



Year Four

Programmes of Study

Monitoring and Assessment

Coverage

As each skill/objective is taught within a subject unit (key objective), they must be highlighted to show coverage. Different colours will be used to represent each term.

Key:

Autumn	Blue
Spring	Green
Summer	Orange

Assessment

At the end of each unit, teachers must highlight the key objective (*Overall title at the top of the unit, which encompasses all of the skills/objectives covered and is written in bold*), to show the following:

Green – 85% or above have achieved skills/objectives

Orange – 65-84%

Red – below 65%

Teachers must also record the names of children who are working above or below age-related in the left hand box.

Any children that are working above or below, should be taught the appropriate skills/objectives (i.e. teachers must plan from a range of year group programmes of study), and referenced within weekly planning.

Year Four

Subject	Skills and Objectives	
Art & Design Level 3 <i>*Art is split into different art forms. For each form of Art there are four processes and then the appropriate skills and objectives for the year group. These can be taught at any point in the year, but try not to repeat the art form more than once per year, unless there is clear progression.</i>		
	Create & Communicate	<ul style="list-style-type: none"> To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	Level 3: <ul style="list-style-type: none"> To use a number of sketches to base my work on. To use a viewfinder to help me in my sketching. To annotate my sketches in my art sketchbook to explain my ideas. To sketch lightly (so you do not need to use a rubber)
	Appreciate artists who inspire and influence us	<ul style="list-style-type: none"> About great artists, architects and designers.
	Create & Communicate	<ul style="list-style-type: none"> To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	Level 3: <ul style="list-style-type: none"> To mix colours using tints and tones. To use watercolour paint to produce washes for backgrounds and then add detail. To experiment in creating mood and feelings with colour.
	Appreciate artists who inspire and influence us	<ul style="list-style-type: none"> About great artists, architects and designers.
	Create & Communicate	<ul style="list-style-type: none"> To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	Level 3:

Working below:		<ul style="list-style-type: none"> To cut skilfully and precise. To include skills, such as: Coiling, Overlapping To know the striking effect work in a limited colour palette can have, through experimentation. To can make paper coils and lay them out to create patterns or shapes. To use mosaic. To use montage. To use tessellation and other patterns in my collage.
	Appreciate artists who inspire and influence us	<ul style="list-style-type: none"> About great artists, architects and designers.
	Create & Communicate	<ul style="list-style-type: none"> To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	<p>Level 3:</p> <ul style="list-style-type: none"> To can make nets of shapes to create recognisable forms. To can join these together to create abstract forms. To experiment with making life size models. To use my clay techniques to apply to pottery
	Appreciate artists who inspire and influence us	<ul style="list-style-type: none"> About great artists, architects and designers.
	Create & Communicate	<ul style="list-style-type: none"> To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	<p>Level 3:</p> <ul style="list-style-type: none"> To make my own printing blocks and experiment with different materials. To can make a one coloured print. To can build up layers of colours to make prints of 2 or more colours.
	Appreciate artists who inspire and influence us	<ul style="list-style-type: none"> About great artists, architects and designers.

Textiles Working above: Working below:	Create & Communicate	<ul style="list-style-type: none"> To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	<ul style="list-style-type: none"> To use glue to join fabrics. To use running stitch to join fabrics. To have explored plaiting and understand the basic method. To know how to dip dye to produce fabric of contrasting colours. To have looked at examples of patchwork and then design and make my own, using glue or stitching.
	Appreciate artists who inspire and influence us	<ul style="list-style-type: none"> About great artists, architects and designers.
Music		<i>Music runs throughout the year. It is up to the teacher to plan out how this is to be taught progressively throughout each year group.</i>
Working above: Working below:	Controlling sounds through singing and playing (Performing)	<ul style="list-style-type: none"> Sing songs from memory with accurate pitch Sing in tune Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. When singing, show control of voice. Play notes o instruments with care so that they sound clear. Perform with control and awareness of what other in the group are singing or playing.
Working above: Working below:	Create and develop musical ideas (Composing)	<ul style="list-style-type: none"> Compose and perform melodies and songs (including using ICT) Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for own tunes. Accompaniments to use drones or melodic ostinati (based on a pentonic scale) Carefully choose, order, combine and control sounds with an awareness of their combined effect.
Working above: Working below:	Respond and reviewing (Appraising)	<ul style="list-style-type: none"> Describe music using words such as duration, timbre, pitch, beat, tempo and texture. Use these words to identify where their music works well and how it can be improved. Listen to several layers of sound and talk about the effect on the mood and feelings.

Working above: Working below:	<p>Listen, understand and appreciate a range of music.</p> <p>Apply knowledge and understanding.</p>	<ul style="list-style-type: none"> Recognise how musical elements can be used together to compose music. Know how many beats in a minim, crotchet and semibreve and recognise their symbols Know the symbol for a rest in music, and use silence for affect. Describe the different purposes of music throughout history and in other cultures. Know that the sense of occasion affects the performance. 	
D&T	<p><i>D&T is taught once per term. It is up to the teacher to take these objectives/skills below and plan out what will be designed and made, in accordance with your topics, following the process below each time. Remember to ensure teaching of, application of and consolidation of skills, as well as progression from unit to unit. (Remember some more able chn will progress to the level 2 skills, which can be obtained from the Year 2 PoS.)</i></p>		
Assessment / Evaluation	<p>Unit 1:.....</p> <p>Working above:</p> <p>Working below:</p>	<p>Unit 1:.....</p> <p>Working above:</p> <p>Working below:</p>	<p>Unit 1:.....</p> <p>Working above:</p> <p>Working below:</p>
Level 3	<p>To know, understand and use the skills needed to design and make in a range of relevant contexts including; leisure, culture, enterprise, industry and the wider environment.</p>		
	<p><u>Design:</u></p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. 		
	<p><u>Make:</u></p> <ul style="list-style-type: none"> Use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction 		

	materials, textiles and ingredients.
	<p><u>Evaluate:</u></p> <ul style="list-style-type: none"> 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.
	<p><u>Technical knowledge:</u></p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
Geography	*Geography must be taught in order, i.e. a first, then b...
Year 4, a	A Country in Europe
<p>Working above:</p> <p>Working below:</p>	<ul style="list-style-type: none"> To investigate places. To locate the countries in Europe, using maps, digital/computer mapping (including location of Russia). To identify and locate major cities. To respond to geographical questions. To use and interpret globes, atlases, maps and digital/computer mapping. To use secondary sources. To use technology to access information. To identify Physical and Human features. To identify key aspects of human geography, including types of settlement and land use, economic activity, including trade links. To begin to understand the relationship between location and economic activity. To know how places relate to each other. To make maps. To know about similarities and differences.
Year 4, b	Water
Working above:	<ul style="list-style-type: none"> To obtain information from maps and an atlas To know about world weather patterns To know about physical and human features To make maps and plans To use secondary sources To investigate water supply at local and world scales

Working below:	<ul style="list-style-type: none"> • To know how water is used in the world • To investigate similarities and differences • To know about land use patterns • To use technology to record data. • To observe and question • To collect and analyse evidence • To use secondary sources • To know about a land use issue • To know about jobs in a settlement. • To know about the environmental impact of a local activity.
History	<p><i>*History must be taught in order, i.e. a first, then b... (this is to allow for progression in levels of skills. As you can see, it begins with level 2 and progresses to level 3 skills).</i></p>
Year 4, a	<p style="text-align: center;">The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor</p>
<p>Level 3</p> <p>Working above:</p> <p>Working below:</p>	<ul style="list-style-type: none"> • Use a timeline to understand and order historical events. • Recall dates/periods of some significant events in History, and divide History into present using 21st Century and past using 10th and 11th Centuries. • Identify and use evidence to explain features/objects which characterize periods of time, for example what was important to people from the past. • Understand and can explain how features from life in the past influence our life today. • Find out how features may have changed during a time period. • Understand that there is often more than one viewpoint on each historical event and that I cannot just believe one side of the story. • Use a wide range of sources of information to understand life in the past. e.g. Books, internet, personal recounts, museum, music and photographs. • I use a range of resources when presenting information about the past, e.g. Speaking, writing, ICT, drama and drawing.
Year 4, b	<p style="text-align: center;">A local History study.</p>
<p>Level 3</p> <p>Working above:</p> <p>Working below:</p>	<ul style="list-style-type: none"> • Use a timeline to understand and order historical events. • Recall dates/periods of some significant events in History. • Identify and use evidence to explain features/objects which characterize periods of time, for example what was important to people from the past. • Understand and can explain how features from life in the past influence our life today. • Find out how features may have changed during a time period. • Understand that there is often more than one viewpoint on each historical event and that I cannot just believe one side of the story. • Use a wide range of sources of information to understand life in the past. e.g. Books, internet, personal recounts, museum, music and photographs. • I use a range of resources when presenting information about the past, e.g. Speaking, writing, ICT, drama and drawing.

<p>Science</p>	<p>*Science topics can be taught in any order.</p>
<p>Year 3</p>	<p>Working scientifically</p>
<p>Working above: Working below:</p>	<p style="text-align: center;">Year 3 and 4</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. <p>Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Pupils should use relevant scientific language to</p>

Year 4	Animals, including humans
Working above:	<ul style="list-style-type: none"> • To describe the simple functions of the basic parts of the digestive system in humans • To identify the different types of teeth in humans and their simple functions • To construct and interpret a variety of food chains, identifying producers, predators and prey.
Working below:	<p>Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.</p> <p>Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.</p>
Year 4	States of matter
Working above:	<ul style="list-style-type: none"> • To compare and group materials together, according to whether they are solids, liquids or gases • To 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) • To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Working below:	<p>Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</p> <p>Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.</p> <p>Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.</p>

Year 4	Sound
Working above: Working below:	<ul style="list-style-type: none"> • To identify how sounds are made, associating some of them with something vibrating • To recognise that vibrations from sounds travel through a medium to the ear • To find patterns between the pitch of a sound and features of the object that produced it • To find patterns between the volume of a sound and the strength of the vibrations that produced it • To recognise that sounds get fainter as the distance from the sound source increases. <p>Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.</p> <p>Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.</p>
Year 4	Electricity
Working above: Working below:	<ul style="list-style-type: none"> • To identify common appliances that run on electricity • To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • To 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 • To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • To recognise some common conductors and insulators, and associate metals with being good conductors. <p>Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6.</p> <p>Note: Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity.</p> <p>Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</p>

Subject	Skills and Objectives	
Computing		
	<p>Using a computer</p> <p>Working above:</p> <p>Working below:</p>	<p>To continue to develop typing speed and accuracy to develop competency in typing</p> <p>To understand the purpose of and use independently a range of different technology.</p> <p>To make choices about when to use technology, which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others.</p> <p>Throughout KS2 children should: -</p> <ul style="list-style-type: none"> Continue to become familiar with a range of devices, for example tablets, desktop computers, laptops, microphones, cameras etc and increasingly develop their independence and confidence in using these devices. Continue to increase their typing speed, and be encouraged to play games at home and school which help with this. Aim to reach the accepted competency rate for children of 20WPM by the end of Year 4. Be encouraged to increasingly make sensible choices about the technology they use to help them work, and to justify their choices- for example, why they have chosen to use a tablet rather than a laptop, or why they have chosen to use an easi-speak microphone rather than the computer to record sound.
	<p>Using the Internet</p> <p>Working above:</p> <p>Working below:</p>	<p>To draw information from a question to develop keywords to find relevant information e.g. What did Romans eat?</p> <p>To understand the dynamics of a search engine and know that there are different search engines (some within specific sites e.g. BBC, and some the whole of the Internet e.g. Google, Yahoo!igans, AskJeeves)</p> <p>To be able to skim read and sift information to check its relevance and modify their search strategies if necessary</p> <p>To understand that the information they use needs to be appropriate for the audience they are writing for e.g. copying and pasting difficult language</p> <p>To evaluate different search engines and explain their choices for using these for different purposes</p> <p>To begin to recognise that anyone can author on the Internet and sometimes authors on the Internet can produce content which is</p>

		<p>offensive, rude and upsetting and to follow school rules if anything is found</p> <ul style="list-style-type: none"> • Know that they can use search engine tools for different types of media e.g. Google Image Search, video, sound but understand that the results are not always what you expect • Be aware that web sites are not always accurate and that information should be checked before it is used. Develop keywords and enter them into a chosen search engine, using more advanced search engine features. • Present their findings using a word processing or multimedia/publishing package for a specific audience
	<p>Communicating and collaborating online</p> <p>Working above:</p> <p>Working below:</p>	<p>To understand a small range of web 2.0 tools that can help them work together and collaborate; forums, shared documents etc</p> <p>To use the web 2.0 tools to work collaboratively on a project (e.g. sharing comparative data, creating a story)</p> <p>To understand how e-mails work and be able to send an e-mail, including choosing a suitable subject and entering addresses in the 'to', 'cc' and 'bcc' fields.</p> <p>To share and exchange their ideas using e-mail and electronic communication inside the school environment.</p> <ul style="list-style-type: none"> • Understand how e-mails work, and send emails between people within the woodlands-primary domain, including using the 'cc' and 'bcc' fields. • Use e-mail to e-mail work completed in school to their teachers and peers. • Collaborate with peers on a project to produce a finished piece to support topic work- using google documents. • Contribute/edit/refine contributions to a shared document and understand that all changes are visible
	<p>Creating and Publishing</p> <p>Working above:</p> <p>Working below:</p>	<p>To create a website, giving thought to its audience and including links, images and embedded media and documents.</p> <p>To understand that evaluation and improvement is a vital part of a design process and ICT allows changes to be made quickly and efficiently.</p> <ul style="list-style-type: none"> • Work together to create a website based on a topic, area of interest or event (for example using goggle sites) which incorporates hyperlinks, images and embedded media/documents. • Use ICT to create a finished product or set of linked products, making revisions to their work.
	<p>Digital media</p>	<ul style="list-style-type: none"> • To know they can record sound using ICT that can be stored and played back and independently using a range of tools to record sound, choosing appropriate tools for the situation and purpose. • To use a range of technology to sequence sound samples, giving consideration to the audience and purpose. <p>To create basic stop motion animations using technology.</p>

	<p>Working above:</p> <p>Working below:</p>	<p>To independently record video using a range of devices and for a range of purposes.</p> <p>To use technology to create images and apply effects to these images.</p> <p>To use technology to edit video, applying basic effects and transitions.</p> <p>To independently take photographs taking into account the audience and/or purpose for the image.</p> <ul style="list-style-type: none"> • Create simple stop motion animations. • Use a range of devices to create extended pieces of music using a wide range of pre-recorded samples. • Independently choose to record video for a range of purposes, paying attention to the quality of video capture. • Use a range of tools to create more complex images using a computer (no layering) • Edit video using a range of basic video editing applications. • Continue to take photographs for a specific reason or project and/or find appropriate images on-line.
	<p>Programming and control</p> <p>Working above:</p> <p>Working below:</p>	<p>To continue to develop their understanding of how computer and technology works and how computers process instructions and commands.</p> <p>To create, edit and refine more complex sequences of instructions for a variety of programmable devices.</p> <p>Use templates on a computer to create a game, which can be controlled by external inputs, changing parameters and algorithms and investigating the effect this has on the response.</p> <ul style="list-style-type: none"> • Begin to plan more complex sequences of instructions for on-screen and floor turtles test and amend these instructions. • Use computer game design software to plan, design and make their own, multi-level game, controllable by external inputs, changing parameters and responses. (e.g using 2DIY)
	<p>Modelling and simulation</p> <p>Working above:</p> <p>Working below:</p>	<p>To understand that ICT allows for situations to be modelled, or those which it would be impractical to try out in real life and investigate the effect of changing variables in these simulations.</p> <p>To use software to model 3D objects made up of cuboids.</p> <ul style="list-style-type: none"> • Begin to use software to represent 3D objects or items. • Continue to explore simulations as appropriate and as link with other curriculum areas.

	<p>Using Data</p> <p>Working above:</p> <p>Working below:</p>	<p>To continue to use technology, including spreadsheets to create graphs and present data in different ways.</p> <p>To be able to design and create a basic database, including using basic data validation.</p> <p>To use a database to answer questions by constructing queries.</p> <ul style="list-style-type: none"> • Plan and create their own database, creating fields and applying simple data validation. • Use pre-made databases and those which they have created themselves to answer questions by constructing basic queries. • Understand how to translate questions into queries to find information e.g to find the most common etc. Use other software to present these findings as appropriate • Begin to use a spread sheet to enter data and create graphs.
	<p>E-safety</p>	