Living things and their habitats

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heater or cooled, and measure or research the temperature at which this happens in degrees Celsius
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- recognise that light appears to travel in straight lines
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

S C I E N C E

Electricity

Identify common appliances that run on electricity.
Construct a simple series electrical circuit, identifying and naming basic parts(cells, wires, bulbs, switches and buzzers). Identify if a lamp will light in a simple circuit based on whether the lamp is part of a complete loop with battery. Know that switches open and close a circuit.
Recognise some common conductors and insulators, and associate metals with being good conductors.

Animals including humans

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Working Scientifically

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables. Reporting on findings from enquiries, explanations, displays or presentations of results and conclusions
- Using results to draw simple conclusions, making predictions for new values, suggest improvements and raise further questions.

ART

- Is happy to experiment with line, tone and shade
- Explores the effect of paint when adding glue, water, sand and sawdust
- Explores colour mixing through printing, using two colours and variety of materials
- Print with two colour overlay
- Uses printing to represent the natural environment

Year 4
Curriculum Skills
Coverage
CYCLE A

MUSIC

- Identify tempo and Dynamics using musical vocabulary
- Identify instruments/ describe mental images produced by sound/music
- Accurately play correct notes on tuned instruments/ perform with increasing dexterity. SING with expression
- Compose rhythms and notes individually in sections of music/ Understand basic pitch and rhythmic notation (pitch/crotchet/quaver etc)

History

- Place events from the time studied on a time
- Use terms related to the period and begin to date events
- Understand more complex terms eg. BCE/AD
- Identify key features and events
- Explain some of the main events and give reasons for, and results of the changes
- Understand some historical concepts
- Identify different examples of types of sources and can make deductions from that go beyond simple observation
- Ask relevant questions and begin to find answers to historical questions
- Understand that aspects of the past have been represented and interpreted in different ways
- Use historical language to communicate ideas
- Display findings in a variety of ways

Geography

Location Knowledge
- Know about the local area. Describe simply where places are in the local area

Knowledge and Interpretation
- Describe what gives the local area character and simply describe what other places are like beyond this area

Human and Physical Geography
- Observe and describe physical and human features of the local area. Begin to compare these features to another place beyond the local area.
- Begin to understand how people affect environment

Geographical Skills and Field work
- Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied
- Use FIELDWORK to observe, measure and record the human and physical features in a local area using a range of methods, including sketch maps, plans and graphs and digital technologies

ICT

Information Technology
- Choose a variety of software to accomplish a set task
- Select, use and combine internet services
- Analyse and evaluate the information found
- Collect and present data.

Digital Literacy
- Recognise acceptable/ unacceptable behaviour online and am confident in reporting
- Identify a range of ways to report unacceptable behaviour
- Use the internet to communicate (e-mail , video, blogs, social media)
- Skim read and sift information to check its relevance and modify search strategies
- Understand that the information they use needs to be appropriate for the audience they are writing for. Recognise that anyone can author on the internet and can produce content that is offensive, rude and upsetting and what to do (school rules) if found and how to report it.

PE

Games & Athletics
- Keep a game going using a range of throws
- Effectively play a competitive net/ wall game
- Keep and use rules
- Develop marking & fielding
- Demonstrate agility and speed, throw with speed and apply appropriate force
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvements to achive their personal best.
-

Dance & Gymnastics
- Explore and create characters and narratives.
- Develop a range of actions, body shapes and include performance
- Describe how their body reacts to different situations
- Create a gymnastic sequence that meet a theme or set of objectives
- ideas from different dance styles and compose dances expressively
- Compare their performances with previous ones and demonstrate improvements to achive their personal best

Languages (Spanish)
- Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link spelling , sound and meaning of words. Engage in conversations: ask and answer questions: express opinions and respond to those of others: seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures. Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing.
- Write phrases from memory and adapt these to create new sentences, to express ideas clearly. Describe people, places and things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and conjugation of the high-frequency words: key features and patterns of the language.

DESIGN AND TECHNOLOGY

- To generate ideas for an item, considering its purpose and the user/s
- To identify a purpose and establish criteria for a successful product
- To plane the order of their work
- To explore, develop and communicate design proposals by modelling ideas
- To make drawings with labels when designing

- To select tools and techniques for making their product
- Measure, mark out, cut, score and assemble components more accurately
- To work safely with a range of simple tools
- To think about their ideas as they make progress and be willing to change if this helps them improve their work
- To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT

- To evaluate their product against the original design criteria, eg How well it meets its intended purposes
- To disassemble and evaluate familiar products..

FOREST AND FARM SCHOOL

Cooking & Nutrition

- To know that to be active and healthy, food and drink are needed to provide energy for the body
- To apply the rules for basic hygiene and other safe practices eg: hazards related to the oven
- To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically where appropriate, using heat.
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  See also Science 'All Living things' objectives.
  All Children will – grow fresh produce/ produce a product to sell/   Plan and cater for an event for the outside community.

Wellbeing
- To encourage curiosity and exploration and use of all senses
- To empower children in the natural environment
- To increase co-operation with peers
- To encourage spatial awareness, motor development and problem solving skills
- To review and recognise their own personal achievements