



Banks Road Primary School
Yr 4 Long Term Planner: Progress Milestones

Learning Focus	Subject statement	Emerging (working towards)	Expected (at age related expectation)	Exceeding (above age related expectation)
Geography: Can the Earth Shake, Rattle and Roll?	Physical themes Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle.	I can describe different natural features such as a mountain and river and describe them using simple vocabulary, and name some of the processes associated with rivers and mountains.	I can use simple geographical vocabulary to describe significant physical features and talk about how they change. I can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. I can describe the water cycle in sequence, using appropriate vocabulary, and some of the processes associated with rivers and mountains.	I can describe several physical features and describe how they change. I can describe and name the key landscape features of river and mountain environments in the UK. I can explain the water cycle in appropriate geographical language. I can describe some of the processes associated with rivers and mountains.
	Understanding Places and Connections Establish and understanding of the interaction between physical and human processes .	I can describe how some physical processes can cause hazards to people. I can recognise that there are advantages and disadvantages of living in certain environments.	I can understand how physical processes can cause hazards to people. I can recognise that there are advantages and disadvantages of living in hazard-prone areas.	I can say why physical processes can cause hazards to people. I can explain the advantages and disadvantages of living in hazard-prone areas.
Science: States of Matter Big Idea: Materials have physical properties which can be investigated and compared. Materials can exist in different states and that these states can sometimes	Compare and group materials together, according to whether they are solids, liquids or gases. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius	I can recognise the state of matter of different materials. I can relate the terms 'evaporation' and 'condensation' to water. I can recognise that materials may change state.	I can group materials according to their state. I can describe how evaporation and condensation happen in the water cycle, and how temperature affects evaporation. I can identify changes of state and research values of degrees Celsius at which changes happen.	I can recognise that some materials cannot be easily classified as solids, liquids or gas Apply the relationship between rate of evaporation with temperature to everyday contexts. I can suggest patterns in which kinds of materials change state at higher or lower temperatures.



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be changed.	<p>Working Scientifically To record what has been learnt in a variety of ways. To make careful observations and record these.</p>	<p>I can, with prompting, gather and display evidence in various ways. I can use various equipment, as instructed.</p>	<p>I can use various ways to record, group and display evidence. I can use various equipment, as instructed, repeatedly and with care.</p>	<p>I can use line graph to record basic data. I can use various equipment, as instructed, repeatedly and with care.</p>
History: What happened when the Romans came?	<p>Significance & Interpretation Address and devise historically valid questions about significance.</p>	<p>I can select what is most significant in a historical account.</p>	<p>I can explain why some aspects of historical accounts, themes or periods are significant.</p>	<p>I can explain independently why a historical topic, event or person was distinctive or significant.</p>
	<p>Significance & Interpretation Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>I can provide a reason why two accounts of the same event might differ.</p>	<p>I can comment on a range of possible reasons for differences in a number of accounts.</p>	<p>I can explain historical situations, events, developments and individuals from more than one viewpoint.</p>
Science: Sound Big Idea: Light and Sound can be absorbed and enable us to see and hear.	<p>Identify how sounds are made, associating some of them with something vibrating.</p>	<p>I can identify how an object may vibrate.</p>	<p>I can explain, with reference to vibrations, how an object makes a sound.</p>	<p>I can group sound-making objects in terms of how they make sounds.</p>
	<p>Recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>I can recognise that the ear detects vibrations.</p>	<p>I can describe the role of a medium in the transmission of sound.</p>	<p>Compare the effectiveness of different media in terms of their ability to transmit sound.</p>
	<p>Recognise that sounds get fainter as the distance from the sound increases.</p>	<p>I can suggest why some sounds are louder than others.</p>	<p>I can describe the effect of moving further from the source of the sound.</p>	<p>I can explain with reference to particular examples how sound get fainter as the distance from the sound increases.</p>
	<p>Find patterns between the pitch of a sound and features of the object that produced it.</p>	<p>I can recognise that the pitch of a sound can be varied.</p>	<p>I can explain the reference to a particular object how the pitch of the sound can be changed.</p>	<p>I can identify generic features that cause the pitch of a note to be changed.</p>
	<p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p>	<p>I can recognise that the volume of a sound can be varied.</p>	<p>I can explain with reference to a particular object how the volume of the sound can be changed.</p>	<p>I can identify generic features that cause the volume of a note to be changed.</p>
	<p>Working Scientifically To use results to form conclusions.</p>	<p>I can suggest how an investigation could be extended.</p>	<p>I can use evidence to suggest further relevant investigations.</p>	<p>I can suggest further relevant comparative or fair tests.</p>
	<p>To use evidence to answer questions.</p>	<p>I can, with support, use evidence to</p>	<p>I can use evidence to produce a simple conclusion.</p>	<p>I can show how evidence supports a</p>



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		produce a simple conclusion.		conclusion.
Geography: Do we like to be beside the seaside?	The UK and local area Name and locate counties, cities and geographical regions of the UK and recognise their identifying human and physical characteristics.	I can describe where the UK is located, and name and locate its 4 countries and some counties. I can locate where I live in the UK. I can relate the continent, country, county, city where I live. I can locate the UK's major urban areas and some of the physical environments in the UK.	I can describe where the UK is located, and name and locate some major urban areas. I can locate where I live in the UK using locational terminology (north, south, east, west) and names of nearby counties. I can locate and describe some human and physical characteristics of the UK.	I can describe where the UK is located, and name and locate a range of cities and counties. I can locate where I live in the UK using locational terminology (north, south, east, west). I can locate and describe several contrasting physical environments.
	Physical themes Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle.	I can describe different natural features such as a mountain and river and describe them using simple vocabulary, and name some of the processes associated with rivers and mountains.	I can use simple geographical vocabulary to describe significant physical features and talk about how they change. I can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. I can describe the water cycle in sequence, using appropriate vocabulary, and some of the processes associated with rivers and mountains.	I can describe several physical features and describe how they change. I can describe and name the key landscape features of river and mountain environments in the UK. I can explain the water cycle in appropriate geographical language. I can describe some of the processes associated with rivers and mountains.
	Understanding places and connections Understand geographical similarities and differences through the study of human and physical geography of a region in the UK.	I can understand the basic physical and human geography of the UK and its contrasting human and physical environments. I can recognise that some regions are different from others.	I can understand the physical and human geography of the UK and its contrasting human and physical environments. I can explain why some regions are different from others.	I have a good understanding of the physical and human geography of the UK and its contrasting human and physical environments. I can explain why some regions are different from others and give reasons why some are familiar.
	Understanding places and connections Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.	I can recognise that there are physical and human differences within countries and continents. I am aware of the physical and human characteristics of a European region and a region in North or South America.	I can describe and compare similarities and differences between some regions in Europe and North or South America. I understand how the human and physical characteristics of a region in Europe and North or South	I can explain the similarities and differences between some regions in Europe and North or South America. I understand how the human and physical characteristics are connected for more than one region in Europe and North or South America.



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			America are connected and make it special.	
	<p>Understanding places and connections Establish an understanding of the interaction between human and physical processes.</p>	<p>I can describe how physical processes can cause hazards to people. I recognise that there are advantages and disadvantages of living in certain environments.</p>	<p>I can understand how physical processes can cause hazards to people. I can recognise that there are advantages and disadvantages of living in hazard-prone areas.</p>	<p>I can say why physical processes can cause hazards to people. I can explain the advantages and disadvantages of living in hazard-prone areas.</p>
<p>Science: Living Things</p> <p>Big Idea: Living things can be classified according to observable features.</p> <p>Habitats provide living things with what they need.</p>	<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>I can suggest a way of grouping living things.</p> <p>I can use classification keys to group and identify members from a small group of living things.</p> <p>I can describe how environments might change.</p>	<p>I can suggest different ways of sorting the same group of living things.</p> <p>I can use classification keys to group and identify members from a range of familiar and less familiar living things.</p> <p>I can describe examples of living things that are threatened by changes to environments.</p>	<p>I can suggest why some ways of grouping living things may be more useful than others.</p> <p>I can devise my own classification keys to group living things.</p> <p>I can describe examples of living things adapting to environmental change.</p>
	<p>Working scientifically To ask questions that can be used to construct a key. To make careful observations.</p>	<p>I can, with support, develop relevant, testable questions. I can use various equipment, as instructed.</p>	<p>I can develop relevant, testable questions. I can use various equipment, as instructed, repeatedly and with care.</p>	<p>I can develop a range of relevant testable questions. I can use various equipment, as instructed, repeatedly and with care.</p>
<p>History: Egyptians</p>	<p>Constructing the past Develop chronologically secure knowledge and understanding of British, local and World History. Establish clear narratives within and across the periods of study Understand overview and depth.</p>	<p>I can identify details from several themes, societies, events and significant people covered in local, national and global history.</p>	<p>I can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.</p>	<p>I can describe the main context of particular themes, societies, events and people including some explanation.</p>



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Science: Teeth and Eating Big Idea: The human body has a number of systems, each with its own function.	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.	I can describe the purpose of the digestive system in humans. I recognise that humans have different types of teeth. I understand the roles of producers, predators and prey.	I can identify what each of the principal organs in the digestive system do. I can describe the function of each type of tooth in the human skull. I can use food chains to represent predator-prey relationships.	I can explain why the simple functions of the basic parts of the digestive system in humans are necessary. Explain why humans have different types of teeth. Suggest what might happen in a food chain if the population of one of the organisms change.
	Working Scientifically To make observations and form conclusions. To make observations and record findings using scientific language and labelled diagrams.	I can, with support, use evidence to produce a simple conclusion. I can, with prompting, draw and label diagrams.	I can use evidence to produce a simple conclusion. I can use words and diagrams to record findings.	I can show how evidence supports a conclusion. I can start to use labelled diagrams to show more complex outcomes.
History: What was important to our local Victorians?	Planning and carrying out a historical enquiry. Construct informed responses that involve thoughtful selection and organisation. Develop use of appropriate use of historical terms.	The child can ask valid questions for enquiries and answer using a number of sources.	The child can devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.	The child can devise independently significant historical enquiries to produce substantiated and focused responses.
Science: Electricity Big Idea: Electricity can make circuits work and can be controlled to perform useful functions.	Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Recognise some common conductors and insulators, and associate metals with being good conductors. I can identify whether or not a lamp will light in a series circuit, based on whether or not the lamp is part of a complete loop with a battery.	I can recognise that some appliances run on electricity. I can construct a simple circuit. I understand that a complete circuit is needed for a circuit to operate. I can describe the function of a switch.	I can list appliances that run on electricity. I construct a simple circuit and name its components. I can sort materials into conductors and insulators, identifying metals as conductors. I can predict whether a particular arrangement of components will result in a bulb lighting. I can predict how the operation of a switch will affect bulbs lighting	I can compare and contrast appliances that run on mains electricity with those that run on batteries. I can identify the functions of components within a circuit. I can investigate graphite as a conductor and relate to other materials. I can explain why certain arrangements will not result in the bulb lighting. I can explain how altering the location of a switch affects the operation of the circuit.



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	Working scientifically To use results to draw simple conclusions.	I can, with support, use evidence to produce a simple conclusion.	I can use evidence to produce a simple conclusion.	I can show how evidence supports a conclusion.
Geography: American Road Trip	The World and Continents Locate the world's countries, focusing on Europe and North and South America.	I can locate countries in Europe and North and South America on a map or an atlas. I can describe some European and North and South American cities using an atlas.	I can locate some countries in Europe and North and South America on a map or an atlas. I can relate continent, country, state, city. I can identify states in North America using a map.	I can locate most countries in Europe and North and South America using an atlas. I can identify states in the USA using a map. I can explain, illustrate, with examples, continent, country, state, city.
	Human Themes Describe and understand key aspects of human geography, including: types of settlement and land use.	I can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and city. I can recognise features and some activities that occur in different settlements using a range of key vocabulary. I can recognise the main land uses within urban areas and key characteristics of rural areas.	I can identify and sequence a range of settlement sizes from a village to a city. I can describe the characteristics of settlements with different functions, e.g. coastal towns. I can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.	I can describe the distinctive characteristics of settlements with different functions and of different sizes, e.g. coastal towns. I can describe the main land uses within urban areas and the activities that take place there. I can describe the key characteristics of rural areas.
	Understanding places and connections Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.	I can recognise that there are physical and human differences within countries and continents. I am aware of the physical and human characteristics of a European region and a region in North or South America.	I can describe and compare similarities and differences between some regions in Europe and North or South America. I understand how the human and physical characteristics of a region in Europe and North or South America are connected and make it special.	I can explain the similarities and differences between some regions in Europe and North or South America. I understand how the human and physical characteristics are connected for more than one region in Europe and North or South America.
	Map and Atlas Work Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.	I can use a map to identify countries in Europe and / or North and South America. I can use an atlas to describe where the UK is located, and name and locate its four countries and some counties: I can locate where I live in the UK and the UK's major urban areas.	I can use a map or atlas to locate some countries and cities in Europe or North and South America. I child can use a map to locate some states of the USA. I can use an atlas to locate the UK and locate some major urban areas and where I live in UK.	I can use an atlas to locate many countries, cities and key features in Europe and North or South America. I can use a map to locate the states of the USA. I can use an atlas to name and locate a range of cities and counties in the UK.



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	<p>Fieldwork and Investigation Use a range of methods including sketch maps, plans and graphs, and digital technologies.</p>	<p>I can make a simple sketch map. I can present information gathered in fieldwork using a simple graph. I can use digital maps to identify familiar places.</p>	<p>I can make a map of a short route with features in the correct order and in the correct places. I can make a simple scale plan of a room. I can present information gathered in fieldwork using simple graphs. I can use the zoom function on digital maps to locate places.</p>	<p>I can make a detailed map of a short route with features in the correct order and in the correct places. I can make a simple scale plan of a room with objects in the room. I can present information gathered in fieldwork using a range of graphs. I can use the zoom function to explore places at different scales and add annotations</p>
<p>Science: Brilliant Bubbles</p> <p>Big Idea:</p> <p>Plan and carry out scientific investigations.</p>	Scientific working focus.			
	<p>Working Scientifically To set up practical enquiries and fair tests. To present survey results and consider further questions. To identify similarities, differences and changes in results from experiments.</p>	<p>I can set up a comparative test. I can indicate findings from an enquiry that could be reported. I can, with prompting, recognise patterns that relate to scientific ideas.</p>	<p>I can set up comparable tests. I can present findings either in writing or orally. I can recognise patterns that relate to scientific ideas.</p>	<p>I can with prompting identify and manage variables. I can, with support, display and present key findings from enquiries orally and in writing. I can arrange data to make clear key characteristics.</p>