

Skills Overview



Year group	Year 4
Staff	ED, MD

Use the skills progression document to populate this overview

Topic	1	2	3	4
Theme	Who am I?	Explore the World	Who Inspires me?	Food?
Value	Honesty/ Responsibility	Self Belief/ Respect	Perseverance	Happiness
Primary Focus	History	Geography	Art	DT
Vehicle	My Home is my Castle	Transport (The Titanic focus)	David Attenborough	The Romans
Trips	Warwick Castle	Transport Museum/Canal Trust/RAF Cosford?		Roman Visitor
Assessment	End of topic quiz	Children create powerpoint to show their learning and understanding		NCR?

Skills

Knowledge and understanding with the world	History	<ul style="list-style-type: none"> Use terms related to the period and begin to date events Look at the evidence available Use evidence to build up a picture of a past event Use text books and historical knowledge Ask a variety of questions Use the library and internet for research Recall, select and organise historical information Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> Begin to evaluate the usefulness of different sources Choose relevant material to present a picture of one aspect of life in time past 	<ul style="list-style-type: none"> Offer a reasonable explanation for some events Look for links and effects in time studied 	<ul style="list-style-type: none"> Place events from period studied on time line Understand more complex terms eg BC/AD Use evidence to build up a picture of a past event Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied
	Geography	<ul style="list-style-type: none"> use letter/ number co-ordinates to locate features on a map. draw maps/ plans with a key using some standard symbols. 	<ul style="list-style-type: none"> observe, measure and record human and physical features using some geographical methods including sketch maps and plans, simple surveys, questionnaires and data collection tables. communicate using bar charts, bar line charts and line graphs. 	<ul style="list-style-type: none"> use world maps, atlases, globes and computer mapping to name and locate countries and describe features studied. begin to select appropriate maps and use index/ contents pages of an atlas. use the eight points of a compass. 	<ul style="list-style-type: none"> use appropriate digital technologies and present written accounts including reports and explanations
	Science	<ul style="list-style-type: none"> .Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their function Understand habitats of living things Make several related observations Use simple equipment provided Use non-standard measurements Record observations in simple tables Link observations to their ideas and questions Explain simply what happened and whether this was expected Recognise the need to communicate findings suggest ideas or make predictions that can be tested Ask relevant questions, Suggest different types of enquiry to answer questions Recognise whether or not a test is fair 	<ul style="list-style-type: none"> Identify evaporation and condensation in the water cycle and link the rate of evaporation with temperature Compare and group materials according to whether they are solid, liquid or gas Observe that some materials change state when they are heated or cooled and measure the temperatures at which these changes happen Identify common appliances that run on electricity Construct a simple series circuit; identify and name its parts Recognise that a component will only work if the circuit is complete and that a switch open and closes a circuit Identify common conductors and insulators Observe how magnets attract or repel each other and attract some materials and repel others Compare and group materials according to if they are magnetic Describe magnets as having two poles and use this to predict if they will attract or repel 	<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to group, identify and name a variety of living things in the local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things Construct and interpret a range of food chains; identify producers, predators, prey 	<ul style="list-style-type: none"> Identify how sounds are made and recognise that vibrations from sounds travel to the ear Find patterns between the pitch of a sound and the object that makes the sound Find patterns between the volume of a sound and the strength of the vibrations Recognise that sounds get fainter as the distance from the source increases

Expressive art and design	Art	<ul style="list-style-type: none"> Sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome. Select and use relevant resources and references to develop their ideas Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve. 	<ul style="list-style-type: none"> Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes). 	<ul style="list-style-type: none"> Investigate the nature and qualities of different materials and processes systematically. 	Be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
	Design and Technology	<ul style="list-style-type: none"> Generate ideas, considering the purposes for which they are designing Make labelled drawings from different views showing specific features 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 attempts fail Evaluate products and identify criteria that can be used for their own designs Evaluate their work both during and at the end of the assignment 	<ul style="list-style-type: none"> Select appropriate tools and techniques for making their product Use simple graphical communication techniques Evaluate their work both during and at the end of the assignment Evaluate their products carrying out appropriate tests 	<ul style="list-style-type: none"> Sew using a range of different stitches, weave and knit Measure, tape or pin, cut and join fabric with some accuracy 	<ul style="list-style-type: none"> Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques Join and combine materials and components accurately in temporary and permanent ways
Communication and language	Computing	<ul style="list-style-type: none"> Make use of copy and paste, beginning to understand the purpose of copyright regulations and the need to repurpose information for a particular audience. They show an understanding that not all information on the internet is accurate. Perform a search using different search engines and check the results against each other, explaining why they might be different. Show an awareness of the need for accuracy in spelling and syntax to search effectively. 	<ul style="list-style-type: none"> observe, measure and record human and physical features using some geographical methods including sketch maps and plans, simple surveys, questionnaires and data collection tables. communicate using bar charts, bar line charts and line graphs. 	<ul style="list-style-type: none"> use world maps, atlases, globes and computer mapping to name and locate countries and describe features studied. begin to select appropriate maps and use index/ contents pages of an atlas. use the eight points of a compass. 	<ul style="list-style-type: none"> use appropriate digital technologies and present written accounts including reports and explanations.
	PSHE	<ul style="list-style-type: none"> Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). 	<ul style="list-style-type: none"> Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring). 	<ul style="list-style-type: none"> Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing how and where to cross the road safely). 	<ul style="list-style-type: none"> Children can demonstrate that they recognise their own worth and that of others (for example by making positive comments about themselves and classmates). They can express their views confidently and listen to and show respect for the views of others. Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).
Physical development	PE	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations Develop flexibility, strength, technique, control and balance Perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best
English	Texts	<ul style="list-style-type: none"> Arthur High King of Britain My family/ Gangsta Granny– playscript guided reading 	<ul style="list-style-type: none"> The Titanic, Kaspar Prince of Cats, 	<ul style="list-style-type: none"> James and The Giant Peach, The \miraculous Journey of Edward Tulane 	<ul style="list-style-type: none"> Myths and Legends, Romulus and Remus, Romans on the Rampage, The Firemaker’s Daughter
	Writing	<ul style="list-style-type: none"> Diary Entry Retell/ Retell from a different point of view Playscripts (Excalibur playscript text?) Descriptions (character and setting) Story writing Poetry /spells 	<ul style="list-style-type: none"> Non-fiction features Diary entry Newspaper Personal retelling/accounts 	<ul style="list-style-type: none"> Persuasive writing Non-chronological reports Letter writing Personal writing Playscripts 	<ul style="list-style-type: none"> Story telling Story Writing Recounts Poetry
Maths	Maths	<ul style="list-style-type: none"> Number and Place Value The four operations 	<ul style="list-style-type: none"> Measurement: Length and Perimeter Multiplication and Division 	<ul style="list-style-type: none"> Fractions Decimals Time 	<ul style="list-style-type: none"> Money Shape—Properties Movement and direction Roman Numerals
	RE	<ul style="list-style-type: none"> Describe what a believer might learn from a religious story. Describe some of the things that are the same and different for religious people. 	<ul style="list-style-type: none"> Use religious words to describe some of the different ways in which people show their beliefs. Compare some of the things that influence me with those that influence other people. 	<ul style="list-style-type: none"> Use religious words to describe some of the different ways in which people show their beliefs. Compare some of the things that influence me with those that influence other people. 	<ul style="list-style-type: none"> Ask important questions about life and compare my ideas with those of other people. Link things that are important to me and other people with the way I think and behave.