

Curriculum Subject Skills – Year 4

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<u>PE</u>	<u>PSHE</u>	<u>ICT</u>
<p><u>Games</u> Choose and use a variety of ball skills with a good degree of accuracy. Recognise the similarities between invasion games. Use a variety of techniques and tactics to keep possession and score. Cooperate with others in games. Change pace, length and direction to outwit an opponent. Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others. Understand how strength, stamina and speed can be improved by playing games. Identify good performances and suggest ideas for practices that will improve their play.</p> <p><u>Athletics</u> Show some control when using a range of basic running, jumping and throwing actions. Sprint changing direction quickly and responding to a stimulus quickly. Perform hop and jump combinations with balance and control. Hop, step and jump in the correct sequence. Hop, step and jump with speed and balance. Demonstrate a 2 handed push throw. Consolidate a variety of throwing techniques. Describe the effect of throwing from sitting, kneeling or standing. Perform a range of jumps showing contrasting techniques and sometimes using a short run up. Throw with some accuracy and power into a target area. Work in cooperative groups to use different techniques, speed and effort to meet challenges. Relate different athletic activities to changes in heart rate, breathing and temperature. Identify and describe different aspects of athletic styles and use</p>	<p><u>Developing confidence and responsibility and making the most of their abilities</u> Be able to reflect on their mistakes and make amends. Begin to make responsible choices and consider consequences. Identify the range of skills needed in different jobs. Develop strategies for solving problems without adult intervention. Debate school or class issues (class forum).</p> <p><u>Preparing to play an active role as citizens</u> To continue to develop skills to take part in small discussions about community issues. Continue to value contributions of others in discussions. Continue to develop negotiating strategies. Know when to compromise. Identify reasons about why rules are needed. Understand there are consequences when rules are broken. Distinguish between accidental and deliberate actions. Understand that there are responsibilities as well as rights. Plan and deliver an argument about a school or class issue. Understand that everyone has a responsibility for environmental issues.</p> <p><u>Developing a healthy, safer lifestyle.</u> Behave safely and responsibility in different situations. Follow school rules about health and safety, basic emergency aid, procedures and where to get help. Extend strategies to cope with risky situations.</p> <p><u>Developing good relationships and respecting the differences between people.</u> Empathise with the lives of people living in other places and times, and people with different values and customs. Realise the nature and consequences of negative behaviour. Able to identify strategies to respond to negative behaviour constructively and ask for help. Develop strategies for solving problems without adult intervention.</p>	<p><u>Communicating information – text and multimedia</u> Select appropriate tools and resources for a task, edit work Begin to use ICT to improve efficiency, for example, find and replace, copy, spell check, Record, save and import a sound, sample and edit sounds, Increase familiarity with keyboard - from home keys use index fingers for home keys and index fingers for correct additional keys (g, v, b, r, t) (h, u, m, n, y)</p> <p><u>Communication information – images</u> Import images from a variety of places, Use cropping to select the best part of the image for a purpose, Manipulate an image, rotate, resize, know how to view/hide toolbars, picture toolbar Combine elements to create an image</p> <p><u>Control Technology</u> Understand that control devices follow instructions that must be programmed Understand that floor robot instructions can be transferred to a computer version Know that a screen turtle can be moved on screen Can predict and test the results of instructions Can type commands in immediate mode into a LOGO type program Understand that repeats can be used to shorten sequences of instructions Write a procedure that incorporates repeats Begin to write procedures that uses other procedures Using repeat and sequencing instructions create flowers (like Spirograph!)</p> <p><u>Handling Information</u> Choose an appropriate type of chart to display information to answer a question Collect information and know how to organise it in</p>

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<p>to improve their own performance.</p> <p>Gymnastics Perform a range of gym actions with consistency and fluency. Put out and take in apparatus safely. Practise and refine forward rolls, teddy rolls and log rolls. Perform a range of rolls with consistency, fluency and body tension. Match and mirror a partner using floor, mats and apparatus. Maintain quality throughout when performing. Gradually increase the length of the sequence. Work with a partner to show similar and contrasting actions on the floor and apparatus. Combine actions and show clarity of shape in longer sequences, alone or with a partner. Understand how strength and suppleness improve gym performance. Identify good performance based on given criteria, and suggest ideas for practises that will improve their sequence.</p> <p>Dance Use the stimulus of a character profile or text to develop a creative dance phrase. Create longer and more complex dance phrases using different compositional ideas. Devise own warm up and cool down. Evaluate and suggest how dance performances can be improved. Respond imaginatively through movement and gesture to a given stimulus. Work independently, in pairs and small groups, to perform, remember, repeat and refine a dance with a given structure. Perform dances clearly and fluently. Comment on performances constructively, using appropriate language.</p> <p>Outdoor and Adventurous Activities Use maps and diagrams to orientate themselves and to travel around a simple course. Plan responses to physical challenges and problems as a group. Prepare physically for activities and keeping safe. Evaluate the challenge and identify different approaches that could have been used. Record information accurately and use orienteering conventions.</p>	<p>Geography</p> <p>Level 2 Skills – Children show their skills in studies at a local scale. Use observations to ask and respond to questions. Using field work to complete chart and start to express opinions. Develop geographical vocabulary eg hill, mountain, river, north, south. Make simple maps and plans eg from a story. Use simple letter and number co-ordinates. Develop the use of secondary resources. Enquiry – Carry out simple tasks and select information using resources. Observe and record, eg identify buildings in street and complete chart. Express their own views about people, places and environments. Begin to use appropriate geographical vocab. Places – Recognise and make observations about how places compare with o eg. compare local area with places elsewhere. Recognise how places are linked to other places in the world eg, food from countries Show awareness of places beyond their locality. Patterns and Processes – Make observations about features in the enviro seasonal weather changes. Recognising simple patterns in the environment. Respond to questions about ‘why things are like that?’ by recognising and Making appropriate observations about some human and physical Processes. Environmental change and sustainable development Recognise how the environment can be improved and sustained eg. restricting number of cars Recognise how people affect the environment. Express views on environment and describe ways people affect the enviro attempt to make changes.</p> <p>Level 3 Skills – Children show their skills in studies at a local scale. Use sources of evidence to respond to a range of geographical questions. Carry out simple questionnaires and use simple equipment to measure and record eg. weather instruments. Continue to develop geographical vocabulary – clouds, rainfall, human and physical environment. Map of route to school including key and scale. Draw annotated sketches. Use more complex letter ad number co-ordinates. Use aerial photos and satellite images. Enquiry – Ask and respond to geographic questions eg what is this</p>	<p>different ways Know how to use a database and the advantages of ICT databases Plan and create a database to answer questions Know when a branching (yes/no) database is appropriate Modelling and Simulations Use repeats to draw squares / rectangles using a logo program, Be able to change the dimensions of a shape drawn Be able to identify the variables in a simulation program Record the results of changing variables in a simulation Research Locate information using search engines Use index, key word and category organised sites to locate information and explain the advantages of each Use their increasing knowledge of organisational features to locate information quickly Check information against other sources Compare how text, images, sound and video are used to convey information. Acceptable Use Keeping Safe Know the school acceptable use policy and internet safety rules and what to do to act in accordance with them including protecting their identity online e.g. through pseudonyms. Know that filtering systems while effective are not completely foolproof so must be supported by safe use of internet at all times. Know a list of trusted sites to use. Content and Navigation Use the URL to find the home page of a site, know what .co, .com, .org, .gov mean. When searching be able to differentiate between the information they were searching for and additional non-related information. Add sites to folders in favourites. Know that newspapers and web pages use a variety of presentation techniques and written effects to communicate messages and consider how they might affect the audience. Check online information sources against printed sources.</p>
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<p>Use skills with control in problem solving activities. Move with increasing confidence and accuracy when guiding and being guided around a simple obstacle course. Use observations of others to improve own performance.</p> <p style="text-align: center;"><u>History</u></p> <p><u>Level 2</u> Use wider variety of terms about passage of time Place events and objects in order of chronology Recognise their way of life is different from those in past Show knowledge and understanding of aspects of past beyond living memory Know some of main events and people they have studied Begin to identify some of diff ways past is represented Use observations of artefacts to answer questions about the past Can use range of sources of info to answer questions about the past Begin to recognize that there are reasons why people in the past acted as they did.</p> <p><u>Level 3</u> Know past can be divided into different periods of time. Can use dates and terms of chronology (BC/AD, century) Can recognise similarities and differences between time periods. Show knowledge and understanding of some main events, people and changes studied. Start to give reasons for and results of main events and changes studied. Can use sources of information and artefacts in ways that go beyond simple observations in order to answer questions about the past.</p> <p style="text-align: center;"><u>Art</u></p> <p><u>Exploring and Developing Ideas</u> Select and record from first hand observation and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p><u>Evaluating and Developing Work</u></p>	<p>landscape like? What do I think about it? Begin to use appropriate vocabulary to communicate their findings. Communicate in different ways eg news report or email.</p> <p><u>Places</u> – Show knowledge and understanding in studies at a local scale (local and contrasting UK location) – know the location of places and environments they study. Aware that different places have both similar and different characteristics. To identify and describe what places are like eg weather jobs (human) and where they are eg region/county, near hills (physical)</p> <p><u>Patterns and Processes</u> – Recognise, compare and describe patterns made by physical and human environmental features eg frost forming in playground, distribution of hotels along a seafront. Begin to offer explanations for locations of some of those features.</p> <p><u>Environmental change and sustainable development</u> Recognise how people can improve, damage or sustain the environment eg reclaiming derelict land or polluting a river.</p> <p style="text-align: center;"><u>Music</u></p> <p><u>Singing and Performing</u> To begin to sing in tune with some expression. Joins in with ensemble singing, maintaining a simple part with clear diction and sense of phrase. Rehearses and performs with others, with sense of purpose.</p> <p><u>Pitch</u> Can identify ascending and descending pitch Can use voice and tuned percussion to vary pitch.</p> <p><u>Duration</u> Can copy and create simple rhythmic patterns working alone and with others Can use invented or real signs and symbols to create and play simple rhythmic patterns. Can maintain a simple rhythmic part using voice or instruments, while a second part is played by others.</p> <p><u>Dynamics</u> Can vary dynamics with voice and instruments when working alone and with others, with increasing control. Shows awareness of others when choosing and using appropriate dynamics</p> <p><u>Tempo</u> Can maintain appropriate tempo and pulse when performing Shows awareness of tempo and pulse in movement, dance etc.</p> <p><u>Timbre</u> Explores the range of speaking/singing voices, recognising and using</p>	<p>Know how to identify a house style of a site and describe it and know about web writing conventions, such as language, brevity, tone and accuracy. Know that anyone can publish a web page and contribute content to a web page. Know that some sites may be published to make money or be sponsored by particular interest groups. Be able to identify some reasons why people might publish content that is not accurate. Be able to identify some of the purposes that content might be downloaded and used for, e.g. images adapted and changed and re-published. Being to recognise advertising on web pages. Know that once you have published content anyone can access to it and use it for other purposes</p> <p style="text-align: center;"><u>Science.</u></p> <p><u>Level 2</u> <u>SC1</u> – Agree or challenge observations described by peers. Respond to suggestions about how to find things out. Use simple texts, with help, to find out about scientific ideas. With help, choose factors and explain fairness. With help, raise questions. Say whether what happened was what they expected. With help make suggestions about how to collect data to answer questions. Use simple equipment provided. Make observations related to the task. With help record using simple tables and other formats. Communicate what they have found out using simple sentences and annotated drawings. Make comparisons using scientific vocabulary. Interpret data from bar charts and tables. Recognise when things do not go to plan. Say whether what happened was what they expected.</p> <p><u>SC2 – Life Processes and Living Things</u> Use knowledge to describe basic conditions plants and animals need to survive. Recognise that living things grow and reproduce. Sort plants and animals using simple features and describe basis for their groupings eg. number of legs, shape of leaf.</p>
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<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketch book.</p> <p>Drawing Experiment with ways in which surface detail can be added to drawings. Use sketch books to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Lines and Marks – Make marks and lines with a wide range of drawing implements eg charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. Forms and Shape- Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of object having a third dimension. Tone – Experiment with different grades of pencil and other implements to achieve variations of tone. Apply tone in a drawing in a simple way. Texture – Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p> <p>Digital Media Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software eg Photostory, Powerpoint. Use a graphics package to create images and effects with <u>lines</u> by controlling the brush tool with increased precision. Changing the type of brush to an appropriate style eg. charcoal. Create <u>shapes</u> by making selections to cut, duplicate and repeat. Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.</p> <p>Painting Experiment with different effects and textures inc. Blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales eg thin brush on small picture etc.</p>	<p>different vocal qualities. Can use sound words and phrases to describe how sound is created and perceived Explores different sound materials such as skin, wood, metal and clay. Effectively uses different ways to play instruments such as shaking, hitting, scraping with control. Recreates sounds from the environment using voice, instruments and ICT.</p> <p>Texture Can listen carefully to music, recognising a build up of layers eg different instruments. Can suggest ways to increase layers of sound to enhance performance.</p> <p>Structure Explores composing and playing simple repeating patterns with two or three sections. Uses ICT to select, organise, reorganise, edit and record sound, notes and phrases.</p> <p>Response Can listen to and evaluate a wide range of live and recorded music, including times and cultures. Can use dance, movement, narrative and drama to explore music expressively. Recognises how different musical elements can be combined and used Expressively. Can evaluate their own work and make improvements.</p> <p style="text-align: center;">DT</p> <p>Join fabrics in different ways: sewing glue etc. Use templates designed for measuring and marking out. Test fabrics to meet design criteria. Use decorative techniques. Make working levers and links for movement Make hinges and sliders Use different cutting and joining techniques. Use simple mechanisms to achieve movement. Use different construction materials wood/card/cortex etc and appropriate adhesives. Use tools safely to cut and join materials Construct simple electrical circuits and switches</p>	<p>Recognise different living things are found in different places. Eg ponds, woods.</p> <p>SC3 – Materials and their Properties Identify range of common materials and know about some of their properties. Describe similarities and differences between materials. Sort materials into groups describing basis for groupings in everyday terms eg. hardness, smoothness. Describe ways in which some materials are changed by heating, cooling, bending or stretching.</p> <p>SC4 – Physical Properties Know about a range of physical phenomena and recognise and describe similarities and differences. Compare ways in which devices work in different electrical circuits. Compare brightness of colour of lights, loudness of pitch of sounds and movement of objects (speed and direction)</p> <p>Level 3 SC1 – Recognise why it is important to collect data to answer questions. Respond to suggestions and put forward their own ideas about how to answer to a question. Use simple texts to find information. Give reasons to support ideas when asked to do so. Begin to carry out a fair test, recognising and explaining why it is fair. Raise questions. Make predictions with a reason based on personal experience. Use a range of simple equipment. Begin to decide upon an appropriate approach. Make relevant observations Measure quantities such as length or mass. Record observations in a variety of ways. Communicate and record in a scientific way what they have found out. Reject an unsuitable result. Identify simple causes and effect and patterns in recorded measurements. Provide explanations for observations. Suggest improvements in their work.</p>
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<p>Create different effects and textures with paint according to what they need for a task.</p> <p>Colour- Mix colours and know which primary colours make secondary colours.</p> <p>Use more specific colour language.</p> <p>Mix and use tints and shades.</p> <p>Printing</p> <p>Create printing blocks using a relief or impressed method.</p> <p>Create repeating patterns.</p> <p>Print with two colour overlays.</p> <p>Textiles</p> <p>Use a variety of techniques eg. printing, dying, weaving and stitching to create different textural effects.</p> <p>Match the tool to the material.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with paste resist.</p> <p>3D</p> <p>Plan, design and make models from observation or imagination.</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes.</p> <p>Create surface patterns and textures in a malleable material.</p> <p>Use papier mache to create a simple 3D object.</p> <p>Collage</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>Evaluate a project for success.</p> <p>MFL</p> <p>Speaking</p> <p>Say/repeat a few words and short simple phrases.</p> <p>Answer simple questions and give basic information.</p> <p>Ask and answer simple questions and talk about my interests.</p> <p>Listening</p> <p>Understand a few familiar spoken words and phrases.</p> <p>Understand a range of familiar spoken phrases.</p> <p>Understand the main points from a short spoken passage.</p> <p>Reading</p> <p>Can recognise and read out a few familiar words and phrases.</p> <p>Understand familiar written phrases.</p> <p>Understand the main points from a short written text in clear printed text.</p> <p>Writing</p> <p>Can write or copy simple words or symbols.</p> <p>Can write one or two simple sentences and fill in the words on a simple form.</p> <p>Can write a few short sentences with support using expressions which I have already learnt.</p>	<p>SC2 – Life Processes and Living Things</p> <p>Use knowledge and understanding of basic life processes when describing differences between living and non-living things.</p> <p>Provide simple explanations for changes in living things eg diet, lack of water or light.</p> <p>Identify ways in which an animals is suited to its environment eg fish have fins to help them swim.</p> <p>SC3 – Materials and their Properties</p> <p>Use knowledge and understanding of materials when sorting into groups according to properties.</p> <p>Explain simply why some materials are particularly suitable for specific purposes eg. glass in windows.</p> <p>Recognise that some changes can be reversed and some cannot, and classify changes in this way.</p> <p>SC4 – Physical Properties</p> <p>Link cause and effect in simple explanations eg bulb not lighting due to break in circuit, direction/speed of movement of an objects because of a push or pull.</p> <p>Begin to make simple generalisations about physical phenomena eg explaining that sounds get fainter if further away from source.</p>
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