



# St. Michael's CE Primary School

## Key Skills Curriculum Map Year 4: B



	<b>3D Work and Collage</b>	<b>Textiles</b>
<b>Art</b>	Shows an awareness of texture, form and shape by recreating an image in 3D form.	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Match the tool to the material.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with paste resist.</p>

	<b>Information Technology</b>	<b>Computer Science</b>	<b>Digital Literacy</b>
<b>Computing</b>	<p>Choose a variety of software to accomplish a set task.</p> <p>Select, use and combine internet services.</p> <p>Analyse and evaluate the information I find.</p> <p>Collect and present data.</p>	<p>Design and create a simple program that completes a given task (simulating a physical system – interactive toy).</p> <p>Detect and fix bugs my programs to ensure they complete a given task.</p> <p>Use repetition in programs.</p> <p>Understand how search engines order their results.</p> <p>Understand that computer networks can</p>	<p>Recognise acceptable and unacceptable behaviour online.</p> <p>Identify a range of ways to report unacceptable behaviour.</p> <p>Use the internet to communicate. (email, video conferencing, blogs, forums).</p> <p>Skim read and sift information to check its relevance and modify search strategies.</p> <p>Understand that the information they use needs</p>



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		provide services such as the world wide web and file sharing.	to be appropriate for the audience they are writing for, e.g. copying and pasting difficult language.  Recognise that anyone can author on the internet and sometimes authors can produce content which is offensive, rude and upsetting and to follow school rules if anything is found.
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	<b>Design</b>	<b>Make</b>	<b>Evaluating/Technical Knowledge</b>	<b>Cooking and Nutrition</b>
<b>Design Technology</b>	<p>How to generate ideas, considering the purposes for which they are designing.</p> <p>To make labelled drawings from different views showing specific features.</p> <p>To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails.</p> <p>To evaluate products and identify criteria that can be used for their own designs.</p>	<p>To select appropriate tools and techniques for making their product.</p> <p>To measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.</p> <p>To join and combine materials and components accurately in temporary and permanent ways</p> <p>To sew using a range of different stitches, to weave and knit.</p> <p>To measure, tape or pin, cut and join fabric with some accuracy.</p>	<p>To evaluate their work both during and at the end of the assignment.</p> <p>To evaluate their products carrying out appropriate tests.</p> <p>To know when and where bridges were designed and made.</p> <p>Begin to look at inventors and their work.</p>	<p>To understand that to be active and healthy, food and drink are needed to provide energy for the body.</p> <p>To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens.</p> <p>To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source.</p>



<b>Geography</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
	<p>Know about the local area and begin to appreciate the importance of wider geographical location in understanding places.</p> <p>Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p>	<p>Be aware that different places may have both similar and different characteristics.</p>	<p>Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.</p> <p>Recognise how people try to improve and preserve environments in the U.K.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, four-figure grid reference.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

<b>History</b>	<b>Chronological Understanding</b>	<b>Knowledge and Interpretation</b>	<b>Historical Enquiry</b>	<b>Organise, Evaluate and Communicate Information</b>
	<p>Place events from the time studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BCE/AD.</p>	<p>Identify key features and events.</p> <p>Explain some of the main events and give reasons for, and results of the changes.</p> <p>Understand some historical concepts.</p>	<p>Identify different examples of types of sources and can make deductions from them that go beyond simple observation.</p> <p>Ask relevant questions and begin to find answers to historical questions.</p> <p>Understand that aspects of the past have been represented and interpreted in different ways.</p>	<p>Use historical language to communicate ideas.</p> <p>Display findings in a variety of ways.</p>



<b>History Topics</b>	
	<ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• Changes in Britain from the Stone Age to the Iron Age</li> </ul>

	<b>Listening</b>	<b>Performing</b>	<b>Composing</b>
<b>Music</b>	Identify the tempo and Dynamics using musical vocabulary. (Presto, Lento, moderato).  Identify instruments by sound.  Describe mental images produced by music.	Perform repeating patterns on tuned & untuned percussion.  Accurately play correct notes on tuned instruments.  Sing with expression.	Choose patterns of notes to play. Enhance performances by choosing appropriate dynamics.  Start to comprehend notation (stave position =pitch), Crotchet, Minim, quaver pairs.



PE	Games	Dance	Gymnastics	Athletics	Swimming
	<p>Travel whilst bouncing a ball showing control.</p> <p>Use a range of skills to help them keep possession and control of the ball.</p> <p>Perform the basic skills needed for the games with control and consistency. In pairs, make up a game and play a simple rallying game.</p> <p>Use a range of skills to keep possession and make progress towards a goal, on their own and with others.</p> <p>Choose good places to stand when receiving, and give reasons for their choice.</p> <p>Choose and use batting or throwing skills to make the game hard for their opponents.</p>	<p>Improvise freely, on their own or with a partner.</p> <p>Translate ideas into a dance.</p> <p>Create and link phrases using a simple dance structure.</p> <p>Perform dances with an awareness of rhythm on their own or in a group.</p>	<p>Improve the quality of their actions, body shapes and balance.</p> <p>Select appropriate actions and consolidate simple ideas.</p> <p>Know the importance of strength.</p> <p>Evaluate their work and quality of their performance.</p> <p>Recognise how their work can be improved.</p>	<p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing.</p> <p>Link running and jumping movements.</p> <p>Can move safely and appropriately around, between and over apparatus. Have worked with a variety of equipment including: balls, hoops, beanbags, quoits.</p>	<p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue in different water-based situations.</p>



<b>Working Scientifically</b>	
<b>Science</b>	<p>Can ask relevant questions.</p> <p>Can conduct a scientific enquiry to answer my own questions.</p> <p>Can set up simple practical enquiries, comparative and fair tests.</p> <p>Can make systematic and careful observations.</p> <p>Can take accurate measurements using standard units.</p> <p>Can use a range of equipment, including thermometers and data loggers.</p> <p>Can gather and record data.</p> <p>Can classify and present data in different ways.</p> <p>Can record my findings using drawings, diagrams, keys, bar charts and tables.</p> <p>Can use my results to draw simple conclusions.</p> <p>Can make predictions.</p> <p>Can suggest improvements to be made in an investigation.</p> <p>Can identify difference, similarities and changes related to simple scientific data.</p> <p>Can use evidence to answer questions or support my findings.</p>



<b>Science Topics</b>	
<b>Rocks &amp; Fossils</b>	<b>Light</b>
<p><b>This Planet Rocks!</b></p> <p>Rocks and Fossils</p> <ul style="list-style-type: none"> <li>i) compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>ii) describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>iii) recognise that soils are made from rocks and organic matter</li> </ul>	<p><b>Shining the Light!</b></p> <p>Light</p> <ul style="list-style-type: none"> <li>i) recognise that they need light in order to see things and that dark is the absence of light</li> <li>ii) notice that light is reflected from surfaces</li> <li>iii) recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>iv) recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>v) find patterns in the way that the size of shadows change</li> </ul>
<b>Living Things and their Habitats</b>	<b>Plants</b>
<p><b>Habitat Helpers</b></p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>i. recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p><b>Greatly Green Growers</b></p> <p>Plants (Lifecycles)</p> <ul style="list-style-type: none"> <li>i) identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>ii) explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>iii) investigate the way in which water is transported within plants</li> </ul>



	<b>Animals including Humans</b>	<b>Electricity</b>
	<p><b>The Circle of Life</b></p> <p>Animals Including Humans (4AH)</p> <ul style="list-style-type: none"> <li>i) describe the simple functions of the basic parts of the digestive system in humans</li> <li>ii) identify the different types of teeth in humans and their simple functions</li> <li>iii) construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p><b>Electric Personalities</b></p> <p>Electricity (4E)</p> <ul style="list-style-type: none"> <li>i) identify common appliances that run on electricity</li> <li>ii) construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>iii) 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</li> <li>iv) recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>v) recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>



	<b>Language Skills</b>
<b>Languages</b>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>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 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.</p>