Year 4 Curriculum 2019-2020

Subject	Autumn	Spring	Summer
Art	**Collage** I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures I can use collage as a means of collecting ideas and information and building a visual vocabulary **Drawing** I can draw familiar objects with correct proportions I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt	**Digital media – Andy Warhol** I can present recorded visual images using software e.g. PowerPoint I can experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose **Textiles** I can print on fabrics using tiedyes or batik I can use a variety of techniques, e.g. printing, weaving and stitching to create different textural effects I can develop skills in stitching, cutting and joining	**Painting - Picasso** I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes I can work on a range of scales e.g.thin brush on small picture etc. **3d** I can plan my sculpture using drawings or other preparatory work I can join clay adequately and construct a simple base for extending and modelling other shapes **Printing** e.g. linked to Anglo Saxons
	I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork I can use skills I have been taught to adapt and improve my work I can say how I would improve my work using technical terms and giving reasons I can describe some of the key ideas, techniques and working practices of artists, architects and designers I have studied		
COMPUTING	E-safety **TT: use technology responsibly and understand that communication online may be seen by others.** **-Understand where to go for help and support when he/she has concerns about content on the internet or other technologies.** **(see long term planning for detailed objectives and resources)** Digital Literacy **TT: Select, use and combine a variety of software, systems and content that accomplish given goals.** **(see long term planning for detailed objectives and resources)**	E-safety day (February) **TT: use technology responsibly and understand that communication online may be seen by others.** **-Understand where to go for help and support when he/she has concerns about content on the internet or other technologies.** **(see long term planning for detailed objectives and resources)** Computer science **TT: Decompose programs into smaller parts.** **-Use logical reasoning to detect and correct errors in algorithms and programs.** **-Use other input devices such as sensors and motors** **(see long term planning for detailed objectives and**	Information Technology **TT: Understand how results are selected and ranked by search engines.** **(see long term planning for detailed objectives and resources)** Digital Literacy **TT: Select, use and combine a variety of software, systems and content that accomplish given goals.** **TT:use other input devices such as cameras, microphones.** **(see long term planning for detailed objectives and resources)**

		resources)	
	Keyboarding skills Use 2type to practice speed typing home row, bottom row and top row. Resource: 2type in purplemash		
DESIGN TECHNOLOGY	**Mechanisms** I can understand how to use electrical systems including switches, buzzers of lightbulbs I can apply my understanding of computing to program, monitor or control my product. **Food** Quick breakfast	**Textiles** See art Food Chicken risotto	**Food** I can understand and apply the basic principles of a healthy and varied diet to prepare dishes I can prepare and cook a variety of predominately savoury dishes using a range of cooking techniques I can understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **Food** Pasta Carbonara
	I can research and plan the design of innovative, functional and appealing products that are fit for purpose I can generate, develop, model and design through discussion, annotated sketches and computer aided design I can select from and use a wider range of materials including construction materials, textiles and ingredients. I can evaluate against my design brief		
ENGLISH	Picture Book Poetry – Tetracyts Recounts Explanation Texts	Stories form other cultures Discussions A playscript Persuasive writing Stories with historical settings Newspapers	Poetry – Kennings Narrative Stories that raise issues/dilemmas Information Texts
FRENCH	All about me	Games and Songs	Celebrations
	I can recognise familiar phrases and sentences in stories. I can accurately repeat the sounds that I hear in songs and rhymes. I can link some of the sounds of the language to their spellings. I can ask and answer questions about different topics. I can change simple sentences I have heard in different ways to make new sentences. I can read aloud with good pronunciation. I can understand and read out several familiar phrases and sentences. I can follow the words of a text when it is being read aloud. I can work out the meaning of some new words when I am reading. I can use different adjectives to describe people or a detailed picture. I can write sentences to describe something, using some words I've remembered and an example sentence to help me. I can use pronouns and articles correctly I understand that adjectives sometimes change because of the noun they describe.		

GEOGRAPHY	Map Skills Shapes of the Continents (Children can recognise and name all seven continents by their shape on a map/globe). -Explore an OS map of local area and find local features and places of interest.	Locality: Europe (city) -A country within Europe -Look at the physical and human features of the locality -Children to ask; "What is like to live here?"	
HISTORY	Local history I can describe a local history study (Smithills Old Hall)	Roman Empire I can describe the Roman Empire and its effect on Britain	Britain's settlements Anglo-Saxons and Scots I can describe Britain's settlement by Anglo Saxons and Scots
	I can use historic terms related to the period of study I can place some historical periods in a chronological framework I can explain what I have learned in an organised and structured way, using appropriate terminology I can understand that sources can contradict each other I can use a variety of resources to find out about aspects of life in the past.		
MATHS	**Number/Calculation** Know all tables to 12 x 12 Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10, 100 or 1000 Use Roman numerals to 100 (C) Column addition & subtraction up to 4 digits Multiply & divide mentally Use standard short multiplication **Geometry & Measures** Compare 2-d shapes, including quadrilaterals & triangles Find area by counting squares Calculate rectangle perimeters Estimate & calculate measures Identify acute, obtuse & right angles Identify symmetry Use first quadrant coordinates Introduce simple translations **Data** Use bar charts, pictograms & line graphs **Fractions & decimals** Recognise tenths & hundredths Identify equivalent fractions Add & subtract fractions with common denominators Recognise common equivalents Round decimals to whole numbers Solve money problems		
MUSIC	I can play and perform in solo and ensemble contexts I can improvise and compose music for a range of purposes I can listen with attention to detail and recall sounds with increasing aural memory I can use and understand staff and other musical notation I can demonstrate a developing understanding of musical history.		
PE	Games(Agility, Balance, Co-ordination) Gymnastics	Dance Games(Invasion / applying multi-skills)	Games(net / striking) Athletics
	I can run, jump, throw and catch in isolation and in combination I can play competitive games, modified where appropriate (eg cricket, football, hockey, netball, rounders, tag rugby, tennis) I can show my flexibility, strength, technique, control and balance (e.g. from athletics and gymnastics Key Steps 2) I can perform dances using a range of movement patterns I can run for 4 minutes without stopping		

PSHE	New beginnings Getting on and falling out Say no to bullying	Going for goals Good to be me	Relationships Changes
RE	I know what Jewish people believe and the values they follow	I can understand the deeper meaning of religious festivals	I can discuss what religion teaches us about the natural world and why we should care
SCIENCE	**Electricity** I can talk about common appliances that run on electricity. I can construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers. I can predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. I can explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can show that some materials are conductors and some are insulators, and can explain that metals are good conductors. **States of Matter** I can group materials together, according to whether they are solids, liquids or gases, including tricky ones like gels, foams, mists and pastes. I can demonstrate and explain that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). I can correctly talk about the part played by evaporation and condensation in the water cycle, and can show a link between the rate of evaporation and temperature.	**Sound** I can explain how sounds are made, and show that some of them are linked to vibrations. I can explain that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can show that there is a pattern between the volume of a sound and the strength of the vibrations that produced it. I can show that sounds get fainter as the distance from the sound source increases.	**Living things and their habitats** I can show that living things can be grouped together in various ways. I can explore and use classification keys to help group, identify and name a variety of living things. I can explain that environments can change and that this sometimes means that living things are put in danger. **Animals, inc humans** I can explain some parts of the digestive system in humans. I can explain the different types of teeth in humans and what they do. I can describe and explain a variety of food chains, naming producers, predators and prey.
	I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up practical enquiries, comparative and fair tests. I can make systematic and careful observations, and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. I can gather, record, classify and present data in a variety of ways to help with answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can identify differences, similarities or changes related to scientific ideas and processes. I can use scientific evidence to answer questions or to support my findings.		