## Year 4

## Summer term

## 2023



Dear parents,

The Year 4 team have provided you with the following booklet for your attention. They have put together the booklet that contains information about the summer term and it provides you with details on what the children will be covering in the following subjects:
> English
> Maths
> Science
> World Studies

We hope that this will provide you with an accurate picture on what your children will be studying in the third term of this academic year.

Thank you
The Year 4 team
Ms. Monica (4A)
Ms. Sara (4B)
Ms. Lina (4C)
Ms. Merihan (4D)

## English in Year 4

English in the Summer term for Year 4 will be covering the following:
> Stories with historical settings: Through this teaching sequence, children are introduced to a story with a historical: Runaways! By Jim Eldridge. They will explore the setting and use it to immerse themselves in the story. The setting and period will then provide inspiration for their own writing.

Newspapers: In the non-fiction week the children will broaden their knowledge of Victorian times by looking through journalistic texts that are typical of the period. They will learn about the features of newspaper articles and entries and be given the opportunity to write their own entry for a class newspaper set during the Victorian era.

## Years 4 programme of study

Reading - word reading

## Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading - comprehension

## Statutory requirements

Pupils should be taught to:

## Statutory requirements

- develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination
recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their 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 1 paragraph and summarising these
identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say


## Writing - transcription

## Statutory requirements

## Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far


## Writing - handwriting and presentation

## Statutory requirements

Pupils should be taught to:

- 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
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]


## Writing - composition

## Statutory requirements

Pupils should be taught to:

- plan their writing by:
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear


## Writing - vocabulary, grammar and punctuation

## Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in by:
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in [English appendix

2]/government/uploads/system/uploads/attachment_data/file/335190/Engl ish_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)

- indicate grammatical and other features by:
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in accurately and appropriately when discussing their writing and reading


## Maths in the Summer term

Maths in the summer term is when the children are exposed to different aspects of Maths. The summer term will see the following topic being taught:
> Mental addition and subtraction
> Written addition and subtraction
> Number and place value
> Mental multiplication and division
> Problem solving and reasoning
> Written multiplication and division
> Fractions, ratio and proportion
> Geometry: properties of shapes
> Measurement

The following is a copy of the midterm plan that includes a detailed breakdown of the subjects covered in the summer. The plan provides topics week by week so that you are aware of what is being covered on a weekly basis from the start of the summer term until the end of the term.

| Wk | Weekly Summary | Strands | Objectives |
| :---: | :---: | :---: | :---: |
| 21 | Read, write and compare 4-digit numbers and place on a line; find 1000 more or less than any given number; read, write and compare 5-digit numbers; recognise what each digit represents in a 5 digit number; read, use and compare negative numbers in the context of temperature | Number and place value (NPV) | NPV. 46 Order and compare 4-digit numbers and say a number between <br> NPV. 45 Understand place value in 4-digit numbers by creating 4digit numbers, placing them on a number line and solving place value additions and subtractions <br> NPV. 52 Use place value to add and subtract multiples of 10, 100 and 1000 to and from 4-digit numbers <br> NPV. 58 Understand place value in 5-digit numbers by creating 5digit numbers, placing them on a number line and solving place value additions and subtractions <br> NPV. 59 Order and compare 5-digit numbers and say a number between <br> NPV. 60 Use place value to add and subtract multiples of 10, 100, 1000 and 10000 to and from 5 -digit numbers <br> NPV. 55 Locate negative numbers on a number line and relate to temperature <br> NPV. 56 Find numbers more or less than a given negative number and relate to temperature |
|  |  | Problem solving, reasoning and algebra (PRA) | PRA. 53 Use, explain and justify mathematical reasoning |
| 22 | Multiply and divide numbers by 10 and 100 including | Mental addition and subtraction (MAS) | MAS. 54 Work out what number to add to a 1-place decimal to make the next whole number |
|  | decimals (tenths and hundredths); read and write decimals (to 1 and 2 places), understanding that these represent parts (tenths and hundredths) of numbers; mark 1 and 2- place decimals on a line; count in tenths (0.1s) and hundredths (0.01s); multiply numbers with up to 2 decimal places by 10 and 100, and divide numbers by 10 and 100; say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number | Decimals, percentages and their equivalence to fractions (DPE) | DPE. 48 Match 1-place decimals to $1 / 10 \mathrm{~s}$ <br> DPE. 53 Divide integers by 10, 100 and 1000 to get 1-place decimal answers <br> DPE. 60 Match 2-place decimals to $1 / 100$ s, using a place value grid DPE. 65 Multiply and divide numbers by 10 and 100 to give 1 - or 2place decimal answers <br> DPE. 40 Understand tenths (1/10s) as fractions and place them on a line <br> DPE. 50 Locate and write 1-place decimals on a number line and match to $1 / 10$ s <br> DPE. 51 Count in decimal steps of 0.1 (tenths) <br> DPE. 59 Locate and write 2- place decimals on a number line using length as a context <br> DPE. 62 Use place value to add and subtract 0.1 and 0.01 to and from decimal numbers <br> DPE. 64 Round 1- and 2-place decimals up and down to the nearest whole number |
| 23 | Learn 11 and 12x | Mental | MMD. 43 Multiply mentally 2-digit by 1-digit numbers using |


|  | tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers by 1-digit numbers; use rounding to estimate answers; use a written method to multiply | multiplication and division (MMD) | partitioning <br> MMD. 53 Recall multiplication and division facts for the $\times 11$ and $\times 12$ tables <br> MMD. 48 Multiply mentally multiples of 100 by 1 -digit numbers <br> MMD. 49 Double and halve 3 -digit numbers by partitioning <br> MMD. 56 Multiply multiples and near multiples of 10 and 100 by 1digit numbers <br> MMD. 44 Divide mentally numbers just beyond the tables by subtracting the multiple of 10 (no remainders) <br> MMD. 58 Understand multiplication and division as inverses of each other and use this to find relationships |
| :---: | :---: | :---: | :---: |
|  | 3-digit numbers, including amounts of money by 1-digit numbers; multiply 2-digit and 3-digit numbers by 1-digit | Problem solving, reasoning and algebra (PRA) | PRA. 52 Describe, predict and explain patterns <br> PRA. 60 Solve number and practical problems with increasingly large positive numbers <br> PRA. 58 Solve simple measure and money problems involving fractions and decimals up to 2 decimal places |
|  | numbers; understand how division 'undoes' | Number and place value (NPV) | NPV. 36 Round 3-digit numbers up or down to the nearest 100 and 10 |
|  | multiplication and vice versa; divide above the tables facts using multiples of 10 | Written multiplication and division (WMD) | WMD. 49 Multiply 2- and 3-digit by 1-digit numbers using the ladder method <br> WMD. 51 Divide 2- and 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers between 10 and 20 <br> WMD. 52 Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers < 50 |
|  |  | Measurement (MEA) | MEA. 61 Estimate, compare and calculate different measures, including money in pounds and pence |
| 24 | Recognise and read Roman numerals to 100; | Number and place value (NPV) | NPV. 69 Read Roman numerals to 1000 (M) and recognise dates |
|  | begin to know the history of our number system including 0; calculate area and perimeter of | Measurement (MEA) | MEA. 60 Find the area of rectilinear shapes by counting squares MEA. 66 Calculate and compare areas of squares and rectangles using standard units <br> MEA. 62 Measure and calculate the perimeter of rectilinear figures in cm and m |
|  | rectilinear shapes using multiplication and addition, or counting; recognise, name and classify 2D shapes identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles; revise 3D shapes, consider 2D-shaped sides on 3D shapes, and sort shapes | Geometry: properties of shapes (GPS) | GPS.45 Compare and classify squares, rectangles and triangles based on their properties and sizes <br> GPS. 52 Compare and classify regular polygons and some irregular polygons based on properties and sizes <br> GPS. 57 Compare and classify triangles, according to their properties <br> GPS. 59 Compare and classify quadrilaterals according to their properties <br> GPS. 26 Recognise and identify 3D shapes, including cones, spheres, pyramids, triangular prisms, cubes, and cuboids <br> GPS. 28 Identify 2D shapes on the faces of 3D shapes, e.g. circle on a cone and triangle on a tetrahedron <br> GPS. 33 Sort and categorise 3D shapes according to the number of faces, vertices and edges |
| 25 | Understand, read and write 2-place decimals; compare | Decimals, percentages and their | DPE. 58 Understand 2-place decimals in the context of money and length, recognise and write decimal equivalents to $1 / 4 ; 1 / 2 ; 3 / 4$ <br> DPE. 59 Locate and write 2- place decimals on a number line using |


|  | 2-place decimals in <br> the context of <br>  <br> lengths; add and <br> subtract $0 \cdot 1$ and <br> $0 \cdot 01$ and say a <br> number one-tenth <br> $(0 \cdot 1)$ or one- <br> hundredth (0.01) <br> more or less than a <br> given number; <br> revise equivalent <br> fractions; write <br> fractions with <br> different <br> denominators with <br>  <br> a total of 1; <br> recognise decimal <br> and fraction <br> equivalents |
| :--- | :--- |
|  |  |


| equivalence to <br> fractions (DPE) | length as a context <br> DPE.63 Order and compare 1- and 2-place decimals and find a <br> number between <br> DPE.62 Use place value to add and subtract 0.1 and 0.01 to and <br> from decimal numbers |
| :--- | :--- |
| Problem <br> solving, <br> reasoning and <br> algebra (PRA) | PRA.58 Solve simple measure and money problems involving <br> fractions and decimals up to 2 decimal places <br> PRA.57 Check that all solutions have been found <br> PRA.62 Solve problems involving harder fractions to calculate and <br> divide quantities |
| Fractions, ratio <br> and proportion <br> (FRP) | FRP.43 Know fraction complements to 1 (fractions with <br> denominators $\leq 12$ ) <br> FRP.46 Develop an understanding of equivalence in fractions; 1/2s, <br> $1 / 3 s, 1 / 4 \mathrm{~s}, 1 / 5 \mathrm{~s}, 1 / 6 \mathrm{~s}, 1 / 8 \mathrm{~s}, 1 / 10 \mathrm{~s}$ |

## Maths Summer Term (2)

| Wk | Weekly Summary | Strands | Objectives |
| :---: | :---: | :---: | :---: |
| 26 | Add two 2-digit numbers or a 2-digit number to a 3- or 4digit number mentally; subtract 2, 3- and 4-digit numbers using counting up; derive factors of 2-digit numbers and use factors and doubling to solve multiplication mentally; solve integer scaling problems using mental strategies and spot a relationship between products; solve correspondence problems, using a systematic approach and calculate using mental multiplication strategies | Mental addition and subtraction (MAS) | MAS. 45 Add mentally 2-digit to 3-digit numbers by partitioning or counting on <br> MAS. 56 Use mental strategies to add 2-digit, 3-digit and 4-digit numbers <br> MAS. 43 Add to the next multiple of 100 by counting up from any 2digit or 3-digit number <br> MAS. 49 Count up to subtract any 3-digit from 3-digit number MAS. 50 Subtract 4-digit from 4-digit multiples of 1000 by counting up |
|  |  | Mental multiplication and division (MMD) | MMD. 41 Use doubling and halving to multiply and divide by 4 and 8 and solve correspondence problems <br> MMD. 61 Identify factors and multiples, and begin to find common factors |
|  |  | Written multiplication and division (WMD) | WMD. 53 Solve integer scaling problems and harder correspondence problems, such as n objects are connected to m objects |
|  |  | Problem solving, reasoning and algebra (PRA) | PRA. 59 Solve addition and subtraction two-step problems in contexts |
| 27 | Solve written addition of two 4digit numbers; add amounts of money (pounds and pence) using column addition; solve 4digit minus 4-digit | Written addition and subtraction (WAS) | WAS. 52 Use column addition to add two 4-digit numbers with a total $\leq 10000$ <br> WAS. 62 Use column addition to add pairs of 2-place decimals, including amounts of money <br> WAS. 55 Use expanded or compact decomposition to subtract numbers with up to 4-digits (easier) <br> WAS. 58 Use expanded or compact decomposition to subtract numbers with up to 4-digits (harder) |


|  | and 4-digit minute 3digit subtractions using written column method (decomposition) and check subtraction with addition; solve word problems choosing an appropriate method |  | WAS. 56 Use column addition to add several numbers with up to 4digits with answers > 10000 <br> WAS. 60 Use compact decomposition to subtract 2-, 3- or 4-digit from 4-digit numbers |
| :---: | :---: | :---: | :---: |
|  |  | Problem solving, reasoning and algebra (PRA) | PRA. 53 Use, explain and justify mathematical reasoning PRA. 59 Solve addition and subtraction two-step problems in contexts <br> PRA. 58 Solve simple measure and money problems involving fractions and decimals up to 2 decimal places |
|  |  | Mental addition and subtraction (MAS) | MAS.60 Use counting up to subtract 4-digit numbers from near multiples of 1000 <br> MAS.61 Use counting up as an efficient mental strategy with minimal jottings <br> MAS. 58 Understand addition and subtraction as inverses of each other and use this to find relationships <br> MAS. 51 Count up to find change from $£ 10, ~ £ 50$ and $£ 100$ |
| 28 | Use coordinates to draw polygons; find the coordinates of shapes after translation; draw and interpret bar charts and pictograms; draw | Geometry: position and direction (GPD) | GPD. 55 Describe positions on a 2-dimensional grid as co-ordinates (1st quadrant) <br> GPD. 57 Plot points and draw sides to complete a polygon on a coordinate grid (1st quadrant) <br> GPD. 60 Describe movements between positions as translations of a given unit to left/right or up/down <br> GPD. 66 Identify and describe the position of a shape on a coordinate grid following a translation |
|  | understand that intermediate points have meaning | Statistics (STA) | STA. 54 Interpret and compare information on a pictogram and represent it on a bar chart <br> STA. 55 Draw and interpret bar charts where 1 division represents 5 or 10 units <br> STA. 58 Solve comparison and difference problems using information presented in bar charts <br> STA. 59 Use a line graph to represent the effect of multiplying any number by 6 (e.g. $7.5 \times 6$ ) <br> STA.61 Interpret and present continuous data using line graphs |
| 29 | Use the vertical algorithm (ladder) to multiply 3-digit numbers by 1-digit numbers; find non- | Written multiplication and division (WMD) | WMD. 49 Multiply 2- and 3-digit by 1-digit numbers using the ladder method <br> WMD. 51 Divide 2- and 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers between 10 and 20 |
|  | unit fraction of amounts, using 'chunking'; add fractions with like denominators, including totals | Problem solving, reasoning and algebra (PRA) | PRA. 60 Solve number and practical problems with increasingly large positive numbers <br> PRA. 63 Sustain a line of enquiry, make and test a hypothesis PRA. 62 Solve problems involving harder fractions to calculate and divide quantities |
|  | greater than 1; divide by 10 and 100 (to give answers with 1 and 2 decimal | Mental multiplication and division (MMD) | MMD. 57 Use mental strategies to solve divisions including dividing by 1 |
|  |  | Fractions, ratio and proportion (FRP) | FRP. 50 Find any fraction of an amount and relate to division and multiplication <br> FRP. 44 Add and subtract fractions with the same denominator FRP. 64 Convert mixed numbers to improper fractions and vice versa |
|  |  | Decimals, percentages and their equivalence to fractions (DPE) | DPE. 61 Use place value to multiply and divide numbers by 10 and 100, involving 2-place decimals <br> DPE. 65 Multiply and divide numbers by 10 and 100 to give 1- or 2place decimal answers |


| 30 | Multiply 2-digit numbers by 11 and 12; look for patterns and write rules; multiply 2-digit numbers by numbers between 10 and 20 using the grid method; begin to use the grid method to multiply pairs of 2-digit numbers; use mental strategies and tables facts to divide 2-digit and 3digit numbers by 1 digit numbers to give answers between 20 and 50 , with and without remainders; find non-unit fractions of amounts | Mental multiplication and division (MMD) | MMD. 55 Use mental strategies to solve multiplications including multiplying by 0 and 1 , dividing by 1 , multiplying together three numbers <br> MMD. 58 Understand multiplication and division as inverses of each other and use this to find relationships <br> MMD. 44 Divide mentally numbers just beyond the tables by subtracting the multiple of 10 (no remainders) |
| :---: | :---: | :---: | :---: |
|  |  | Problem solving, reasoning and algebra (PRA) | PRA. 52 Describe, predict and explain patterns <br> PRA. 58 Solve simple measure and money problems involving fractions and decimals up to 2 decimal places <br> PRA. 62 Solve problems involving harder fractions to calculate and divide quantities |
|  |  | Written multiplication and division (WMD) | WMD. 56 Use the grid method to multiply 2-digit by 2-digit numbers and solve problems in which n objects are connected to m objects (distributive law) <br> WMD. 52 Divide 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers < 50 <br> WMD. 51 Divide 2- and 3-digit by 1-digit numbers using a written method drawn from mental strategies with integer remainders and answers between 10 and 20 |
|  |  | Fractions, ratio and proportion (FRP) | FRP. 50 Find any fraction of an amount and relate to division and multiplication <br> FRP. 57 Use division and multiplication to find non-unit fractions of larger amounts (whole-number answers) |

Number - number and place value

## Statutory requirements

- Pupils should be taught to:
- count in multiples of $6,7,9,25$ and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number $(1,000 \mathrm{~s}, 100 \mathrm{~s}, 10 \mathrm{~s}$, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10,100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.


## Statutory requirements

Pupils should be taught to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why


## Number - multiplication and division

## Statutory requirements

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1 ; dividing by 1 ; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects


## Statutory requirements

Pupils should be taught to:

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- 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
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundreds
- recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$
- 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
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places


## Statutory requirements

Pupils should be taught to:

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


## Geometry - properties of shapes

## Statutory requirements

Pupils should be taught to:

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


## Geometry - position and direction

## Statutory requirements

Pupils should be taught to:

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


## Statistics

## Statutory requirements

Pupils should be taught to:

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


## Science in the summer term

> Power it up: in this topic children will learn about electricity. They revisit some uses of electricity and the importance of safety before constructing simple circuits. Understanding how to change a circuit by changing its components makes up the third part of this topic, leading in a final application of knowledge and skills when the children design and make an alarm using their knowledge of circuits

## Electricity

## Statutory requirements

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 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.


## Lower key stage 2 programme of study

## Working scientifically

## Statutory requirements

During year 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.


## Key:

- The statements that are highlighted belong to the topics already covered in the Autumn and Spring terms.
- The statements that are not highlighted are the ones that are yet to be covered during the Summer term.


## World Studies in the summer term

Ancient Rome: in this topic children will learn about Ancient Rome. They will study the founding of Rome and how it was governed. They will also learn about Roman empire and its expansion. They will Look at how people lived in towns and cities and will Look at the family life, food, and clothes of Ancient Romans. They will examine art architecture and literature on Ancient Rome.

