

Queen Boudica Primary School

Year 4 Skills Map



<p>Science</p> <p>Light (NC 2014 Y3) Sound Electricity Earth & Beyond States of Matter Animals & Humans</p>	<p>History</p> <p>Changes in Britain from the Stone Age to the Iron Age, 6000BC The Roman Empire and its impact on Britain, 60-476 AD (British resistance – Boudica) A non-European society that provides contrast with British history</p>	<p>Geography</p> <p>Locational Knowledge: North and South America, counties, cities and regions of UK and countries in Europe Place Knowledge: North and South America Human & Physical Geography: Volcanoes and earthquakes, the water cycle Geographical Skills & Fieldwork: Maps, atlases and globes and digital mapping, eight points of a compass</p>
<p>Art</p> <p>Drawing Paintings (still life - Cezanne) Collage (Mosaics) Textiles Artist focus – Kandinsky, O’Keeffe, Pollock and Matisse)</p>	<p>SUGGESTED PROJECTS</p> <p>ROMANS CHOCOLATE INVENTIONS PICTURE THIS GOING FOR GOLD</p>	<p>Computing</p> <p>Communicating the Digital World: Publish perfect presentations in multimedia Exploring the Digital World: It’s all a barrel of graphs...diagrams, tables and tally charts! Shaping the Digital World: Super simulations E-Safety: Becoming a brilliant blogger</p>
<p>Design & Technology</p> <p>Electricals & Electronics Mechanics Computing Food & Nutrition</p>	<p>Languages</p> <p>Themes: Ou habites-tu? (Where do you live?) En ville (Places in town) Toutes directions (Directions) A l’ecole (At school) Les objets de la classe (Classroom objects) Quelle est ta matiere preferee? (What is your favourite subject?)</p>	<p>Music</p> <p>Traditional Roman Music Verdi (Romantic Italian) Giovanni Allevi (Modern Italian Piano) Britten (English - Charanga) Production</p>
<p>PE</p> <p>Competitive Games: Invasion Games, Basketball, Hockey, Tag Rugby, Kwick and Cricket Performance: Gymnastics (x1): Val Sabin Y4 Unit or LCP Y3&4 and Dance (x2): Val Sabin Y4 Units or LCP Y3&4 Individual / Team Challenges: Athletics, Outdoor Challenges Participation: Swimming</p>	<p>RE</p> <p>The Buddha Introducing Jesus The Teaching of Jesus Holy places in Islam The Qur’an The First and Last Human Guru’, the Khalsa and the 5 Ks</p>	<p>PSHE</p> <p>Me and My Feelings Me and Making a Positive Contribution Me and Medicines and Drugs Me and Keeping Safe Me and My Relationships Me and Growing and Changing Me and My Healthy Lifestyle</p>

The focus areas for each subject are recorded on this page so coverage is clear and these should be linked to projects. Maths and English focus areas are recorded on the skills map (next page); however every skill is not recorded in this overview since they are too numerous. Skills are therefore detailed in medium and short term planning for these subjects.

YEAR 4 CURRICULUM SUBJECT SKILLS MAP

Our curriculum responds to the needs and experiences of our children through challenging, inspiring and engaging them with what matters, and most importantly, it prepares children for the future.

COMMUNITY (our school, local and wider global communities and global dimensions)	CREATIVE THINKING (encouraging inquisitiveness, problem solving and enquiry based learning)	CONFIDENT & RESILIENT LEARNERS (a focus on children's self-esteem and developing a growth mind-set)
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English
Poetry: Take one poet (including recital) and Narrative poetry
Narrative: Traditional Tales (alternative versions); Stories with Fantasy Settings; Stories from Different Cultures and Plays
Non-fiction: Recounts (diary in first person); Explanation Texts and Persuasive Texts (adverts)

Maths
 Number
 Counting
 Place Value
 Addition and Subtraction (mental methods)
 Addition and Subtraction (formal written methods)
 Multiplication and Division (tables)
 Multiplication and Division (mental methods)
 Multiplication and Division (formal written methods)
 Fractions
 Fractions, Decimals and Percentages
 Measurement
 Use and apply measures to increasingly complex contexts
 Money - Decimal Notation
 Perimeter
 Geometry
 Describe position, direction and movement in increasingly precise ways – co ordinates and axes
 Use the properties of shapes and angles in increasingly complex and practical contexts
 Statistics
 Gather, Organise and Interrogate data

Science

Working Scientifically
 to ask relevant questions
 to suggest questions that can be tested
 to make predictions about what will happen, some of which are based on scientific knowledge
 to recognise when to use a fair test and design a fair test (identifying variables)
 to recognise when to use a comparative test to answer a question
 to make observations and comparisons of relevant features in a variety of contexts
 to make accurate measurements choosing standard units and using a range of equipment
 to present results in an appropriate way, eg. using labelled diagrams, in tables and bar graphs independently
 Report on findings from enquiries using oral or written explanation
 to draw conclusions, suggesting improvements, new questions and predictions for setting up further tests
 to identify simple trends and patterns in results presented in tables and bar graphs
 to suggest explanations for some of these
 to link the evidence to scientific knowledge and understanding to answer questions and support findings

Physics
 to recognise that we need light in order to see things and that darkness is the absence of light
 to observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes
 to notice that light is reflected from surfaces
 to recognise that light from the sun can be dangerous and that there are ways to protect our eyes
 to associate shadows with a light source being blocked by something; find patterns that determine the size of shadows
 to observe the apparent movement of the Sun during the day
 to observe and name a variety of sources of sound, noticing that we hear with our ears
 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 recognise that sounds get fainter as the distance from the sound's source increases
 to identify common appliances that run on electricity
 to construct a simple series electrical circuit, identifying and naming its basic parts (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

Biology
 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 identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.
 to identify that humans and some animals have skeletons and muscles for support, protection and movement

Chemistry
 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics
 to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

The skills for each subject for the whole year are listed on this year group skills map. The skills chosen for each term, most of which will be taught through projects in a cross-curricular theme, are highlighted when they are covered. The subject skills maps provide details of where support and extension can be provided for children where needed. Some skills will be an ongoing focus throughout the year.

Autumn: Blue Spring: Pink Summer: Green Ongoing: Yellow

Art & Design

Develop ideas from starting points throughout the curriculum.

Collect information, sketches and resources.

Adapt and refine ideas as they progress. Explore ideas in a variety of ways.

Comment on artworks using visual language.

Replicate some of the techniques used by notable artists, artisans and designers.

Create original pieces that are influenced by studies of others

Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.

Mix colours effectively.

Experiment with creating mood with colour.

Select and arrange materials for a striking effect.

Ensure work is precise.

Use coiling, overlapping, tessellation, mosaic and montage.

Use different grades of pencils to show line, tone and texture.

Alter and refine drawings and describe changes using art vocabulary.

Annotate sketches to explain and elaborate ideas.

Use hatching and cross hatching to show tone and texture.

Shape and stitch materials.

Use basic cross stitch and back stitch.

Colour fabric.

Create weavings.

Quilt, pad and gather fabric.

Create images, video and sound recordings and explain why they were created.

Design & Technology

Create series and parallel circuits.

Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).

Control and monitor models using software designed for this purpose.

Prepare ingredients hygienically using appropriate utensils.

Measure ingredients to the nearest gram accurately.

Follow a recipe.

Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).

Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.

Improve upon existing designs, giving reasons for choices.

Disassemble products to understand how they work.

Design with purpose by identifying opportunities to design.

Make products by working efficiently (such as by carefully selecting materials).

Refine work and techniques as work progresses, continually evaluating the product design.

Use software to design and represent product designs.

Computing

Create a blog or forum on VLE – show how this is creating a digital footprint.

Know that the aim of many sites is to sell something or gain personal information and can be linked to from other sites.

Be aware that taking text or images from some sites may be stealing other people's work.

Know when an email should not be opened or messages ignored.

Discuss ways simulations are used to help us (e.g. simulations for flight to teach pilots, driving, weather patterns etc.).

Discuss their use of ICT simulations and compare with reality.

Use a spreadsheet to record data and produce graphs.

Use some basic features to design and write a program to change or move a character in an application (e.g. Scratch - see 'Getting Started' guide).

Create simple flow diagrams to control physical devices (real or screen simulations) using outputs only (e.g.

Flowol, Junior Control Insight, CoCo 2 or Go).

Recognise key features of layout and use design features such as text boxes, columns and borders.

Use page setup to select different page sizes and orientations.

Use cut, copy and paste to refine and reorder content.

Select suitable text, sounds and images from electronic resources (e.g. Espresso or websites) and use it appropriately in their own work.

Create a range of hyperlinks to produce an interactive presentation.

Log on to email account, open emails, create & send appropriate replies, attach files & create address book.

Create in VLE: own pages, discussion forum, blogs and surveys for other pupils to respond to.

Begin to use video to communicate as a class (e.g. Skype or Face Time with another school).

Investigate changes in the environment using a datalogging device to capture measurements (sound, temperature, light) continuously over time.

Generate and compare different charts and graphs (using spreadsheet) and understand that different graphs are used for different purposes.

Discuss different graphs and their uses.

Determine the data needed to solve a specific problem: organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate.

Music

Sing from memory with accurate pitch.

Pronounce words within a song clearly.

Show control of voice when singing alone and as part of a group.

Perform with control and awareness of others and the occasion.

Use digital technologies to compose and perform pieces of music.

Use sound to create abstract effects.

Use drones as accompaniments.

Choose, order, combine and control sounds to create an effect.

Recognise the notes EGBDF and FACE on the musical stave.

Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

Describe own and other's work using musical words and use this to identify strengths and weaknesses in my music.

Understand layers of sounds and discuss their effect on mood and feelings.

Languages

Learn finger rhymes poems or a non-fiction text.

Learn to say several sentences on a topic

Listen with care and understand a range of spoken phrases

Use physical response to show recognition or understanding of specific words or phrases

Identify and compare specific sounds

Practise asking and answering questions with a partner

Perform simple role play situations

Match phrases and short sentences to pictures or themes

Make links between spoken and written words

Read aloud words and pronounce them accurately

Write labels for work on displays and in their books

Recognise and apply simple agreements, singular and plural

Use a dictionary to look up spellings

Write an email to a contact in a partner school

Learn about festivals or celebrations in one country where language is spoken and identify similarities and differences

Compare pastimes of children of different culture

Exchange information with partner school

Identify route from own locality to specified destination in country/countries where language is spoken

RE

Present the key teachings and beliefs of a religion

Refer to religious figures and holy books to explain answers

Identify religious artefacts and explain how and why they are used

Describe religious buildings and explain how they are used

Explain some of the religious practices of both clerics and individuals

Identify religious symbolism in literature and the arts

Show an understanding that personal experiences and feelings influence attitudes and actions

Give some reasons why religious figures may have acted as they did

Ask questions that have no universally agreed answers

Explain how beliefs about right and wrong affect people's behaviour

Describe how some of the values held by communities or individuals affect behaviour and actions

Discuss and give opinions on stories involving moral dilemmas

History

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ

Suggest causes and consequences of some of the main events and changes in history

Identify continuity and change in the history of the locality of the school

Give a broad overview of life in Britain from ancient until medieval times

Understand the concept of change over time, representing this, along with evidence on a time line

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

Geography

Use a range of resources to identify the key physical and human features of a location.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Name and locate the countries of Europe and identify their main physical and human characteristics.

Describe geographical similarities and differences between countries.

Describe key aspects of:

physical geography, including: volcanoes, earthquakes and the water cycle

human geography, including: settlements

Use the eight points of a compass to communicate knowledge of the United Kingdom and the wider world.

PE

Games

Throw and catch with careful control and accuracy.

Strike a ball and field with control and perception.

Choose appropriate tactics to cause problems for the opposition in a range of games.

Follow the rules of the game

and play fairly.

Maintain possession of a and keep control (eg with feet, hands, hockey stick...)

Pass to team mates at appropriate times.

Lead others and act as a respectful team member and role model.

Dance

Plan, perform and repeat sequences.

Move in a clear, fluent and expressive manner.

Refine movements into sequences.

Create dances and movements that convey a definite idea.

Change speed and levels within a performance.

Develop physical strength and suppleness by practising moves and stretching.

Athletics

Sprint over a short distance up to 60 metres.

Run over a longer distance conserving energy in order to sustain performance.

Use a range of throwing techniques (under arm, over arm).

Throw with accuracy to hit a target or cover a distance.

Jump in a number of ways, using a run up where appropriate.

Compete with others and aim to improve personal best performances.

Swimming

Swim between 25 and 50 metres unaided.

Using one basic stroke, breathing correctly.

Control leg movements

Use more than one stroke and co-ordinate breathing as appropriate for the stroke being used.

Co-ordinate arm and leg movements.

Swim at the surface and below the water.

Gymnastics

Plan, perform and repeat sequences.

Move in a clear, fluent and expressive manner.

Refine movements into sequences.

Show changes of direction speed and level during a performance.

Travel in a variety of ways, transferring weight to generate power movements.

Show a kinesthetic awareness in order to improve the placement and alignment of body parts.

Swing and hang from the equipment safely (using hands).

Outdoor/Adventurous activities

Arrive properly equipped for outdoor/adventurous activity.

Understand the need to show accomplishments in managing risks.

Show an ability to both lead and form part of a team.

Support others and seek support if required when the situation dictates.

Show resilience when plans do not work and initiative to try new ways of working.

Use maps, compasses and digital devices to orientate themselves.

Remain aware of the changing conditions and change plans if necessary.

PSHE Education

Me and My Feelings

about the difference between feelings and moods.

about the way that different moods affect them and others.

what they can do for themselves if they are in a bad mood and how they can help others.

how it might feel to be separated from someone/something we care about.

that there are many ways to manage the same feeling.

strategies for managing feelings of loss and separation.

about who can help them to manage uncomfortable feelings.

that people are different- in the way that they see things, do things and in what they are good at.

to feel good about and value themselves and who they are.

about what it means to have hope and why hope is important.

that when people are feeling negative about something, it sometimes helps to look at/think about things in a different way.

Me and Making a Positive Contribution

about how and why people seek to manage and sustain the environment.

that their choices affect others and the environment.

about ways of conserving natural resources and recycling.

about how animals can become endangered or extinct due to hunting.

about why animals are hunted.

that there might be conflicting views surrounding moral issues and that it is important to see things from other viewpoints when forming an opinion.

about long and short term consequences relating to habitat loss/environmental damage and how such damage can be prevented.

about conservation of wild animals and their habitats.

about organisations that work to protect animals such as The World Wildlife Fund for Nature.

about how they can play a part in conserving wildlife.

about how all living things are connected and interdependent.

to research a current local/national/international environmental issue in the media.

about ways that people can use the political process to make a difference in environmental issues.

to work as part of a group in planting trees in the school/local environment.

Me and Medicines and Drugs

to identify examples of the different categories of drugs, including drugs that are medicines, illegal drugs and socially acceptable drugs.

about how to keep safe around all kinds of drugs.

that there is usually more than one risk attached to a situation.

about how the body deals with overloading and dangerous substances.

about keeping safe with medicines, including taking the correct dose.

that there are choices that can be made in any situation involving risk.

that risk taking may have both positive and negative outcomes and to predict these outcomes.

the facts about smoking: its effects on the body and the risks involved.

about the reasons why people smoke.

about where to find reliable sources of information to make an informed choice

to recognise persuaders by what they say and do.

strategies for dealing with situations where they might be persuaded to touch, taste, smoke or sniff unknown/dangerous substances.

Me and Keeping Safe

what 'risk' means.

to assess simple risks on a scale ranging from low risk- high risk.

ways of minimising risks.

to assess the risks to personal safety associated with the places they visit.

about factors which increase/reduce the risk.

about safety rules to help in dangerous places/situations.

strategies for dealing with dangerous/frightening situations.

about risks in the locality.

to assess the skills they have/ need to acquire/practise to stay safe in their locality.

about what causes road accidents.

safety precautions and skills needed to keep safe on the roads.

to identify people who they can trust to help them to keep safe.

Me and My Relationships

that a bully is someone who makes him/herself feel better by making someone else feel worse.

how easy it is to slip into bullying behaviour, to recognise our motivation for doing this and stop.

about the danger of stereotyping people as 'bullies' because of their physical characteristics.

strategies for dealing with bullying behaviour.

a vocabulary of feelings surrounding bullying.

that there is no acceptable reason for bullying.

to deal positively with their fears and distress surrounding bullying.

that when bullying happens and you see it or are involved you are faced with a dilemma.

what it means to 'put yourself in someone else's shoes' and how this can help you to make the right decision.

strategies for recognising and minimising the risks of bullying.

to recognise critical moments.

strategies to protect themselves from being bullied physically or mentally: e.g. walk tall, have confidence, communication skills, assertiveness.

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strategies to protect themselves from being bullied physically or mentally: e.g. walk tall, have confidence, communication skills, assertiveness.

Me and Growing and Changing

about the stages in life from pregnancy to old age.

about changes in growth at each stage.

to recognise and challenge stereotyping on the basis of age.

that memories are an important part of people's lives.

how we can show respect for things that are special to others.

about how people change and become grown up.

stages at which people learn to be responsible for different things, for example to manage money.

reflect upon what they want to be when they are grown up and how they hope to see themselves

reflect upon what they want to be when they are grown up and how they hope to see themselves

Me and My Healthy Lifestyle

that there are a range of aspects to keeping healthy including physical and emotional aspects

about how to keep their bodies 'in balance'.

about how they can take responsibility for keeping themselves healthy and who can help them.

about some of the effects of exercise on the body.

about some of the choices they can make to keep physically active.

about what keeps the brain healthy.

how to keep themselves clean and healthy.

that germs and viruses can make us ill and ways to prevent their spread.

what a healthy school is.

evaluate how healthy their school is.