

## Year 4 Curriculum Objectives

<b>DT Objectives</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>Design:</b> To research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular</p> <p>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, To investigate and analyse a range of existing products</p>	✓		✓
<p><b>Make:</b> To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>To 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</p>	✓		✓
evaluate their ideas and products against their own design criteria using technical knowledge and consider the views of others to improve their work	✓		✓
understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors)	✓ (Lantern)		
understand how key events and individuals in design and technology have helped shape the world		✓	
understand and apply the principles of a healthy and varied diet.			✓ (Energy bar)

<b>History Objectives</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Pupils should be taught about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.	✓		

Britain's settlement by Anglo-Saxons and Scots		✓	
Anglo-Saxon invasions, settlements and kingdoms: Place names and village life		✓	
Vikings are minor, Anglo-Saxons major		✓	
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		✓	
Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066		✓	

<b>Geography Objectives</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	✓ (Egypt)		✓
describe and understand key aspects of: <b>physical</b> geography, including: mountains,			✓ (Japan)
describe and understand key aspects of: <b>human</b> geography, inc: land use	✓		
<b><u>Geographical skills and Fieldwork</u></b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	✓		
use the points of a compass grid references ( <b>4 fig</b> ), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		✓	✓
use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		✓	

Y4 Science Objectives	Autumn	Spring	Summer
<p>Working scientifically:</p> <ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>• recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	✓	✓	✓
<b>States of Matter</b> - Pupils should be taught to:			
<p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation</p>			✓

and condensation in the water cycle and associate the rate of evaporation with temperature.			
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**Animals including Humans** - Pupils should be taught to:

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.			✓
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**Sound** - Pupils should be taught to:

identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium 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	✓		
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**Living things and their habitats** - Pupils should be taught to:

recognise that living things can be grouped in a variety of ways explore and use 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.		✓	
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**Electricity** - Pupils should be taught to:

identify common appliances that run on electricity construct a simple series electrical circuit, identifying & naming its basic	✓		
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<p>parts, inc. cells, wires, bulbs, switches buzzers</p> <p>identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>			
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<b>Art Objectives</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	✓	✓	✓
to create sketch books to record their observations and use them to review and revisit ideas	✓	✓	✓
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.		Thomas Minton Thomas Telford Charles Darwin	✓ Hokusai

<b>Y4 PE Objectives</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Pupils should be taught to:			
use running, jumping, throwing & catching in isolation and in combination	✓		✓
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	✓ Outdoor		✓ Outdoor (1/2 term)

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]		✓ Indoor (1/2 term)	✓ Athletics - Outdoor (1/2 term) Yoga/Pilates - Indoor (1/2 term)
perform dances using a range of movement patterns	✓ Indoor (1/2 term)	✓ Indoor (1/2 term)	✓ Cultural - Indoor (1/2 term)
take part in outdoor and adventurous activity challenges both individually and within a team	✓ Indoor (1/2 term)	✓ Outdoor (<1/2 term)	
compare their performances with previous ones and demonstrate improvement to achieve their personal best.	✓	✓	✓
<b>Swimming and water safety</b> All schools must provide swimming instruction either in KS1 or KS2. swim competently, confidently and proficiently over a distance of at least 25m use a range of strokes effectively [e.g. front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.		✓ Outdoor (>1/2 term)	

<b>Music Objectives</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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	✓	✓	✓
listen with attention to detail and recall sounds with increasing aural memory	✓	✓	✓
use & understand staff and other musical notations Graphic notation for Y3	✓	✓	✓
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.		✓ Anglo-Saxon & Viking saga songs	
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<b>Languages Objectives</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Pupils should be taught to:			
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	✓	✓	✓
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*	✓	✓	✓
speak in sentences, using familiar vocabulary, phrases and basic language structures	✓	✓	✓
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	✓	✓	✓
present ideas and information orally to a range of audiences*	✓	✓	✓
read carefully and show understanding of words, phrases and simple writing			
appreciate stories, songs, poems and rhymes in the language	✓	✓	✓
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	✓	✓	✓
write phrases from memory, and adapt these to create new sentences, to express ideas clearly	✓	✓	✓
describe people, places, things and actions orally* and in writing	✓	✓	✓
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how	✓	✓	✓

these differ from or are similar to English			
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<b>Computing Objectives</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
KODU & SCRATCH 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	✓		✓
understand computer networks including how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration		✓	
appreciate how results are selected and ranked, and be discerning in evaluating digital content		✓	
Select and 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	✓	✓	✓