



# St. Michael's CE Primary School

## Key Skills Curriculum Map Year 4: A



	<b>Drawing and Painting</b>	<b>Printing</b>
<b>Art</b>	<p>To experiment with line, tone and shade.</p> <p>To explore the effect on paint of adding water, glue, sand, sawdust.</p>	<p>To explore colour mixing through printing, using two colours and a variety of materials.</p> <p>Print with two colour overlays.</p> <p>To use printing to represent the natural environment.</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 provide services such as the world wide web and file sharing.</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 to be appropriate for the audience they are writing for, e.g. copying and pasting difficult language.</p>



Key Skills Curriculum Map

Year 4: A

			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>To generate ideas for an item, considering its purpose and the user/s.</p> <p>To identify a purpose and establish criteria for a successful product.</p> <p>To plan the order of their work before starting.</p> <p>To explore, develop and communicate design proposals by modelling ideas.</p> <p>To make drawings with labels when designing.</p>	<p>To select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p> <p>To work safely and accurately with a range of simple tools.</p> <p>To think about their ideas as the make progress and be willing to change if this helps them to improve their work.</p> <p>To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>To evaluate their product against original design criteria, e.g. how well it meets its intended purpose.</p> <p>To disassemble and evaluate familiar products.</p>	<p>Demonstrate hygienic food preparation and storage.</p> <p>That a healthy diet is made up from a variety and balance of different food and drink, as depicted in the Eatwell Plate.</p> <p>How to prepare simple dishes safely and hygienically with a heat source.</p>



	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
<b>Geography</b>	<p>Know about the local area.</p> <p>Describe simply where places are in the local area.</p>	<p>Describe what gives the local area character and simply describe what other places are like beyond this area.</p>	<p>Observe and describe physical and human features of the local area.</p> <p>Begin to compare these features to another place beyond the local area.</p> <p>Begin to understand how people affect the environment.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn eight points of a compass, 2 figure grid reference (maths coordinates), some basic symbols and key (including the use of a simplified Ordnance Survey map) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods.</p>

History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	Place events from the time studied on a timeline.  Use terms related to the period and begin to date events.  Understand more complex terms e.g. BCE/AD.	Identify key features and events.  Explain some of the main events and give reasons for, and results of the changes.  Understand some historical concepts.	Identify different examples of types of sources and can make deductions from them that go beyond simple observation.  Ask relevant questions and begin to find answers to historical questions.  Understand that aspects of the past have been represented and interpreted in different ways.	Use historical language to communicate ideas.  Display findings in a variety of ways.
<b>History Topics</b>				
	<ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain</li> <li>• a local history study</li> </ul>			

Music	Listening	Performing	Composing
	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>Keep a game going using a range of different ways of throwing.</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding.</p> <p>Use a range of skills with increasing control.</p> <p>Effectively play a competitive net / wall game.</p> <p>Keep and use rules they are given.</p> <p>Try to make things difficult for their opponent by directing the ball to space, at different speeds and height</p>	<p>Explore and create characters and narratives.</p> <p>Create motifs.</p> <p>Describe the need to warm up.</p> <p>Evaluate their own performance and comment on improvements.</p>	<p>Develop a range of actions, body shapes and include a performance.</p> <p>Create gymnastic sequences that meet a theme or set of objectives.</p> <p>Describe how their body reacts to different situations.</p> <p>Make simple judgments on their own and others work.</p> <p>Suggest ways performance can be improved.</p>	<p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing.</p> <p>Show controlled movements and body actions in response to specific instructions.</p> <p>Can demonstrate agility and speed.</p> <p>Jump for height and distance with control and balance.</p> <p>Throw with speed and power and apply appropriate force.</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>Forces and Magnets</b>	<b>Animals, including Humans</b>
<p><b>Magnetic fun and games</b></p> <p>Forces and Magnets</p> <ol style="list-style-type: none"> <li>i. compare how things move on different surfaces</li> <li>ii. notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>iii. observe how magnets attract or repel each other and attract some materials and not others</li> <li>iv. compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>v. describe magnets as having two poles</li> <li>vi. predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ol>	<p><b>Fit for Success</b></p> <p>Animals Including Humans</p> <ol style="list-style-type: none"> <li>I. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>II. Identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ol>
<b>Living Things and their Habitats</b>	<b>Plants: Lifecycles</b>
<p><b>A World of Living Things</b></p> <p>Living things and their habitats</p> <ol style="list-style-type: none"> <li>i. recognise that living things can be grouped in a variety of ways</li> <li>ii. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ol>	<p><b>A Feast of Flowers, Fruits and Seeds</b></p> <p>Plants (Lifecycles)</p> <ul style="list-style-type: none"> <li>• explore the part that flowers play in the life cycle of flowering plants</li> </ul>



	<b>States of Matter</b>	<b>Sound</b>
	<p><b>What's the Matter?</b></p> <p>States of Matter (4SM)</p> <ul style="list-style-type: none"> <li>i) compare and group materials together, according to whether they are solids, liquids or gases</li> <li>ii) 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)</li> <li>iii) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<p><b>Sounds Spectacular!</b></p> <p>Sound</p> <ul style="list-style-type: none"> <li>i. identify how sounds are made, associating some of them with something vibrating</li> <li>ii. recognise that vibrations from sounds travel through a medium to the ear</li> <li>iii. find patterns between the pitch of a sound and features of the object that produced it</li> <li>iv. find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>v. recognise that sounds get fainter as the distance from the sound source increases</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>