 Year 4 Curriculum concepts and milestones

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|  | Autumn | Spring | Summer |
| Concepts and Milestones to cover in Science | Chemistry – To investigate materials I can compare and group materials according to whether they are solids, liquids or gasesI can observe some materials change state when heated or cooled and measure the temperature at which this happensI can identify the part played by evaporation and condensation in the water cycle and link the rate of evaporation to temperaturePhysics – To investigate electrical circuits I can identify common appliances that run on electricityI can construct a simple circuit and identify and name its basic partsI can identify whether or not a lamp will light on a circuit based on if it is complete or notI can recognise common conductors and insulators | Biology – To understand evolution and inheritance I can identify how plants and animals resemble their parents in many featuresI can recognise that living things have changed over time and that fossils and other sources of information help us identify living things who lived on the Earth long agoPhysics – To understand light and seeing I can recognise that we need light to see and that darkness is the absence of lightI know light is reflected from surfacesI know light from the sun can be dangerous for my eyes and skinI can recognise how shadows are formed and find patterns in the way they changeAll experiments should also include working scientifically:To work scientifically I can ask relevant questionsI can set up simple practical enquiries and fair testsI can make accurate measurementsI can record my findings using simple language, drawings, labelled diagrams, bar charts and tables | Biology – To understand evolution and inheritance I can identify how animals and plants are suited to and adapt to their environment in different waysTo understand plants I can identify and describe the functions of different parts of flowering plants.I can explore the requirements of plants for life and growth and how this varies from plant to plantI can investigate the way in which water is transported within plantsI can explore the role of flowers in the life cycle of a plant |
| Concepts and milestones to cover in Geography | To investigate places I can ask and answer geographical questions about the physical and human characteristics of a locationI can use fieldwork to observe and record the human and physical features in the local area using a range of methodsI can name and locate countries and cities of the UK and their identifying human and physical characteristics e.g. cities, hills, mountains, rivers, key topographical features and land use patterns; and understand how some of these things have changed over timeTo investigate patterns I can describe how the locality of the school has changed over timeTo communicate geographically I can describe key physical featuresRivers, mountains, volcanoes, earthquakes and water cycleI can describe key human featuresSettlements and land useI can use the eight points of a compass to communicate knowledge of the UK | To investigate places I can ask and answer geographical questions about the physical and human characteristics of a locationI can use maps, atlases, globes and digital computer mapping to locate countries and describe featuresTo investigate patterns I can name and locate the equator, northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and date and time zones as well as describe some physical characteristics of these geographical areasI can describe geographical similarities and differences between countriesTo communicate geographically I can describe key physical featuresRivers, mountains, volcanoes, earthquakes and water cycleI can describe key human featuresSettlements and land useI can use the eight points of a compass to communicate knowledge of the UK and the wider world | To investigate places I can ask and answer geographical questions about the physical and human characteristics of a locationI can use maps, atlases, globes and digital computer mapping to locate countries and describe featuresTo investigate patterns I can name and locate the equator, northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and date and time zones as well as describe some physical characteristics of these geographical areasI can describe geographical similarities and differences between countriesTo communicate geographically I can describe key physical featuresRivers, mountains, volcanoes, earthquakes and water cycleI can describe key human featuresSettlements and land useI can use the eight points of a compass to communicate knowledge of the UK and the wider world |
| Concepts and milestones to cover in History | To investigate and interpret the past I can use evidence to ask questions and find answers to those questions about the pastI can suggest suitable sources of evidence for historical enquiriesTo build an overview of world history I can describe changes that have happened near the school throughout historyI can describe changes that have happened in Britain from ancient timesTo communicate historically I can use appropriate historical vocabulary including dates, time periods, era, change and chronologyI can use English, Maths and ICT skills to communicate information about the past | To investigate and interpret the past I can use evidence to ask questions and find answers to those questions about the pastI can suggest suitable sources of evidence for historical enquiriesI can describe different accounts of a historic event and explain why the accounts might differTo build an overview of world history I can describe the social, ethnic, cultural or religious diversity of past societyTo understand chronologyI can place events, artefacts and historical figures on a timeline using datesI can understand the concept of change over timeTo communicate historically I can use appropriate historical vocabulary including dates, time periods, era, change and chronologyI can use English, Maths and ICT skills to communicate information about the past | To investigate and interpret the past I can use evidence to ask questions and find answers to those questions about the pastI can suggest suitable sources of evidence for historical enquiriesI can describe different accounts of a historic event and explain why the accounts might differI can suggest causes and consequences of some of the main events in historyTo build an overview of world history I can describe the social, ethnic, cultural or religious diversity of past societyI can describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and childrenTo understand chronologyI can place events, artefacts and historical figures on a timeline using datesI can understand the concept of change over timeTo communicate historically I can use appropriate historical vocabulary including dates, time periods, era, change and chronologyI can use English, Maths and ICT skills to communicate information about the past |
| Concepts and milestones to cover in Computing | To code I can use specified screen co-ordinates to control movementTo connect I can use features of applications to communicate messages professionallyTo collect I can devise and construct databases | To code I can set the appearance of objects and create sequences of changes as well as control the shade of a penTo connect I can use features of applications to communicate messages professionallyTo collect I can devise and construct databases(Please note that there is a separate e- safety curriculum to be followed) | To code I can create and edit sounds, control when they are heard, their volume, duration and resetsTo connect I can use features of applications to communicate messages professionallyTo collect I can devise and construct databases |
| Concepts and milestones to cover in Art(developing ideas by responding to ideas and exploring and collecting visual information as well as commenting on art works should happen at all times) | To paint I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and linesI can mix colours effectivelyI can use watercolour to produce washes for backgrounds and then add detailI can experiment with creating mood and colourTo take inspiration from the greats I can replicate some of the techniques used by notable artistsI can create original pieces that are influenced by studies of others | To draw I can use different hardness of pencils to show line, tone and textureI can annotate sketchesI can sketch lightly and use shading to show light and shadowI can use hatching and cross hatching to show tone and textureTo sculpt I can create and combine shapes to create recognisable formsI can include texture that conveys feelings, expression or movementI can use clay and other mouldable materialsI can add materials to provide interesting detail | To print I can use layers of two or more coloursI can replicate patterns observed in natural or built environmentsI can make printing blocksI can make precise repeating patternsTo collage I can select and arrange materials for a striking effectI can use coiling, overlapping, tessellation, mosaic and montageTo use digital media I can create images, video and sound recordings and explain why they were created |
| Concepts and milestones to cover in Design (design, make, evaluate and improve must be followed through each piece of design work) | To master practical skills with food I can prepare ingredients hygienically using appropriate utensilsI can measure ingredients to the nearest gram accuratelyI can follow a recipeI can assemble or cook ingredientsTo take inspiration from design throughout history I can improve upon existing designs giving reasons for my choiceI can disassemble products to understand how they work | To master practical skills with construction I can choose suitable techniques to construct products or to repair themI can strengthen materials using suitable techniquesTo master practical skills with materials I can cut materials accurately and safely by selecting the appropriate toolsI can measure and mark to the nearest mmI can apply appropriate cutting and shaping techniquesI can select appropriate joining techniques | To master practical skills with textiles I can understand the need for a seam allowanceI can join textiles with appropriate stitchingI can select the most appropriate techniques to decorate textilesI can use basic cross stitch and back stitchI can quilt pad and gather fabric |
| Concepts and milestones to cover in RE | To explore important events in a Christian’s lifeI can discuss Christian rites of passage(Birth/Confirmation/Marriage/funerals) | To explore important events in a Muslim’s lifeI can discuss Islamic rites of passage(birth/marriage/death)To explore important events in a Hindu’s lifeI can discuss Hindu rites of passage(birth/initiation/marriage/death) | To compare and understand religionsI can explore the rites of passage in Judaism and Sikhism I can compare the rites of passage across religions |
| Concepts and milestones to cover in PE | To perform gymnasticsI can plan, perform and repeat sequencesI can move in a clear, fluent and expressive mannerI can refine movements in to sequencesI can show changes of direction, speed and level during a performanceI can travel in a variety of ways (including flight and weight transference)I can show a kinaesthetic sense in order to improve the placement and alignment of body parts (balances)I can swing and hang from equipment safely (Using hands)To Play GamesI can throw and catch with control and accuracyI can strike a ball and field with controlI can choose appropriate tactics to cause problems for the oppositionI can follow the rules of the game and play fairlyI can maintain possession of a ball I can pass to team mates at appropriate timesI can lead others and act as a respectful team memberTo pursue Outdoor adventuresI can arrive properly equipped for outdoor and adventurous activityI understand the need to show accomplishment in managing risksI can show an ability to both lead and form part of a teamI can support others and seek support if required when the situation dictatesI can show resilience when plans do not work and initiative to try new ways of workingI can use maps, compasses and digital devices to orientate myselfI can adapt plans to suit changing conditionsTo DanceI can plan, perform and repeat sequencesI can move in a clear, fluent and expressive mannerI can refine movements in to sequencesI can create dances and movements that convey a definite ideaI can change speed and levels within a performanceI can develop physical strength and suppleness by practicing moves and stretching | To perform gymnasticsI can plan, perform and repeat sequencesI can move in a clear, fluent and expressive mannerI can refine movements in to sequencesI can show changes of direction, speed and level during a performanceI can travel in a variety of ways (including flight and weight transference)I can show a kinaesthetic sense in order to improve the placement and alignment of body parts (balances)I can swing and hang from equipment safely (Using hands)To Play GamesI can throw and catch with control and accuracyI can strike a ball and field with controlI can choose appropriate tactics to cause problems for the oppositionI can follow the rules of the game and play fairlyI can maintain possession of a ball I can pass to team mates at appropriate timesI can lead others and act as a respectful team memberTo pursue Outdoor adventuresI can arrive properly equipped for outdoor and adventurous activityI understand the need to show accomplishment in managing risksI can show an ability to both lead and form part of a teamI can support others and seek support if required when the situation dictatesI can show resilience when plans do not work and initiative to try new ways of workingI can use maps, compasses and digital devices to orientate myselfI can adapt plans to suit changing conditionsTo swimI can swim unaided up to 25 metresI can use one basic stroke, breathing correctlyI can control leg movements | To practice AthleticsI can sprint over a short distance up to 60 metresI can run over a longer distance, conserving energy in order to sustain performance I can use a range of throwing techniques (under and over arm)I can throw with accuracy to hit a target or cover a distanceI can jump in a number of ways, using a run up where appropriateI can compete with others and aim to improve personal best performancesTo Play GamesI can throw and catch with control and accuracyI can strike a ball and field with controlI can choose appropriate tactics to cause problems for the oppositionI can follow the rules of the game and play fairlyI can maintain possession of a ball I can pass to team mates at appropriate timesI can lead others and act as a respectful team memberTo swimI can swim unaided up to 25 metresI can use one basic stroke, breathing correctlyI can control leg movements |
| Concepts and milestones to cover in PSHE | Being me in my worldI know my attitudes and actions make a difference to the class teamI understand who is in my school community, their roles and how I fit inI understand how democracy works through the school councilI understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with themI understand how groups come together to make decisionsI understand how democracy and having a voice benefits the school communityCelebrating differenceI understand that, sometimes, we make assumptions based on what people look likeI understand what influences me to make assumptions based on how people lookI know that sometimes bullying is hard to spot and I know what to do if I think it’s going on but I’m not sureI can tell you why witnesses sometimes join in with bullying and sometimes don’t tellI can identify what is special about me and value the ways in which I am uniqueI can tell you a time when my first impression of someone changed when I got to know them | Dreams and goalsI can tell you about some of my hopes and dreamsI understand that sometimes hopes and dreams do not come true and that this can hurtI know that reflecting on positive and happy experiences can help me to counteract disappointmentI know how to make a new plan and set new goals even if I have been disappointedI know how to work out the steps to take to achieve a goal, and can do this successfully as part of a groupI can identify the contributions made by myself and other’s to a group’s achievementHealthy meI can recognise how different friendship groups are formed, how I fit in to them and the friends I value the mostI can recognise the changing dynamics between people in different groups, see who takes on which role and understand the roles I take in different situationsI understand the facts about smoking and its effects on health and also some of the reasons people start to smokeI understand the facts about alcohol and its effects on health and also some of the reasons some people drink alcoholI can recognise when people are putting me under pressure and can explain ways to resist this when I wantI know myself well enough to have a clear picture of what I believe is right and wrong | RelationshipsI can identify the web of relationships that I am a part of – including those more distantI can identify someone I love and can express why they are special to meI can tell you about someone I know that I no longer seeI can explain different points of view on an animal rights issueI understand how people feel when they love a special petI know how to show love and appreciation to the people and animals who are special to meChanging meI understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and spermI can correctly label the internal and external parts of male and female bodies that are necessary for making a babyI can describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation is a natural part of thisI know how the circle of change works I can identify changes that have been and may continue to be outside of my control that I learnt to accept |

Concepts and milestones covered by relevant schemes of work spread appropriately throughout the year:

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| Music |
| Listen and Appraise* I know 5 songs from memory and who sang/wrote them
* I know the style of 5 songs
* I can choose one song and am able to talk about: Lyrics and what the song is about and the musical dimensions and where they are used- texture, dynamics, tempo, rhythm and pitch.
* I can identify the main sections of the song and name some of the instruments used.
* I can name some of the instruments heard in the song
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| Games* I can confidently find the pulse of the song
* I understand how pulse, rhythm and pitch work together to create a song
* I know that rhythm is the long and short patterns over the pulse
* I can explain the difference between pulse and rhythm.
* I can explain that pitch is the high and low sounds that create melodies
* I can create musical ideas for my group/class to respond to
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| Singing* I know that singing in a group can be called a choir;
* I know that the leader or conductor is a person that the choir group follow;
* I know that songs can make you feel different things
* I can explain texture and understand that a solo singer makes a thinner texture than a large group
* I understand why you must warm up your voice.
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| Playing * I can discuss the instruments used in class and demonstrate how to play them
* I can discuss other instruments that may be found in an orchestra or band
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| Improvisation* I know and can talk about improvisation:
* I can make up my own tunes on the spot;
* I can create tunes that have never been heard before;
* I understand that using one or two notes confidently is better than using five
* I understand that if I improvise using the notes I am given, I cannot make a mistake.
* I can use some riffs heard during lessons in my improvisations
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| Composition* I understand that a composition is music that is created by me and kept in some way.
* I can record compositions in different ways using letter names, symbols, audio etc.
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| Performance* I understand that performing is sharing music with other people- an audience
* I understand a performance doesn’t have to be a drama. It can be to one person or to each other.
* I can sing and rap words clearly and play with confidence.
* I can thoroughly plan a performance
* I know that a performance involves communicating feelings, thoughts and ideas about the song/music.
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| MFL (French) |
| To Listen attentively to spoken language and show understanding by joining in and responding * I can repeat modelled words
* I can listen and show understanding of single words through physical response
* I can repeat modelled short phrases
* I can listen and show understanding of short phrases through physical response

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words* I can listen and identify specific words in songs and rhymes and demonstrate understanding
* I can listen and identify specific phrases in songs and rhymes and demonstrate understanding

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* I can recognise a familiar question and respond with a simple rehearsed response
* I can ask and answer a simple and familiar question with a response
* I can express simple opinions such as likes, dislikes and preferences
* I can ask and answer at least two simple and familiar questions with a response

Speak in sentences using familiar vocabulary, phrases and basic language structures* I can name objects and actions and link words with a simple connective
* I can use familiar vocabulary to say a short sentence using a language scaffold
* I can speak about everyday activities and interests
* I can refer to recent experiences or future plans

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* I can identify individual sounds in words and pronounce accurately when modelled
* I can start to recognise the sound of some letter strings in familiar words and pronounce when modelled
* I can adapt intonation to ask questions or give instructions
* I can show awareness of accents, elisions and silent letters

Present ideas and information orally to a range of audiences* I can name nouns and present a simple rehearsed statement to a partner
* I can present simple rehearsed statements about myself, objects or people to a partner
* I can present ideas and information in simple sentences using familiar and rehearsed language to a partner or small group of people

Appreciate stories, songs, poems and rhymes in the language* I can join in with actions to accompany familiar songs, stories and rhymes
* I can join in with words of a song or storytelling

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary* I can use strategies for memorisation of vocabulary
* I can make links with English or known language to work out the meaning of new words
* I can use context to predict the meaning of new words
* I can begin to use a bilingual dictionary to find the meaning of individual words in French and English

Write phrases from memory and adapt these to create new sentences to express ideas clearly* I can write single familiar words from memory with understandable accuracy
* I can write familiar short phrases from memory with understandable accuracy
* I can replace familiar vocabulary in short phrases written from memory to create new short phrases

Read carefully and show understanding of words, phrases and simple writing* I can read and show understanding of familiar single words
* I can read and show understanding of simple phrases and sentences containing familiar words

Describe people, places, things and actions orally and in writing* I can say or write simple familiar words to describe people, places, things and actions using a model
* I can say or write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold
* I can say or write one or two short sentences that may contain an adjective to describe people, places, things and actions

Understand basic grammar appropriate to the language being studied including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instances, to build sentences; and how these differ from or are similar to English. |