



## Rhodes Avenue Curriculum Objectives – Year 4

Computing		
Algorithms and Programs	Data Retrieving and Organising	Communicating
<ul style="list-style-type: none"> <li>• Use repeat instructions to draw regular shapes on screen, using commands</li> <li>• Experiment with variables to control models</li> <li>• Make turns specifying the degrees</li> <li>• Give an on-screen robot specific directional instructions that takes them from x to y</li> <li>• Make accurate predictions about the outcome of a program they have written</li> </ul>	<ul style="list-style-type: none"> <li>• Capture images using webcams, screen capture, scanning, visualiser and internet</li> <li>• Choose images and download into a file</li> <li>• Download images from the camera into files on the computer</li> <li>• Copy graphics from a range of sources and paste into a desktop publishing program</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the benefits of ICT to send messages and to communicate</li> <li>• Use the automatic spell checker to edit spellings</li> </ul>
Algorithms and Programs	Data Retrieving and Organising	Communicating
<ul style="list-style-type: none"> <li>• Use a search engine to find a specific website</li> <li>• Use note-taking skills to decide which text to copy and paste into a document</li> <li>• Use tabbed browsing to open two or more web pages at the same time</li> <li>• Open a link to a new window</li> <li>• Open a document (pdf) and view it</li> </ul>	<ul style="list-style-type: none"> <li>• Input data into a prepared database</li> <li>• Sort and search a database to answer simple questions</li> <li>• Recognise what a spread sheet is</li> <li>• Use the term cells, rows and columns</li> <li>• Enter data, Highlight and make bar charts</li> </ul>	<ul style="list-style-type: none"> <li>• Create a lengthy presentation that moves from slide to slide and is aimed at a specific audience</li> <li>• Insert sound recordings into a multi media presentation</li> <li>• Know how to manipulate text, underline text, centre text, change font and size and save text to a folder</li> </ul>
Exceeding expectations		
<ul style="list-style-type: none"> <li>• Use photo editing software to crop photographs and add effects</li> <li>• Copy and paste the graph/bar chart and use it in a WP document</li> <li>• Use animation in presentations</li> </ul>		



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Art			
Drawing	Painting	Printing	Sketch books
<ul style="list-style-type: none"> <li>• Begin to show facial expressions and body language in their sketches</li> <li>• Identify and draw simple objects, and use marks and lines to produce texture</li> <li>• Organise line, tone, shape and colour to represent figures and forms in movement</li> <li>• Show reflections</li> <li>• Explain why they have chosen specific materials to draw with</li> </ul>	<ul style="list-style-type: none"> <li>• Create all the colours they need</li> <li>• Create mood in their paintings</li> <li>• Successfully use shading to create mood and feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Print using at least four colours</li> <li>• Create an accurate print design</li> <li>• Print onto different materials</li> </ul>	<ul style="list-style-type: none"> <li>• Use their sketch books to express their feelings about various subjects and outline likes and dislikes</li> <li>• Produce a montage all about themselves</li> <li>• Use their sketch books to adapt and improve their original ideas</li> <li>• Keep notes about the purpose of their work in their sketch books</li> </ul>
3D	Collage	Use of IT	Knowledge
<ul style="list-style-type: none"> <li>• Experiment with and combine materials and processes to design and make 3D form</li> <li>• Begin to sculpt clay and other mouldable materials</li> <li>• Use early textile and sewing skills as part of a project</li> </ul>	<ul style="list-style-type: none"> <li>• Use ceramic mosaic to produce a piece of art</li> <li>• Combine visual and tactile qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Present a collection of their work on a slide show</li> <li>• Create a piece of art work which includes the integration of digital images they have taken</li> <li>• Combine graphics and text based on their research</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with different styles which artists have used</li> <li>• Explain art from other periods of history</li> </ul>



<b>Foreign languages</b>			
<b>Listening and responding</b>	<b>Speaking</b>	<b>Reading and responding</b>	<b>Writing</b>
<ul style="list-style-type: none"><li>• Understand short passages made up of familiar language</li><li>• Understand instructions, messages and dialogues within short passages</li><li>• Identify and note the main points and give a personal response on a passage</li></ul>	<ul style="list-style-type: none"><li>• Have a short conversation where they are saying 2-3 things</li><li>• Use short phrases to give a personal response</li></ul>	<ul style="list-style-type: none"><li>• Read and understand short texts using familiar language</li><li>• Identify and note the main points and give a personal response</li><li>• Read independently</li><li>• Use a bilingual dictionary or glossary to look up new words</li></ul>	<ul style="list-style-type: none"><li>• Write 2-3 short sentences on &lt;a familiar topic&gt;</li><li>• Say what they like and dislike about &lt;a familiar topic&gt;</li></ul>



Geography			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>Carry out a survey to discover features of cities and villages</li> <li>Find the same place on a globe and in an atlas</li> <li>Label the same features on an aerial photograph as on a map</li> <li>Plan a journey to a place in England</li> <li>Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main features of a well-known city</li> <li>Describe the main features of a village</li> <li>Describe the main physical differences between cities and villages</li> <li>Use appropriate symbols to represent different physical features on a map</li> </ul>	<ul style="list-style-type: none"> <li>Explain why people are attracted to live in cities</li> <li>Explain why people may choose to live in a village rather than a city</li> <li>Explain how a locality has changed over time with reference to human features</li> <li>Find different ways that a locality could be changed and improved</li> </ul>	<ul style="list-style-type: none"> <li>Locate the Tropic of Cancer and the Tropic of Capricorn</li> <li>Know the difference between the British Isle, Great Britain and UK</li> <li>Know the countries that make up the European Union</li> <li>Name up to six cities in the UK and locate them on a map</li> <li>Locate and name some of the main islands that surround the UK</li> <li>Name the areas of origin of the main ethnic groups in the UK and in school</li> </ul>
Exceeding expectations			
<ul style="list-style-type: none"> <li>Give accurate measurements between 2 given places within the UK</li> <li>Explain how a locality has changed over time with reference to physical features</li> </ul>	<ul style="list-style-type: none"> <li>Explain how people are trying to manage their environment</li> </ul>	<ul style="list-style-type: none"> <li>Name the counties that make up the home counties of London</li> </ul>	<ul style="list-style-type: none"> <li>Name some of the main towns and cities in Yorkshire and Lancashire</li> </ul>



History		
Chronological understanding	Knowledge and interpretation	Historical enquiry
<ul style="list-style-type: none"> <li>Plot recent history on a timeline using centuries</li> <li>Place periods of history on a timeline showing periods of time</li> <li>Use their mathematical skills to round up time differences into centuries and decades</li> </ul>	<ul style="list-style-type: none"> <li>Explain how events from the past has helped shape our lives</li> <li>Appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences</li> <li>Know that people who live din the past cooked and travelled differently and used different weapons from ours</li> <li>Recognise that the lives of wealthy people were very different from those of poor people</li> <li>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</li> </ul>	<ul style="list-style-type: none"> <li>Research two versions of an event and say how they differ</li> <li>Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings</li> <li>Give more than one reason to support an historical argument</li> <li>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</li> </ul>
Exceeding expectations		
<ul style="list-style-type: none"> <li>Use their mathematical skills to help them work out the time differences between certain major events in history</li> <li>Begin to build up a picture of what main events happened in Britain/the world during different centuries</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people’s way of life in the past was dictated by the work they did</li> <li>Appreciate that the food people ate was different because of the availability of different sources of food</li> <li>Appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period</li> <li>Appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education</li> </ul>	<ul style="list-style-type: none"> <li>Independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so</li> </ul>



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<b>Music</b>		
<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<ul style="list-style-type: none"><li>• Perform a simple part rhythmically</li><li>• Sing songs from memory with accurate pitch</li><li>• Improvise using repeated patterns</li></ul>	<ul style="list-style-type: none"><li>• Use notations to record and interpret sequences of pitches</li><li>• Use standard notation</li><li>• Use notations to record compositions in a small group or on their own</li><li>• Use their notation in a performance</li></ul>	<ul style="list-style-type: none"><li>• Explain the place of silence and say what effect it has</li><li>• Start to identify the character of a piece of music</li><li>• Describe and identify the different purposes of music</li><li>• Begin to identify with the style of work of Beethoven, Mozart and Elgar</li></ul>
<b>Exceeding expectations</b>		
<ul style="list-style-type: none"><li>• Use selected pitches simultaneously to produce simple harmony</li></ul>	<ul style="list-style-type: none"><li>• Explore and use sets of pitches, e.g. 4 or 5 note scales</li><li>• Show how they can use dynamics to provide contrast</li></ul>	<ul style="list-style-type: none"><li>• Identify how a change in timbre can change the effect of a piece of music</li></ul>



## Dance

- Respond imaginatively to a range of stimuli related to character and narrative
- Use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group
- Refine, repeat and remember dance phrases and dances
- Perform dances clearly and fluently
- Show sensitivity to the dance idea and the accompaniment
- Show a clear understanding of how to warm-up and cool-down safely
- Describe, interpret and evaluate dance, using appropriate language

### **Exceeding expectations**

- Structure and vary longer dances
- Develop movement ideas for others
- Show a good sense of rhythm and style when performing
- Remember and perform a range of warm-up and cool-down activities
- Give reasons why physical activity is good for health
- Use a range of dance vocabulary to describe, interpret and evaluate dance



Physical Education			
Acquiring and developing skills	Evaluating and improving	Health and fitness	Games
<ul style="list-style-type: none"> <li>Select and use the most appropriate skills, actions or ideas</li> <li>Move and use actions with co-ordination and control</li> <li>Make up their own small-sided game</li> </ul>	<ul style="list-style-type: none"> <li>Explain how their work is similar and different from that of others</li> <li>Use their comparison to improve their work</li> </ul>	<ul style="list-style-type: none"> <li>Explain why warming up is important</li> <li>Explain why keeping fit is good for their health</li> </ul>	<ul style="list-style-type: none"> <li>Take the lead when working with a partner or group</li> <li>Use dance to communicate an idea</li> <li>Work on their movements and refine them</li> <li>Is their dance clear and fluent</li> </ul>
Gymnastics	Gymnastics	Athletics	Outdoors/adventurous
<ul style="list-style-type: none"> <li>Catch with one hand</li> <li>Throw and catch accurately</li> <li>Hit a ball accurately and with control</li> <li>Keep possession of the ball</li> <li>Move to find a space when they are not in possession during a game</li> <li>Vary tactics and adapt skills according to what is happening</li> </ul>	<ul style="list-style-type: none"> <li>Work in a controlled way</li> <li>Include change of speed</li> <li>Include change of direction</li> <li>Include range of shapes</li> <li>Follow a set of 'rules' to produce a sequence</li> <li>Work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>	<ul style="list-style-type: none"> <li>Run over a long distance</li> <li>Spring over a short distance</li> <li>Throw in different ways</li> <li>Hit a target</li> <li>Jump in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Follow a map in a more demanding familiar context</li> <li>Move from one location to another following a map</li> <li>Use clues to follow a route</li> <li>Follow a route accurately, safely and within a time limit</li> </ul>





Working Scientifically		
Planning	Obtaining and presenting evidence	Considering evidence and evaluating
<ul style="list-style-type: none"> <li>• Set up a simple fair test to make comparisons</li> <li>• Plan a fair test and isolate variables and explain why it was fair and explain which variables have been isolated</li> <li>• Suggest improvements and predictions</li> <li>• Decide which information needs to be collected and decide which is the best way for collecting it</li> <li>• Use their findings to draw a simple conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Take measurements using different equipment and units of measure and record what they have found in a range of ways</li> <li>• Make accurate measurements using standard units</li> <li>• Explain their findings in different ways (display, presentation, writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Find any patterns in their evidence or measurements</li> <li>• Make a prediction based on something they have found out</li> <li>• Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables</li> </ul>
Exceeding expectations		
<ul style="list-style-type: none"> <li>• Plan and carry out an investigation by controlling variables fairly and accurately</li> <li>• Use test results to make further predictions and set up further comparative tests</li> </ul>	<ul style="list-style-type: none"> <li>• Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models</li> </ul>	<ul style="list-style-type: none"> <li>• Report findings from investigations through written explanations and conclusions</li> <li>• Use a graph or diagram to answer scientific questions</li> </ul>



<b>Life Processes and Living Things</b>	
<b>Animals, including humans</b>	<b>All living Things</b>
<ul style="list-style-type: none"><li>• Identify and name the basic parts of the human digestive system</li><li>• Describe the function of the organs of the human digestive system</li><li>• Identify the simple function of different types of human teeth</li><li>• Compare the teeth of herbivores and carnivores</li><li>• Explain what a simple food chain shows</li></ul>	<ul style="list-style-type: none"><li>• Use a classification key to group a variety of living things (plants, vertebrates, invertebrates)</li><li>• Compare the classification of common plants and animals to living things found in other places (under the sea, prehistoric)</li><li>• Name and group a variety of living things based on feeding patterns (producer, consumer, predator, prey, herbivore, carnivore, omnivore)</li><li>• Recognise that environments can change and this can sometimes pose a danger to living things</li></ul>
<b>Exceeding expectations</b>	
<ul style="list-style-type: none"><li>• Classify living things and non-living things by a number of characteristics that they have thought of</li><li>• Explain how people, weather and the environment can affect living things</li><li>• Explain how certain living things depend on one another to survive</li></ul>	<ul style="list-style-type: none"><li>• Give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment</li><li>• Explore the work of pioneers in classification (e.g. Carl Linnaeus)</li></ul>



## Materials and their Properties

### States of Matter

- Compare and group materials based on their states of matter, ie, liquid, solid or gas
- Explain what happens to materials when they are heated or cooled
- Measure the temperature at which different materials change state
- Use measurements to explain changes to the state of water
- Explain the part that evaporation and condensation has in the water cycle

### Exceeding expectations

- Group and classify a variety of materials according to the impact of temperature on them
- Explain what happens over time to materials such as puddles on the playground or washing hanging on a line
- Relate temperature to change of state of materials



<b>Physical Processes</b>	
<b>Sound</b>	<b>Electricity</b>
<ul style="list-style-type: none"><li>• Describe a range of sounds and explain how they are made</li><li>• Compare sources of sound and explain how the sounds differ</li><li>• Explain how to change a sound (louder/softer)</li><li>• Describe and explain how a sound travels from a source to our ears</li><li>• Explain what happens to sound as it travels away from its source</li><li>• Explain how you could change the pitch of a sound</li><li>• Investigate how different materials can affect the pitch and volume of sounds</li></ul>	<ul style="list-style-type: none"><li>• Explain how electricity is useful to us</li><li>• Construct a simple circuit</li><li>• Explain what a conductor is and test materials for conductivity</li><li>• Explain closed and open circuits</li><li>• Construct a circuit with a switch</li><li>• Recognise some common conductors and insulators</li></ul>
<b>Exceeding expectations</b>	
<ul style="list-style-type: none"><li>• Explain why sound gets fainter or louder according to the distance</li><li>• Explain how pitch and volume can be changed in a variety of ways</li><li>• Work out which materials give the best insulation for sound</li></ul>	<ul style="list-style-type: none"><li>• Explain how a bulb might get lighter</li><li>• Recognise if all metals are conductors of electricity</li><li>• Work out which metals can be used to connect across a gap in a circuit</li></ul>



Design and Technology		
Design	Create	Evaluate
<ul style="list-style-type: none"> <li>• Come up with at least one idea about how to create their product</li> <li>• Take account of others' ideas when designing</li> <li>• Produce a plan and explain it to others</li> <li>• Suggest some improvements and critique their original design</li> </ul>	<ul style="list-style-type: none"> <li>• Predict if finished product will be of good quality</li> <li>• Be aware that final product will need to appeal to others</li> <li>• Show a good level of expertise when using a range of tools and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how to check if their design is successful</li> <li>• Begin to explain how to improve original design</li> <li>• Evaluate product in both appearance and the way it works</li> </ul>

Cooking and nutrition	Textiles	Electrical and mechanical	Stiff and flexible sheet materials	Mouldable materials
<ul style="list-style-type: none"> <li>• Know what to do to be hygienic and safe</li> <li>• Present product in an interesting way</li> </ul>	<ul style="list-style-type: none"> <li>• Consider user when choosing textiles</li> <li>• Think about how to make their product strong</li> <li>• Devise a template</li> <li>• Explain how to join things in a different way</li> </ul>	<ul style="list-style-type: none"> <li>• Add things to their circuits</li> <li>• Alter their product after checking it</li> <li>• Try out new and different ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Measure carefully to make sure they haven't made mistakes</li> <li>• Attempt to make their product strong</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to consider how they could have improved their ideas</li> <li>• Adapt and improve product (even if original idea might not have worked)</li> </ul>



Religious Education				
Practices and ways of life	Forms of Expressing Meaning	Identity, Diversity and Belonging	Meaning, Purpose and Truth	Values and Commitments
<ul style="list-style-type: none"> <li>Describe and discuss some of the things that are the same and different for religious people</li> </ul>	<ul style="list-style-type: none"> <li>Use religious words to describe some of the different ways in which people show their beliefs</li> <li>Explain what some religious symbols stand for and what the art represents</li> </ul>	<ul style="list-style-type: none"> <li>Compare some of the things that influence them with those things that influence others</li> </ul>	<ul style="list-style-type: none"> <li>Ask important questions about life and compare ideas with those of other people</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what is important to them and to others with respect for others' feelings</li> <li>Link things that are important to them and to other people with the way they think and behave</li> </ul>
Exceeding expectations				
<ul style="list-style-type: none"> <li>Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups</li> </ul>	<ul style="list-style-type: none"> <li>Describe how religious beliefs, ideas and feelings are expressed in a range of styles and suggest what they mean</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced them and others</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the meaning and purpose of life, and suggest a range of answers which might be personal or given by members of different religious groups or individuals</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions about the moral decisions they, and others, make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs/values</li> </ul>



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