



St Mary's
Catholic Primary School and Nursery

Classroom Monitor Objective Overview
Year 4 – Spring 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.• Use dictionaries to check the meaning of words they read• Read poems and play scripts aloud; demonstrating understanding• 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 conjunctions, adverbs and prepositions to express time and cause• Choose nouns or pronouns appropriately• Consistently use the correct form of 'a' or 'an'• Use a wider range of sentence punctuation• Understand and use grammatical terminology accurately and appropriately
<u>Mathematics</u> Number – Multiplication and Division	<ul style="list-style-type: none">• Recall multiplication and division facts for multiplication tables up to 12×12 Multiply and divide mentally• Use a formal written method to multiply 2-digit and 3-digit numbers by a 1-digit number• Solve problems involving multiplying and adding
<u>Mathematics</u> Measure - Area	<ul style="list-style-type: none">• Measure the perimeter of and find the area of a rectilinear shape by counting squares
<u>Science</u> Working Scientifically	<ul style="list-style-type: none">• Record and report on findings from enquiries.



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	<ul style="list-style-type: none">Identify differences, similarities or changes related to simple scientific ideas and processes.
<u>Science</u> Animals including Humans	<ul style="list-style-type: none">Describe simple functions of the basic parts of the digestive system in humans.Identify the different types of teeth in humans and their simple functions.
<u>Geography</u> Invaders and Settlers	<ul style="list-style-type: none">To read and interpret maps and atlases.
<u>History</u> Invaders and Settlers	<ul style="list-style-type: none">To investigate how the past can be divided into different periods of time.To give simple reasons as to why key events happened in History.
<u>Art & Design</u> Van Gogh/Viking Gods	<ul style="list-style-type: none">Discuss and describe well-known artists' and architects' work.Work with a variety of pen types and make a variety of lines.Use sketch book to record observations and develop ideas.With pastel/charcoal vary thickness of lines and use side to build up layers.Mix thickness of paint for different purposes.
<u>Design and Technology</u>	
<u>Music</u>	<ul style="list-style-type: none">Find similarities and differences in the work of a great composer/musician from history.Begin to identify how many beats are in a bar when listening to pieces of music.Explain what they think a piece of music's purpose could be.Compare pieces, thinking about pitch, mood, rhythm and tempo.
<u>PSHE</u>	<ul style="list-style-type: none">Describe the different cultural, ethnic and religious groups that make up the UK.Describe differences between different cultural, ethnic and religious groups.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 wrongUnderstand that differences and similarities arise from a number of factors.
<u>Computing</u>	<ul style="list-style-type: none">Use technology responsiblyRecognise acceptable / unacceptable behaviour and content
<u>PE</u> Swimming	<u>SWIMMING</u> <u>Beginner</u> <ul style="list-style-type: none">Swim 10m on front and back without stopping.Use the correct arm and leg movements to swim front crawl and backstroke.Climb out of the pool unaided.Submerge head under water and blow bubbles.



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Classroom Monitor Objective Overview
Year 4 – Spring 2

Classroom Monitor Objective Overview <u>Year 4 – Spring 2</u>	
<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• Use subordinating conjunctions• Choose nouns or pronouns appropriately• Use conjunctions, adverbs and prepositions to express time and cause
<u>Mathematics</u> Fractions – including Decimals	<ul style="list-style-type: none">• Solve problems with fractions from the Year 4 curriculum• Recognise and show, using diagrams, families of common equivalent fractions Add and subtract fractions with the same denominator• Understand hundredths• Understand and use decimal place value to 2 decimal places



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	<ul style="list-style-type: none"> Solve simple measure and money problems involving fractions and decimals to 2 decimal places
<u>Science</u> Working Scientifically	
<u>Science</u> Living things and their habitats	<ul style="list-style-type: none"> Group, identify and name a variety of living things in their local and wider environment. Recognise that environment change can pose dangers to living things. Construct and interpret a variety of food chains.
<u>Geography</u> Invaders and Settlers	<ul style="list-style-type: none"> Locate world continents/countries Locate the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles. To describe different types of land use.
<u>History</u> Invaders and Settlers	<ul style="list-style-type: none"> To be aware that the same time in History may be represented in different ways. Choose appropriate sources to answer questions.
<u>Design and Technology</u> Viking Long Ship	<ul style="list-style-type: none"> Evaluate Work against their own design criteria.
<u>Music</u>	<ul style="list-style-type: none"> Compose simple tunes using a pentatonic scale. Improvise repeated patterns Create own symbols to represent different sounds and instruments in compositions. Reflect on, and improve own work Evaluate others' work, thinking about pitch, mood, rhythm and tempo.
<u>PSHE</u>	<ul style="list-style-type: none"> Describe a variety of ways to stay safe in different environments Understand when it's necessary to share secrets Understand when it is necessary to seek help from others and who they can ask for that help. Recognise what is fair and unfair, kind and unkind and right and wrong
<u>Computing</u> Digital Literacy Information Technology	<ul style="list-style-type: none"> Appreciate how search results are selected Is selective when using digital content Understand the opportunities computer networks offer for communication. Choose from a variety of software and internet services to accomplish given goals Design and create content to accomplish a given goal
<u>PE</u> <u>Swimming</u>	<p><u>Intermediate</u></p> <ul style="list-style-type: none"> Swim a complete length of the pool, on front and back without stopping. Use the correct arm and leg movements to swim breaststroke. Tread water for at least 2 minutes. Put head in the water when using different strokes. <p><u>Advanced</u></p> <ul style="list-style-type: none"> Swim a distance of 25m without stopping and using a consistent stroke. Swim using a range of strokes accurately Perform different self-rescue actions Synchronise breathing with stroke.