



History

Year 4 Curriculum Objectives

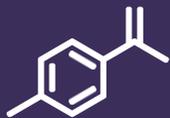
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Extend chronological understanding by exploring a theme over time eg leisure, entertainment	✓	✓			✓	✓
Understand how Britain has influenced and been influenced by the wider world					✓	✓
Order key dates on a timeline to demonstrate chronology of British and world history	✓	✓				✓
Regularly generate and answer a range of historically-valid questions about similarities and differences	✓	✓			✓	✓
Develop a range of historical vocabulary eg <i>civilisation, chronology, ancient, legacy</i>	✓	✓			✓	✓
Understand how knowledge of the past is constructed from a range of sources	✓	✓			✓	✓
Understand how and why the past is represented in different ways and explain this	✓	✓			✓	✓
Select and organise relevant information from a wider range of sources to answer a historical question	✓	✓			✓	✓



Geography

Year 4 Curriculum Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities			√	√	√	
Name and locate countries and cities of the UK, describing geographical regions and topographical features				√	√	
Explore how some aspects of physical and human characteristics have changed over time			√	√		
Securely use world maps, atlases and globes and use digital mapping			√	√	√	
Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology			√	√		
Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically			√	√		
Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)			√	√	√	
Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources)			√	√	√	



Science

Year 4 Curriculum Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Make systematic observations	✓	✓	✓	✓	✓	✓
Generate and answer scientific questions using evidence			✓	✓	✓	✓
Select most appropriate type of scientific enquiry			✓	✓	✓	✓
Gather, record, classify and present data in a wide variety of ways eg <i>drawings, labelled diagrams, charts</i>	✓	✓	✓	✓	✓	✓
Report on findings orally and in writing using scientific language to answer questions	✓	✓	✓	✓	✓	✓
Suggest, set up and carry out simple practical enquires	✓	✓	✓	✓	✓	✓
Understand comparative and fair tests		✓	✓	✓	✓	✓
Confidently use range of equipment to measure accurately eg <i>dataloggers, thermometers</i>	✓	✓	✓	✓	✓	✓
Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions		✓	✓	✓	✓	✓
Explain similarities, differences, changes related to scientific processes and ideas	✓	✓	✓	✓	✓	✓



Art

Year 4 Curriculum Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Create sketchbooks to record and revisit observations	✓	✓	✓	✓	✓	✓
In drawing, use a range of pencils & techniques to show effect, movement, perspective and reflection	✓					
In painting, use watercolours to produce washes for backgrounds		✓				
In collage, use mosaic and montage					✓	
<i>In textiles, use basic cross and back stitch</i>			✓	✓		
In print, use layers of two or more colours						✓
In digital media, use a range of tools to create images, video and sound recordings					✓	✓
Use range of artistic vocabulary to discuss and evaluate work eg <i>reflection, contemporary, convey</i>	✓	✓	✓	✓	✓	✓
Apply art and design techniques with creativity, experimentation and increasing awareness	✓	✓	✓	✓	✓	✓
Draw on work of other artists for inspiration and begin to emulate their style	✓	✓	✓	✓	✓	✓
Know about great artists, architects and designers and how their art / design reflected and shaped our history and contributed to the culture of our nation	✓	✓	✓	✓	✓	✓



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communicate, generate and develop ideas using a range of strategies eg <i>prototypes, pattern pieces</i>		✓	✓			
Use research to inform design and develop design criteria		✓	✓			✓
Take risks to become innovative and resourceful		✓		✓		✓
Apply understanding of how to strengthen, stiffen in order to reinforce more complex structures		✓		✓		
Use computing to program, monitor and control products						
Identify wider range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages)		✓				✓
Use understanding of electrical systems (series circuits, switches, bulbs and motors)						✓
Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes		✓	✓			
Evaluate own and others' work suggesting improvements and consider the views of others to improve their work		✓	✓			✓
Investigate a range of existing products in a range of relevant contexts eg <i>culture, industry</i>			✓			✓
Know where and how a variety of ingredients are grown, reared, caught and processed			✓			✓



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Use logical reasoning to understand how algorithms work		✓	✓			
Detect and correct errors in algorithms and programs	✓	✓	✓			
Start to use sequence, selection and repetition in programs	✓	✓	✓			
Write and debug programs that accomplish specific goals, including controlling or simulating physical systems	✓	✓	✓			
Begin to solve problems by decomposing them into smaller parts	✓	✓	✓		✓	
Work with variables and various forms of input/output	✓	✓	✓			
Understand computer networks including the internet and how they provide multiple services such as the World Wide Web	✓			✓	✓	✓
Use search technologies effectively and appreciate how results are selected and ranked	✓			✓	✓	✓
Evaluate the reliability of digital content	✓			✓	✓	✓
Begin to ask and answer questions based on the reliability of digital content	✓			✓	✓	✓
Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact	✓				✓	
Select and use a variety of software on digital devices	✓		✓	✓	✓	✓



Music

Year 4 Curriculum Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Develop facility in musical instrument over sustained period		✓	✓	✓		✓
Play and perform melodies following staff notation	✓	✓	✓	✓	✓	✓
Introduce and understand differences between minims, crotchets, paired quavers and rests	✓	✓	✓	✓	✓	✓
Follow and perform simple rhythmic scores to steady beat	✓	✓	✓	✓	✓	✓
Listen with increasing concentration to combination of high-quality recorded and live music	✓	✓		✓		✓
Develop understanding of music from range of origins, traditions, historical periods and social contexts	✓	✓		✓		
Describe and evaluate music using simple musical vocabulary	✓	✓		✓		✓
Continue to sing/perform broad range of unison songs using accurate pitch	✓				✓	✓
Sing range of rounds/partner songs	✓				✓	✓
Begin to sing repertoire with small & large leaps/simple second part	✓				✓	✓
Improvise on their chosen instrument, making decisions about structure		✓	✓	✓		✓
Combine, sing and play known rhythmic notation		✓	✓	✓	✓	✓
Arrange individual notation cards to create sequences of phrases		✓	✓	✓		✓
Compose, capture and record music to create a specific mood, extending range of instruments		✓	✓	✓		✓



Physical Education

Year 4 Curriculum Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communicate and compete with each other	✓	✓	✓	✓	✓	✓
Understand how to improve own and others' performances	✓	✓	✓	✓	✓	✓
Use running, jumping, throwing and catching in isolation and in combination	✓	✓	✓	✓	✓	✓
Further develop flexibility, strength, technique, control and balance	✓	✓	✓	✓	✓	✓
Perform dances and gymnastic routines on own and with others using movement patterns	✓	✓	✓			
Compare performances with previous ones	✓	✓	✓	✓	✓	✓
Demonstrate improvement to achieve personal best	✓	✓	✓	✓	✓	✓
Play competitive games and demonstrate their sense of sportsmanship eg <i>fairness and respect</i>	✓	✓	✓	✓	✓	✓
Understand basic principles suitable for attacking and defending	✓	✓	✓	✓	✓	✓
Participate in outdoor and adventurous activities	✓	✓				✓