

Year 4 – National Curriculum Objectives

	Topic/Theme	Au1	Au2	Sp1	Sp2	Su1	Su2
National Curriculum Objectives – English (Spoken Language)							
En3/1a	listen and respond appropriately to adults and their peers	✓	✓	✓	✓	✓	✓
En3/1b	ask relevant questions to extend their understanding and knowledge	✓	✓	✓	✓	✓	✓
En3/1c	use relevant strategies to build their vocabulary	✓	✓	✓	✓	✓	✓
En3/1d	articulate and justify answers, arguments and opinions	✓	✓	✓	✓	✓	✓
En3/1e	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	✓	✓	✓	✓	✓	✓
En3/1f	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	✓	✓	✓	✓	✓	✓
En3/1g	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	✓	✓	✓	✓	✓	✓
En3/1h	speak audibly and fluently with an increasing command of Standard English	✓	✓	✓	✓	✓	✓
En3/1i	participate in discussions, presentations, performances, roleplay/improvisations and debates	✓	✓	✓	✓	✓	✓
En3/1j	gain, maintain and monitor the interest of the listener(s)	✓	✓	✓	✓	✓	✓
En3/1k	consider and evaluate different viewpoints, attending to and building on the contributions of others	✓	✓	✓	✓	✓	✓
En3/1l	select and use appropriate registers for effective communication	✓	✓	✓	✓	✓	✓
National Curriculum Objectives – English (Word Reading)							
En3/2.1a	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	✓	✓	✓	✓	✓	✓
En3/2.1b	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	✓	✓	✓	✓	✓	✓
National Curriculum Objectives – English (Comprehension)							
En3/2.2a	develop positive attitudes to reading, and an understanding of what they read, by:	✓	✓	✓	✓	✓	✓
i.	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	✓	✓	✓	✓	✓	✓
ii.	reading books that are structured in different ways and reading for a range of purposes	✓	✓	✓	✓	✓	✓
iii.	using dictionaries to check the meaning of words that they have read	✓	✓	✓	✓	✓	✓
iv.	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	✓	✓	✓	✓	✓	✓
v.	identifying themes and conventions in a wide range of books	✓	✓	✓	✓	✓	✓
vi.	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	✓	✓	✓	✓	✓	✓
vii.	discussing words and phrases that capture the reader's interest and imagination	✓	✓	✓	✓	✓	✓
viii.	recognising some different forms of poetry	✓	✓	✓	✓	✓	✓
En3/2.2b	understand what they read, in books they can read independently, by						

i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		✓	✓	✓	✓	✓	✓
ii. asking questions to improve their understanding of a text		✓	✓	✓	✓	✓	✓
iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		✓	✓	✓	✓	✓	✓
iv. predicting what might happen from details stated and implied		✓	✓	✓	✓	✓	✓
v. identifying main ideas drawn from more than 1 paragraph and summarising these		✓	✓	✓	✓	✓	✓
vi. identifying how language, structure, and presentation contribute to meaning		✓	✓	✓	✓	✓	✓
En3/2.2c retrieve and record information from non-fiction		✓	✓	✓	✓	✓	✓
En3/2.2d 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.		✓	✓	✓	✓	✓	✓
National Curriculum Objectives – English Years 3 & 4 – Writing (Spelling)							
En3/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)		✓	✓	✓	✓	✓	✓
En3/3.1b spell further homophones		✓	✓	✓	✓	✓	✓
En3/3.1c spell words that are often misspelt (English Appendix 1)		✓	✓	✓	✓	✓	✓
En3/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals		✓	✓	✓	✓	✓	✓
En3/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary		✓	✓	✓	✓	✓	✓
En3/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		✓	✓	✓	✓	✓	✓
National Curriculum Objectives – English Years 3 & 4 – Writing (Handwriting and Presentation)							
En3/3.2a 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		✓	✓	✓	✓	✓	✓
En3/3.2b increase the legibility, consistency and quality of their handwriting		✓	✓	✓	✓	✓	✓
National Curriculum Objectives – English Years 3 & 4 – Writing (Composition)							
En3/3.3a Plan their writing by:							
i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar		✓	✓	✓	✓	✓	✓
ii. discussing and recording ideas		✓	✓	✓	✓	✓	✓
En3/3.3b Draft and write by:							
i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 1)		✓	✓	✓	✓	✓	✓
ii. organising paragraphs around a theme		✓	✓	✓	✓	✓	✓
iii. in narratives, creating settings, characters and plot		✓	✓	✓	✓	✓	✓
iv. in non-narrative material, using simple organisational devices		✓	✓	✓	✓	✓	✓
En3/3.3c Evaluate and edit by:							
i. assessing the effectiveness of their own and others' writing and suggesting improvements		✓	✓	✓	✓	✓	✓
ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of		✓	✓	✓	✓	✓	✓

pronouns in sentences							
En3/3.3d proofread for spelling and punctuation errors		✓	✓	✓	✓	✓	✓
En3/3.3e 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.		✓	✓	✓	✓	✓	✓
National Curriculum Objectives – English Years 3 & 4 – Writing (Vocabulary, Grammar and Punctuation)							
En3/3.4a develop their understanding of the concepts set out in Appendix 1 by:							
i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although							
ii. using the present perfect form of verbs in contrast to the past tense							
iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition							
iv. using conjunctions, adverbs and prepositions to express time and cause							
v. using fronted adverbials							
vi. learning the grammar for years 3 and 4 in Appendix 1							
En3/3.4b indicate grammatical and other features by:							
i. using commas after fronted adverbials							
ii. indicating possession by using the possessive apostrophe with singular and plural nouns							
iii. using and punctuating direct speech							
En3/3.4c use and understand the grammatical terminology in Appendix 1 accurately and appropriately in discussing their writing and reading.							
National Curriculum Objectives – Mathematics (Number and Place Value)							
Ma4/2.1a count in multiples of 6, 7, 9, 25 and 1,000		✓					
Ma4/2.1b find 1,000 more or less than a given number		✓					
Ma4/2.1c count backwards through 0 to include negative numbers		✓					
Ma4/2.1d recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)		✓					
Ma4/2.1e order and compare numbers beyond 1,000		✓					
Ma4/2.1f identify, represent and estimate numbers using different representations		✓					
Ma4/2.1g round any number to the nearest 10, 100 or 1,000		✓					
Ma4/2.1h solve number and practical problems that involve all of the above and with increasingly large positive numbers		✓					
Ma4/2.1i 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.	Like a Roman	✓	✓				
National Curriculum Objectives – Mathematics (Addition and Subtraction)							
Ma4/2.2a add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate		✓					
Ma4/2.2b estimate and use inverse operations to check answers to a calculation		✓					
Ma4/2.2c solve addition and subtraction two-step problems in contexts, deciding which operations and		✓					

methods to use and why.								
National Curriculum Objectives – Mathematics (Multiplication and Division)								
Ma4/2.3a recall multiplication and division facts for multiplication tables up to 12 × 12			✓					
Ma4/2.3b 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			✓					
Ma4/2.3c recognise and use factor pairs and commutativity in mental calculations			✓					
Ma4/2.3d multiply two-digit and three-digit numbers by a one-digit number using formal written layout			✓					
Ma4/2.3e 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.			✓					
National Curriculum Objectives – Mathematics (Fractions including Decimals)								
Ma4/2.4a recognise and show, using diagrams, families of common equivalent fractions				✓				
Ma4/2.4b count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.				✓				
Ma4/2.4c 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				✓				
Ma4/2.4d add and subtract fractions with the same denominator				✓				
Ma4/2.4e recognise and write decimal equivalents of any number of tenths or hundredths				✓				
Ma4/2.4f recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$				✓				
Ma4/2.4g 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				✓				
Ma4/2.4h round decimals with 1 decimal place to the nearest whole number				✓				
Ma4/2.4i compare numbers with the same number of decimal places up to 2 decimal places				✓				
Ma4/2.4i compare numbers with the same number of decimal places up to 2 decimal places				✓				
National Curriculum Objectives – Mathematics (Measurement)								
Ma4/3.1a convert between different units of measure					✓			
Ma4/3.1b measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres					✓			
Ma4/3.1c find the area of rectilinear shapes by counting squares					✓			
Ma4/3.1d estimate, compare and calculate different measures, including money in pounds and pence					✓			
Ma4/3.1e read, write and convert time between analogue and digital 12 and 24-hour clocks					✓			
Ma4/3.1f solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days					✓			
National Curriculum Objectives – Mathematics (Properties of Shape)								
Ma4/3.2a compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes							✓	

Ma4/3.2b	identify acute and obtuse angles and compare and order angles up to 2 right angles by size							✓	
Ma4/3.2c	identify lines of symmetry in 2-D shapes presented in different orientations							✓	
Ma4/3.2d	complete a simple symmetric figure with respect to a specific line of symmetry.	Being Human							✓
National Curriculum Objectives – Mathematics (Position & Direction)									
Ma4/3.3a	describe positions on a 2-D grid as coordinates in the first quadrant							✓	
Ma4/3.3b	describe movements between positions as translations of a given unit to the left/right and up/down							✓	
Ma4/3.3c	plot specified points and draw sides to complete a given polygon.							✓	
National Curriculum Objectives – Mathematics (Statistics)									
Ma4/4.1a	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs								✓
Ma4/4.1b	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.								✓
National Curriculum Objectives – Science (Working Scientifically)									
During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:									
Sc4/1.1	asking relevant questions and using different types of scientific enquiries to answer them		✓	✓	✓	✓	✓	✓	✓
Sc4/1.2	setting up simple practical enquiries, comparative and fair tests		✓	✓	✓	✓	✓	✓	✓
Sc4/1.3	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers		✓	✓	✓	✓	✓	✓	✓
Sc4/1.4	gathering, recording, classifying and presenting data in a variety of ways to help in answering questions		✓	✓	✓	✓	✓	✓	✓
Sc4/1.5	recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables		✓	✓	✓	✓	✓	✓	✓
Sc4/1.6	reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions		✓	✓	✓	✓	✓	✓	✓
Sc4/1.7	using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		✓	✓	✓	✓	✓	✓	✓
Sc4/1.8	identifying differences, similarities or changes related to simple scientific ideas and processes		✓	✓	✓	✓	✓	✓	✓
Sc4/1.9	using straightforward scientific evidence to answer questions or to support their findings.		✓	✓	✓	✓	✓	✓	✓
National Curriculum Objectives – Science (All Living Things)									
Sc4/2.1a	recognise that living things can be grouped in a variety of ways	Water for Life	✓						
Sc4/2.1b	explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Water for Life	✓						
Sc4/2.1c	recognise that environments can change and that this can sometimes pose dangers to living things.	Water for Life	✓						
National Curriculum Objectives – Science (Animals Including Humans)									
Sc4/2.2a	describe the simple functions of the basic parts of the digestive system in humans	Being Human							✓
Sc4/2.2b	identify the different types of teeth in humans and their simple functions	Being Human							✓
Sc4/2.2c	construct and interpret a variety of food chains, identifying producers, predators and prey.	Being Human							✓

National Curriculum Objectives – Science (States of Matter)							
Sc4/3.1a	compare and group materials together, according to whether they are solids, liquids or gases	Water for Life	✓				
Sc4/3.1b	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)	Water for Life	✓				
Sc4/3.1c	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Water for Life	✓				
National Curriculum Objectives – Science (Sound)							
Sc4/4.1a	identify how sounds are made, associating some of them with something vibrating	Wired for Sound			✓		
Sc4/4.1b	recognise that vibrations from sounds travel through a medium to the ear	Wired for Sound			✓		
Sc4/4.1c	find patterns between the pitch of a sound and features of the object that produced it	Wired for Sound			✓		
Sc4/4.1d	find patterns between the volume of a sound and the strength of the vibrations that produced it.	Wired for Sound			✓		
Sc4/4.1e	recognise that sounds get fainter as the distance from the sound source increases	Wired for Sound			✓		
National Curriculum Objectives – Science (Electricity)							
Sc4/4.2a	identify common appliances that run on electricity	Wired for Sound			✓		
Sc4/4.2b	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	Wired for Sound			✓		
Sc4/4.2c	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	Wired for Sound			✓		
Sc4/4.2d	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Wired for Sound			✓		
Sc4/4.2e	recognise some common conductors and insulators, and associate metals with being good conductors.	Wired for Sound			✓		
National Curriculum Objectives – Art & Design							
Ar2/1.1	to create sketch books to record their observations and use them to review and revisit ideas		✓	✓	✓	✓	✓
Ar2/1.2	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials		✓	✓	✓	✓	✓
Ar2/1.3	about great artists, architects and designers in history.	Water for Life	✓	✓	✓	✓	✓
National Curriculum Objectives – Computing							
Co2/1.1	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts				✓		
Co2/1.2	use sequence, selection, and repetition in programs; work with variables and various forms of input and output				✓		
Co2/1.3	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs				✓		
Co2/1.4	understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration	Being Human					✓
Co2/1.5	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Like a Roman		✓			
Co2/1.6	select, use and combine a variety of software (including internet services) on a range of digital		✓	✓	✓	✓	✓

devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.							
Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact		✓	✓	✓	✓	✓	✓
National Curriculum Objectives – Design & Technology (Design)							
DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Wired for Sound			✓			
DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Wired for Sound			✓			
National Curriculum Objectives – Design & Technology (Make)							
DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately	Wired for Sound			✓			
DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Wired for Sound			✓			
National Curriculum Objectives – Design & Technology (Evaluate)							
DT2/1.3a investigate and analyse a range of existing products	Being Human						✓
DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Being Human						✓
DT2/1.3c understand how key events and individuals in design and technology have helped shape the world	Being Human						✓
National Curriculum Objectives – Design & Technology (Technical Knowledge)							
DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Wired for Sound Anglo-Saxons & Vikings			✓			
DT2/1.4b understand and use mechanical systems in their products	Wired for Sound Anglo-Saxons & Vikings			✓			
DT2/1.4c understand and use electrical systems in their products	Wired for Sound			✓			
DT2/1.4d apply their understanding of computing to programme, monitor and control their products.	Wired for Sound Coding (Computing)			✓	✓		
National Curriculum Objectives – Design & Technology (Cooking and Nutrition)							
DT2/2.1a understand and apply the principles of a healthy and varied diet							
DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet							
DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]							
DT2/2.1d understand the source, seasonality and characteristics of a broad range of ingredients							
National Curriculum Objectives – Geography (Location Knowledge)							

Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Like a Roman Anglo-Saxons & Vikings		✓		✓		
Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Like a Roman Anglo-Saxons & Vikings		✓		✓		
Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)							
National Curriculum Objectives – Geography (Place Knowledge)							
Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America	Water for Life – Rivers of the UK	✓					
National Curriculum Objectives – Geography (Human and Physical Geography)							
Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains , volcanoes and earthquakes, and the water cycle	Water for Life	✓					
Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Water for Life	✓					
National Curriculum Objectives – Geography (Geographical Skills and Fieldwork)							
Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Water for Life	✓					
Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Water for Life	✓					
National Curriculum Objectives – History (Pre-Roman Britain)							
Pupil should be taught about changes in Britain from the Stone Age to the Iron Age. <i>This could include:</i> a. <i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i> b. <i>Bronze Age religion, technology and travel, for example, Stonehenge</i> c. <i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i>							
National Curriculum Objectives – History (Roman Britain)							
Pupil should be taught about the Roman empire and its impact on Britain. <i>This could include:</i> a. <i>Julius Caesar's attempted invasion in 55-54 BC</i> b. <i>the Roman Empire by AD 42 and the power of its army</i> c. <i>successful invasion by Claudius and conquest, including Hadrian's Wall</i> d. <i>British resistance, for example, Boudica</i> e. <i>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i>	Like a Roman		✓				
National Curriculum Objectives – History (Anglo-Saxons & Scots)							

<p>Pupil should be taught about Britain's settlement by Anglo-Saxons and Scots. <i>This could include:</i></p> <ol style="list-style-type: none"> <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i> <i>Scots invasions from Ireland to north Britain (now Scotland)</i> <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i> <i>Anglo-Saxon art and culture</i> 	<p>Britain Then: Anglo-Saxons and Vikings</p>				✓		
<p>National Curriculum Objectives – History (Anglo-Saxons & Vikings)</p>							
<p>Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>This could include:</i></p> <ol style="list-style-type: none"> <i>Viking raids and invasion</i> <i>resistance by Alfred the Great and Athelstan, first king of England</i> <i>further Viking invasions and Danegeld</i> <i>Anglo-Saxon laws and justice</i> 	<p>Britain Then: Anglo-Saxons and Vikings</p>				✓		
<p>National Curriculum Objectives – History (Local History)</p>							
<p>Pupils should be taught about an aspect of local history. <i>For example:</i></p> <ol style="list-style-type: none"> <i>a depth study linked to one of the British areas of study listed above</i> <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i> 							
<p>National Curriculum Objectives – History (Extended Chronological Study)</p>							
<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <i>For example:</i></p> <ol style="list-style-type: none"> <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i> <i>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</i> <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i> 	<p>Like a Roman</p>		✓				
<p>National Curriculum Objectives – History (Ancient Civilisations)</p>							
<p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <ol style="list-style-type: none"> <i>Ancient Sumer;</i> <i>The Indus Valley;</i> <i>Ancient Egypt; or</i> <i>The Shang Dynasty of Ancient China</i> 	<p>Ancient Influences - Egypt</p>					✓	
<p>National Curriculum Objectives – History (Ancient Greece)</p>							

Pupils should be taught a study of Greek life and achievements and their influence on the western world							
National Curriculum Objectives – History (Non-European Study)							
Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: a. early Islamic civilization, including a study of Baghdad c. AD 900; b. Mayan civilization c. AD 900; or c. Benin (West Africa) c. AD 900-1300							
National Curriculum Objectives – KS2 Foreign Languages (Listening and Comprehension)							
FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding		✓	✓	✓	✓	✓	✓
FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words		✓	✓	✓	✓	✓	✓
National Curriculum Objectives – KS2 Foreign Languages (Speaking)							
FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help		✓	✓	✓	✓	✓	✓
FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures		✓	✓	✓	✓	✓	✓
FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases		✓	✓	✓	✓	✓	✓
National Curriculum Objectives – KS2 Foreign Languages (Reading & Comprehension)							
FL2/1.3a read carefully and show understanding of words, phrases and simple writing		✓	✓	✓	✓	✓	✓
FL2/1.3b appreciate stories, songs, poems and rhymes in the language		✓	✓	✓	✓	✓	✓
FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary		✓	✓	✓	✓	✓	✓
National Curriculum Objectives – KS2 Foreign Languages (Writing)							
FL2/1.4a write phrases from memory, and adapt these to create new sentences, to express ideas clearly		✓	✓	✓	✓	✓	✓
FL2/1.4b describe people, places, things and actions orally and in writing		✓	✓	✓	✓	✓	✓
FL2/1.4c understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.		✓	✓	✓	✓	✓	✓
National Curriculum Objectives - Music							
Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression		✓	✓	✓	✓	✓	✓
Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music		✓	✓	✓	✓	✓	✓
Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory		✓	✓	✓	✓	✓	✓
Mu2/1.4 use and understand staff and other musical notations		✓	✓	✓	✓	✓	✓
Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from		✓	✓	✓	✓	✓	✓

different traditions and from great composers and musicians							
Mu2/1.6 develop an understanding of the history of music.		✓	✓	✓	✓	✓	✓
National Curriculum Objectives – Physical Education (Sport & Games)							
PE2/1.1a use running, jumping, throwing and catching in isolation and in combination		✓	✓			✓	✓
PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending		✓	✓	✓		✓	✓
PE2/1.1c develop flexibility, strength, technique, control and balance		✓	✓	✓	✓	✓	✓
PE2/1.1d perform dances using a range of movement patterns		✓					
PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team		✓	✓	✓		✓	✓
PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.		✓	✓	✓	✓	✓	✓
National Curriculum Objectives – Physical Education (Swimming and Water Safety) All schools must provide swimming instruction either in key stage 1 or key stage 2.							
PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres			✓	✓	✓		
PE2/1.2b use a range of strokes effectively			✓	✓	✓		
PE2/1.2c perform safe self-rescue in different water-based situations.			✓	✓	✓		

Appendix 1

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i>] Apostrophes to mark plural possession [for example, <i>the girl’s name</i> , <i>the girls’ names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial