Year Four

Programmes of Study

*Created by Inspire Curriculum Working Party,
based on National Curriculum 2014.

Monitoring and Assessment

Coverage

As each skill/objective is taught within a subject unit (key objective), they must be highlighted to show coverage. Different colours will be used to represent each term.

Key:

Autumn	Blue
Spring	Green
Summer	Orange

Assessment

At the end of each unit, teachers must highlight the key objective *(Overall title at the top of the unit, which encompasses all of the skills/objectives covered and is written in bold*), to show the following:

Green – 85% or above have achieved skills/objectives

Orange – 65-84%

Red – below 65%

Teachers must also record the names of children who are working above or below age-related in the left hand box.

Any children that are working above or below, should be taught the appropriate skills/objectives (i.e. teachers must plan from a range of year group programmes of study), and referenced within weekly planning.

Year Four

Subject		Skills and Objectives
Art & Design **Art is split into different art forms. For each form of Art there are four processes and then the appropriate skills and objectives for the year group. These can be taught at any point in the year, but try not to repeat the art form more than once per year, unless there is clear progression.*		
Drawing Working above: Working below:	**Create & Communicate**	• To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	• To use a number of sketches to base my work on. • To use a viewfinder to help me in my sketching. • To annotate my sketches in my art sketchbook to explain my ideas. • To sketch lightly (so you do not need to use a rubber)
	Appreciate artists who inspire and influence us	• About great artists, architects and designers.
Painting Working above: Working below:	**Create & Communicate**	• To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	• To mix colours using tints and tones. • To use watercolour paint to produce washes for backgrounds and then add detail. • To experiment in creating mood and feelings with colour.
	Appreciate artists who inspire and influence us	• About great artists, architects and designers.
Collage Working above: Working	**Create & Communicate**	• To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	• To cut skilfully and precise. To include skills, such as: • Coiling, • Overlapping • To know the striking effect work in a limited colour palette can have,

below:		through experimentation. • To can make paper coils and lay them out to create patterns or shapes. • To use mosaic. • To use montage. • To use tessellation and other patterns in my collage.
	Appreciate artists who inspire and influence us	• About great artists, architects and designers.
3D Working above: Working below:	**Create &** **Communicate**	• To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	• To can make nets of shapes to create recognisable forms. • To can join these together to create abstract forms. • To experiment with making life size models. • To use my clay techniques to apply to pottery
	Appreciate artists who inspire and influence us	• About great artists, architects and designers.
Printing Working above: Working below:	**Create &** **Communicate**	• To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	• To make my own printing blocks and experiment with different materials. • To can make a one coloured print. • To can build up layers of colours to make prints of 2 or more colours.
	Appreciate artists who inspire and influence us	• About great artists, architects and designers.
Textiles Working above:	**Create &** **Communicate**	• To create sketch books to record our observations and use them to review and revisit ideas.
	Using techniques to create effect	• To use glue to join fabrics. • To use running stitch to join fabrics. • To have explored plaiting and understand the basic method. • To know how to dip dye to produce fabric of contrasting colours. • To have looked at examples of patchwork and then design and make my

Working below:		own, using glue or stitching.
	Appreciate artists who inspire and influence us	• About great artists, architects and designers.
Music		*Music runs throughout the year. It is up to the teacher to plan out how this is to be taught progressively throughout each year group.*
Working above: Working below:	**Controlling sounds through singing and playing (Performing)**	• Sing songs from memory with accurate pitch • Sing in tune • Maintain a simple part within a group. • Understand the importance of pronouncing the words in a song well. • When singing, show control of voice. • Play notes o instruments with care so that they sound clear. • Perform with control and awareness of what other in the group are singing or playing.
Working above: Working below:	**Create and develop musical ideas (Composing)**	• Compose and perform melodies and songs (including using ICT) • Use sound to create abstract effects. • Recognise and create repeated patterns with a range of instruments. • Create accompaniments for own tunes. • Accompaniments to use drones or melodic ostinati (based on a pentonic scale) • Carefully choose, order, combine and control sounds with an awareness of their combined effect.
Working above: Working below:	**Respond and reviewing (Appraising)**	• Describe music using words such as duration, timbre, pitch, beat, tempo and texture. • Use these words to identify where their music works well and how it can be improved. • Listen to several layers of sound and talk about the effect on the mood and feelings.
Working above: Working below:	**Listen, understand and appreciate a range of music.** **Apply knowledge and understanding.**	• Recognise how musical elements can be used together to compose music. • Know how many beats in a minim, crotchet and semibreve and recognise their symbols • Know the symbol for a rest in music, and use silence for affect. • Describe the different purposes of music throughout history and in other cultures. • Know that the sense of occasion affects the performance.

D&T	*D&T is taught once per term. It is up to the teacher to take these objectives/skills below and plan out what will be designed and made, in accordance with your topics, following the process below each time. Remember to ensure teaching of, application of and consolidation of skills, as well as progression from unit to unit. (Remember some more able chn will progress to the level 2 skills, which can be obtained from the Year 2 PoS.)*		
Assessment / Evaluation	**Unit 1:**……. Working above: Working below:	**Unit 1:**……. Working above: Working below:	**Unit 1:**……. Working above: Working below:
	To know, understand and use the skills needed to design and make in a range of relevant contexts including; leisure, culture, enterprise, industry and the wider environment.		
	<u>Design:</u> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.		
	<u>Make:</u> • Use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing], accurately. • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients.		
	<u>Evaluate:</u> • Investigate and analyse a range of existing products. • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.		

	Technical knowledge: • **Apply** their understanding of how to strengthen, stiffen and reinforce more complex structures. • **Understand** and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].
Geography	*Geography must be taught in order, i.e. a first, then b…
Year 4, a	**A Country in Europe**
Working above: Working below:	• To investigate places. • To locate the countries in Europe, using maps, digital/computer mapping (including location of Russia). • To identify and locate major cities. • To respond to geographical questions. • To use and interpret globes, atlases, maps and digital/computer mapping. • To use secondary sources. • To use technology to access information. • To identify Physical and Human features. • To identify key aspects of human geography, including types of settlement and land use, economic activity, including trade links. • To begin to understand the relationship between location and economic activity. • To know how places relate to each other. • To make maps. • To know about similarities and differences.
Year 4, b	**Water**
Working above: Working below:	• To obtain information from maps and an atlas • To know about world weather patterns • To know about physical and human features • To make maps and plans • To use secondary sources • To investigate water supply at local and world scales • To know how water is used in the world • To investigate similarities and differences • To know about land use patterns • To use technology to record data. • To observe and question • To collect and analyse evidence • To use secondary sources • To know about a land use issue

	• To know about jobs in a settlement. • To know about the environmental impact of a local activity.
History	**History must be taught in order, i.e. a first, then b… (this is to allow for progression in levels of skills. As you can see, it begins with level 2 and progresses to level 3 skills).*
Year 4, a	**The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor**
Working above: Working below:	• Use a timeline to understand and order historical events. • Recall dates/periods of some significant events in History, and divide History into present using 21st Century and past using 10th and 11th Centuries. • Identify and use evidence to explain features/objects which characterize periods of time, for example what was important to people from the past. • Understand and can explain how features from life in the past influence our life today. • Find out how features may have changed during a time period. • Understand that there is often more than one viewpoint on each historical event and that I cannot just believe one side of the story. • Use a wide range of sources of information to understand life in the past. e.g. Books, internet, personal recounts, museum, music and photographs. • I use a range of resources when presenting information about the past, e.g. Speaking, writing, ICT, drama and drawing.
Year 4, b	**A local History study.**
Working above: Working below:	• Use a timeline to understand and order historical events. • Recall dates/periods of some significant events in History. • Identify and use evidence to explain features/objects which characterize periods of time, for example what was important to people from the past. • Understand and can explain how features from life in the past influence our life today. • Find out how features may have changed during a time period. • Understand that there is often more than one viewpoint on each historical event and that I cannot just believe one side of the story. • Use a wide range of sources of information to understand life in the past. e.g. Books, internet, personal recounts, museum, music and photographs. • I use a range of resources when presenting information about the past, e.g. Speaking, writing, ICT, drama and drawing.
Science	*Science topics can be taught in any order.
Year 3	Working scientifically

Working above: Working below:	Year 3 and 4 During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions; recognise when a simple fair test is necessary and help to decide how to set it up; talk about criteria for grouping, sorting and classifying; and use simple keys. They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data. With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done. They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences. These opportunities for working scientifically should be provided across years 3 and 4 so

	that the expectations in the programme of study can be met by the end of year 4. Pupils are not expected to cover each aspect for every area of study.
Year 4	Living things and their habitats
Working above: Working below:	• To recognise that living things can be grouped in a variety of ways • 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 environments can change and that this can sometimes pose dangers to living things. Pupils should use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They should identify how the habitat changes throughout the year. Pupils should explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Note: Plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses. Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation. Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

Year 4	Animals, including humans
Working above: Working below:	• 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 construct and interpret a variety of food chains, identifying producers, predators and prey. Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.
Year 4	States of matter
Working above: Working below:	• 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 or research the temperature at which this happens in degrees Celsius (°C) • To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning. Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.

Year 4	Sound
Working above:	• 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 find patterns between the pitch of a sound and features of the object that produced it • To find patterns between the volume of a sound and the strength of the vibrations that produced it • To recognise that sounds get fainter as the distance from the sound source increases.
Working below:	Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways. Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.
Year 4	Electricity
Working above:	• To identify common appliances that run on electricity • To construct a simple series electrical circuit, identifying and naming its basic parts, including 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.
Working below:	Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6. Note: Pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage. Pupils should be taught about precautions for working safely with electricity. Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.