

Curriculum Skills

Year 4

Science Skills Year 4

Working Scientifically	Electricity	Sound	
<p>Over the year, pupils should be given the opportunity to take part in a range of scientific enquiry: observation over time, pattern seeking, identifying & grouping, comparing and research using secondary sources.</p> <p>Can I ask relevant questions and use different types of scientific enquiry to answer them? Can I set up simple practical enquiries, comparative and fair tests?</p> <p>Can I make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers? (K)</p> <p>Can I gather, record, classify and presenting data in a variety of ways to help in answering questions? (K)</p> <p>Can I record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables? Can I report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions? Can I use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?</p> <p>Can I identify differences, similarities or changes related to simple scientific ideas and processes? (K)</p> <p>Can I use straightforward scientific evidence to answer questions or to support their findings?</p>	<p>Can I identify common appliances that run on electricity? Can I make and identify the parts of a simple series circuit? Can I investigate different circuits where a bulb will or will not light up? Can I recognise what a switch does in a circuit and whether it allows a bulb to light up? Can I identify insulators and conductors and explain why they do this?</p>	<p>Can I explain how sounds are made? i.e. Vibrations Can I recognise that vibrations from sounds travel through a medium to the ear? Can I find patterns between the pitch of a sound and features of the object that produces it? Can I find patterns between the volume of a sound and the strength of the vibrations that produced it? Can I recognise that what happens to sounds as they are moved away from the sound source?</p>	
	States of Matter	Habitats	Animals: Digestion and Teeth
	<p>Can I compare and group materials according to whether they are solids, liquids or gases? Can I observe materials that change state when they are heated or cooled? Can I measure or research the temperature that a change of state occurs? Can I identify evaporation/condensation in the water cycle and associate this with the rate of evaporation with temperature?</p>	<p>Can I recognise that living things can be grouped in different ways? Can I use classification keys to identify a variety of living things in the local and wider environment? Can I recognise that environments can change and that this can sometimes pose a threat to living things?</p>	<p>Can I describe the simple functions of the basic parts of the digestive system in humans? Can I identify the different types of teeth in humans and their simple functions? Can I construct and interpret a variety of food chains? Identify producers, predators and prey</p>

Computing Skills Year 4

Online and Networking

Can I communicate via the internet (i.e. email, blog, chat, video chat, Twitter)?
Can I communicate responsibly via the internet?
Can I use and understand the opportunities computer networks offer for collaboration?
Can I communicate with classes around the school / or other schools to share learning and comment?
Can I understand the purposes of video conferencing and its place in the real world (e.g. customer service, etc.)
Can I contribute effectively to a class blogs and write posts based upon research done?

E-Safety

In all work:
Can I begin to report concerns and inappropriate behaviour?
Can I recognise social networking sites and social networking features built into other things (such as online games and handheld games consoles).
Can I understand the terms online identity, anonymity and impersonation and explain how this could affect me?
Can I make good judgments in order to stay safe, whilst communicating with others online?
Can I explain the importance of telling an adult if anything worries me online?
Can I identify dangers when presented with scenarios, social networking profiles, etc? (e.g. Screenshot of online chat room with dangerous activity) (K)
Can I articulate examples of *good* and *bad* behaviour online?

Basic Skills

In all work:
Can I save and retrieve a document?
Can I navigate through File Explorer to find a file?
Can I search for a document and open?
Can I type using both hands?

Multimedia

Using a range of programs:
Can I add hyperlinks to a document?
Can I use and combine information on different digital devices to present information effectively?
Can I choose which video clips to keep and which to re-shoot?
Can I trim and arrange clips to convey meaning?
Can I collect audio from a variety of sources including own recordings and internet clips?

Digital Creativity

Using different technologies:
Can I present information creatively?
Can I capture video for a purpose and discuss the quality and effectiveness of video clips at portraying the information?
Can I create a multi-track recording using recorded sound effects and loops?
Can I edit and refine my work to improve outcomes? Can I add titles, credits, slide transitions, special effects and talk about the effect these have on the audience?

Programming

Using logo and/or scratch programs:
Can I evaluate analytically to solve problems?
Can I understand the importance of debugging and do this with a simple program? (K)
Can I navigate the Scratch programming environment?
Can I create a background and sprite for a game?
Can I add inputs to control my sprite?
Can I use 'Looks' and 'Sound' to add detail to my program?
Can I use conditional statements 'if...' and 'then') within a game?
Basics of programming – Write instructions for a basic game.

Data

Can I collect, analyse, evaluate, and present data?
Can I create and search a branching database using hyperlinks? (K)
Can I sort and organise information to use in other ways?
Can I create a database of records from information I have selected?

Art Skills Year 4

Artists & Movements	Drawing	Painting
<p>Can I research artists/architects/designers/craftspeople?</p> <p>Can I study examples of artists work?</p> <p>Can I experiment with approaches used by other artists?</p> <p>Can I work with an artist?</p> <p><i>Note: A range of artists should be studied including female artists, artists from other cultures, artists working today and historical artists.</i></p> <p><i>Due care and attention should be paid to the content of images and artwork, and the manifestos of artists to assess whether they are suitable for use in the classroom.</i></p> <p><i>Suggested methods for researching the work of artists/designers/craftspeople are:</i></p> <ul style="list-style-type: none"> ▪ Gallery visits ▪ Museum visits ▪ Location visits ▪ Library research ▪ Internet research <p><i>Studies of artists work:</i></p> <p>Kandinsky</p> <p>Faberge</p> <p>Andy Goldsworthy</p> <p>Hokusai (<i>The Great Wave</i>)</p>	<p>Key Skills:</p> <p>Can I explore shading, using different media? (K)</p> <p>Can I draw on a variety of different materials?</p> <p>Can I explore tone using different grades of pencil, paste, charcoal and chalk?</p> <p>Can I use line and tone to represent things seen, remembered or observed?</p> <p>Developing ideas (sketchbooks):</p> <p>Can I record my observations?</p> <p>Can I review my observations?</p> <p>Can I revisit my ideas?</p>	<p>Techniques:</p> <p>Can I represent things observed, remembered or imagined, using colours and different tools?</p> <p>Can I explore the effect of adding things to paint? <i>For example adding water, glue, sand, sawdust etc.</i></p> <p>Can I use paint to make marks that express mood?</p> <p>Colour development:</p> <p>Can I match paint colours to real items?</p> <p>Can I represent things observed, remembered or imagined, using colours and different tools? (K)</p>
	Printing	Sculpture/Modelling
	<p>Use paint or ink to :</p> <p>Revisited in Year 5</p>	<p>Collage focus:</p> <p>Can I use my experience of adhesives and decide on the most effective for a given task?</p> <p>Can I overlap and overlay materials?</p> <p>Can I select materials with contrasts in texture and colour?</p> <p>Can I select and use materials to achieve a specific outcome?</p> <p>Mixed media sculpture:</p> <p>Can I handle, feel and manipulate rigid and malleable materials?</p> <p>Can I show an awareness of form, texture, pattern and weight of different materials?</p> <p>Can I experiment with making marks on different materials?</p> <p>Can I select appropriate materials for making a sculpture?</p> <p>Can I create forms and shapes in response to natural and made environments? (K)</p>

Design & Technology Skills Year 4

Technical Knowledge		Cooking & Nutrition	
<p>Can I explain how the working characteristics of materials affect the way they are used?</p> <p>Can I combine and mix materials to create more useful properties?</p> <p>Can I use mechanisms to make things move in different ways, including ICT control programs?</p>		<p>Can I design my own recipe and carry it out?</p> <p>Can I measure accurately to the nearest gram?</p> <p>Can I explain the importance of hygiene and how I can improve ours?</p> <p>Can I cook a variety of predominantly savoury dishes?</p> <p>Can I present my food product so that it impresses the intended user?</p> <p>Can I use a range of cooking techniques?</p> <p>Can I evaluate my recipe and how it meets its intended purpose?</p>	
Design		Evaluate	
<p>Can I generate ideas after thinking about who will use them and what they will be used for?</p> <p>Can I develop and explain ideas clearly with design objectives?</p> <p>Can I plan the making process, suggesting a sequence of actions, or alternatives if needed?</p> <p>Can I communicate my design ideas in a variety of ways (discussion, annotated sketches, ICT)?</p>		<p>Can I investigate and evaluate a range of existing products?</p> <p>Can I reflect on my work in relation to the intended users?</p> <p>Can I identify improvements needed?</p> <p>Can I carry out appropriate tests on my product?</p>	
		Make	
		<p>Can I select the tools, techniques and materials needed to make my product?</p> <p>Can I measure, mark out and cut materials accurately to the nearest mm?</p> <p>Can I join materials effectively?</p> <p>Can I use finishing techniques to strengthen and improve the appearance of my product?</p> <p>Can I select and use a wide range of materials and components according to their functional properties and aesthetic qualities?</p>	

Geographical Skills Year 4

Human & Physical Geography

- Can I describe and highlight examples of physical geography?
- Can I locate human and physical features on an OS map?
- Can I use the key on an OS map to interpret features illustrated?
- Can I understand key aspects of how rivers work?
- Can I use key terms associated with rivers to describe their process?
- Can I explain the water cycle?
- Can I explain and understand key aspects of how a volcano works?
- Can I link my knowledge of how volcanoes work to tsunamis and earthquakes?

Location & Place

- Can I locate counties within the UK?
- Can I name the counties and cities of the UK?
- Can I name and locate geographical regions within the UK?
- Can I explain human and physical characteristics of these regions, noting their differences?
- Can I name cities, regions, countries, continents and oceans within Europe, including Russia?
- Can I locate cities, regions, countries, continents and oceans within Europe, including Russia?
- Can I describe contours of key regions within England (hills, mountains, coasts and rivers)?
- Can I describe how land use has changed overtime?
- Can I explain how human influences effect change?
- Can I compare similarities and differences of a small area - human and physical - of the UK and a European region?

Geographical Skills & Fieldwork

- Can I begin to read the 8 points of a compass?
- Can I use directional and locational language to describe relationships between places?
- Can I locate points using 4 figure references on an OS map?
- Can I answer a range of questions using maps of different scales?
- Can I represent an area of study using digit maps to communicate features?
- Can I read and interpret conventional keys on maps?
- Can I compare different scales used on maps?
- Can I reduce own maps using a scale?
- Can I use information from maps to support an investigation?

Historical Skills Year 4

Historical Enquiry

Can I look at the evidence available and begin to evaluate the usefulness of different resources? (K)

Can I use text books, pictures and historical knowledge to add to my historical understanding?

Can I begin to use evidence to build up a picture of the past?

Can I research two versions of an event and say how they differ?

Can I choose relevant materials to present a picture of one aspect of life in the past?

Can I research two versions of an event and say how they differ?

Can I ask a variety of questions?

Can I begin to recall, select and organise historical information?

Can I compare the lives of people in other countries in the past with those from my own country and start to explain why? (Global Dimension)

Chronological Understanding

Can I plot recent history on a timeline using centuries?

Can I place periods of history on a timeline showing periods of time by adding dates and begin to understand more complex terms e.g. BC & AD? (K)

Can I use their mathematical skills to round up time differences into centuries and decades?

Knowledge and Interpretation

Can I explain how events from the past have helped shape our lives?

Can I use dates and other historical vocabulary? To be covered throughout the topic

Can I begin to appreciate that wars which happened a very long time ago and are often associated with invasion, conquering or religious differences?

Can I identify key features and events of the times studied?

Can I look for links and effects in the time studied?

Can I begin to offer a reasonable explanation for some events?

British History

Anglos Saxons – Britain's settlement by Anglo Saxons and Scots.

World History

The Roman Empire and its impact on Britain – including a local study – an aspect of History or a study of a local site dating from this period.

Can I use evidence to reconstruct life in the time of the Romans and the Anglo Saxons?

This could include the Roman withdrawal from Britain and the fall of the Western Roman Empire, Scots invasion from Ireland to Northern Britain, successful invasion by Claudius and conquest, including Hadrian's Wall.

Can I find out about the Roman Empire and its impact on Great Britain? (K)

This could be Boudicca, the Roman Empire by AD42 and the power of its army, Julius Caesar's attempted invasion in 55 BC

Music Skills Year 4

Games

Can I build on progress from keeping a steady beat to clapping a rhythm, improvising a rhythm and then using pitch?

Singing

(K) Can I sing in 2 parts with growing confidence?

Can I understand importance of warming up my voice, good posture and projecting my voice
Can I sing songs and melodies with growing musical understanding?

Improvisation

(K) Can I learn to improvise starting with 2 notes then building to 3 then 5 using a pentatonic scale?

Can I begin to perform own rhythms and melodies using my voice or an instrument?

Playing Instruments

Can I play and perform in solo and ensemble contexts with increasing accuracy fluency and control?

Can I continue to treat instruments with respect and understand and use correct techniques to play them?

Composition

(K) Can I Start composing with 2 notes increasing to 3 and notate using graphic, pictorial or musical notation?

Can I record composition in appropriate ways?

Perform

Can I practice, rehearse and present performances with growing awareness of audience?

Can I play tuned and untuned instruments with growing control and rhythmic accuracy?

Listening & Appraising

(K) Can I build on using correct musical language to suit style of music I am learning about?

Can I recognise different instruments with growing confidence?

Can I appropriately discuss other aspects of music and build on the depth of their meaning as progress through key stages?

Can I understand how pulse, rhythm and pitch work together - that rhythm is long and short sounds that happen over a pulse and that pitch is high and low sounds?

Can I use correct musical language to discuss with growing confidence feelings and emotions likes and dislikes?

Can I learn about the music from a range of cultures and traditions? (Global Dimensions)

Religious Education Skills Year 4

Unit 1 L2.3 What is the 'Trinity' and why is it important for Christians? Unit 2 L2.7 What do Hindus believe God is like? Unit 3 L2.8 What does it mean to be a Hindu in Britain today? L2.5 Why do Christians call the day Jesus dies 'Good Friday'? Unit 5 L2.6 For Christians, when Jesus left, what was the impact of the Pentecost? Unit 6 L2.11 How and why do people mark the significant events of life (C,H,NR)

Making sense of beliefs

L2.3 Incarnation/God

Can I recognise what a 'Gospel' is and give an example of the kinds of stories it contains?
Can I offer suggestions about what texts about baptism and Trinity mean?
Can I give examples of what these texts mean to some Christians today?

L2.7 Hindus and God

Can I identify some Hindu deities and say how they help Hindus describe God?
Can I make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God?
Can I offer informed suggestions about what Hindu murtis express about God?

L2.8 Hindus in Britain

Can I identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean?
Can I make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)?

L2.5 Salvation

Can I recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live?
Can I offer informed suggestions about what the events of Holy Week mean to Christians?
Can I give examples of what Christians say about the importance of the events of Holy Week?

L2.6 Kingdom of God

Can I make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth?
Can I offer informed suggestions about what the events of Pentecost in Acts 2 might mean?
Can I give examples of what Pentecost means to some Christians know?

L2.11 Stages of life

Can I identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean?
Can I offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and nonreligious people today?

Understanding the impact

L2.3 Incarnation/God

Can I describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live?

L2.7 Hindus and God

Can I make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)?
Can I identify some different ways in which Hindus worship?

L2.8 Hindus in Britain

Can I describe how Hindus show their faith within their families in Britain today (e.g. home puja)?
Can I describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)?
Can I identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)?

L2.5 Salvation

Can I make simple links between the Gospel accounts and how Christians mark the Easter events in their communities?

Making connections

L2.3 Incarnation/God

Can I make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like?

L2.7 Hindus and God

Can I raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/ destroy in the world today ?
Can I make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas?

L2.8 Hindus in Britain

Can I raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas?

L2.5 Salvation

Can I raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions?

L2.6 Kingdom of God

Can I make links between ideas about the kingdom of God in the Bible and what people

Can I describe how Christians show their beliefs about Jesus in worship in different ways?

L2.6 Kingdom of God

Can I make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now?

Can I describe how Christians show their beliefs about the Holy Spirit in worship?

L2.11 Stages of life

Can I describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean?

Can I make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)?

Can I identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)?

believe about following God today, giving good reasons for their ideas?

L2.11 Stages of life

Can I raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones?

Can I make links between ideas of love, commitment and promises in religious and non-religious ceremonies?

Can I give good reasons why they think ceremonies of commitment are or are not valuable today?

Personal, Social, Health and Citizenship Education Year 4

Core Values

Developing risk management
 Understanding personal change and responsibility
 Understanding the dynamics of healthy relationships
 Living in the Wider World
 Citizenship & British Values

Health & Wellbeing

Can I identify what affects my mood?
 Can I manage my feelings?
Can I develop resilience? (K)
 Can I identify the physical differences between males and females?

Relationships

Can I identify bullying? (K)
 Can I recognise that bullying behaviour is not the norm?

Living in the Wider World

Can I identify what is happening in my community?
 Can I identify the meaning of 'age restriction'?
 Can I identify what 'smoke free' means?
 Can I understand risks?
 Can I manage money and understand where money comes from?
 Can I identify the UN rights of a child are?
 Can I identify responsibilities I have at school and at home?
Can I identify what improves and harms our local environment? (K)

Modern Foreign Languages (French) Year 4

My Family

Can I introduce members of my immediate family?
 Can I tell people about my family?
 Can I share information about my house and where I live?
 Can I say what activities we like to do as a family?
 Can I share how I feel about my family?

Classroom Objects

Can I recognise and match French words for classroom objects?
 Can I speak about my classroom? – e.g. size (big/small), location (upstairs/downstairs)
 Can I say what items I use at school
 Can I ask for an item?
 Can I tell people if I have the item they would like?

Clothing

Can I label basic clothing?
 Can I describe the clothing? – e.g. Fabric, size, style or colour?
 Can I talk about what clothing I would wear for different weather?
 Can I say how I feel about my clothing?
 Can I look at how clothing may be different between me and those from French speaking countries?

Intercultural Understanding

Can I learn about festivals and celebrations in various French speaking countries?
 Can I learn about travelling to various French speaking countries?
 Can I listen and learn about traditional French folk tales, stories and songs?
 Can I compare these to our own in this country?
 Can I learn about aspects of everyday life and compare to my own?

Reading & Writing

Can I begin to read and understand more familiar words and phrases? (K)
 Can I say familiar words and phrases out loud, with more focus on correct pronunciation?
 Can I write and record familiar words and phrases modelled to me?
Can I begin to write familiar words and phrases from memory? (K)
 Can I follow a short text (2/3) sentences and begin to understand its context?

Speaking & Listening

Can I memorise and present short sentences?
 Can I listen and understand short words or phrases?
Can I ask and answer simple questions on previously taught topics? (K)
 Can I listen and join in with common words and phrases?
 Can I identify sounds, rhyme and rhythm within sentences?