



St Mary's
Catholic Primary School and Nursery

Classroom Monitor Objective Overview
Year 4 - Autumn 1

<u>English - Reading</u> Word Reading	<ul style="list-style-type: none">• Read aloud and understand the meaning of new words• Read further exception words
<u>English - Reading</u> Comprehension	<ul style="list-style-type: none">• Read and listen to books for a range of purposes• Discuss words and phrases that capture the reader's interest and imagination• Understand texts using a range of strategies• Draw inferences and justify with evidence• Predict what might happen from details stated and implied• Retrieve and summarise information from the text.• Retell some stories orally.• Discuss books which are read to them and that they can read themselves.
<u>English - Writing</u> Handwriting	<ul style="list-style-type: none">• Write at increased pace, maintain legibility, consistency and quality.
<u>English - Writing</u> Spelling	<ul style="list-style-type: none">• Use further prefixes and suffixes and understand how to add them• Spell words that are often misspelt• Check spelling in a dictionary• Write simple dictated sentences
<u>English - Writing</u> Composition	<ul style="list-style-type: none">• Identify structure, vocabulary and grammar in a writing model to inform own writing• Discuss and record ideas with others when planning writing• Sentences have a range of structures with use of new vocabulary• Organise and demarcate paragraphs appropriately• Narratives have settings, characters and plot with some detail• Simple organisational devices used in non-narrative writing• Correct and improve writing with reference to effectiveness• Read aloud their own writing, to larger groups, so that the meaning is clear
<u>English - Writing</u> VGP	<ul style="list-style-type: none">• Use conjunctions, adverbs and prepositions to express time and cause• Choose nouns or pronouns appropriately• Understand and use grammatical terminology accurately and appropriately
<u>Mathematics</u> Number - Place Value	<ul style="list-style-type: none">• Count in multiples of 6, 7, 9, 25 and 1,000• Count backwards through zero to include negative numbers• Understand place value of 4-digit numbers• Read roman numerals to 100
<u>Mathematics</u> Number - Addition & Subtraction	<ul style="list-style-type: none">• 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.
<u>Science</u> Working Scientifically	<ul style="list-style-type: none">• Ask relevant questions and plan scientific enquiries to answer them• Set up simple and practical enquiries, comparative and fair tests• Make systematic and careful observations and measurements to answer questions• Record and report on findings from enquiries• Identify differences, similarities or changes related to simple scientific ideas and



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	<p>processes</p> <ul style="list-style-type: none"> • Use results
<p><u>Science</u> Electricity</p>	<ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts • Recognise that a closed circuit is required for lamp to light in a simple series circuit • Recognise common conductors and insulators
<p><u>Geography</u> Invaders and Settlers</p>	<ul style="list-style-type: none"> • Locate places on an OS map using a 4-figure grid reference • Read and interpret the globe as a flat map. • Describe different types of settlement and land use. • Compare a region of the UK and a region of a European country.
<p><u>History</u> Invaders and Settlers</p>	<ul style="list-style-type: none"> • Choose appropriate sources to answer questions • Discuss historical changes in Britain; what caused them and the impact on life in Britain. • Identify and describe changes between specific periods of history. • Create historically valid questions about cause and significance.
<p><u>Art & Design</u> Drawing</p>	<ul style="list-style-type: none"> • Mix and match paint colours for purpose. • Select the brush type and size depending on the task. • Prepare, organise and clear away equipment. • Use different types of lead pencil • Work with a variety of pen types and make a variety of lines • *With pastel/charcoal, vary thickness of lines and use side to build up layers.
<p><u>Design and Technology</u></p>	<ul style="list-style-type: none"> • Discuss and describe well known designers and inventors and their work • Include a simple electrical circuit in a product. • Evaluate work against own design criteria.
<p><u>Music</u></p>	<ul style="list-style-type: none"> • To express opinions about music from the past. • Sing expressively in time to the beat and rhythm. • Perform given compositions/songs from memory.
<p><u>PSHE</u></p>	<ul style="list-style-type: none"> • Understand when it is necessary to seek help from others and who they can ask for that help. • Explain how others are feeling and describe how they can support them • Understand how actions impact on others and how they can address problems caused. • Recognise what is fair and unfair, kind and unkind and right and wrong. • Describe how they are important to others and how they can care for others. • Understand that differences and similarities arise from a number of factors.
<p><u>Computing</u> Digital Literacy Information Technology</p>	<ul style="list-style-type: none"> • To use selection in coding with the 'if/else' command. • To understand and use variables in 2code. • To use flowcharts for design of algorithms including selection. • To use the 'repeat until' with variables to determine the repeat. • To use computational thinking terms decomposition and abstraction. • Use a computer program to produce a repeating pattern
<p><u>PE</u> <u>Gymnastics</u> <u>Swimming</u></p>	<ul style="list-style-type: none"> • Create own stretching routine to prepare for gymnastics. • Combine shapes and balances in a performance. • Use all parts of the body when travelling in different ways.



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Classroom Monitor Objective Overview
Year 4 - Autumn 2

<u>English - Reading</u> Word Reading	<ul style="list-style-type: none"> • Read aloud and understand the meaning of new words • Read further exception words
<u>English - Reading</u> Comprehension	<ul style="list-style-type: none"> • Read and listen to books for a range of purposes • Use dictionaries to check the meaning of words they read • Read poems and play scripts aloud demonstrating understanding • Recognise different forms of poetry • Identify how language structure and presentation contribute to meaning • Discuss words and phrases that capture the reader's interest and imagination • Understand texts using a range of strategies • Draw inferences and justify with evidence • Predict what might happen from details stated and implied • Retrieve and summarise information from the text. • Retell some stories orally. • Discuss books which are read to them and that they can read themselves.
<u>English - Writing</u> Handwriting	<ul style="list-style-type: none"> • Write at increased pace, maintain legibility, consistency and quality.
<u>English - Writing</u> Spelling	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them • Spell words that are often misspelt • Check spelling in a dictionary • Write simple dictated sentences • Place the possessive apostrophe accurately in plurals
<u>English - Writing</u> Composition	<ul style="list-style-type: none"> • Identify structure, vocabulary and grammar in a writing model to inform own writing • Discuss and record ideas with others when planning writing • Sentences have a range of structures with use of new vocabulary • Organise and demarcate paragraphs appropriately • Narratives have settings, characters and plot with some detail • Simple organisational devices used in non-narrative writing • Correct and improve writing with reference to effectiveness • Read aloud their own writing, to larger groups, so that the meaning is clear
<u>English - Writing</u> VGP	<ul style="list-style-type: none"> • Use the present perfect form of verbs • Use conjunctions, adverbs and prepositions to express time and cause • Choose nouns or pronouns appropriately • Understand and use grammatical terminology accurately and appropriately
<u>Mathematics</u> Number – Multiplication and Division	<ul style="list-style-type: none"> • 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 • Recall and use multiplication and division facts for multiplication tables up to 12 x 12 • Count in multiples of 6, 7, 9 25 and 1000



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<p><u>Mathematics</u> Number – Measure - perimeter</p>	<ul style="list-style-type: none"> • Convert between different units of measure for example km to m • Measure and calculate the perimeter of a rectilinear figure including squares in cm and m
<p><u>Science</u> Working Scientifically</p>	<ul style="list-style-type: none"> • Ask relevant questions and plan scientific enquiries to answer them • Set up simple and practical enquiries, comparative and fair tests • Make systematic and careful observations and measurements to answer questions • Record and report on findings from enquiries • Identify differences, similarities or changes related to simple scientific ideas and processes • Use results
<p><u>Science</u> Sound</p>	<ul style="list-style-type: none"> • Identify how we hear sounds • Explore patterns in pitch and volume of sounds
<p><u>Geography</u> Invaders and Settlers</p>	
<p><u>History</u> Invaders and Settlers</p>	<ul style="list-style-type: none"> • Give simple reasons as to why key events happened in history. • Discuss historical changes in Britain; what caused them and the impact on life in Britain.
<p><u>Art & Design</u> Drawing & Painting</p>	<ul style="list-style-type: none"> • Make a 3D sculpture • Mix thicknesses of paint for different purposes • Mix and match paint colours for purpose. • Select the brush type and size depending on the task. • Prepare, organise and clear away equipment. • Evaluate work against own design criteria.
<p><u>Design and Technology</u></p>	<ul style="list-style-type: none"> • Use the right tools to slice, mix, spread bake and knead. • Weigh ingredients to an appropriate level of accuracy.
<p><u>Music</u></p>	<ul style="list-style-type: none"> • Take part in two-part songs and harmonies • Perform as part of a group and individually to an audience • Sing expressively in time to the beat and rhythm. • Perform given compositions/songs from memory.
<p><u>PSHE</u></p>	<ul style="list-style-type: none"> • Explain how others are feeling and describe how they can support them • Understand how actions impact on others and how they can address problems caused • Recognise what is fair and unfair, kind and unkind and right and wrong • Understand that differences and similarities arise from a number of factors
<p><u>Computing</u> Digital Literacy Information Technology</p>	<ul style="list-style-type: none"> • Collect and combine information and data • Design and create content to accomplish a given goal • Use technology responsibly
<p><u>PE</u> Dance</p>	<ul style="list-style-type: none"> • Choreograph short routines in time with a given piece of music • Explore different styles of dance and copy steps from them with increasing accuracy