

<p>Living things and their habitats</p> <ul style="list-style-type: none"> 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 	S C I E N C E	<p>Electricity</p> <p>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.</p>	
<p>States of Matter</p> <ul style="list-style-type: none"> 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. 		<p>Animals including humans</p> <ul style="list-style-type: none"> 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. 	
<p>Sound</p> <ul style="list-style-type: none"> 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 		<p>Working Scientifically</p> <ul style="list-style-type: none"> 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. 	
<p>ART</p> <ul style="list-style-type: none"> Shows an awareness of texture, form and shape by recreating an image in 3D form. Use a variety of techniques eg printing, dyeing, weaving and stitching to create different textile effects Match the tool to the material. Develop skill sin stitching, cutting and joining. Experiment with paste resist.. 		<p>Year 4 Curriculum Skills Coverage CYCLE B</p>	<p>MUSIC</p> <ul style="list-style-type: none"> 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)
<p>History</p>		<p>Geography</p>	
<ul style="list-style-type: none"> 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 		<p>Location Knowledge</p> <ul style="list-style-type: none"> Know about the local area. And begin to appreciate the importance of wider geographical location. <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> Be aware that different places may have both similar and different characteristics. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Begin to describe physical and human features and begin to offer reasons fpr observations and opinions about places and environments Recognise how people try to improve and preserve environments in the UK <p>Geographical Skills and Field work</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied Learn the 8 points of a compass, four figure grid reference. 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. 	

I C T	COMPUTER SCIENCE	P E	Games & Athletics
	<ul style="list-style-type: none"> • Design and create a simple program that completes a given task • Detect and fix bugs programs have to ensure they complete given task • Use repetition programmes • Understand how search engines order their results • Understand that computer networks can provide services such as the www and file sharing.. 		<ul style="list-style-type: none"> • 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 achieve their personal best. •
	Digital Literacy		Dance & Gymnastics
	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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 achieve their personal best
Languages (Spanish)			
<ul style="list-style-type: none"> • 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		F O R E S T A N D F A R M S C H O O L	Cooking & Nutrition
<ul style="list-style-type: none"> • How tp generate ideas, considering the purpose for which they are designing • To make labelled drawings from different views showing specific features • To develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggesting alternative methods of making it if the first attempt fails • To evaluate products and identify criteria that can be used for their own designs 			<ul style="list-style-type: none"> • 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. •
<ul style="list-style-type: none"> • To select appropriate tools and techniques for making their product • Measure, mark out, cut, score and assemble components more accurately • To join and combine materials and components accurately in temporary and permanent ways • To sew using a range of different stitches, to weave and knit • To measure, tape, pin, cut and join fabric with some accuracy. 			<p>See also Science 'All Living things' objectives.</p> <p><u>All Children will – grow fresh produce/ produce a product to sell/ Plan and cater for an event for the outside community.</u></p>
<ul style="list-style-type: none"> • To evaluate their work both during asnd at the end of the assignment • To evaluate their products carrying out appropriate tests • <u>To know when and where bridges were designed and made</u> • <u>Begin to look at inventors and their work..</u> 			Wellbeing
			<ul style="list-style-type: none"> • 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

