

Year 4 Art

| Generating Ideas (All) | Making (Specialist teacher = Red) | Evaluation (All) | Knowledge and Understanding (All) |
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| <ul style="list-style-type: none"> ▪ Gather and review information, references and resources related to their ideas and intentions. ▪ Use a sketchbook for different purposes, including recording observations, planning and shaping ideas ▪ Select and use relevant resources and references to develop ideas. ▪ Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. | <p>Drawing: Portraiture and proportions of the face. Facial expressions. Expressing tonal variations. Drawing from observation using basic forms and developing using tone. Thumb-nail sketches. Understand how to use one-point perspective and vanishing points.</p> | <ul style="list-style-type: none"> ▪ Recognise and describe key features of their own and others' work. ▪ Reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. ▪ Document processes they have used in sketchbooks. | <ul style="list-style-type: none"> ▪ Know the formal elements of art (colour/tone/line/texture/pattern / shape/form). ▪ Know how to explain what they are doing. ▪ Know about and describe some of the key ideas, techniques and working practices of a variety of artists from different times and cultural backgrounds. ▪ Know different drawing styles, ie caricature verses photo-real drawing. |
| | <p>Painting: Use watercolours and acrylics to show tone and pattern. Paint self-portrait. Add pattern and texture using acrylics. Mix skin tones. Identify complimentary colours.</p> | | |
| | <p>Print: Create a three-colour reduction relief print by layering colours using lino or poly-board.</p> | | |
| | <p>Sculpture/3D: Create plaster casts using found objects.</p> | | |
| | <p>Textiles/Mixed Media: Collage using complimentary colours. Develop basic stitch skills (stich on top of drawings or on fabric).</p> | | |
| <p>Digital/Photography: Manipulate a portrait or self-portrait using basic soft-wear/photography print on paper or fabric.</p> | | | |
| Greater depth | | | |
| <ul style="list-style-type: none"> ▪ Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas. ▪ Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. | <ul style="list-style-type: none"> ▪ Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them). ▪ Use their technical expertise to make work which reflects their ideas and intentions. | <ul style="list-style-type: none"> ▪ Analyse and reflect on their progress taking account of what they hoped to achieve. | <ul style="list-style-type: none"> ▪ Research and discuss the ideas and approaches of a various artists taking account of their particular cultural context and intentions. ▪ Describe the processes they are using and how they hope to achieve high quality outcomes. |

Year 4 Computing

| E-safety | Programming | Handling Data |
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| <ul style="list-style-type: none"> ▪ To know to talk to someone if an online image or text makes them unhappy. ▪ To know the importance of protecting myself online and never give any personal information away ▪ To understand the importance of being respectful online and make positive comments. ▪ To know that everything posted online can be seen by all and can be changed ▪ To know that not everything online is true and facts need to be checked. | <ul style="list-style-type: none"> ▪ Use LOGO programming to draw lines and shapes ▪ Use repeats to draw shapes ▪ To use code.org to code and create simple algorithms ▪ To use repeats and loops within programming ▪ To decompose and debug errors ▪ To use Scratch to create simple algorithms | <ul style="list-style-type: none"> ▪ Use a data logger to take snap-shots of sound levels in school and collect data over time ▪ To download and present information in a graph which can be labelled ▪ Understand the features of a spread sheet and collect and present data. ▪ To interrogate a data base for information using different search criteria (and/not/or) |

Greater depth

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| | <ul style="list-style-type: none"> ▪ To use procedure in LOGO to create complicated patterns and designs ▪ To use variables and conditionals in SCRATCH to create simple games | <ul style="list-style-type: none"> ▪ To carry out an investigation, collect data analyse and present findings using two variables – light and sound ▪ |
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| Multimedia | Technology in our lives | Computer skills |
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| <ul style="list-style-type: none"> ▪ Combine text and images to create a presentation ▪ Use comic life to create a comic using the text and images tools ▪ | <ul style="list-style-type: none"> ▪ To understand that the school computers are linked in a network and that work can be saved and shared ▪ Decide if information on a website is true or false and begin to cross reference all work ▪ Understand plagiarism and that websites can be based. | <ul style="list-style-type: none"> ▪ Touch type with increasing accuracy ▪ Use edit, copy and paste ▪ To select, save and insert a picture into word and re-size it ▪ To use spell checker ▪ Use word tools including word art within work ▪ Begin to use short cuts control+ c/v |

Greater depth

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| <ul style="list-style-type: none"> ▪ To present information in a power point presentation combining text, images and sound | <ul style="list-style-type: none"> ▪ Identify features on a webpage which contribute to the veracity of the page | <ul style="list-style-type: none"> ▪ To combine all computer skills to create a persuasive poster related to a topic |
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Year 4SMSC

| Social | Spiritual and Moral Values | Global Democracy |
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| <ul style="list-style-type: none"> ▪ Develop resilience ▪ Set personal targets ▪ Understand the need for rules in wider society ▪ Recognises the range of loving relationships | <ul style="list-style-type: none"> ▪ Identify how school values encourage individuals to respect others' needs, interests and feelings as well as their own ▪ Recognise the feelings and beliefs of others and express understanding and empathy | <ul style="list-style-type: none"> ▪ Recognise poverty and inequality in the world ▪ Understand the causes and consequences of climate change ▪ Can research, discuss and debate world events ▪ Demonstrate a sense of responsibility for the environment ▪ Recognise and challenge stereotypes ▪ Explain why rules/laws are important ▪ Participate in decision making (School Council) |
| Greater depth | | |
| <ul style="list-style-type: none"> ▪ Discuss the different types of social interaction they may encounter (e.g. peer to peer, adults, stranger) and how these are different | <ul style="list-style-type: none"> ▪ Demonstrate consideration for the feelings and beliefs of others through empathy and compassion | <ul style="list-style-type: none"> ▪ Understand that poverty and equality is linked to the lack of education opportunities and scarce resources ▪ Demonstrate a growing interest in world events and global issues ▪ Develop a sense of justice and know how campaign for a just cause democratically |

| Cultural Diversity | Health | Personal safety |
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| <ul style="list-style-type: none"> ▪ Recognise the contribution of different cultures to the UK (e.g. food/music etc) ▪ Recognise the differences and similarities between people (gender/age/race/religion) | <ul style="list-style-type: none"> ▪ Explain what constitutes a healthy lifestyle ▪ Consider how people might be encouraged to follow a healthy lifestyle | <ul style="list-style-type: none"> ▪ Recognise and understand the school's e-safety rules and reporting procedures ▪ Practise the responsible use of computing protecting personal information and passwords ▪ Recognise the different forms of bullying including cyber-bullying and its consequences ▪ Explain possible responses to a range of challenging circumstances (e.g. what to do if lost) ▪ Understand water safety |
| Greater depth | | |
| <ul style="list-style-type: none"> ▪ Consider ways in which diverse societies can be harmonious and integrated | <ul style="list-style-type: none"> ▪ Discuss possible reasons why people might not always adopt a healthy lifestyle ▪ | <ul style="list-style-type: none"> ▪ Consider how the need for greater personal responsibility increases as they get older |

Year 4 DT

| Design | Make | Evaluate | Technical knowledge |
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| <ul style="list-style-type: none"> ▪ Use research (e.g. surveys) to develop design criteria for product aimed at a particular user. ▪ Generate and develop ideas independently or in groups. ▪ Model ideas through cross-sectional and exploded diagrams | <ul style="list-style-type: none"> ▪ Select appropriate tools and equipment from a given range. ▪ Use a range of tools and equipment to perform practical tasks safely. ▪ Select from a wide range of materials and components: ingredients and electrical components | <ul style="list-style-type: none"> ▪ Investigate and up to five existing products. ▪ Investigate origins and key people involved in design/make of product ▪ Consider views of others to evaluate ideas and products against design criteria. ▪ Suggest improvements to products with reasons. | <ul style="list-style-type: none"> ▪ Understand and use electrical systems in products (e.g. switches, bulbs, buzzers and motors). ▪ Peel and chop fruit and vegetables safely ▪ Understand terms: fry, steam, bake, boil, roast |
| Greater depth | | | |
| <ul style="list-style-type: none"> ▪ Generate more than one design and select most appropriate and justify against design criteria | <ul style="list-style-type: none"> ▪ Justify choice of materials and components ▪ Explain why one method of cutting/joining might be more appropriate than another depending on the function of the product. | <ul style="list-style-type: none"> ▪ (Once product is made) Consider original designs and whether an alternative option could have been more successful | <ul style="list-style-type: none"> ▪ Investigate electrical systems in the real world |

Year 4 MFL

| Speaking and Listening | Grammar | Reading and Writing | Songs, Stories and Rhymes |
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| <ul style="list-style-type: none">▪ Listen and show understanding of more complex sentences containing familiar words and unfamiliar words.▪ Read aloud the text of familiar rhymes and songs.▪ Engage in a short conversation using familiar questions and express opinions. | <ul style="list-style-type: none">▪ Name and identify nouns, adjectives and verbs in the language being studied▪ Use the 1st and 2nd person pronouns with a regular verb. | <ul style="list-style-type: none">▪ Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.▪ Read and show understanding of simple familiar phrases and short sentences.▪ Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.▪ Write single familiar words from memory with understandable accuracy. | <ul style="list-style-type: none">▪ Join in with the words of a rhyme, song or story sometimes from memory |
| Greater depth | | | |
| <ul style="list-style-type: none">▪ Manipulate familiar language to present own ideas and information in more complex sentences. | <ul style="list-style-type: none">▪ Demonstrate understanding of the position of the majority of adjectives. | <ul style="list-style-type: none">▪ Write simple familiar short phrases from memory with understandable accuracy.▪ | <ul style="list-style-type: none">▪ Understand the gist of an unfamiliar text using some familiar language. |

Year 4 Geography

| Geographical enquiry and fieldwork | Human and physical geography | Place knowledge | Locational knowledge |
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| <ul style="list-style-type: none"> ▪ Use four figure grid references, symbols and keys ▪ Design and carry out a survey to find the countries of origin of people within school ▪ Create a graph from survey data and draw conclusions from it ▪ Label the same features of an OS map onto an aerial photograph of the same area ▪ Accurately measure and collect data in local area using data loggers (Eg. temperature, noise levels) | <ul style="list-style-type: none"> ▪ Discover the causes of an environmental issue and examine the implications. ▪ Consider how people are trying to manage their environment ▪ Explain why many cities of the world are situated by rivers and why people are attracted to live by rivers ▪ Explain why water is such a valuable commodity and impact of water shortage ▪ Explore the impact of rivers on urban environments. ▪ Describe the physical features of a river. ▪ Understand the physical processes at work in rivers (e.g. erosion, deposition etc) ▪ Understand processes involved in the water cycle | <ul style="list-style-type: none"> ▪ Discuss the key physical and human characteristics of different countries within Africa ▪ Compare and contrast human and physical features of a country in Africa with own locality. ▪ Describe the human and physical features of a well-known city and a village ▪ Explain why people may choose to live in urban or rural areas ▪ Discuss how the human and physical features of a locality have changed over time. | <ul style="list-style-type: none"> ▪ Identify the position and significance of the equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn ▪ Explain the climates of the Tropics of Capricorn and Cancer ▪ Name at least 6 counties in the UK and locate them on a map. ▪ Name major cities in the UK and locate them on a map. ▪ Name and locate geographical regions in of the UK (e.g. the Peak District). ▪ Identify human/physical features and land use patterns for different regions in the UK ▪ Consider why people live in certain places in the UK ▪ Name and locate some of the world's major rivers on maps. ▪ |
| Greater depth | | | |
| <ul style="list-style-type: none"> ▪ Design and carry out a survey to collect multiple pieces of data (e.g. origins, languages) ▪ Compare data collected from different sources. | <ul style="list-style-type: none"> ▪ Consider how the human features of a locality have changed in response to the physical environment. ▪ Discuss the consequences for the future and identify changes to be made in our own lives in response to an environmental issue. | <ul style="list-style-type: none"> ▪ Describe and explain how and why the physical features of a place have changed over time | <ul style="list-style-type: none"> ▪ Identify lines of latitude and longitude and begin to understand how these relate to time zones. ▪ Name countries within continents |

Year 4 History

| Chronological understanding | Knowledge and interpretation | Historical enquiry |
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| <ul style="list-style-type: none">▪ Confidently use terms BC and AD.▪ Use dates of events to sequence on a timeline.▪ Use a timeline to understand when the Romans were in relation to the Ancient Greeks.▪ Know dates of key events within a period studied and place accurately on a timeline. | <ul style="list-style-type: none">▪ To find out about a past society and the people who lived in it.▪ Explain how events from the past have an impact on our lives today.▪ Provide detailed examples of similarities and differences (e.g. between rich and poor people) within a time period.▪ Explain the actions/intentions of a historical figure (e.g. Boudicca).▪ Investigate the changes, developments and inventions that occurred within a given time period.▪ Understand that events generally happen for a combination of reasons and provide details for the causes of an event.▪ Consider the impact of invasion. | <ul style="list-style-type: none">▪ Research two versions of an event and say how they differ.▪ Research what it was like for a child in a given period from the past using a range of sources.▪ Give more than one reason to support an historical argument.▪ Offer points of view based upon what they have found out.▪ Explain how found items can help build up a picture of what life was like in the past.▪ Devise own historical questions using detailed knowledge of people and events. |
| Greater depth | | |
| <ul style="list-style-type: none">▪ Use mathematical skills to round up time differences into centuries and decades.▪ Use mathematical skills work out the time differences between certain major events in history. | <ul style="list-style-type: none">▪ Consider why there might be differences in interpretations of events (e.g. gaps in evidence) | <ul style="list-style-type: none">▪ Cross-reference information from a range of sources to check reliability.▪ Use hypothetical language. |

Year 4 Music (Specialist teacher = Red)

| Performing | Composing/Notation | Appraising |
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| <ul style="list-style-type: none"> ▪ Perform a simple part rhythmically ▪ Sing songs from memory with accurate pitch ▪ Improvise using repeated patterns ▪ Show awareness of audience when performing | <ul style="list-style-type: none"> ▪ Use notations to record and interpret sequences of pitches ▪ Use notations to record compositions in a small group or on their own ▪ Use their notation in a performance ▪ Understand metre in 2, 3, 4 and 5 beats ▪ Show how they can use dynamics to provide contrast | <ul style="list-style-type: none"> ▪ Explain the place of silence and say what effect it has ▪ Start to identify the character of a piece of music ▪ Describe and identify the different purposes of music ▪ Use musical language confidently to describe a piece (e.g. tempo, dynamics, melody, chord, echo, pitch) ▪ Begin to identify with the style of work of great composers (e.g. Beethoven, Mozart and Elgar) ▪ Investigate music from a different historical era |
| Greater depth | | |
| <ul style="list-style-type: none"> ▪ Use selected pitches simultaneously to produce simple harmony | <ul style="list-style-type: none"> ▪ Use standard notation ▪ Explore and use sets of pitches, e.g. 4 or 5 note scales | <ul style="list-style-type: none"> ▪ Identify a range of instruments in a piece |

Year 4 PE

Athletics

- Understand and demonstrate the difference between sprinting and running for sustained periods
- Know and demonstrate a range of throwing techniques
- Throw with some accuracy and power into a target area
- Perform a range of jumps, showing consistent technique and sometimes using a short run-up
- Play different roles in small groups (e.g. timekeeper; judge/ official/ coach)
- Compare and contrast performances using appropriate language
- Describe how physical activity should feel to gain physical health benefits.

Greater depth

- Demonstrate good technique, fluency of movement, accuracy and consistency in a wide range of running, jumping and throwing actions and challenges
- Organise small groups safely, making sure that all members have roles to play
- Suggest how performances could be improved, using given criteria
- Predict how different activities will affect their heart rate and temperature.

Year 4 PE

Dance

- Portray a mood through movement
- Pay attention to the transition from one dance movement to another to link movement phrases clearly and fluently
- Show sensitivity to the dance idea and the accompaniment
- Respond imaginatively to a range of stimuli related to character, narrative and emotion
- Use simple body actions, gestures and movement pathways to structure dance phrases on their own, with a partner and in a group
- Display good use of personal, interpersonal space and pathways as dictated by the dance
- Describe, interpret and evaluate dance, using appropriate language
- Show a clear understanding of how to warm up and cool down safely.
- Give reasons why physical activity is good for health.

Greater depth

- Sustain a performance of a dance piece with three or more sections
- Show a good sense of rhythm and style when improvising and performing a composition
- Perform with artistic intention independently and with others
- Refine, repeat and remember movements until they match the style of dance or music being used
- Evaluate a performance for its artistic interpretation

Year 4 PE

Games

- Play games with some fluency and accuracy, using a range of throwing and catching techniques
- Use a range of different equipment in games
- Find ways of attacking successfully when using other skills
- Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and getting into positions to score.
- Know the rules of games
- Understand that they need to defend as well as attack
- Watch and describe others' performances, as well as their own and suggest practices that will help them and others to play better.
- Understand how strength, stamina and speed can be improved by playing invasion games
- Know that strength, stamina and speed are important in games
- Lead a partner through short warm-up routines.

Greater depth

- Have a strong influence on games
- Make tactical decisions quickly.
- Choose one focus for improvement and plan how to develop this area

Year 4 PE

Gymnastics

- Perform a range of rolls with control and accuracy, exploring different combinations of apparatus to look at shape, balance and travel
- Perform a range of gymnastic actions and agilities demonstrating clarity of movement.
- Know how to utilize equipment to enhance movements.
- Practice and refine an action or short sequence showing quality movement phrases, combining different actions for effect
- Begin to perform with a partner or group.
- Begin to develop a longer and more varied movement routine with smooth, planned links between actions
- Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.
- Perform a sequence combining speed, level, direction and a variety of shapes
- Work with different partners to contribute to a variety of different sequences.

Greater depth

- Develop a longer and more varied movement sequence demonstrating smooth transitions between actions to make a sequence.
- Plan sequences with changes of speed, level and direction, and clarity of shape gradually increasing the length of the sequences.
- Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement

Year 4 PE

OAA

- Complete simple tasks with support and guidance and use some physical skills well
- Respond when the task or environment changes and the challenge increases
- Follow other people's plans and approaches
- Cooperate in putting these approaches into practice
- Recognise alternative approaches when others suggest them
- Use maps and diagrams to orientate themselves and to travel around a simple course
- Identify parts of the work that were successful and respond to feedback on how to go about their work differently
- Make some comments on how well activities were completed
- Start to plan sensible responses to physical challenges or problems, talking and working with others in the group

Greater depth

- Move confidently through familiar and less familiar environments and use and adapt skills and strategies as the situation demands
- Prepare well for challenges, showing an awareness of safety and of others
- Show initiative when working in a group
- Take the lead when responding to physical challenges in a pair or group situation

Year 4 RE

What does it mean to belong to a religion? (Hinduism)

Why are some journeys and places special?

Why do religious books and teachings matter?

| Practices and ways of life | Forms of Expressing Meaning | Identity, Diversity and Belonging | Meaning, Purpose and Truth Values and Commitments |
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| <ul style="list-style-type: none">Describe the importance of the Bible for Christians and give examples of how it is usedAsk important questions about why different people go on pilgrimagesSuggest reasons why people go on pilgrimagesConsider how pilgrimages could deepen a believer's faithInvestigate and understand some Hindu practices and beliefsConsider important Hindu festivals (Diwali) and the meaning behind different practices | <ul style="list-style-type: none">Share and discuss Hindu stories, images, symbols, music etc | <ul style="list-style-type: none">Compare and contrast pilgrimages of people of different faithsExplain how a non-Hindu might still relate to aspects of the practices – link to ideas in another religionExplain some links between Diwali and other festivals at this time, e.g. fireworks on Bonfire night and other festivals of light.Discuss similarities and differences in beliefs with respect and sensitivity | <ul style="list-style-type: none">Link their own ideas about how to lead a good life to the teachings of religions and beliefs being studiedOffer responses to what might happen if different moral decisions were made in the worldAsk a range of questions generated from different stimuliLink things that are important to them and to other people with the way they think and behave |
| Greater depth | | | |
| <ul style="list-style-type: none">Appreciate how not all Hindus will follow same practices and suggest possible reasons and explanations | <ul style="list-style-type: none">Describe some of the different ways in which people show their beliefs in creation, incarnation and salvation, through the arts, worship and helping others | <ul style="list-style-type: none">Consider ways that they can personally relate to aspects of different religions' practices and beliefs | <ul style="list-style-type: none">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 |