

Year 4 Curriculum

Art

I can show facial expressions and body language in sketches and paintings.
I can use marks and lines to show texture in my art.
I can use line, tone, shape and colour to represent figure and forms in movement.
I can show reflections in my art.
I can print onto different materials using at least four colours.
I can sculpt clay and other mouldable materials.
I can integrate my digital images into my art.
I can experiment with the styles used by other artists.
I can explain some of the features of art from historical periods.

DT

I can use ideas from other people when I am designing.
I can produce a plan and explain it.
I can evaluate and suggest improvements for my designs.
I can evaluate products for both their purpose and appearance.
I can present a product in an interesting way.
I can measure accurately.
I can make a product which uses both electrical and mechanical components.
I can persevere and adapt my work when my original ideas do not work.
I know how to be both hygienic and safe when using food.

Geography

I can use some basic Ordnance Survey map symbols.
I can use grid references on a map.
I can use an atlas by using the index to find places.
I can describe how volcanoes are created.
I can locate and name some of the world's most famous volcanoes.
I can describe how earthquakes are created.
I can explain the difference between the British Isles, Great Britain and the United Kingdom.
I can find at least six cities in the UK on a map.
I can name and locate some of the main islands that surround the United Kingdom.
I can carry out research to discover features of villages, towns or cities.

PE

I can catch with one hand.
I can throw and catch accurately.
I can hit a ball accurately with control.
I can keep possession of the ball.
I can vary tactics and adapt skills depending on what is happening in a game.
I can work in a controlled way.
I can include change of speed and direction.
I can include a range of shapes.
I can work with a partner to create, repeat and improve a sequence with at least three phases.
I can take the lead when working with a partner or group.
I can use dance to communicate an idea.
I can run over a long distance.
I can sprint over a short distance.
I can throw in different ways e.g. shot put and javelin.
I can jump in different ways e.g. long jump and triple jump.

Science

I can group living things in different ways.
I can use classification keys to group, identify and name living things.
I can create classification keys to group, identify and name living things (for others to use).
I can describe how changes to an environment could endanger living things.
I can use food chains to identify producers, predators and prey.
I can construct food chains to identify producers, predators and prey.
I can identify and name the parts of the human digestive system.
I can describe the functions of the organs in the human digestive system.
I can identify and describe the different types of teeth in humans.
I can describe the functions of different human teeth.
I can group materials based on their state of matter (solid, liquid, gas).
I can describe how some materials can change state.
I can explore how materials change state.
I can measure the temperature at which materials change state.
I can describe the water cycle.
I can explain the part played by evaporation and condensation in the water cycle.
I can describe how sound is made.
I can explain how sound travels from a source to our ears.
I can explain the place of vibration in hearing.
I can explore the correlation between pitch and the object producing a sound.
I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.
I can describe what happens to a sound as it travels away from its source.
I can identify and name appliances that require electricity to function.
I can construct a series circuit.
I can identify and name the components in a series circuit
I can draw a circuit diagram.
I can predict and test whether a lamp will light within a circuit, including with the use of switches.
I can recognise some common conductors and insulators, and associate metals with being good conductors.

Key Learning Themes:

World Kitchen
Britain From The Air
Roman Raiders
Anglo Saxon Settlers
Natural Disasters
The Viking Invaders

RE- Key Learning Questions

What does it mean to be a Hindu in Britain today?
What kind of world did Jesus want?
Why do some people think that life is a journey? What significant experiences mark this?
Why do Christians call the day Jesus died "Good Friday"?
When Jesus left what was the impact of Pentecost?

History

I can plot events on a timeline using centuries.
I can use my mathematical skills to round up time differences into centuries and decades.
I can explain some of the times when Britain has been invaded.
I can explain how historic items and artefacts can be used to help build up a picture of life in the past.
I can explain how an event from the past has shaped our life today.
I can research two versions of an event and explain how they differ.
I can research what it was like for children in a given period of history and present my findings to an audience.
I can use research skills to find answers to specific historical questions.

Computing

I can experiment with variables to control models.
I can give an on-screen robot specific instructions that takes them from A to B.
I can make an accurate prediction and explain why I believe something will happen (linked to programming).
I can de-bug a program.
I can select and use software to accomplish given goals.
I can collect and present data.
I recognise acceptable and unacceptable behaviour using technology.