



Year 4 Objectives

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	See English curriculum					
Mathematics	See maths curriculum					
Science	States of matter ✓ Compare and group materials together, according to whether they are solids, liquids or gases. ✓ Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius. ✓ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.		Electricity ✓ identify common appliances that run on electricity ✓ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ✓ 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 ✓ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ✓ recognise some common conductors and insulators, and associate metals with being good conductors		Animals, including humans ✓ describe the simple functions of the basic parts of the digestive system in humans ✓ identify the different types of teeth in humans and their simple functions ✓ construct and interpret a variety of food chains, identifying producers, predators and prey Living things and their habitats ✓ Recognise that living things can be grouped in a variety of ways. ✓ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. ✓ Recognise that environments can change and that this can sometimes pose danger to living things.	
Computing	Age rating (E-safety) ✓ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Presenting Data ✓ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		E-safety ✓ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Algorithms ✓ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ✓ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ✓ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		Digital Design ✓ select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	

History	✓ Britain's settlement by Anglo Saxons and Scots. ✓ The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. ✓ History of interest to pupils.		
Geography		✓ locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ✓ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ✓ understand geographical similarities and differences through the study of the human and physical geography of a region or area within the United Kingdom. ✓ understand geographical similarities and differences through the study of the human and physical geography of a region or area within North America. ✓ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ✓ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ✓ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
RE	✓ consider the beliefs, teachings, practices and ways of life central to religion learn about sacred texts and other sources and consider their meanings ✓ begin to recognise diversity in religion and non religion, learning about similarities and differences both within and between religions, beliefs non-religious worldviews and the importance of dialogue between them. ✓ extend the range and use of specialist vocabulary ✓ recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true		

	✓ communicate their ideas, recognising other people's viewpoint ✓ consider their own beliefs and values, and those of others, in the light of their learning in religious education					
RSHE	See relationships curriculum See physical health and mental wellbeing curriculum					
PE	Health & Fitness / Stamina & cross country ✓ 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.	Dance: Topic linked ✓ perform dances using a range of movement patterns ✓ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Games: Invasion games (tag rugby focus) ✓ use running, jumping, throwing and catching in isolation and in combination ✓ play competitive games, modified where appropriate	Games: Net / wall games (badminton & tennis focus) ✓ use running, jumping, throwing and catching in isolation and in combination ✓ play competitive games, modified where appropriate	Games: Target games (archery) ✓ use running, jumping, throwing and catching in isolation and in combination ✓ play competitive games, modified where appropriate	Athletics ✓ compare their performances with previous ones and demonstrate improvement to achieve their personal best. ✓ use running, jumping, throwing and catching in isolation and in combination ✓ develop flexibility, strength, technique, control and balance through athletics
DT	Design ✓ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ✓ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ✓ select from and 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, according to their functional properties and aesthetic qualities Evaluate ✓ 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 ✓ understand how key events and individuals in design and technology have helped shape the world Technical knowledge		Design ✓ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ✓ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ✓ select from and 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, according to their functional properties and aesthetic qualities Evaluate ✓ 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 ✓ understand how key events and individuals in design and technology have helped shape the world		Design ✓ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ✓ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make ✓ select from and 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, according to their functional properties and aesthetic qualities Evaluate ✓ 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 ✓ understand how key events and individuals in design and technology have helped shape the world Technical knowledge	

	✓ apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Technical knowledge ✓ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	✓ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Art and Design	✓ to create sketch books to record their observations and use them to review and revisit ideas ✓ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ✓ taught about great artists, architects and designers in history.		
Music	✓ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ✓ improvise and compose music for a range of purposes using the inter-related dimensions of music ✓ listen with attention to detail and recall sounds with increasing aural memory ✓ use and understand staff and other musical notations ✓ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ✓ develop an understanding of the history of music.		
MFL	✓ listen attentively to spoken language and show understanding by joining in and responding ✓ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ✓ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ✓ speak in sentences, using familiar vocabulary, phrases and basic language structures ✓ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ✓ present ideas and information orally to a range of audiences ✓ read carefully and show understanding of words, phrases and simple writing ✓ appreciate stories, songs, poems and rhymes in the language ✓ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ✓ write phrases from memory, and adapt these to create new sentences, to express ideas clearly ✓ 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 the 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.		