

ART & DESIGN

CURRICULUM PROGRESSION — YEAR 4

Skills		Core knowledge	
<p>To explore and refine a range of techniques, materials, processes and media, including digital media, to draw, sculpt, model, design, paint and print</p> <p>To design and create images and artefacts, expressing ideas for clearly defined purposes</p>		<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p>	
Drawing	Painting	Collage / sculpture	
<p>*Sketch lightly (no need to use a rubber to correct mistakes)</p> <p>*Use shading to show light and shadow</p> <p>*Use hatching and cross hatching to show tone and texture</p> <p>*Use pastels for effect</p>	<p>*Use watercolour paint to produce washes for background then add detail</p> <p>*Experiment with creating mood with colour</p> <p>* Study the work of Picasso, Cezanne and Salvador Dali</p>	<p>*Use clay and other mouldable materials</p> <p>*Add materials to provide interesting detail</p> <p>*Select and arrange materials for a striking effect</p> <p>*Weave using plastics</p> <p>*Ensure work is precise</p> <p>*Use patterns for precise detail</p> <p>Learn about great architects in history: (buildings) Sir Christopher Wren, Antonio Gaudi, Zaha Hadid and Renaissance and Art Deco design (bridges) Mott, Hay and Anderson, Charles Smith, Ove Arup and The Nipper partnership, Haytor and Charles Neate and Thomas Granger</p>	

	BLW	GDS
I can show facial expressions and body language in sketches and paintings		
I can use marks and lines to show texture in my art		
I can use line, tone, shape and colour to represent figure and forms in movement		
I can show reflections in my art		
I can print onto different materials using at least four colours		
I can sculpt clay and other mouldable materials		
I can integrate digital images in to my art		
I can experiment with the styles used by other artists		
I can explain some of the features of art from historical periods		

DESIGN & TECHNOLOGY

CURRICULUM PROGRESSION — YEAR 4

Skills		Core knowledge	
<p>To explore changes in the way things move by using push and pull forces</p> <p>To explore simple mechanisms and structures to investigate how they work</p> <p>To give instructions to make things happen using programmable devices</p> <p>To explore simple electrical circuits and find out how electricity is used in the home, at school and in some products</p> <p>To explore sources of light and sound and how we sense them</p> <p>Apply their understanding of computer programme, monitor and control their products</p>		<p>Investigate and analyse a range of existing products</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.</p> <p>Select from and use a wider range of materials and components.</p> <p>Evaluate Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p>	
Cooking & nutrition	Textiles	Construction	Mechanics
<p>*Understand and apply the principles of a healthy and varied diet.</p> <p>*Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>*Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>*Understand the need for a seam.</p> <p>*Join textiles with appropriate stitching – build on running stitch from yr. 3 to include, back stitch, over stitch, blanket stitch.</p> <p>*Select the most appropriate techniques to decorate textiles.</p>	<p>*Choose suitable techniques to construct products.</p> <p>*Strengthen materials using suitable techniques.</p>	<p>*Understand and use mechanical systems in their products – gears and rotatory motion.</p>

	BLW	GDS
I can use ideas from other people when I am designing		
I can produce a plan and explain it		
I can evaluate and suggest improvements for my designs		
I can evaluate products for both their purpose and appearance		
I can explain how I have improved my original design		
I can present a product in an interesting way		
I can measure accurately		
I can persevere and adapt my work when my original ideas do not work		
I know how to be both hygienic and safe when using food		

GEOGRAPHY

CURRICULUM PROGRESSION — YEAR 4

Core knowledge and skills

Location knowledge –

Name and locate counties of the world concentrating on their key physical and human characteristics

Where significant rivers/weathers are located in the UK, Europe and the wider world.

Place knowledge –

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

How identities, communities, places and traditions have changed and are changing over time.

To identify patterns in communities, places and past events by searching for and locating information using keywords, and carrying out searches, fieldwork and surveys.

To identify the similarities and differences between places and environments, and understand how they are linked.

To appreciate the relationship between the physical, built and economic and social environments.

Human and physical geography

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;

Study types of human settlement and movement of people between settlements

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Physical geography: rivers and the water-cycle, mountains

Geographical mapping skills

Use maps with symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Children to draw maps including symbols and a key.

Fieldwork

Use fieldwork to observe, measure and record physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. (link to rivers & mountains).

	BLW	GDS
I can carry out research to discover features of villages, towns or cities		
I can explain why people may be attracted to live in cities		
I can explain why people choose to live in one place rather than another		
I can explain why many cities are situated on or close to rivers		
I can explain the course of a river		
I can explain the difference between the British Isles, Great Britain and the United Kingdom		
I know the countries that make up the European Union		
I can find at least six cities in the UK on a map		
I can name and locate some of the main islands that surround the United Kingdom		
I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school		
I can explain types of settlement and land use.		
I can use maps with symbols and key (including the use of Ordnance Survey maps)		
I can describe different types of economic activity in the countries studied, past and present.		

HISTORY

CURRICULUM PROGRESSION — YEAR 4

Core knowledge and skills

Period - British history/ Local history Study

Britain's settlement by Anglo-Saxons and Scots

In depth study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Ancient Egypt:

To find out about the achievements of the earliest civilizations – an overview of where and when they appeared and a depth study of one.

Extended chronological study:

To explore the different ways we can find out about the past and how to understand the evidence.

Local history

A study of an aspect of history that is significant in the locality – how the use of the River Tees has changed over time.

A study over time tracing how several aspects of national history are reflected in the locality (impact on leisure)

	BLW	GDS
I can plot events on a timeline using centuries		
I can use my mathematical skills to round up time differences into centuries and decades		
I can find out about Ancient Egypt through a range of sources and present my findings to an audience		
I can explain how historic items and artefacts can be used to help build up a picture of life in the past		
I can describe how leisure has changed over a period of time in my locality due to national events		
I can explain how an event from the past has shaped our life today		
I can research what it was like for children in a given period of history and present my findings to an audience		

MUSIC

CURRICULUM PROGRESSION — YEAR 4

Skills	Core knowledge
<p>To listen carefully, recognise and use repeated patterns and increase aural memory</p> <p>To perform with control and awareness of audience and what others are playing or singing</p> <p>To compose and perform simple melodies and accompaniments recognising different musical elements and how they can be used together to compose music</p> <p>To recall, plan and explore sounds using symbols and ICT</p>	<p>Pupils should be taught to</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music;</p> <p>listen with attention to detail and recall sounds with increasing aural memory;</p> <p>use and understand staff and other musical notations;</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p>
<p>Composer for the year: Beethoven (Classical period)</p>	

	BLW	GDS
I can perform a simple part rhythmically		
I can sing songs from memory with accurate pitch		
I can improvise using repeated patterns		
I can use notation to record my compositions in a small group or on my own		
I can explain why silence is often needed in music and explain what effect it has		
I can identify the character in a piece of music		
I can identify and describe the different purposes of music		
I can begin to identify the style of work of, for example, Beethoven, Mozart and Elgar		

PHYSICAL EDUCATION

CURRICULUM PROGRESSION — YEAR 4

Skills		
Autumn	Spring	Summer
<p>Games – Hockey</p> <ul style="list-style-type: none"> *Hit and stop the ball with control and accuracy. *Strike a ball with control. *Choose appropriate tactics to cause problems for the opposition. *Follow the rules of the game and play fairly. *Maintain possession of the ball. *Pass to a team mate at appropriate times. *Act as a respectful team member. <p>Athletics</p> <ul style="list-style-type: none"> *Sprint over a short distance up to 60 metres. *Run over a longer distance, conserving energy in order to sustain performance. *Use a range of throwing techniques – over arm/under arm. *Throw with accuracy to hit a target or cover a distance. *Jump in a number of ways using a run where appropriate. *Compete with others and aim to improve personal best performances. 	<p>Dance</p> <ul style="list-style-type: none"> *Plan, perform and repeat sequences. *Move in a clear and expressive manner. *Refine movements into sequences. *Create dances that convey a definite idea. *Change speed and levels. *Develop suppleness and strength by practicing moves and stretching. <p>Games – Basketball/Netball</p> <ul style="list-style-type: none"> *Throw and catch with control and accuracy. *Strike a ball and field with control. *Choose appropriate tactics to cause problems for the opposition. *Follow the rules of the game and play fairly. *Maintain possession of the ball. *Pass to a team mate at appropriate times. *Act as a respectful team member. 	<p>Gymnastics</p> <ul style="list-style-type: none"> *Plan, perform and repeat sequences. *Move in a clear and expressive manner. *Refine movements into sequences. *Show change of direction, speed and level. *Travel in a variety of ways including flight; focusing on transferring weight to generate power. *improve the placement and alignment of body parts. E.g. balances experiment to get the centre of gravity successful. *Swing and hang from equipment safely <p>Games – Rounders</p> <ul style="list-style-type: none"> *Throw and catch with control and accuracy. *Choose appropriate tactics to cause problems for the opposition. *Follow the rules of the game and play fairly. *Maintain possession of the ball. *Pass to a team mate at appropriate times. *Act as a respectful team member.

	BLW	GDS
I can catch with one hand		
I can throw and catch accurately		
I can hit a ball accurately with control		
I can keep possession of the ball		
I can vary tactics and adapt skills depending on what is happening in a game		
I can work in a controlled way		
I can include change of speed and direction		
I can include a range of shapes		
I can work with a partner to create, repeat and improve a sequence with at least three phases		
I can take the lead when working with a partner or group		
I can use dance to communicate an idea		
I can run over a long distance		
I can sprint over a short distance		
I can throw in different ways		
I can hit a target		
I can jump in different ways		
I can follow a map in a (more demanding) familiar context		
I can follow a route within a time limit		

Computing

CURRICULUM PROGRESSION — YEAR 4

Core knowledge and Skills

Computing

- design write and debug programs that accomplish specific goals, including controlling or simulating physical systems
- solve problems by decomposing them into smaller parts
- use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- work with variables and various forms of input and output

Digital Literacy

- Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact
- use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content
- understand computer networks, including the internet; ...and the opportunities they offer for communication and collaboration.

ICT

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use search technologies effectively

Computing	Digital Literacy	ICT
<p>Pupils learn to use graphical programming language and will use repetition in a program.</p> <p>Pupils learn to sequence instructions in a Scratch program and work with selection options and variables, for instance if a question is answer correctly or incorrectly and keeping a score.</p> <p>Pupils learn different forms of input and output and use these in their own programming.</p> <p>Pupils learn to detect mistakes in their algorithms and programs and use logical thinking to correct these.</p>	<p>Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information</p> <p>Pupils learn to make good passwords for their accounts, learn about spam and how to deal with it. They begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge</p> <p>Pupils are introduced to their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment</p> <p>Pupils learn that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others</p>	<p><u>Digital Publishing</u>: Pupils learn how to edit and write HTML and create a web page.</p> <p><u>Presentations</u>: Pupils learn to write and deliver a presentation on a given subject</p> <p><u>Animations</u>: Pupils learn how to develop a storyboard and then create a simple educational game.</p> <p><u>Sound and video</u>: Pupils record and edit media to create a short sequence</p> <p><u>Working with data</u>: Pupils learn to search, sort and graph information</p>

Computing	BLW	GDS
I can design, write and debug programs that accomplish specific goals.		
I can solve problems by decomposing them into smaller parts.		
I can use sequence, selection and repetition in programs.		
I can work with variables.		
I can work with various forms of input and output.		
Digital Literacy		
I can understand the opportunities computer networks offer for collaboration.		
I can be discerning in evaluating digital content.		
I can recognise acceptable and unacceptable behaviour when using technology.		
ICT		
I can select, use and combine software (including internet services) on a range of digital devices.		
I can use search technologies effectively.		
I can collect, analyse, evaluate and present data and information.		