

Year 4 – Curriculum Skills

Art and Design

- Has made effective use of a sketch book to gather and develop early ideas
- Has experienced a range of painting tools and materials and made clear progress in 2D arts
- Can describe the work and distinctive style of a handful of significant artists, craftmakers and architects of a particular period in time

Computing

- Can use logic to explain or correct algorithm, and solve a programming problem by breaking it down into smaller parts
- Can use a search engine with some discrimination and understand how it selects and ranks items
- Recognises acceptable and unacceptable behaviour on digital media and how to respond to it

Design Technology

- **Design** - Can articulate criteria for the design of a product based on its purpose, intended user and resourcing
- **Make** - Can select the most suitable tool from a range on offer, and use it safely
- **Evaluate** - Can measure own products against criteria
- **Technical knowledge** - Know a range of mechanisms to assist the working of a design
- **Cooking and nutrition** - Can explain, in basic terms, what is meant by a healthy and balanced diet and where the major risks to health lie

Geography

Locational knowledge

- Can locate the countries of Europe (inc Russia) and describe their principle features

Place knowledge

- Can make key comparisons between an area of the UK and one in a Europe UK

Human & physical geography

- Can explain volcanoes, earthquakes and geography of mountains

Geographical skills & fieldwork

- Can use maps to research and then describe the features of an area

History

British history: The Roman Empire & its impact on Britain

- Understands why the Romans invaded Britain, can identify some of the benefits they brought, and knows what kind of evidence survives

A local history study

- Can describe how the locality has changed over time e.g. from village to town to city; from agricultural to industrial

An aspect or theme in British history that extends beyond 1066

- Can trace the development of a more complex subject over time, such as a family or an occupation, showing how it changed and why

Earliest civilisations

- Can describe the achievements of the earliest civilisations, and the lives of people in either Sumer, Indus or Egypt

Physical Education

- Can demonstrate and develop flexibility and strength e.g. in gymnastics
- Is able to reflect on performance and improve performance
- Demonstrates effective defensive skills
- Has participated in two or three team sports
- Can swim 100m confidently

Languages

- Can write and illustrate some simple sentences in the target language and know what each word means e.g. This is a... I wish to buy a... I like... I don't like...
- Knows that some languages distinguish between genders and how this happens in the target language
- Knows a range of everyday nouns
- Know a number of useful adjectives such as big, little, good, bad, red, green
- Knows the definite and indefinite articles
- Knows a handful of useful prepositions such as to, in, up, down

Music

Perform

- Is able to increase accuracy, control and expression through practice and rehearsal

Compose

- Can compose a short, simple and coherent musical piece

Listen

- Can identify the kind of music they have listened to and give a reasoned personal