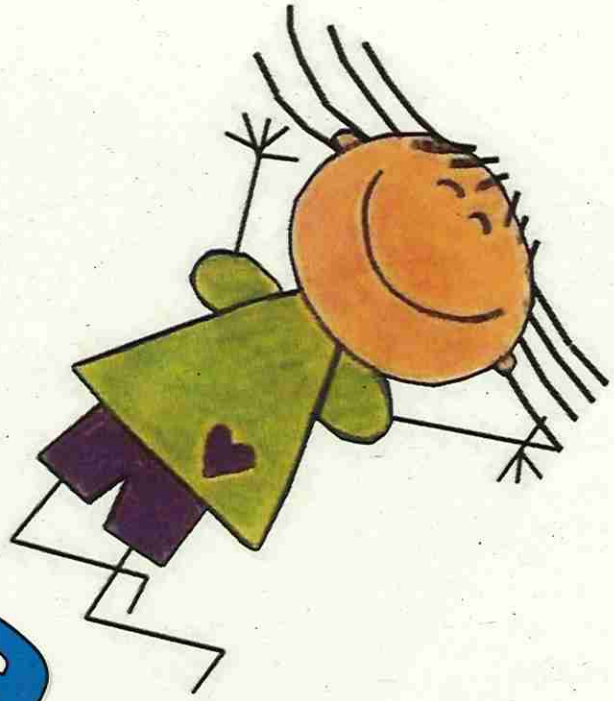
St Peter's C.E
Swinton



My Year Four Journey

St Peter's Learning Journey

This booklet provides information for parents and carers on the end of year expectations for children in our school.

All the objectives will be covered throughout the year and will be the focus of direct teaching. Any support you can provide in
helping your child to achieve these is greatly appreciated.

Please find below an overview of the Year Six topics for this year.

Autumn 1	**Swinton to Pont – y - Pant**
Autumn 2	**Ymchwilio i Afonydd**
Spring 1	**Here come the Anglo-Saxons, Picts and Scots**
Spring 2	**The Struggle for England. Vikings**
Summer 1	**European Tour**
Summer 2	**Groovy Greeks**

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

HOME-SCHOOL AGREEMENT

1. The Parent/Guardian will:

See that my child goes to school regularly, on time, properly equipped and prepared to learn
Make the school aware of any concerns or problems that might affect my child's work or behaviour
Support the school's policies (all major policies are highlighted in the prospectus, available on the website – www.stpetersswinton.co.uk – or can be requested in paper form upon from the school office)
Support the school's behaviour expectations and guidelines
Support my child by providing opportunities for home-learning
Attend parents' evenings and discussions about my child's progress
Get to know about my child's life at school
Will not withdraw my child from school during the period of their enrolment except for the reason of illness, or other cause which the Governors consider to be reasonable.

2. The School will:

Care for your child's safety, well-being and happiness
Ensure that your child achieves their full potential as a valued member of the school community
Provide a balanced, stimulating curriculum to meet individual needs and cater for the 'whole' child
Aim for high standards of work and behaviour through building good relationships and developing a sense of responsibility
Keep you informed about general school matters and about your child's progress in particular
Provide a variety of extra-curricular activities
Be open and welcoming.

3. The Pupil will:

Attend school regularly and on time
Bring all the equipment I need every day
Wear the school uniform and be tidy and smartly dressed
Do all my class-work, homework and reading as well as I can
Respect the needs of others and be polite and helpful towards them
Follow the school's behaviour policy
Help to keep the school a safe, happy place.

Thank you for taking the time to work in partnership for the benefit of the children.

Together We Believe, Aspire And Achieve

A Year Four Child English

Being a reader

- I can use my understanding of root words, prefixes (including re- , sub-, inter -, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words.
- I can read and decode further exception words accurately, including words that do not follow spelling patterns.
- I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can use a dictionary to check the meaning of words.
- I can check what I have read, and that I have understood it, by telling someone else what has happened.
- I can tell from what I have read how a character is feeling and thinking and why they carry out an action. I can show you the parts of the text that tell me this.
- I can predict what will happen in a text, using details I have already read to help me.
- I can find and record information from non-fiction texts over a wide range of subjects.
- I can ask questions about what I have read to help me understand a complicated text.
- I can summarise what has happened in a text, using themes from paragraphs to help me.

Being a speaker

- I ask questions to clarify or develop my understanding.
- I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
- I show that I understand the main point and the details of a discussion.
- I adapt what I am saying to the needsof the listener or audience (increasingly).
- I show that I know that language choices vary in different contexts.
- I can present to an audience using appropriate intonation; controlling the tone and volume so that the message is clear.
- I can justify an answer by givingevidence.
- I use standard English when it isrequired.
- I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

Being a writer

- I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-,anti-, auto-.
- I can spell more complex words that are often misspelt e.g. caught, occasionally, interest.
- I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.
- I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.
- I can draft and rewrite work, that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.
- I can proof-read my writing for spelling and use of punctuation.
- I can use the correct form of the verb inflection e.g. we were instead of we was.
- I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.
- I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.
- I can use inverted commas and other punctuation to indicate direct speech.

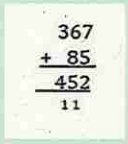
Being a mathematician
Number

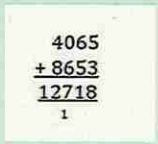
- **I can recall all multiplication facts to 12 x 12.**
- **I can round any number to the nearest 10, 100 or 1000** and decimals with one decimal place to the nearest whole number.
- **I can count backwards through zero to include negative numbers.**
- **I can count in multiples of 6, 7, 9, 25 and 1000.**
- **I can order and compare numbers beyond 1000.**
- I can compare numbers with the same number of decimal places up to 2-decimal places.
- **I can round decimals using tenths to the nearest whole number.**
- **I can count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten.**
- I can recognise and write decimal equivalents of any number of tenths or hundredths.
- I can add and subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction.
- I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.
- **I can multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method.**
- **I can solve two step addition and subtraction problems in context using different methods and explain why I used them.**
- I can solve problems involving multiplication.
- **I can recognise and show, using diagrams, families of common equivalent fractions.**

A Year Four Child Mathematics

Addition strategies

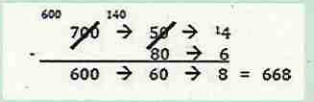
Column addition





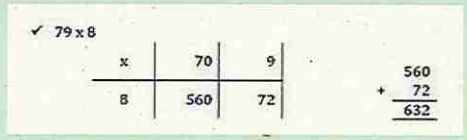
Subtraction strategies

Expanded column **Column subtraction**



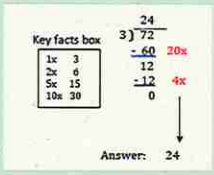
Multiplication strategies

Grid multiplication



Division strategies

Chunking



Being a mathematician
Measurement, geometry & statistics

- **I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.**
- **I can identify lines of symmetry in 2-D shapes presented in different orientations.**
- I know that angles are measured in degrees and can identify acute and obtuse angles.
- I can compare and order angles up to two right angles by size.
- **I can plot points I am given and draw sides to complete a given polygon.**
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- **I can convert different units of measurement e.g. I can convert kilometres into metres or hours into minutes.**
- I can read, write and convert between analogue and digital 12 and 24 hour times.
- **I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.**
- **I can solve simple money and measure problems involving fractions, and decimals with up to two decimal places.**

A Year Four Child

Being a scientist

Animals including humans

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey

Living things and their habitat

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things

Electricity

- 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 battery
- 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

Sound

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the 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

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Being a historian

Chronological Understanding

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

Knowledge and Interpretation

- To explain how events from the past has helped shape our lives.
- To appreciate that wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences.
- To know that people who lived in the past cooked and travelled differently and used different weapons from ours.
- To recognise that the lives of wealthy people were very different from those of poor people.
- To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.
- To suggest why certain events happened as they did in history.
- To suggest why certain people acted as they did in history.

Historical Enquiry

- To research two versions of an event and say how they differ.
- To give more than one reason to support a historical argument.
- To communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.

Being a geographer

Locational Knowledge

- On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.
- Locate the main countries of Europe inc. Russia.
- Identify capital cities of Europe.
- Compare 2 different regions in UK rural/urban.
- Locate and name the main counties and cities in England.

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.

Human and Physical Geography

- Describe and understand key aspects of physical geography including rivers and the water cycle,
- Describe and understand key aspects of human geography, including land use, economic activity, and the distribution of natural resources, such as energy, food, minerals and water.
- Types of settlements in modern Britain: villages, towns, cities; esp contrasting local area and Snowdonia.

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
- Learn the eight points of a compass and four-figure grid references.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Include fieldwork on residential – Snowdonia.

A Year Four Child

Being an artist

Drawing

- Show facial expressions and body language in sketches.
- Identify and draw simple objects.
- Use marks and lines to produce texture.
- Organise line, tone, shape and colour to represent figures and forms in movement.
- Show reflections in drawings.
- Explain why they have chosen specific materials to draw with.
- Demonstrate an understanding of line, tone, scale, texture and depth.

Painting

- Use monochrome (shades of one colour)
- Look at and make paintings with background, foreground, and middle ground and use perspective.
- Create moods in paintings.
- Use shading in their painting to create feelings.
- Mix and match colours for purpose (e.g. skin colours). Mix different thicknesses of paint to create texture and different effects.
- Use artists' work as a starting point and create work in the style of different artists
- Using shading in paintings to create feelings.

3D

- Research the work of different sculptors.
- Experiments and combine materials and process to design and make 3D art.
- (shape, form, model and construct)
- Make a sculpture using a range of materials
- Begin to sculpt clay and mouldable materials.

Printing

- Make and print blocks in up to 4 colours.
- Make texture blocks and print onto paper and fabric.
- Explore shape and pattern.
- Replicate patterns from observations.
- Create an accurate print design.

Use of IT

- Present their work on a slide show Combine graphics and text based on their research.
- Create a piece of art work which includes the integration of digital images they have taken.
- Combine graphics and texts based on research.

Knowledge

- Experiment with different styles which artist's have used.
- Explain art from other periods of history.
- Can discuss and describe well known artists work

Sketch Books

- Children can use their sketch book to express personal feelings about various subjects
- Sketch books are used to adapt and improve their original ideas Use sketch books to keep notes about the purpose of their work.

RE Themes/PSHE

RE/PSHE

- The Church
- Non-Christian Faith Unit: Sacred PlacesThe Old Testament – Called by God God, David and The Psalms
- Christmas – God with us
- Christmas – Light - Non-Christian faith link
- Easter – Joy, Sadness, Joy Easter – Betrayal and Trust Jesus the Man who changed livesJesus the Son of God
- Harvest - Non-Christian faith link
- Prayer

RSE

Being a computer user

We are software developers – using Scratch to create a simple educational game

We are toy designers – prototyping an interactive toy

We are musicians – creating digital music

We are HTML editors – creating and editing HTML

We are co-authors – producing a Wiki

We are meteorologists – presenting the weather

A Year Four Child

Being a designer

Health Cooking

Designing

Generate and clarify ideas through research discussion.
Model their ideas using annotated sketches.
Describe the purpose of their product.
Know that food is grown, reared and caught.

Making

Know how to prepare and cook a variety of savoury dishes safely and hygienically and where needed use a heat source.
To know a range of techniques such as peeling and chopping.

Evaluating

Identify the strengths and areas for development in their ideas and products.
Consider the views of others, including intended users, to improve their work.
Refer to their design criteria as they design and make.
Use their design criteria to evaluate their completed products.

Technical Knowledge and Understanding

Know how to use learning from science to make products.
Know that food ingredients can be fresh, pre-cooked and processed

Electrical Systems

P Construct a simple series of electrical circuits using bulbs, switches, and buzzers.
Cut and join a variety of construction materials, such as wood, card, plastic, reclaimed MATERIAL AND GLUE.

D Gather information about needs, wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at individuals or groups.
Generate, develop, model and communicate realistic ideas through discussion and, as appropriate annotated sketches cross-sectional drawings, and exploded diagrams.

M Order the main stages of making.
Select from and use tools and equipment to cut, shape, join and finish with some accuracy.
Select from and use materials and components including construction materials and electrical components according to their functional properties and aesthetic qualities.

E Investigate and analyse a range of existing battery powered products.

Evaluate their ideas and products against their own design criteria and identify any strengths and areas for improvement in their work.

T Understand and use electrical systems in their products, such as a series of circuits incorporating switches, bulbs or buzzers.

Moving parts - Levers– Prior Learning

P **Explore** and used mechanisms such as flaps, sliders and levers.
Gained experience of basic cutting, joining and finishing techniques with card and paper.

D **Generate** realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
Use annotated sketches and prototypes to develop, model and communicate ideas.

M **Order** the main stages of making.
Select from and use appropriate tools with some accuracy to cut, shape, join paper and card.
Select from and use finishing techniques suitable for the product they are creating.

E **Investigate** and analyse books and, where available, other products with lever and linkage mechanisms.

E **Evaluate** their own products and ideas against criteria and user needs, as they design and make.

T **Understand** and use lever and linkage mechanisms.
Distinguish between fixed and loose pivots.

Know and use technical vocabulary relevant to the project.

A Year Four Child

Being a musician

- I can sing songs from memory with an accurate pitch.
- I can improvise using repeated patterns.
- I can play clear notes on instruments.
- I am beginning to understand and use staff notation.
- I can explain why silence is often needed in music and explain what effect it has.
- I can identify the character in a piece of music.
- I can identify and describe the different purposes of music.
- I can learn to play an instrument (violin) through WOPPS.

Being a linguist

Ourselves and Family
- Basic greetings
- Questions and answers
- Name and age
- Where I live

Celebrations (Intercultural Understanding)
- Simple colours
- Basic Christmas nouns
- Colour adjectives
- Cultural traditions

School
- Classroom commands
- Classroom equipment nouns

Weather
- Days of week
- Simple weather nouns in simple sentences
- Hot/cold

Hobbies and sports
- Sport and hobby nouns
- Express simple likes and dislikes

Holidays and travel
- Food and drink nouns
- Café or restaurant role play
- Question and answer
- *What would you like? I would like...*

Being a sportsperson

Games
- I can catch with one hand
- I can throw and catch accurately
- I can hit a ball accurately with control
- I can keep possession of the ball
- I can vary tactics and adapt skills depending upon what is happening in the game

Gymnastics
- I can work in a controlled way
- I can include change of speed and direction
- I can include a range of shapes
- I can work with a partner to create, repeat and improve a sequencewith at least three phases

Dance
- I can take the lead when working with a partner or group
- I can dance to communicate an idea

Athletics
- I can run over a long distance
- I can sprint over a short distance
- I can throw in different ways
- I can hit a target
- I can jump in different ways

Outdoor and adventurous
- I can follow a map in a familiar context
- I can follow a route within a time limit.