WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE YEAR 4

HISTORY

- Know the chronology of British local & world history & establish clear narratives.
- Recognise connections, contrasts and trends over time, use appropriate language.
- Understand knowledge of the past is constructed from a range of sources.
- Understand both the long arc of development and the complexity of specific aspects of history.
- Address & devise historically valid questions about change, cause, similarity/difference and significance.
- Construct informed responses.

GEOGRAPHY

- Know key aspects of physical geography: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle.
- Identify position of latitude, longitude, equator, hemispheres, tropics etc.
- Understand Prime/GMT time zones.
- Name & locate counties/cities, their human/physical characteristics & how they have changed over time.
- Use atlases/globes/ICT to locate countries.
- Use fieldwork to observe, measure, record & present.

ART & DESIGN

- Draw using scale and proportion.
- Discuss own work and work of other artists.
- Simplify drawings into shape ready for collage/manipulate materials for textures.
- Use overlapping/overlaying.
- Mix colours and use tints/shades.
- Investigate significance of mosaic art in history & experiment with this technique.
- Join clay and create surface patterns/textures.
- Observational drawings using chalks and pastels.
- Experiment with marks and lines.

D AND T

- Design & construct models against a criteria, selecting appropriate tools and use safely.
- Create annotated sketches in the design stage of a product.
- Choose materials based on function and aesthetics.
- Use finishing techniques to improve the aesthetics of a product.
- Prepare ingredients hygienically in cooking. .
- Suggest improvements after evaluating a product.
- Use electrical systems in a product.
- Use fabrics and fastenings for a product.

MFL (FRENCH)

- Talk about themselves, where they live, age.
- Describe someone else using il/elle (he/she)
- Describe our town.
- Know and write numbers up to 100.
- Name and describe clothes
- Name a range of food, modes of transport, planets.
- Name & discuss sports and leisure activities.
- Know the name of French towns.
- Engage in conversation using taught vocabulary.
- Speak in sentences and ask questions.
- Sing basic nursery rhymes.
- Role play situations.
- Express likes and dislikes about hobbies.
- Discuss and describe planets.

CORE SKILLS

Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.

READING

- Know which books to select for specific purposes – in relation to science, geography and history learning.
- Use a dictionary to check the meaning of words
- Re-explain a text with confidence and give a personal point of view on a text.
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Build on others' ideas and opinions about a text in discussion.
- Retrieve information from non-fiction texts.
- How sentence type changes, altering word order, tenses, adding/deleting words, punctuation.
- Skim & scan to locate information and answer a question.

WRITING

- Vary sentence structure, using different openers.
- Use adjectival phrases.
- Use appropriate choice of noun/pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbials (e.g. Later that day, I heard bad news).
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme and connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency.

MATHS

- Recall all multiplication facts to 12x12 and solve problems involving multiplication.
- Round to the nearest 10,100 and 1000 & decimals with 1dp to the nearest whole number
- Count backwards through zero.
- Read Roman numerals to 100.
- Add/subtract up to 4dp using formal written methods of addition/subtraction.
- Divide a 1 or 2 digit number by 10/100 & multiply a 2 & 3 digit by a 1 digit number.
- Compare & classify geometrical shapes.
- Know that angles are measured in degrees and identify acute/obtuse angles.
- Measure/calculate perimeter of regular shapes.
- Read, write and convert between analogue and digital 12 and 24 hour times.

HUMANITIES (THEMATIC) COVERAGE: NATIONAL CURRICULUM YEAR 4

REIGN OVER US

- Know what the Magna Carta is and awareness of old monarchs & their context.
- Focus on Henry VIII, Mary I, Elizabeth I and current family.
- Different styles of farming around the world.

JOURNEY THROUGH EUROPE

- Consider longitude and latitude.
- Name & identify countries, capitals, climate, rivers, mountains, flags, currency etc in Europe.
- How transport has changed over time.

ROMAN RULE

- Name counties in Britain & what makes a settlement successful.
- Locate Hadrian's Wall.
- Know what BC/AD means.
- Awareness of invading/settling.
- Roman way of life & history.

CRIME AND PUNISHMENT

- How/why Police Force began.
- Aware of highway men & Dick Turpin.
- Punishments in Victorian era.
- Torture in medieval times.
- Saxon & roman beliefs about crime & punishment.
- How it has changed over time.

BRITAIN FROM ABOVE

- Know what a 'bird eye view' is.
- Identify key landmarks
- Recognise symbols on Ordnance Survey map.
- Identify different settlements.
- Impact of the Industrial Revolution.
- Role of Cotton Industry.

(WHOLE SCHOOL THEME)

- Whole school theme, changed annually related to a topic of relevance for the given year:
- 2023- Travel & Tourism
- 2022- Care for Creation
- 2020 –Tokyo Olympics
- 2019 – WWII -75 Years – D Day
- 2018- WWI – 100 years
- 2017 – Roald Dahl

SUBSTANTIATING THE WIDER CURRICULUM YEAR 4

EXPRESSION

MUSIC

- Perform a simple part rhythmically and sing songs from memory with accurate pitch.
- Improvise using repeated patterns.
- Use notations to record and interpret sequences of pitches.
- Use standard notation to record compositions in a small group/independently and in a performance.
- Explain the place of silence and its effect.
- Identify the character and purpose of a piece of music.
- Identify with Beethoven, Mozart and Elgar.
- Become familiar with Pop as a genre & the context behind it/famous pop artists.
- Vocab inc. hook, groove, lyrics, riff.

PHYSICAL EDUCATION

GAMES

- Vary skills, actions and ideas and link to suit the game.
- Show confidence in ball skills e.g. dribbling, kicking, and bouncing.
- Play competitive games & understand tactics.

GYMNASTICS

- Link skill with control, technique, coordination & fluency.
- Perform complex sequences using body shape & equipment.
- Develop strength, flexibility & technique.

ATHLETICS

- Demonstrate accuracy in throwing/catching.
- Perform a running jump with more than one component e.g. triple jump.
- Build variety of running techniques.

SCIENCE

Animals Including Humans

- Understand the digestive system and the role teeth have – different functions/types/tooth decay etc.
- Name different parts of a food chain and the role of different animals/plants within a food chain.

Electricity

- Know how electricity is generated & 2 types of electrical current and staying safe with electricity.
- Understand and identify components of a circuit, explain how it works and conductors/insulators.

Living things & their habitats

- Identify 7 life processes, vertebrates/invertebrates and group living things accordingly.
- Awareness of how to protect the environment and the meaning behind being endangered.

Sound

- Know how sound is made, absorbed and travels.

States of Matter

- Develop an awareness of solids, liquids & gases and process of evaporation/condensation/water cycle.

Scientists and Inventors

- Develop an awareness of famous scientists and inventors linked to prior learning in the subject.

DANCE AND DRAMA

DANCE

- Confidently improvise with a partner or on their own.
- Create longer sequences in a larger group.
- Demonstrate precision & some control.
- Vary dynamics, actions and motifs.
- Demonstrate rhythm & spatial awareness.
- Modify part of a sequence after self-evaluation.
- Use simple vocabulary to compare & improve.

DRAMA

- Discuss the meaning of the drama – how this is created in speech & action.
- Choose information to include for a desired outcome or to suit an audience.
- Comparisons of dramas on a similar theme, contrasting dramatisations of stories or events.
- Understand how theatrical effects are achieved.

COMPUTING

- Explore methods of collaborating online and how it enhances our knowledge.
- Share experience of how computer networks have enhanced our knowledge.
- Design, write & debug programs that meet specific goals (controlling physical systems).
- Use sequence, selection and repetition in programs.
- Use logical reasoning to explain how algorithms work and detect/correct errors.
- Use technologies effectively, respectfully & responsibly.
- Recognise acceptable/unacceptable behaviour & know to report concerns about content and contact
- Use PPT to consider what technology adds to presentations.

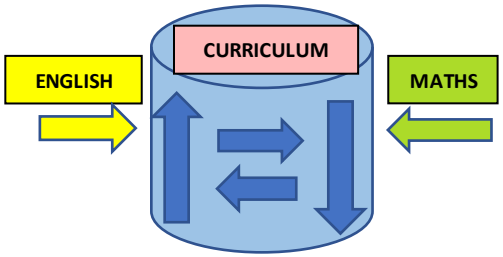
CULTURAL CAPITAL

Ensuring that every child is equipped with the essential key skills and knowledge they need to be independent and make an effective contribution to society in their future lives through their:-

Core skills in English and Maths
Creativity – Art & Design, DT, Expressive Arts
History and Heritage – History, Cultural heritage
Understanding the World – Geog., Current Affairs
Discovery – Science, Technology/Computing
Values and Personal Skills – inc. British Values.

CURRICULUM SCHEMA

- Link learning through topics and subjects.
- Ensure progression of skills and knowledge.
- Consolidate & revise skills and knowledge.
- Reinforce Key specific vocabulary.



Health & Well Being

- **Physical:** Helping others to keep safe.
- **Sex and Relationships**: Growing up.

Relationships:

- **Social:** Relating to others – staying safe online.
- **Emotional**: Making informed choices.

Living in the Wider World:

- **Economic well-being:** Work and money.
- **Being a Responsible Citizen**: Looking after the environment.

SMSC & Courageous Advocacy

- Choices made in the past & how they influence present day.
- Impact the church had on people's lives.
- Decisions made in the past judged as 'good' or 'bad'.
- Reflect on lives and beliefs of others around the world.
- Importance of respecting different cultures and traditions.
- Impact of inequality of food distribution on others.
- Compare laws and rules and the effect of democracy.
- Comparing places of worship.

		• Recognising talents personally and of others.