









English











Thinking like a reader....

	-use background knowledge
	-derive meaning of the words in context
	-visualise
	-ask questions
	-summarise
	-identify main idea
	-sequence events
	-recognise cause and effect


Thinking like a reader....

	-making predictions
	-making inference
	-distinguish between fact and opinion
	-compare and contrast
	-find facts and details
	-making connections
	-identify author's purpose
	-reading for clarity


Thinking like a writer....

	-discuss ideas
	-compose a sentence orally before writing it
	-read what we wrote to make sure that it makes sense
Sp C P 	-check spellings, capitalisation, punctuation
	-planning
	-drafting
	-evaluate and edit
	-publishing
	-read own writing aloud

Word Reading

Discipline

Hard Work

Honesty

Humility

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apply phonic knowledge and skills as the route to decode words
respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
read other words of more than one syllable that contain taught GPCs
read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
reread these books to build up their fluency and confidence in word reading

Reading comprehension

develop pleasure in reading, motivation to read, vocabulary and understanding by:
listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
being encouraged to link what they read or hear to their own experiences
becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
recognising and joining in with predictable phrases
learning to appreciate rhymes and poems, and to recite some by heart
discussing word meanings, linking new meanings to those already known
understand both the books they can already read accurately and fluently and those they listen to by:
drawing on what they already know or on background information and vocabulary provided by the teacher
checking that the text makes sense to them as they read, and correcting inaccurate reading
discussing the significance of the title and events
making inferences on the basis of what is being said and done
predicting what might happen on the basis of what has been read so far
participate in discussion about what is read to them, taking turns and listening to what others say

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explain clearly their understanding of what is read to them
Writing transcription
<p>spell: words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>
Handwriting
<p>sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters</p> <p>form digits 0-9 understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</p>
Writing composition

*End of Year Expectations –Year 4***write sentences by:**

saying out loud what they are going to write about

composing a sentence orally before writing it

sequencing sentences to form short narratives

re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read their writing aloud, clearly enough to be heard by their peers and the teacher

Writing - vocabulary, grammar and punctuation**develop their understanding of the concepts set out in English appendix 2 by:**

leaving spaces between words

joining words and joining clauses using 'and'

beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

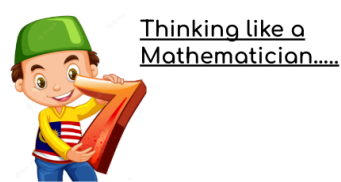
using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'









learning the grammar for year 1 in English appendix 2

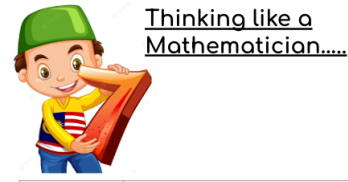
use the grammatical terminology in English English appendix 2 in discussing their writing









Mathematics

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	-number skills -counting
	-computing with numbers/ metal skills
	-build fluency
	-reasoning
	-problem solving
	-looking for patterns
	-generalise
	-seek for different solutions



	- estimate
	- check
	- round
	- interpret
	- compare
	- draw
	- construct
	- convert

Number - number and place value

- count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000

Discipline
Hard Work
Honesty
Humility

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- 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 zero and place value.

Number - addition and subtraction

- 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

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three 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 one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Number - fractions

- 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 one hundred and dividing tenths by ten.
- 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

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- recognise and write decimal equivalents of any number of tenths or hundredths
- 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 one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

- 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

Geometry - properties of shapes

- 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 - position and direction







- 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 two 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.


Science



Thinking like a scientist...

KS1

	-ask simple questions
	-use ideas to suggest answers to questions
	-use observations to suggest answers to questions
	-observe closely using simple equipment
	-gather and recording data
	-interpret and communicating results

Unit	 North star questions
Electricity	What is a simple circuit? Is it a complete circuit or not? Which materials allow electricity to pass through them? How does the brightness of a bulb change? What is a switch? How is a switch made? What alternative energy sources are used around the world?

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



























<p>Animals including humans</p>	<p>What are the parts of the digestive system? What are their functions? What are the parts of the digestive system? What are their functions? How many different types of teeth do humans have? What is their function? What damages your teeth? How do you take care of your teeth? What is the structure of a tooth? What are the stages of decay? What is a food chain? What is a food web?</p>
<p>States of matter</p>	<p>What Properties have Solids, Liquids and Gases got? What Material Is the Best to Stop the Ice from Melting? Are all solids the same? What properties do gases have? Do States of Matter Change? What is the water cycle?</p>
<p>Sound</p>	<p>How are sounds made? How does sound travel through solids? How does sound travel through a cup phone? How does the medium affect the volume of the sound? How does the frequency of sound waves impact the sound that we hear? What is the pitch of a sound? How does the sound change as the distance from the sound source changes? What material is most effective in muffling an alarm clock? How fast is the speed of sound? How does the shape of the ear affect hearing?</p>
<p>Living things and their habitats</p>	<p>How can living things be grouped? Do habitats change? How is this affecting living things? How can vertebrates be grouped?</p>

Discipline

Hard Work

Honesty

Humility

	How can living creatures be classified?																																
Information Communication Technology (ICT)																																	
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Unit	 North star questions																																
Coding	How are simple computer programmes created? What is 'selection' in computer programming? How does an IF statement work?																																

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	<p>How are coordinates used in computer programming? How does the Repeat command work? How does an ELSE statement work? What is a variable in programming? How is a number variable used? How can a playable game be created?</p>
Online safety	<p>How can children protect themselves from online identity theft? How can information put online leave a digital footprint or trail? What are the risks and benefits of installing software, including apps? What is plagiarism? What is appropriate behaviour when participating or contributing to collaborative online projects for learning? What are the positive and negative influences of technology on health and the environment? Why is it important to balance game and screen time with other parts of life?</p>
Spreadsheets	<p>How are numbers entered into cells? How is the display of decimal places used? How do you add formulae to a cell? How can tools be combined to use 2Calculate to make a number game? How is a timer, random number and spin button tools used? How is the line graphing tool used in 2Calculate? How is a line graph used to estimate values between data readings? What is the currency formatting tool in 2Calculate? How is the 2Calculate model used to create a real-life situation?</p>
Writing for different audiences	<p>How can the font size and style affect the impact of a text? How are news reports produced using simulated scenarios? How are simulated scenarios used to write for a community campaign?</p>
Logo	<p>What is the structure of the language of 2Logo?</p>

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


	<p>How is 2Logo used to create letter shapes?</p> <p>How is the repeat command in 2Logo used to create shapes?</p> <p>How are procedures used and built in 2Logo?</p>
Animation	<p>What makes a good animated film or cartoon?</p> <p>What are your favourite animations?</p> <p>How are animations created by hand?</p> <p>How are animations created by 2Animate in a similar way using technology?</p> <p>What is onion skinning in animation?</p> <p>How do you add backgrounds and sounds to animations?</p> <p>What is the 'stop motion' animation?</p> <p>How do you share animations on the class blog?</p>
Effective searching	<p>How do you locate information on the search results page?</p> <p>How do you search effectively to find out information?</p> <p>How can you assess whether an information source is true and reliable?</p>
Hardware investigators	<p>What are the different parts that make up a desktop computer?</p>
Making music	<p>What are the main elements of music: Pulse, Rhythm, Tempo, Pitch and Texture?</p> <p>What is rhythm and tempo?</p> <p>How is a melodic phrase created?</p> <p>How is a piece of electronic music composed?</p>
Artificial intelligence	<p>What is the basic concept of artificial intelligence?</p> <p>What are real-life examples of artificial intelligence?</p> <p>What is the impact of artificial intelligence in daily life?</p> <p>What is the potential application and impact of artificial intelligence in the future?</p> <p>How is artificial intelligence being used to create music and art?</p>
Physical devices-	<p>How can sensor inputs from the accelerometer be used to detect movement?</p>


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micro:bits	What variables are used to keep track of the current step count? How do inputs, outputs and computer code work together to make control systems? How is logic used to make different outputs happen? How is 'repeat forever' infinite loops used to keep control systems responding to changes in the environment? How is the accelerometer via the 'when gesture: shake' block used to start the code running? What are conditional instructions?
History	





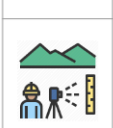




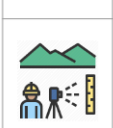




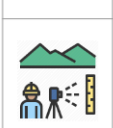



Thinking like an historian....

	-identify the cause and consequence
	-analyse continuity
	-analyse changes in the past
	-identify similarities and differences
	-understand historical significance (explain the reason)
	-analyse sources and historic evidence
	-analyse historical interpretations


Unit	 North star questions
How have children's lives changed?	What do sources tell us about how children's lives have changed? Why did Tudor children work and what was it like?

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	<p>What jobs did children have in Victorian England and what were they like?</p> <p>How did Lord Shaftesbury help to change the lives of children?</p> <p>How and why has children’s leisure time changed?</p> <p>What were the diseases children caught and how were they treated?</p>
How hard was it to invade and settle in Britain?	<p>Who were the Anglo-Saxons and the Scots?</p> <p>How did the Anglo-Saxons settle in Britain?</p> <p>What does Sutton Hoo tell us about Anglo-Saxon life?</p> <p>How did Christianity arrive in Britain?</p> <p>Was King Alfred really great?</p> <p>How did Anglo-Saxon rule end?</p>
Were the Vikings raiders, traders or settlers?	<p>Who were the Vikings and why did they come to Britain?</p> <p>What do we know about the Vikings?</p> <p>How did the Vikings travel?</p> <p>Were the Vikings raiders or traders?</p> <p>What were the consequences of the Anglo-Saxon and Vikings’ struggle for Britain?</p> <p>What was Viking life in Britain like?</p>
Geography	

 <p>Thinking like a geographer...</p>											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: center;">  </td> <td> <p>- use direction / location vocabulary including:</p> <ul style="list-style-type: none"> • directions • compass points • geographic coordinates </td> </tr> <tr> <td style="text-align: center;">  </td> <td> <p>- use maps, atlases, globes and online tools to:</p> <ul style="list-style-type: none"> • locate place/human features • locate physical features • read coordinates/key/scale </td> </tr> <tr> <td style="text-align: center;">  </td> <td> <p>- draw maps and other representations to show:</p> <ul style="list-style-type: none"> • route • scale • perspective </td> </tr> <tr> <td style="text-align: center;">  </td> <td> <p>- carry out fieldwork to:</p> <ul style="list-style-type: none"> • gather data • record / analyse • present / conclude </td> </tr> <tr> <td style="text-align: center;">  </td> <td> <p>- carry out geographical enquiry:</p> <ul style="list-style-type: none"> • ask enquiry questions • gather / present data to: <ul style="list-style-type: none"> - compare and contrast - explain cause and consequence - explain geographical significance </td> </tr> </table>			<p>- use direction / location vocabulary including:</p> <ul style="list-style-type: none"> • directions • compass points • geographic coordinates 		<p>- use maps, atlases, globes and online tools to:</p> <ul style="list-style-type: none"> • locate place/human features • locate physical features • read coordinates/key/scale 		<p>- draw maps and other representations to show:</p> <ul style="list-style-type: none"> • route • scale • perspective 		<p>- carry out fieldwork to:</p> <ul style="list-style-type: none"> • gather data • record / analyse • present / conclude 		<p>- carry out geographical enquiry:</p> <ul style="list-style-type: none"> • ask enquiry questions • gather / present data to: <ul style="list-style-type: none"> - compare and contrast - explain cause and consequence - explain geographical significance
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Unit	 North star questions										
Building locational	What is the geography of my local area?										

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knowledge: United Kingdom	<p>What is the geography of Scotland?</p> <p>What is the geography of Wales?</p> <p>What is the geography of Northern Ireland?</p> <p>What is the geography of England?</p>
Migration	<p>What is migration?</p> <p>How do migrants vary?</p> <p>How does migration affect people and places?</p> <p>What is economic migration?</p> <p>What is a refugee?</p> <p>How will climate change affect migration?</p>
Building locational knowledge: Hemispheres and Tropics	<p>What are hemispheres?</p> <p>What time is it in different countries?</p> <p>What is the geography of the Arctic and Antarctic?</p>
Building locational knowledge: South America	<p>Which countries are in South America?</p> <p>What physical features can we find in South America?</p> <p>What are some of South America's most important human features?</p> <p>What are South America's most important economic features?</p> <p>What is the geography of Chile?</p> <p>How are Chile and the UK similar and different?</p>
My local playground (fieldwork skills)	<p>Can I draw a map of the route to the park?</p> <p>What is our local park used for?</p> <p>How do Geographers use data collection methods?</p> <p>How do Geographers present data to form conclusions?</p> <p>How do Geographers form conclusions?</p>
Physical Social Health Education (PSHE)	
Unit	 North star questions

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Honesty
Humility

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Being me in my world	<p>What does it mean to be a good team member? What does it mean to be a school citizen? How does democracy work through the school? What are rewards and consequences? How do groups come together to make decisions? How does having democracy benefit the school community?</p>
Celebrating differences	<p>Should we judge people by appearances? How do people influence others? What does bullying happen? How is it best to solve problems? How am I special and unique? How do we celebrate differences?</p>
Dreams and goals	<p>What are your hopes and dreams? Why do hopes and dreams sometimes not come true? How do we overcome disappointment? How do we set new plans and goals if disappointed? What steps do you need to take to achieve your goals? How did we achieve our class goals?</p>
Healthy me	<p>How are friendship groups formed? What are group dynamics? What is the impact of smoking to human health? What is the effect of alcohol on health? What is a healthy friendship? What are my inner strengths? What is the difference between right and wrong?</p>
Relationships	<p>How can jealousy affect relationships? Who do you love and why are they special to you? What are your favourite memories with a person you no longer see?</p>

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End of Year Expectations -Year 4

	<p>How do friendships change? What does it mean to have a girlfriend and boyfriend? How do you show love and appreciation to the people you love?</p>
<p>Changing me</p>	<p>Why am I unique? What human body parts are necessary for making a baby? What are the responsibilities of a parent? How does a girls' body change for her to be able to have babies? What is the circle of change? How can you accept change in a positive way?</p>
<p>Religious Education (RE)</p>	



Thinking like a theologian (RE)

	-asking exploratory questions
	-observing practices and ways of living
	-reading sources of wisdom
	-debating
	-exploring the emotional and sensory world of religion
	-analysing data and statistics
	-understanding the various degrees of certainty about religious claims.


Unit	 North star questions
Religion and the individual	<ul style="list-style-type: none"> • How do we use symbols to represent our identity? • What is difference and how do we celebrate it? • What are the religions in my community?

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	<ul style="list-style-type: none"> ● I can understand what it means to be Hindu ● I can understand what it means to be Sikh ● I can understand what it means to be Jewish ● I can understand what it means to be Christian ● I can understand what it means to be Muslim ● I can understand what it means to be Buddhist
Religion, family and the community - places of worship	<ul style="list-style-type: none"> ● What is a place of worship? ● Places of worship: Christianity. ● Places of worship: Judaism. ● Places of worship: Islam. ● Places of worship: Hinduism. ● Places of worship: Sikhism. ● Places of worship: Buddhism ● Places of worship in our local community ● What is the role of religion in our community?
Pilgrimage and sacred places	<ul style="list-style-type: none"> ● What makes a place special? ● What is a pilgrimage? ● Are there any pilgrimage sites in the UK? ● What is the pilgrimage in Christianity? ● What is the pilgrimage in Islam? ● What is the pilgrimage in Judaism? ● What is the pilgrimage in Sikhism? ● What is the pilgrimage in Hinduism? ● What is the pilgrimage in Buddhism? ● Why is Jerusalem so religiously significant? ● What is The Vatican and why is it so significant?
Teaching and authority -	<ul style="list-style-type: none"> ● What makes a text sacred?

Discipline
Hard Work
Honesty
Humility


End of Year Expectations –Year 4

sacred texts	<ul style="list-style-type: none"> • What are the sacred texts? • Similarities and differences between the sacred texts • Sacred texts: Creation Stories • Sacred texts: values and commandments • How is kindness and respect seen in different religions?
Journey of life and death	<ul style="list-style-type: none"> • How do we celebrate life's milestones? • Rites of passage • How do different religions value life? • How do we live a purposeful life? • Ceremonies of marriage • How do we respect those who have passed on? • Ideas about the afterlife: Reincarnation vs Resurrection
Worship	<ul style="list-style-type: none"> • What is worship? • How is belief expressed in Christianity? • How is belief expressed in Islam? • How is belief expressed in Judaism? • How is belief expressed in Sikhism? • How is belief expressed in Hinduism? • How is belief expressed in Buddhism? • Religious festivals in focus: Passover • Religious festivals in focus: Ramadan and Eid al-Fitr • Religious festivals in focus: Easter • Religious festivals in focus: Diwali • Can I compare worship in different religions?
Physical Education	
Unit	 North star

End of Year Expectations –Year 4

Netball	<ul style="list-style-type: none"> • Develop the chest pass and bounce pass • Develop the overhead and shoulder pass techniques • Develop movement skills in order to evade a defender • To develop understanding of keeping possession as a team • Execute the basic shooting technique • Apply skills learned in a modified version of High 5 netball
Football	<ul style="list-style-type: none"> • To develop dribbling with the ball in a crowded area • To develop shielding techniques whilst under pressure from an opponent • To develop three different ways to turn with the ball and apply these whilst under pressure from an opponent • To use changes of speed and direction whilst travelling with the ball • To develop a variety of ways of beating an opponent in a 1v1 scenario • To apply a range of individual possession skills in opposed game-based situations
Hockey	<ul style="list-style-type: none"> • Dribble with and keep possession of the ball in small spaces • Develop ways to change direction and speed to evade a defender in a 1v1 situation • Develop shooting with power from a medium range following a dribble • Develop an understanding of basic defending techniques in hockey
Tennis	<ul style="list-style-type: none"> • To further develop tennis specific movements used in the game • To recap and develop increasing control of the tennis racket • To develop the forehand drive shot • To explore the two-handed backhand shot • To explore the forehand volley shot

End of Year Expectations –Year 4

	<ul style="list-style-type: none"> • Work in a small group effectively
Athletics	<ul style="list-style-type: none"> • To develop reaction speed required for sprinting • To explore running with rhythm and coordination over obstacles • To jump for distance from 2 feet landing on 2 feet • To use a short run to jump from one foot to two feet • To develop the one-handed push throw • To develop awareness of pacing over a longer distance run • To be a valuable team member in an athletics event
Rounders	<ul style="list-style-type: none"> • To develop throwing and catching skills required for striking and fielding games • To develop an accurate bowling technique for rounders • To develop the basic batting technique used in rounders • To develop a range of stopping techniques used in rounders • To retrieve and accurately throw a ball overarm to reach a designated target & to back up a post fielder • To apply striking and fielding skills in a modified game of rounders
Art and Design	
Unit	 North star
Drawing: Power prints	<p>How can tone be used to create a 3D effect?</p> <p>How can I use proportion and tone when drawing?</p> <p>How can I plan a composition for a mixed-media drawing?</p> <p>How can shading techniques create pattern and contrast?</p> <p>How can I work collaboratively to develop drawings into prints?</p>

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Painting and mixed media: Light and dark	What different ways are there to apply paint? How can I mix tints and shades of a colour? How can I use tints and shades to create a 3D effect when painting? How can paint create very different effects? What are proportion and composition? How can I use my knowledge of colour mixing and painting techniques to create a finished piece?
Sculpture and 3D: Mega materials	How can I develop ideas for 3D work through drawing and visualisation in 2D? What are some more complex techniques to shape material? How can shapes be formed and joined in wire? How can a sculpture be displayed to create an effect? How can I choose and join a variety of materials to make sculpture?
Craft and design: Fabric of nature	What are the starting points in a design process? How can magnification and mark making be used to develop new imagery? How can I use a textile technique to develop patterns? How can I create a repeating pattern? How art is made for different purposes?
Design and Technology (D&T)	









End of Year Expectations –Year 4












Thinking like a designer ...



Thinking like a designer ...

	Research
	Investigating existing products
	Compare and contrast
	Design
	Make
	Evaluate
	Selecting from a range of tools and equipment (including ICT)
	Selecting from a range of materials

	-understanding the context and user
	-describe the purpose of their product
	-annotate sketches and diagrams
	-apply knowledge on how to work safely
	-assemble, join and combine materials
	-investigate the background of existing designs.
	-formulate step by step plans as a guide to making
	-apply accurate measuring, marking out and cutting

Unit	 North star





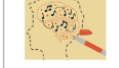


End of Year Expectations -Year 4

Musical Education	

End of Year Expectations –Year 4



Thinking like a musician

	-listen and appraise
	-games skills
	-singing skills
	-playing an instrument skills
	-improvisation skills
	-composition skills
	-performance skills

Unit	Skills	Knowledge
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End of Year Expectations –Year 4

<p>Musicianship (including general musicianship and notation)</p> <p>Understanding Music</p>	<p>Listening Finding and keeping a steady beat Copy-back Improvisation Singing Playing instruments Reading notation Pulse/beat Rhythm Pitch Tempo Dynamics</p>	<ul style="list-style-type: none"> • Beginnings of formal notation, linking sound to symbol. That music has its own language. <p>Start learning about basic music theory:</p> <p>Staves Lines and spaces Clefs Crotchets Minims Paired quavers Introduce and understand the differences between crotchets and paired quavers.</p> <ul style="list-style-type: none"> • Play and sing in the time signatures of 2/4, 3/4 and 4/4. • Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests. • Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. • Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests. • Identify the names of some pitched notes on a stave. • Create rhythms using word phrases as a starting point. • Recognise long sounds and short sounds, and match them to syllables and movements. • Listen and copy more complex rhythmic patterns, by ear or from notation. • Copy back more complex melodic patterns.
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End of Year Expectations –Year 4

<p>Listen and respond</p>	<p>Listening Responding Musical styles Historical context Different musicians Connecting</p> <p>Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure</p>	<ul style="list-style-type: none"> ● Talk about the words of a song. ● Think about why the song or piece of music was written. ● Find and demonstrate the steady beat. ● Identify 2/4, 3/4, and 4/4 metre. ● Identify the tempo as fast, slow or steady. ● Recognise the style of music they are listening to. ● Recognise different styles and any important musical features that distinguish the style. ● Discuss the structures of songs. ● Explain what a main theme is and identify when it is repeated. ● Identify: <p>Call and response A solo vocal or instrumental line and the rest of the ensemble A change in texture Articulation of certain words Programme Music.</p> <ul style="list-style-type: none"> ● Understand what a musical introduction is and its purpose. ● Recall (by ear) memorable phrases heard in the music. ● Identify major and minor tonalities. ● Recognise the sound and notes of the pentatonic scale, by ear and from notation. ● Describe legato and staccato.
<p>Learn the song</p>	<p>Singing Listening</p>	<ul style="list-style-type: none"> ● Rehearse and learn songs from memory and/or with notation.

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	Pulse Rhythm Pitch Tempo Dynamics Structure	<ul style="list-style-type: none"> • Sing in different time signatures: 2/4, 3/4 and 4/4. • Sing as part of a choir with awareness of size: the larger the ensemble, the thicker and richer the musical texture. • Demonstrate vowel sounds, blended sounds and consonants. • Sing “on pitch” and “in time”. • Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to staccato and legato. • Talk about the different styles of singing used for different styles of song. • Talk about how the songs and their styles connect to the world.
Play your instruments with the song	Playing instruments Keeping a steady beat Playing in a group/ensemble Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	<ul style="list-style-type: none"> • Rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and D major. • Play the right notes with secure rhythms. • Rehearse and perform their parts within the context of the unit song. • Play together with everybody while keeping the beat. • Listen to and follow musical instructions from a leader. • Treat instruments carefully and with respect. • Play their instruments with good posture and technique.

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Improvise with the song	Improvising Listening Pulse Rhythm Pitch Tempo Dynamics	<ul style="list-style-type: none"> ● Explore improvisation within a major scale, using more notes. ● Improvise on a limited range of pitches on the instrument they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. ● Improvise over a simple chord progression/groove.
Compose with the song	Composing Notation Pulse Rhythm Pitch Tempo Dynamics Notation	<ul style="list-style-type: none"> ● Compose over a simple chord progression. ● Compose over a groove. ● Use music technology, if available, to capture, change and combine sounds. ● Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. ● Use simple dynamics. ● Create a tempo instruction. ● Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. ● Create a melody using crotchets, minims, quavers and their rests. ● Use a pentatonic scale. ● Begin to understand the structure of the composition. ● explain a composition’s musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). ● Include the home note to provide a sense of

End of Year Expectations –Year 4

		<p>an ending; coming home.</p> <ul style="list-style-type: none"> • Perform their simple composition/s using their own choice of notes.
Music notepad		<ul style="list-style-type: none"> • Compose a ‘stand-alone’ piece of music which includes: A time signature. A treble clef. Four or six bars. The right notes for the scale and key signature. Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests. Expression/dynamics. Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end. A melody that starts and ends on note one. Describe how their melodies were created.
Perform the song	<p>Performing Listening Playing Singing Improvising Composing Notation</p> <p>Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure</p>	<ul style="list-style-type: none"> • Rehearse and enjoy the opportunity to share what has been learnt in the lessons. • Perform, with confidence, a song from memory or using notation. • Play and perform melodies following staff notation, using a small range of notes, as a whole class or in small groups. • Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. • Explain why the song was chosen, including its composer and the historical and cultural context of the song.

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		<ul style="list-style-type: none">• Communicate the meaning of the words and articulate them clearly.• Reflect on the performance and how well it suited the occasion.• Discuss and respond to any feedback; to consider how future performances might be different.
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