Skills Tracker - Year 4

Term 1 / Term 2 / Term 3 / Term 4 / Term 5 / Term 6

Historical, Geographical and Social Understanding

- Britain's settlement by Anglo-Saxons and Scots
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- To be covered during History week during SATS week Ancient Greece a study of Greek life and achievements and their
 influence on the western world
- Use terms related to the period and begin to date events
- Use more complex terms eq. BC/AD
- Begin to evaluate the usefulness of sources
- Ask a variety of questions
- Select from knowledge of history and communicate it in a variety of ways

Locational Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their physical and human characteristics
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics - Land use patterns and understand how some of these features have changed over time.

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region European Country
- Describe and understand aspects of physical geography including mountains

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use symbols and keys (including the use of grid ordnance survey maps) to build their knowledge of the United Kingdom
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps
- Identify and explain different views of people, including themselves
- Collect and record evidence eg. Questionnaire results in simple chart, colour coded maps which show patterns
- Draw accurate maps
- Develop more complex keys
- Use contents /index to locate position including page /coordinates

Focus Religions: Christianity and Islam

Key Themes - Autumn - Inspirational People, Spring - Religion and the individual, Summer - Religion, Family and Community

- Describe the function of key features of religions in relation to religious practice.
- Make simple links between a range of examples of religious expression and the religious beliefs/ideas, feelings which underlie
 them.
- Comparing own ideas and others', making links.
- Ask questions and suggest answers and implications in light of learning.
- Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.
- Make links between beliefs and sources, including religious stories and sacred texts.
- Begin to identify the impact religion has on believers' lives.
- Describe some forms of religious expression.

Scientific and Technological Understanding

Understand that one factor will vary and others will remain the same in a fair test and describe which factors they are

- -Decide on an appropriate approach in their own investigations to answer questions
- Carry out measurements accurately
- Select and use suitable equipment
- Begin to relate their conclusions to scientific knowledge and understanding
- Compare predictions with results
- Suggest improvements to their work, giving reasons

Living things and their habitats

- -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 that this can sometimes pose dangers to living things.

Animals, including humans

- -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.

States of matter

- -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.

Sound

- -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.

Electricity

- -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.

Design

• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Join fabric in simple ways
- Use different fasteners

Evaluate

- investigate and analyse a range of existing products
- · evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Technical knowledge

 understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Cooking and Nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Understanding the Arts

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for
 example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Observational drawing

- Accurate recording of shape, line, pattern, form and texture
- Create landscapes with water colours showing an understanding of light and dark shades and how this is created using a range of
 colours
- Begin to understand perspective
- Draw a portrait with accurate perspective, scale, orientation and shading

Collect visual and other information for own work

- Use books/internet
- Take photographs and videos

Design and make pieces for different purposes

- Produce group and individual pieces
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- Develop control of diction when singing.
- Use sounds to create an intended effect.
- Identify instruments and families of instruments.
- Organise and record sounds in musical structures.
- Recognise ways in which music reflects time and place.

Computing

- Mouse Control, using drop down menus
- Create a series of instructions to make things happen, use repeat key
- To talk about what information they need and how they can find it, be discerning in evaluating the content they find.
- Review, modify and evaluate their work
- Investigate and compare the use of ICT inside and outside of the school
- To know how to stay safe when using ICT
- To know how to respect other people's work

<u>PE</u>

Run, jump, throw and catch in isolation and in combination

- Throwing and catching know and use a range of strategies with consistency overhead, underarm, one and two handed
- Aim more accurately eg use hoops and nets from a distance of 1-2 metres
- Pass or catch a moving object and send to a moving player.
- Receive an object when moving backwards, forwards or sideways (left or right)
- Field a rolling ball from either side
- Jump
- Jump for height using arms to assist from standing with increasing consistency
- Run
- Accelerate quickly to maximum running speed
- Pace themselves in challenges and competitions adapt and change speed
- Can change direction and dodge
- Kickina
- Can pass the ball confidently with the inside of their foot

Perform safe self-rescue in different water-based situations

Use a range of strokes effectively

Swim competently, confidently and proficiently over a distance of at least 25 metres

• Pace themselves in floating and swimming challenges (Inc. survival)

Perform dances using a range of movement patterns

Develop flexibility, strength, technique, control and balance (e.g. athletics and gym)

- Slide, twist, roll medial axis and swerve
- Balance in inverted position

Play competitive games, modified where appropriate- be able to apply basic principle suitable for attacking and defending

- Rounders / striking / fielding Athletics
- Collaborate effectively to maintain participation & continuity in game play 3-5 players on a team
- Describe and recognise what others are doing well
- Make suggestions for improvement

Understand the particular benefits of different physical activities for promoting health

MFL

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language

PHSE

New beginnings
Going for goals
Relationships
Good to be me
Getting on and falling out
Changes
Saying no to bullying