on to	basic
their	correct	sketches,	regions and their	is	Silucture	detail	princi
mast	errors in	cross-	identifying	constructed		and	ples
ery	algorith	sectional	human and	from a range	develop	recall	suita
of	ms and	and	physical	of sources.	accurate	sound	ble
art	program	exploded	characteristic	In planning to ensure	pronunci	s with	for
and	S	diagrams,	s, key	the	ation and	increa	attac
desi	understa	prototypes,	topographical	progression	intonation	sing	king
gn	nd	pattern	features	described	so that	aural	and
toob		·	100.1000		others	memo	

