

## **Year 4 - Being an Artist**

- 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 my digital images into my art
- I can experiment with the styles used by other artists
- I can explain some of the features of art from historical periods

## **Year 4 - Computing - Algorithms and Programming**

- I can experiment with variables to control models
- I can give an on-screen robot specific instructions that takes them from A to B
- I can make an accurate prediction and explain why I believe something will happen (linked to programming)
- I can de-bug a program

## **Year 4 - Computing - Digital Literacy**

- I recognise acceptable and unacceptable behaviour using technology

## **Year 4 Computing - Information Technology**

- I can select and use software to accomplish given goals
- I can collect and present data
- I can produce and upload a pod cast

## **Year 4 - Design Technology - Being a Designer**

- 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

## **Year 4 Geography - Being a geographer**

I can carry out research to discover features of villages, towns or cities

I can plan a journey to a place in England

I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc)

I can explain why people may be attracted to live in cities

I can explain why people may choose to live in one place rather than another

I can locate the Tropic of Cancer and Tropic of Capricorn

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

## **Year 4 History - Being an Historian**

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 explain how the lives of wealthy people were different from the lives of poorer people

I can explain how historic items and artefacts can be used to help build up a picture of life in the past

I can explain how an event from the past has shaped our life today

I can research two versions of an event and explain how they differ

I can research what it was like for children in a given period of history and present my findings to an audience

## **Year 4 - Music - Being a Musician**

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 and interpret sequences of pitches

I can use notation to record 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 Beethoven, Mozart and Elgar

## **Year 4 - Science - Life and Living Processes, Biology**

Identify and describe the simple functions of the basic parts of the human digestive system

Describe the simple functions of the organs of the human digestive system

Identify the different types of human teeth and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Recognise that living things can be grouped in a variety of ways

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Recognise that environments can change and this can sometimes pose dangers to living things

## **Year 4 Science - Materials - Chemistry**

Compare and group materials together, according to whether they are solids, liquids or gases

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 (°C)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## **Year 4 Science - Physical Processes - Physics**

Identify how sounds are made, associating some of them with something vibrating

Recognise that vibrations from sounds travel through a medium to the ear

Find patterns between the pitch of a sound and features of the object that produced it

Find patterns between the volume of a sound and the strength of the vibrations that produced it

Recognise that sounds get fainter as the distance from the sound source increases.

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

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Recognise some common conductors and insulators, and associate metals with being good conductors.

## **Year 4 Science - Working Scientifically**

Ask relevant questions and use different types of scientific enquiries to answer them

Set up simple practical enquiries, comparative and fair tests

Decide which information needs to be collected and decide which is the best way for collecting it

Take measurements using different equipment and units of measure and record what they have found in a range of ways

Make accurate measurements using standard units

Explain their findings in different ways, for example, display, presentation, writing

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Make predictions based on something they have found out

Record and present what they have found using scientific language, drawings, labelled diagrams, keys, bar charts and tables

#### **Year 4 Science - Exceeding statements**

Plan and carry out scientific enquiry by controlling variables fairly and accurately

Use test results to make further predictions and set up further comparative tests

Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models

Report findings from scientific enquiries through written explanations and conclusions

Explain how people, weather and the environment can affect living things

Explain how certain living things depend on one another to survive

Group and classify a variety of materials according to the impact of temperature on them

Relate temperature to change of state of materials

Recognise if all metals are conductors of electricity