

History Y4
I can research and complete a research of study about significant historical events from our local area.
I can explain how events from our local area had an impact beyond our region.
Key Concepts Covered in this unit:
Community and Culture (economy, trade, communication)
Exploration and invention (discovery, navigation, progress, tools)
Chronology- I can place dates and events on a timeline for a historical period
Similarity and differences- I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity.
Cause and consequence- I can identify and give reasons for historical events and can explain how a historical event impacted on at least one of the 4 key concepts.
Continuity and Change- I can explain what changed and stayed the same in relation to at least one of the 4 key concepts
Significance- I can identify historically significant people and events and their impact
Historical enquiry- I can present the information I have learnt in a variety of ways .
I can use research skills to find answers to specific historical questions about our locality.

Art - Every picture tells a story
Knowledge of artists and designers
• I am able to research and appraise work of artists and designers and show their influences in my work
• I have an understanding of significant artists throughout history and am able to link my work to them
Exploring and developing ideas
• I use my sketchbook to experiment with techniques used by studied artists
Evaluating their own work
• I can compare ideas, methods and approaches used in my own artwork and the work of others
Knowing and applying formal elements: Line
• I can analyse and describe how artists use line in their work
Knowing and applying formal elements: Pattern
• I can analyse and describe how other artists' use pattern
Knowing and applying formal elements: Shape
• I can analyse and describe the use of shape in artists' work
Knowing and applying formal elements: Tone
• I can understand tone in more depth to create 3D effects and analyse and describe the use of tone in artists' work
Creating original artwork; Identify similarities and differences to others' work; Reflecting
• I can use literary sources to inspire art and express thoughts and feelings through the tactile creation of art. I can manipulate materials to achieve desired effects and represent ideas from multiple perspectives
• I can build a more complex vocabulary when discussing my own and others' art
Sketchbook
I use my sketchbook to experiment with techniques used by studied artists

Hull

Science

Y4—Living things

To construct and interpret a variety of food chains, identifying producers, predators and prey
To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
To recognise that living things can be grouped in a variety of ways
To ask relevant questions and use different types of scientific enquiry to answer them including comparative and fair tests (Working Scientifically)
To identify differences, similarities or changes related to simple scientific ideas or processes (Working Scientifically)
To make careful observations (Working Scientifically)
To record and present findings using simple scientific language, written and oral presentations, drawings, diagrams, keys, bar charts and tables (Working Scientifically)

Y4—Sound

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 identify scientific evidence that has been used to support or refute ideas or arguments (Working Scientifically)
To record and present findings using simple scientific language, written and oral presentations, drawings, diagrams, keys, bar charts and tables (Working Scientifically)

My class

Phonics (the system of the sounds of a language and how these are represented in written words)

Vocabulary (building a body of useful words for different contexts and situations to enable communication and understanding)

Grammar (including syntax and inflectional and/or derivational features i.e.: the systems for changing the form of a word and for creating new words respectively)

Music

Y4 Singing (developing pitch, melody, rhythm and control individually and as part of a group)
Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure and musical features)
Composing (improving, composing, notating: representing sounds through symbols, standard and non-standard notation)
Performing (singing, playing instruments, individual and groups, practicing, rehearsing, presenting, recording and evaluating)
Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture and structure/form)
Chronology (history of music and changes over time)
Similarity and difference (comparing pieces of music, identifying common/different styles and techniques)
Significance (significant composers, pieces of music and musical movements)
Written, oral and creative expression (using music terminology, responding, refining, describing, experimenting and exploring)

Design and Technology

Y4 Digital world

I generate and develop ideas using exploded diagrams and prototypes.
I can use CAD.
I can test and evaluate my product against the original design criteria.
I can evaluate and suggest improvements for my design.
I can program a micro:bit in the Microsoft micro:bit editor, to time a set number of seconds/minutes upon button press.

Geography

Geographical skills and fieldwork I can present findings from fieldwork using graphs/charts and explain my findings Y3
I can use ordnance survey maps to explore the local area and identify key features Y4
I use different types of fieldwork to observe, measure and record the human and physical features in the local area Y4
Locational knowledge
I can describe the key human and physical characteristics of my local region including landscape, hills, coast and land use Y4
Place knowledge
I describe how some places are similar and dissimilar in relation to their human and physical features (within UK) Y3
Human and physical geography
I can describe and explain the key features of different types of settlements and land use and identify similarities and differences. Y4
Responsibility
I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable

Changing Me

Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm
Know that babies are made by a sperm joining with an ovum
Know the names of the different internal and external body parts that are needed to make a baby
Know how the female and male body change at puberty

Know that change can bring about a range of different emotions Relationships

Know some reasons why people feel jealousy
Know that loss is a normal part of relationships
Know that negative feelings are a normal part of loss
Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe

P.E.

Tennis

Year 4—To be able to play a variety of shots
To demonstrate and use the correct grip on a racket
To develop greater accuracy of strokes

Athletics

Year 4—To be able to run over a long distance and sprint a short distance
To be able to throw in different ways and hit a target

Y4 Audio Production

Select, use and combine a variety of software on a range of devices
Understand how to create and edit content using IT
Use editing tools such to create content.
Understand what input and output devices are.
Evaluate work produced
Y4 Data Logging
Understand that data can be collected over time.
Be able to use a datalogger.
Select what data need to be collected.
Answer questions using data.

R.E. Humanism/Jud /Judaism

I can discuss what is a "good" life

I can discuss what rule a Humanist might choose to live by to live a good life

I can discuss what a Humanist might believe about how the world began.

I can explain some actions a Humanist might take to lead a good life

I can explain some things that Humanists might believe

I can say what would motivate me to lead a better life

I can share my thoughts on what it feels like to belong to a group or a community I understand what Shavuot is celebrating and consider rules for the world today
I can describe how Jewish families celebrate Shavuot today

I can understand the importance of the Shema prayer and begin to explain how it impacts Jewish lives today

I can reflect on celebrations and say why they are special

I can create an affirmation I would like to make and explain why