



Binstead Primary School

Year 4 Curriculum



Subject	Autumn Term	Spring Term	Summer Term
Science	<p style="text-align: center;">Electricity</p> <p>I can identify appliances that run on electricity. I can construct a series circuit and identify and name the parts using scientific language (such as cells, wires, bulbs, switches & buzzers). I can identify whether or not a light will light in a circuit. I can recognise that an open or closed switch turns a bulb on and off. I can recognise some conductors and insulators and that metal makes a good insulator.</p> <p style="text-align: center;">Animals and Humans</p> <p>I can describe the simple functions of the basic parts of the digestive system. I can identify the different types of teeth in humans and their functions. I can construct and interpret a variety of food chains – naming producers, predators and prey.</p> <p>Scientist Link: Washington & Lucius Sheffield (invented toothpaste in a tube) Paul Sharpe (bioengineer who studies how to regrow teeth if damaged)</p>	<p style="text-align: center;">States of Matter</p> <p>I can compare and group materials according to if they are SLG. I can observe that some materials change state when heated and cooled and research the temperature these changes occur at. I can identify the part played by evaporation and condensation in the water cycle, and associate the rate of evaporation with temperature.</p> <p style="text-align: center;">Sound</p> <p>I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that made the sound. I can find patterns between the volume of a sound and the strength of the vibrations that made it. I can recognise sounds get fainter as the distance from the source increases</p> <p>Scientist Link: Alexander Graham Bell (most famous for inventing the telephone)</p>	<p style="text-align: center;">Living Things & Their Habitats</p> <p>I can recognise that living things can be grouped in a variety of ways. I can explore and use classification keys to group, identify and name a variety of living things. I can recognise that environments can change and this can pose dangers to living animals.</p> <p>Scientist Link: Rachel Carson (Marine biologist who wrote about pollution)</p>

Working Scientifically

- I can ask relevant questions and use different scientific enquiries to answer them (e.g which material gives the best insulation for sound? Which materials can be used to connect across a gap in a circuit?)
- I can set up simple practical enquiries, comparative and fair tests (e.g compare sound made by different thickness elastic bands or size of saucepan lids)
- I can make systematic observations and take accurate measurements using standard measures (make measurements about the effect of temperature on different substances; observe & record evaporation over time)
- I can gather, record, classify and present data in a variety of ways to help me answer questions (e.g. compare teeth of carnivores & herbivores;
- I can record findings using simple scientific language, drawings, diagrams, bar charts and tables (e.g draw ideas about the digestive system)
- I can use results to draw simple conclusions, make predictions about similar ideas and raise further questions I would like to answer.
- I can identify differences, similarities or changes related to simple ideas and processes (e.g. observe patterns, such as that bulbs get brighter if more cells are added)
- I can use straightforward evidence to answer questions or support my findings.



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Geography	<p style="text-align: center;">The UK (staycations)</p> <p>I can name and locate the key countries of Europe. (Extend beyond the four from year 3.)</p> <p>I can locate counties of the UK</p> <p>I can name and locate key cities and key physical features of UK (Mountains/Hills)</p> <p>I can identify human and physical features of the places I study and how they have changed over time</p> <p>I can use Google Earth to find localities.</p> <p>I can recognise and use the 8 points on a compass.</p> <p>I can explain what I have found out about a locality by answering key questions that have been provided.</p> <p>I can use 4 figure grid references</p> <p>I can use maps/atlasses to identify and locate rivers, coasts, regions, largest city, counties</p> <p>I can use field work to prove my prediction about which beach is best for a staycation</p> <p>(Into Spring 1st half)</p> <p>Fieldwork- Is Binstead beach or Ryde beach best for a staycation? Identify features which make the beaches good tourist destinations</p>		<p style="text-align: center;">Peru/Mountains</p> <p>I can name and locate places in South America.</p> <p>I can name and locate places in Peru.</p> <p>I can locate the equator, tropics and poles on a world map.</p> <p>I can explain why some mountain ranges still continue to increase in height.</p> <p>I can recognise that people may have a different opinion to me about places.</p> <p>I can explain what places are like and make recommendations for places to visit</p> <p>I can recognise the different types of mountains and their features using pictures.</p> <p>I can explain how different mountain types are formed.</p> <p>I can explain what similarities and differences there are between Peru and UK.</p> <p>I can identify human and physical features of the places I study and provide reasons why I think they are present.</p> <p>I can use Google Maps to find places/features.</p>



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History	<p style="text-align: center;">Saxons</p> <p>I can independently use all the words from yr 1 – 3 to explain event order.</p> <p>I can label the beginning and end of my time line independently using an appropriate time frame.</p> <p>I can organise dates I have chosen from the period I am studying.</p> <p>I can use evidence I am given to describe life in periods I am studying.</p> <ul style="list-style-type: none"> ● Houses/settlements ● Culture/leisure ● Rich/poor ● Religious beliefs ● Clothing <p>I can explain how our legal system is different to the Anglo Saxon legal system.</p> <p>I can give my own solutions to historical dilemmas.</p> <p>I can explain why I think people acted as they did in the past.</p> <p>I can ask and answer my own questions about a period I have studied.</p> <p>I can select the most appropriate 2 sources from 3 given to find information.</p> <p>I can explain why I have chosen the two sources and not used the other.</p>		<p style="text-align: center;">Vikings</p> <p>I can independently use all the words from yr 1 – 3 to explain event order.</p> <p>I can label the beginning and end of my time line independently using an appropriate time frame.</p> <p>I can organise dates I have chosen from the period I am studying.</p> <p>I can use evidence I am given to describe life in periods I am studying.</p> <ul style="list-style-type: none"> ● Houses/settlements ● Culture/leisure ● Rich/poor ● Religious beliefs ● Clothing <p>I can explain why I think Vikings invaded England.</p> <p>I can write from two different perspectives about the same event.</p> <p>I can give my own solutions to historical dilemmas.</p> <p>I can ask and answer my own questions about a period I have studied.</p> <p>I can select the most appropriate 2 sources from 3 given to find information.</p> <p>I can explain why I have chosen the two sources and not used the other.</p>



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Design & Technology	<p style="text-align: center;">Electrical Systems (Iron Man Bedside light)</p> <p>I can research and develop design criteria so that my product is functional and appealing.</p> <p>I can show my design using labelled sketches.</p> <p>I can use words to explain how I will create a product.</p> <p>I can create a final product using a simple circuit.</p> <p>I can create an electrical circuit to solve a problem.</p> <p>I can make my product look attractive.</p> <p>I can evaluate my product against the design criteria.</p>	<p style="text-align: center;">Levers and Linkages (Moving Easter Card)</p> <p>I can create a step by step plan.</p> <p>I can develop ideas that fit a design criteria.</p> <p>I can create a mechanical product using levers and linkages.</p> <p>I can cut and can join materials using appropriate methods.</p> <p>I can comment on how I and others have met the design brief, and offer suggestions on how it could be improved.</p>	<p style="text-align: center;">Cooking (A Salad)</p> <p>I can choose ingredients for my healthy salad.</p> <p>I can consider how to cut my ingredients to make them interesting.</p> <p>I can make and create an attractive and nutritional salad.</p> <p>I can evaluate the reasons for creating my salad.</p> <p>I can evaluate my salad and suggest ways to improve it further.</p> <p>I know how and where some of the ingredients are grown and produced. .</p>



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PE	<p style="text-align: center;">Invasion Games (Tag Rugby)</p> <p>I can pass the ball backwards with two hands in pairs. I can catch with developing consistency under pressure. I can pass a ball accurately to a partner over a short distance. I can show a target to receive a pass with increased consistency. I can tackle in a game situation, including returning the tag with developing success. I can understand the need to close space when defending. I can begin to choose when to pass and when to run with the ball. I can pass once tagged with increasing success. I can use developing knowledge of space recognition to avoid defenders in a game situation. I can stay within the playing area when carrying the ball with developing success</p> <p style="text-align: center;">Gymnastics</p> <p>I can perform all of the shapes up to year 4 with control and balance. I can jump and land safely from the ground and the bench to include at least the tuck, straddle, and the straight. I can begin to make my own choices about how shapes and travels can be linked in a sequence. I can use turns within my sequences both on the floor and during flight. Say what I like about others performance and give an idea to make the performance better. I can begin to self-assess what went well for me and what I can improve.</p>	<p style="text-align: center;">Invasion Games (Hockey)</p> <p>I can push pass accurately over a longer distance with increased success under pressure. I can begin to pass progressively with purpose. I can dribble with ball into space at increased pace. I am developing use of reverse stick dribbling. I can receive a ball which is passed with increased success under minimal pressure. I can use a tackle safely in a small game situation. I can use push pass and move into space to beat in 3 v 1 or 4 v 2 situation. I can develop dribbling skills to attempt to beat a defender (static obstacle).</p> <p style="text-align: center;">Dance</p> <p>I can create an individual or paired dance. I can create longer dance sequences with a group. I can demonstrate control in response to stimuli. I can demonstrate rhythm and spatial awareness in a dance. I can use simple dance vocabulary to compare and improve my work.</p> <p style="text-align: center;">Invasion Games (Netball)</p> <p>I can use progressive (forwards to unmarked players) push and bounce passes. I use passes that become increasingly accurate under pressure from opponents. I can regularly catch a pass whilst displaying a target with their hands under minimal pressure. I can begin to recognise the need for quick passing to maintain possession. I can take up relevant spaces to receive the ball.</p>	<p style="text-align: center;">Net and Wall (Tennis)</p> <p>I can swing the racket with increasing control. I can use one hand for forehand and two hands for backhand. I can track the ball to make contact at the top of its bounce. I can hit a forehand shot from a feed with developing control. I am developing the control of their backhand. I can strike ball forward over the net on the volley. I can use an underarm serve with developing accuracy. I can begin to rally using forehand strokes. I can keep the ball inside the court using striking skills. I can move back to the centre of the court after each shot.</p> <p style="text-align: center;">Athletics</p> <p>I can begin to think about pacing myself over longer distances. I can develop a starting position for my sprint running that allows me to accelerate quickly. I can begin to coordinate the correct jumps for triple jump. I can use a side-to-side bouncing action with increasing control and speed. I can throw with an overarm, pull style throwing action. I can continue to develop a 2 handed push throw technique. I can think of exercises that will raise my heart rate to prepare me for exercise.</p> <p style="text-align: center;">Dance</p>



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	<p style="text-align: center;">Athletics</p> <p>I can perform a standing long jump with 2 feet and use my arms to increase power. I can combine the 3 jumps for the triple jump with increasing accuracy. I can use the chest push technique with increasing power from a standing position. I can jump continuously with 2 feet over a line for 20 seconds. I can throw a foam javelin with a standing overarm technique. I can use a 2 footed vertical jump with increasing power and control.</p> <p style="text-align: center;">Handball</p> <p>I can pass and receive the ball with accuracy and catch the ball on most occasions. I can apply basic attacking principles of finding space. I can apply basic marking principles. I can transfer overarm throwing skills to shooting technique. I can follow basic rules of the game.</p>	<p>I can begin to make good choices about passing style to suit the game situation. I am more confident in marking a player (avoids following the ball). I can begin to use the correct technique to propel the ball upwards towards a target. I can begin to pivot when in possession with developing confidence.</p> <p style="text-align: center;">OAA</p> <p>I can accurately follow and give instructions. I can work effectively with a partner and a small group. I can identify key symbols on a map to help me navigate. I can plan and apply strategies to solve problems. I can explain how I could improve my performance.</p>	<p>I can create an individual or paired dance. I can create longer dance sequences with a group. I can demonstrate control in response to a stimuli. I can demonstrate rhythm and spatial awareness in a dance. I can use simple dance vocabulary to compare and improve my work.</p> <p style="text-align: center;">Striking and Fielding (Cricket)</p> <p>I can begin to use over arm bowling technique. I can catch a ball, above eye line, using high catch technique. I can throw overarm at a target. I can begin to combine stopping and retrieval skills with throwing technique. I can strike a bobbled ball/underarm fed ball. I can begin to strike the ball in different directions</p>
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<p style="text-align: center;">Computing</p> <p>E Safety (across the year) I can: Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology</p>	<p>Collaborative Learning I can: Understand the need to be thoughtful when working on a collaborative document. Use comments to suggest changes to a document and understand how to resolve comments. Use a variety of different slide styles to convey information including images and transitions. Create a Google Form with a range of different questions types that will provide different types of answers, e.g. text, multiple choice or numerical values. Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers</p> <p>Scratch: Crab Maze I can: make my crab look like it is opening and closing its claws make my crab move when the game starts make my crab steer when I press a key on the keyboard design a maze with a start and finish make mazes with starts and finishes where all the walls are the same colour make the game stop when the crab touches the maze wall make a spawn point so the crab starts at the starting point fix (debug) any errors</p>	<p>Website Design I can: Use most of the tabs (e.g. insert, pages, themes) on Google Sites on their website. Create a clear plan for their web page and begin to create it. Create a professional looking web page with useful information and a clear style, which is easy for the user to read and find information from. Create a clear plan by referring back to their checklist. Create four web pages with a range of features on their website</p> <p>Scratch: Tables Game I can: Decomposing a basic example game Use Forever loops Make Score and timer variables Debug based on User testing and feedback</p>	<p>Data Handling I can: Search the web efficiently to find temperatures of different cities and record this accurately. Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use. Design an automated machine that uses selection to respond to sensor data. Search for and record weather forecast information in a spreadsheet and explain how this data is collected. Create a video which includes weather forecast information.</p> <p>3d Modeling I can: Use controls to change my view point Use the undo button Draw 2d shapes Extrude shapes to make solids Add colour and texture to models manipulate shapes to create more complex models Import models from the 3d warehouse</p>



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<p style="text-align: center;">Art</p>	<p style="text-align: center;">Cross Stitch (Uk tapestry)</p> <p>I can explore different examples of stitching from modern and historical sources.</p> <p>I explain the reasons and ideas behind my images I selected in my sketchbook.</p> <p>I can annotate my sketchbook to explain why I have selected the techniques I have used.</p> <p>I have a sound understanding of how to use the techniques of stitches in sewing. (cross-stitch and back stitch</p> <p>I can make comments about the ideas and skills I need to improve my own work.</p> <p>I can make suggestions about methods and techniques for someone else to use to improve their work.</p> <p>My work is inspired by tapestries, artefacts and hangings throughout time.</p>	<p style="text-align: center;">Van Gogh</p> <p>I can collect a range of inspirational ideas for my artwork in my sketchbook.</p> <p>I can annotate my sketchbook to explain why I have selected the techniques I have used.</p> <p>I can create colour by mixing to represent images I have observed and experiment with the colours to create different moods.</p> <p>I can make comments about on the ideas and skills I need to improve my own work.</p> <p>I can make suggestions about methods and techniques for someone else to use to improve their work.</p> <p>I use my own and others suggestions to adapt and refine my own work.</p> <p>I have studied Van Gogh's drawings and have experimented with some of these styles and techniques.</p>	<p style="text-align: center;">Viking Pendants</p> <p>I can collect a range of inspirational ideas for my artwork in my sketchbook.</p> <p>I can explore and research and range of techniques for sculpting in clay and other mouldable materials.</p> <p>I can use carving to a surface to create texture, shape and pattern.</p> <p>I can make comments about the ideas and skills I need to improve my own work.</p> <p>I can make suggestions about methods and techniques for someone else to use to improve their work.</p> <p>I use my own and others suggestions to adapt and refine my own work.</p> <p>I use carving techniques to reflect images I have observed and drawn.</p>



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RE	<p style="text-align: center;">Divali Good and Evil</p> <p>I can describe the concepts of good and evil. I can describe ways in which Hindus remember good and evil in the story and celebrations of Divali. I can describe the importance of Hindus valuing good overcoming evil. I can describe my own responses to the concepts of good and evil. I can describe examples of how responses to good and evil affect my own life and others' lives.</p> <p style="text-align: center;">Mary, Mother of God Holy</p> <p>I can describe the concept of holy. I can describe how Christians show that they believe Mary is holy. I can evaluate the concept of holy by describing the value of Mary's holiness to believers. I can describe my own response to the concept of holy. I can describe examples of how my ideas about holiness affect my life.</p>	<p style="text-align: center;">Myth</p> <p>I can describe the meaning of myth. I can describe the ways in which myths reveal the beliefs and values of the religions studied. I can evaluate the concept of myth by describing the value of myth to believers and by describing an issue raised. I can describe my own responses to myths. I can describe how my responses to myth can be applied to my own life and the lives of others.</p> <p style="text-align: center;">Easter - Paschal Candle Ritual</p> <p>I can describe and explain what people mean by ritual. I can explain how ritual is significant at Easter. I can evaluate, by explaining, the value of people's interpretations of ritual. I can express a personal response to the concept of ritual. I can explain people will have different ideas about the concept of ritual.</p>	<p style="text-align: center;">Devotion Hindu Worship</p> <p>I can describe my own and others' ideas about devotion. I can describe how devotion is contextualised in the Hindu religion. I can describe how important it is for Hindus to show their devotion in worship. I can describe my own response to devotion. I can describe examples of how devotion can be applied to my own life and the lives of others.</p> <p style="text-align: center;">Food Rituals</p> <p>I can describe the concept ritual. I can describe the ritual Eucharist for Christians.. I can discern and describe the value of rituals for religious people and the possible value for themselves and communities. I can express creatively as well as describe my response to a ritual. I recognise and describe examples of how my response to ritual relates to mine and others lives.</p>



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<p>PSHE</p>	<p style="text-align: center;">Emotions</p> <p>I understand that it is good to tell others how I am feeling as this means they can support me. MVB Individual Liberty I understand friendships have ups and downs and that these can be overcome. MBV Mutual Respect and Tolerance.</p> <p>No Outsiders. Along Came Different. LO To help someone accept difference.</p> <p style="text-align: center;">E-safety</p> <p>I understand the way we interact online is the same as in reality and we should keep our personal information safe. I understand that I need to be careful online and only interact with people that I know in reality. I understand that I shouldn't keep a secret if it makes someone unsafe.</p> <p>No Outsiders Red LO To be proud of who I am.</p>	<p style="text-align: center;">Relationships</p> <p>I understand that family helps each other by being supportive in times of difficulty. I understand that friendships are welcoming and don't leave others feeling excluded or lonely. MBV Mutual Tolerance and Respect I understand different types of bullying, what bullying is and the impact it has on individuals. I understand the need to show courtesy and good manners. MBV Mutual Tolerance and Respect.</p> <p>No Outsiders. Aalfred and Aalberta LO To find common ground.</p> <p style="text-align: center;">Finance</p> <p>I understand that jobs allow you to earn money. I understand that different jobs earn different amounts of money. I understand that I need qualifications, skills and qualities to access a job.</p> <p>No Outsiders Dogs don't do ballet. LO To choose when to be assertive.</p>	<p style="text-align: center;">Physical Wellbeing and Understanding my Body</p> <p>I understand the health risks associated with smoking. I can recognise healthy and unhealthy meals and explain why they are or are not healthy. I understand that exercise creates hormones that impact how we feel. I understand about oral hygiene.</p> <p>No Outsiders When sadness comes to call. LO To look after my mental health.</p> <p>No Outsiders Julian is a mermaid. To show acceptance.</p>



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<p>Music</p>	<p style="text-align: center;">Ukele (10 week block) Body Percussion</p> <p>I Can: Identify the structure of a piece of music. Have an idea as to when there is one layer in a piece of music and when there are two. Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure</p> <p style="text-align: center;">Rock and Roll</p> <p>I can: Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers.</p>	<p style="text-align: center;">Ukele (10 week block)</p> <p style="text-align: center;">Hanami</p> <p>I Can: Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music. Select instruments and sounds which match their vocabulary. Work as a group to create a piece of music. Perform a piece of music as part of a group.</p>	<p style="text-align: center;">Vikings</p> <p>I Can: Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance.</p> <p style="text-align: center;">South America Carnival</p> <p>I can: Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off beat (the end of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break.</p>



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MFL	<p style="text-align: center;">French numbers, calendars and birthdays</p> <p>I Can: Say the numbers to 31 in French. Read and calculate Maths sums correctly in French. Say all the days of the week, working out the words for yesterday and today. Match most of the French months to their English equivalents. Ask when someone’s birthday is and give the number and month of their birthday. Say the seasons of the year. Translate the date from English to French. Say the similarities and differences between birthdays in the UK and France. Put a present wish-list into a sentence.</p> <p>Clothing- getting dressed in France</p> <p>I Can: Remember and pronounce some of the new words, recognising that some are masculine and take un, some feminine and take une and some plural and take des. Understand how to convert the indefinite article to a possessive adjective. Correctly identify items of clothing based on the written word. Say the words for items of clothing with accurate pronunciation. Put the colour adjective after the noun. Make an intelligible attempt to spell new words. Write accurately using a support and the correct form of the adjective in the correct position.</p>	<p style="text-align: center;">French weather and the water cycle</p> <p>I can: Use a physical response to show their understanding of six to eight weather phrases. Repeat new phrases with accurate pronunciation. Say at least two sentences intelligibly to convey the weather in a given place. Point or move in the correct direction during a compass points game. Understand and say several directions and weather sentences. Place weather symbols in the correct locations on a map. Match at least three numerals and words correctly. Say the correct number for their temperature. Show an understanding of the water cycle and relevant cognates in both languages.</p> <p style="text-align: center;">French Food</p> <p>I Can: Work out what new words mean by looking for cognates. Use a model text to support conversation. Complete mathematical calculations in French, writing answers in euros. Recognise shop names and label a triarama. Use a bilingual dictionary to translate given words.</p>	<p style="text-align: center;">Portraits- describing in French</p> <p>I Can: Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse. Correctly identify a person from a description of their hair and eye colour. Place word cards in the correct order, with the adjectives following the noun. Give a spoken sentence to describe a friend. Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.</p> <p style="text-align: center;">Eurovision song contest</p> <p>I Can: Answer questions based on a video of a French-speaker, getting at least half of them correct. Match a set of instrument words to the appropriate picture, getting the majority of them correct (allowing for any that they don’t know in English). Say which instrument they play. Say what kind of music they like, using a whole sentence. Ask a question after listening to other pupils’ attempts. Read and understand music genres in written form. Recall country names with accurate pronunciation. Use a full sentence to say ‘J’habite en/au/aux ...’ Write information in French about a character from a different country.</p>



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	<p>Say a sentence using J'aime or Je n'aime pas. Use il/elle correctly and put the adjective in the correct position in relation to the noun. Put the right agreement on the adjective where relevant.</p>	<p>Spell French words accurately. Use a range of strategies to understand an unfamiliar text. Ask and respond to questions found in a café conversation.</p>	<p>Use familiar language to write several phrases or short sentences. Perform a song from memory with accurate pronunciation.</p>
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