Year 4 long term plan

Eynsham Community Primary School

Everybody Learning, Every Day.

Speaking & Listening Objectives
(Across Years 1 to 6)

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication to others
- select and use appropriate registers for effective communication

Year 4 – English Curriculum

New National Curriculum Objectives to be taught across years 3 and 4

Reading objectives
Comprehension

Children should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that 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
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Word Reading

Children should be taught to:

Writing objectives
Composition

Children 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
- 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
- proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume of the voice so the meaning is clear.

Handwriting

Children should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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.

- 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Spelling

Children should be taught to:
- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- 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 two or three 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.

Grammar and Punctuation Objectives
Pupils should be taught to:
- Develop their understanding of how spoken language differs from and can be represented in writing by using the elements below.
- Use and understand the grammatical terminology below accurately and appropriately when discussing their writing and reading.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology
The grammatical difference between **plural** and **possessive** –s

Standard English forms for **verb inflections** instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) | Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to : the strict maths teacher with curly hair)

Choosing **pronouns** or **nouns** appropriately within a **sentence** for clarity and cohesion and to avoid ambiguity and repetition

Use of **fronted adverbials** for example, later that day, I heard the bad news. | Use of paragraphs to organise ideas around a theme.

Appropriate choice of **pronoun** or **noun** across sentences | Introduce full punctuation for direct speech: Each new speaker on a new line

Comma between direct speech and reporting clause e.g. *"It's late,"* gasped *Cinderella!*

Use of apostrophes to mark singular and **plural** possession (e.g. the girl's name, the boys' boots)

Use of commas after **fronted adverbials** (e.g. Later that day, I heard the bad news.)

Introduce commas to mark clauses | determiner

pronoun, possessive pronoun, adverbial

NB. All terms in bold should be understood (see Glossary for meanings) |

Narrative Text Structure	Non-narrative Text Structure	Sentence Construction	Word Structure/ Language
Planning Tools: Story map Plot matrix Boxing up story grid **Telling stories/ Drama:** Plan and tell own versions of stories. Tell stories effectively using gestures, repetition, traditional story openings and endings etc. Explore dilemmas using drama techniques e.g. improvise alternative courses of action for a character. **Character:** Identify the use of figurative and expressive language to build a fuller picture of a character. Look at the way that key characters respond to dilemmas and make deductions about their motives and feelings – discuss whether their behavior was predictable or unexpected. Understand that the author creates characters to provoke a response in the reader e.g. sympathy, dislike.	**Non-Fiction** (Refer to Conjunctions and Sentence Signposts document for Introduction and Endings) **Secure use of planning tools:** Text map/ washing line/ 'Boxing –up' grid **Paragraphs** to organise ideas around a theme Logical organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs with a range of conjunctions. Use of bullet points, diagrams	**Consolidate Year 3 list** **Standard English for verb inflections instead of local spoken forms** **Long and short sentences:** **Long sentences** to enhance description or information **Short sentences** to move events on quickly e.g. *It was midnight.* *It's great fun.* **Start with a simile** e.g. *As curved as a ball, the moon shone brightly in the night sky.* *Like a wailing cat, the ambulance screamed down the road.* **Secure use of simple / embellished simple sentences**	**Consolidate Year 3 list** **Prepositions** *at underneath since towards beneath beyond* **Conditionals** - *could, should, would* **Comparative** and **superlative** adjectives e.g. *small…smaller…smallest* *good…better…best* **Proper nouns**- refers to a

Use details to build character descriptions and provoke a response. **Dialogue:** Explore the relationship between what characters say and what they do – do they always reveal what they are thinking? **Settings:** Know that authors can create entire imaginary worlds. Look for evidence of small details that are used to evoke time, place and mood. Look for the evidence of the way characters behave in different settings. Develop settings using adjectives and figurative language to evoke time, place and mood. **Story structure:** Plan complete stories with developed 5 parts **–** Introduction, Build-up, Problem / Dilemma, Resolution, Ending. Plan opening using description / action. Build in suspense writing to introduce the dilemma.	**Introduction** **Middle section(s)** **Ending** Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader *Appropriate choice of pronoun or noun across sentences to aid cohesion*	**Secure use of compound sentences (Coordination)** using coordinating conjunction *and / or / but / so / for / nor / yet (coordinating conjunctions)* **Develop complex sentences:** **(Subordination)** **Main and subordinate clauses** with range of subordinating conjunctions. **(See Conjunctions and Sentence Signposts doc.)** -**'ed' clauses as starters** e.g. *Frightened, Tom ran straight home to avoid being caught.* *Exhausted, the Roman soldier collapsed at his post.* **Expanded -'ing' clauses as starters** e.g. *Grinning menacingly, he slipped the treasure into his rucksack.*	particular person or thing e.g. *Monday, Jessica, October, England* **The grammatical difference between plural** and **possessive** –s Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were instead of we was, or I did instead of I done*)

Clear distinction between resolution and ending. Ending should include reflection on events or the characters.		*Hopping speedily towards the pool, the frog dived underneath the leaves.*	
Use paragraphs to organise each part of the story to indicate a change in place or a jump in time.		**Drop in –'ing' clause** e.g. *Jane, laughing at the teacher, fell off her chair.* *The tornedo, sweeping across the city, destroyed the houses.*	
Viewpoint: Discuss whether the narrator has a distinctive 'voice' in the story.		**Sentence of 3 for action** e.g. *Sam rushed down the road, jumped on the bus and sank into his seat.* *The Romans enjoyed food, loved marching but hated the weather.*	
		Repetition to persuade e.g. *Find us to find the fun*	
		Dialogue - verb + adverb - *"Hello," she whispered, shyly.*	
		*Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition*	

Year 4 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement - Length and Perimeter	Number- Multiplication and Division			Consolidation
Spring	Number- Multiplication and Division			Measurement - Area	Fractions				Decimals			Consolidation
Summer	Decimals		Measurement- Money		Time	Statistics		Geometry- Properties of Shape			Geometry- Position and Direction	Consolidation

Year 4 Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number – Place Value Count in multiples of 6, 7, 9. 25 and 1000. Find 1000 more or less than a given number. 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 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative 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.			**Measurement: Length and Perimeter** Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Convert between different units of measure [for example, kilometre to metre]	**Number – Multiplication and Division** Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Count in multiples of 6, 7, 9. 25 and 1000 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. 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.			Consolidation

Year 4 Spring Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Number – multiplication and division Recall and use 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.			Measurement-Area Find the area of rectilinear shapes by counting squares.	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.				Decimals Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure [for example, kilometre to metre]			Consolidation

Year 4 Summer Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Decimals Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths		**Measurement- Money** Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places.		**Time** Convert between different units of measure [for example, kilometre to metre; hour to minute] 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.	**Statistics** 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.		**Geometry: Properties of shape** Identify acute and obtuse angles and compare and order angles up to two right angles by size. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. 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** Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/ down.	Consolidation

Science long-term planning: Year 4

Autumn Spring Summer

Biology:

Working scientifically

Ongoing throughout the year

• Ask relevant questions.

• Set up simple, practical enquiries and comparative and fair tests.

• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.

• Gather, record, classify and present data in a variety of ways to help in answering questions.

• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.

• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.

• Identify differences, similarities or changes related to simple, scientific ideas and processes.

• Use straightforward, scientific evidence to answer questions or to support their findings.

Animals and humans

• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.

• Construct and interpret a variety of food chains, identifying producers, predators and prey.

• Identify that humans and some animals have skeletons and muscles for support, protection and movement.

• Describe the simple functions of the basic parts of the digestive system in humans.

• Identify the different types of teeth in humans and their simple functions.

living things

• Recognise that living things can be grouped in a variety of ways.

• Explore and use classification keys.

• Recognise that environments can change and that this can sometimes pose dangers to specific habitats.

Chemistry:

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

Physics:

Sound	• Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear.
Electrical circuits	• 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.

Art and Design long-term plans: Year 3 and 4

Skills	Media	
To develop ideas	n/a	• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language.
To master techniques	Painting	• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour.
	Collage	• Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage.
	Sculpture	• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail.
	Drawing	• Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.
	Print	• Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns.
	Textiles	• Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric.

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	Digital media	• Create images, video and sound recordings and explain why they were created.
To take inspiration from the greats (classic and modern)		• Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.

Computing long-term plans: Year 3 and 4

To code (using Scratch)	Motion	• Use specified screen coordinates to control movement.
	Looks	• Set the appearance of objects and create sequences of changes.
	Sound	• Create and edit sounds. Control when they are heard, their volume, duration and rests.
	Draw	• Control the shade of pens.
	Events	• Specify conditions to trigger events.
	Control	• Use IF THEN conditions to control events or objects.
	Sensing	• Create conditions for actions by sensing proximity

		or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).
	Variables and lists	• Use variables to store a value. • Use the functions define, set, change, show and hide to control the variables.
	Operators	• Use the Reporter operators () + () () - () () * () () / () to perform calculations.
To connect		• Contribute to blogs that are moderated by teachers. • Give examples of the risks posed by online communications. • Understand the term 'copyright'. • Understand that comments made online that are hurtful or offensive are the same as bullying.

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Skill	Context	
		• Understand how online services work.
To communicate		• Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.
To collect		• Devise and construct databases using applications designed for this purpose in areas across the curriculum.

Design and Technology long-term plans: Year 3 and 4

Skill	Context	
To master practical skills	Food	• Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).
	Materials	• Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre.
		• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.
	Textiles	• Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate techniques to decorate textiles.
	Electricals and electronics	• Create series and parallel circuits
	Computing	• Control and monitor models using software designed for this purpose.
	Construction	• Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques.
	Mechanics	• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).
To design, make, evaluate and improve		• Design with purpose by identifying opportunities to design.

		• Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.
To take inspiration from design throughout history		• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work.

Geography long term planning: Year 3

Autumn   Spring   Summer

To investigate places	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

	• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics.
To investigate patterns	• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time.
To communicate geographically	**Throughout all geography lessons** Describe key aspects of: • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.

	• **human geography**, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

History long-term planning: Year 3

Autumn Spring Summer

To investigate and interpret the past	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.
To build an overview of world history	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times.

	• Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	**Ongoing throughout history learning** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.

To communicate historically	**Ongoing throughout history learning**
	
	• Use appropriate historical vocabulary to communicate, including:
	
	    • dates
	
	    • time period
	
	    • era
	
	    • change

	• chronology.
	• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Music long-term planning: Year 3 and 4

To perform	• Sing from memory with accurate pitch.
	• Sing in tune.
	• Maintain a simple part within a group.
	• Pronounce words within a song clearly.
	• Show control of voice.
	• Play notes on an instrument with care so that they are clear.
	• Perform with control and awareness of others.
To compose	• Compose and perform melodic songs.
	• Use sound to create abstract effects.
	• Create repeated patterns with a range of instruments.
	• Create accompaniments for tunes.
	• Use drones as accompaniments.
	• Choose, order, combine and control sounds to create an effect.

	• Use digital technologies to compose pieces of music.
To transcribe	• Devise non-standard symbols to indicate when to play and rest.
	• Recognise the notes EGBDF and FACE on the musical stave.
	• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
To describe music	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
	• Evaluate music using musical vocabulary to identify areas of likes and dislikes.
	• Understand layers of sounds and discuss their effect on mood and feelings.

Religious Education long-term planning: Year 3 and 4

To understand beliefs and teachings	• Present the key teachings and beliefs of a religion.
	• Refer to religious figures and holy books to explain answers.
To understand practices and lifestyles	• Identify religious artefacts and explain how and why they are used.

| | • Describe religious buildings and explain how they are used.

• Explain some of the religious practices of both clerics and individuals. |
|---|---|
| To understand how beliefs are conveyed | • Identify religious symbolism in literature and the arts. |
| To reflect | • Show an understanding that personal experiences and feelings influence attitudes and actions.

• Give some reasons why religious figures may have acted as they did.

• Ask questions that have no universally agreed answers. |
| To understand values | • Explain how beliefs about right and wrong affect people's behaviour.

• Describe how some of the values held by communities or individuals affect behaviour and actions.

• Discuss and give opinions on stories involving moral dilemmas. |

Modern Foreign Languages (French): Year 3 and 4

| To read fluently | • Read and understand the main points in short written texts.

• Read short texts independently. |
|---|---|

	• Use a translation dictionary or glossary to look up new words.
To write imaginatively	• Write a few short sentences using familiar expressions.

• Express personal experiences and responses.

• Write short phrases from memory with spelling that is readily understandable. |
| To speak confidently | • Understand the main points from spoken passages.

• Ask others to repeat words or phrases if necessary.

• Ask and answer simple questions and talk about interests.

• Take part in discussions and tasks.

• Demonstrate a growing vocabulary. |
| To understand the culture of the countries in which the language is spoken | • Describe with some interesting details some aspects of countries or communities where the language is spoken.

• Make comparisons between life in countries or communities where the language is spoken and this country. |