

### SCIENTISTS in Year 4 should be able to:

- Ask relevant questions to help plan enquires.
- Set up simple, practical enquiries and comparative and fair tests.
- Make and record accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and begin to form independent conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Use straightforward, scientific evidence to answer questions or to support their findings.
- Use key scientific vocabulary such as; increase, decrease and appearance

### HISTORIANS in Year 4 should be able to:

- Talk about the past and present using appropriate dates, centuries and time vocabulary– and that of year 3
- Order people, objects and events using a time line with justifiable reasons
- Ask historical questions and use more than one piece of evidence to support a historical argument/answer historical questions.
- Begin to present information about the past using a range of methods—report, newspaper, letter.
- Explain that some sources are more reliable than others and can use these find out about the past
- Explain similarities and differences concerning the past
- Use various sources of evidence to build up a clear picture of the past.

### A SPORTS PERSON in Year 4 should be able to:

- Talk about how their work is similar and different from other performances.
- Talk about which skills are appropriate for each discipline.
- Talk about their health and PE and what makes up a balanced diet.
- Move in a controlled way and change their dynamics.
- Create a dance routine to communicate an idea and improvise with repeated sequences.
- Play as part of a team and use the equipment accurately.
- Have control over a ball when kicking and receiving , throwing and catching



Castleford Park Junior Academy

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## Year 4 Key Skills

### MUSICIANS in Year 4 should be able to:

- Describe music using the correct terminology.
- Talk about how music affects mood and feelings
- Sing songs clearly in a group and perform as part of a group using instruments.
- Combine musical elements to compose music.
- Copy a range of increasingly complex rhythms
- Recognise how musical elements can be used together to compose descriptive music
- Describe the different purposes of music throughout history.
- Compose and perform melodies (including ICT) with repeating patterns and a range of tuned and untuned instruments.
- Continue to recognise standard note formations through the use of recorders.

### GEOGRAPHERS in Year 4 should be able to:

- Use geographical terminology when describing the physical and human features of a location.
- Use maps to make assumptions about the different areas of Europe e.g. using map keys, aerial photographs, and a globe to identify mountainous areas, urban areas etc.
- Explain how a place is changing (e.g. new houses being built) and what impact this is having.
- Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)
- Explain how the water cycle works
- Create maps using symbols to represent different physical features using an atlas to support.
- Explain how a locality has changed over time with reference to human and physical features - explaining the impact using geographical vocabulary.
- Suggest different ways that a locality could be changed and improved
- Accurately use four figure grid references and ordnance survey symbols

### ARTISTS in Year 4 should be able to:

#### Drawing

- Introduce concepts of scale and proportion.
- Begin to draw the effect of light and shadows on a surface, on objects and people.

#### Colour—Painting , pastels and watercolour

- Extend mark making and creating patterns In what way?
- Research textures and patterns
- Advise and decide on size of brush , paper etc.

#### Sculpture– Clay and card

- Explore ways of creating surface patterns and textures using tools.
- Introduce slab making and decorating on top adding extra pieces of clay using slip.
- Make more complex shapes and discuss balance and stability.

#### Knowledge

- Experiment with different styles that artists use.

### PSHCE in Year 4 should be able to:

#### **Health and Wellbeing**

- What positively and negatively affects their physical, mental and emotional health
- To recognise that they might experience conflicting emotions and when they might need to listen to their emotions or overcome them
- About people who are responsible for helping they stay healthy and safe and ways that they can help these people
- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- About change, including loss, separation, divorce and bereavement
- How their body will, and emotions may, change as they approach and move through puberty
- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves

#### **Relationships**

- To recognise and respond appropriately to a wider range of feelings in others
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- That their actions affect themselves and others

#### **Living in the Wider World**

- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people

### Designers in Year 4 should be able to:

#### **Design**

- Research and evaluate existing products for purpose and audience then begin to create own success criteria with teacher support.
- Design and annotate sketches and prototypes to discover suitable materials and processes and explain their choices.
- Begin to create a sequence of the process they will perform to get to an end product.

#### **Make**

- Select appropriate equipment for a task thinking about the properties and suitability's for their products.
- Suggest alternative ways of making a product if the first attempt fails

#### **Evaluate**

- Evaluate the work of their work and others and incorporate others ideas into their work.
- Identify areas of improvement and successes in their own work.

#### **Technical knowledge**

- Understand and use their knowledge of electrical systems and pulleys.
- Measure, mark out, cut and shape materials accurately.

### MFL in Year 4 should be able to:

- Pupils show that they understand simple classroom commands, short statements and questions.
- Pupils respond briefly, with single words or short phrases, to what they see and hear.
- Pupils show that they understand single words presented in clear script in a familiar context.
- They label items and select appropriate words to complete short phrases or sentences.

### RE in Year 4 should be able to:

#### **Know and Understand**

- Make connections between different faiths and beliefs.
- Describe and understand religious and moral stories.
- Explore a range of different beliefs and symbols and their significance.

#### **Express and Communicate**

- Explore and show understanding of similarities and differences in religions and worldviews.
- Suggest why belonging to a community can be valuable for others and in our own lives.
- Express their own ideas on morality, giving reasons.
- Respond thoughtfully to ideas about community, values and respect.

#### **Apply**

- Express their own ideas through presentation, art, poetry, and music.

### A COMPUTER USER in Year 4 should be able to: (E—safety key skills)

- To share knowledge of online safety with children and parents.
- Create a range of resources to help parents and children to understand online safety issues.
- Create and share an online safety presentation and information materials.