



St Martin's School

Art - Year 4

All children should know each part of the following sections:

Skills

1. Drawing

- To make informed choices in drawing inc. paper and media.
- To alter and refine drawings and describe changes using art vocabulary.
- To collect images and information independently in a sketchbook.
- To use research to inspire drawings from memory and imagination.
- To explore relationships between line and tone, pattern and shape, line and texture.

2. Painting

- To make and match colours with increasing accuracy.
- To use more specific colour language e.g. tint, tone, shade, hue.
- To choose paints and implements appropriately.
- To plan and create different effects and textures with paint according to what they need for the task.
- To show increasing independence and creativity with the painting process.

3. Textiles

- To match the tool to the material.
- To combine skills more readily.
- To choose collage or textiles as a means of extending work already achieved.
- To refine and alter ideas and explain choices using an art vocabulary.
- To collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements

4. 3D Art

- To make informed choices about the 3D technique chosen.
- To show an understanding of shape, space and form.
- To plan, design, make and adapt models.
- To talk about their work understanding that it has been sculpted, modelled or constructed.
- To use a variety of materials.

5. Artist appreciation

- To select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.
- To question and make thoughtful observations about starting points and select ideas to use in their work.

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- To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

6. D.T.

- To select appropriate tools and techniques for making their product
- To measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
- To join and combine materials and components accurately in temporary and permanent ways
- To sew using a range of different stitches, weave and knit
- To measure, tape or pin, cut and join fabric with some accuracy
- To use simple graphical communication techniques



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Computing - Year 4

All children should know each part of the following sections:

<i>Skills</i>

1 Computing

- To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- To use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

2 Digital Creativity

- To develop skills with multimedia content with video
- To use search technologies effectively

3 Digital Productivity

- To develop skills with multimedia content with blogging
- To use online portals/platforms for sharing and communicating
- To be discerning in evaluating digital content

4 Digital Citizenship and Technology

- To develop an understanding of esafety and sharing content online
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact



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Geography - Year 4

All children should know each part of the following sections:

Skills

1 Geographical enquiry

- To ask and respond to questions and offer their own ideas.
- To extend to satellite images, aerial photographs.
- To investigate places and themes at more than one scale.
- To collect and record evidence with some aid.
- To analyse evidence and draw conclusions e.g. make comparisons between locations photos / pictures / maps.

2 Positional awareness

- To use 4 compass points well.
- To begin to use 8 compass points.
- To use letter / number co-ordinates to locate features on a map confidently.
- To begin to use 4 figure grid references to locate features on a map.

3 Map work

Drawing maps

- To make a map of a short route experienced, with features in correct order.
- To make a simple scale drawing.

Representation

- To know why a key is needed.
- To begin to recognise symbols on an OS map.

Using maps

- To locate places on large scale maps (e.g. find UK or India on globe).
- To follow a route on a large-scale map.

Scale / distance

- To begin to match boundaries (e.g. find same boundary of a county on different scale maps).

Perspective

- To draw a sketch map from a high viewpoint.

Map knowledge

- To begin to identify significant places and environments.

Style of map

- To use large and medium scale OS maps.
- To use junior atlases.
- To use map sites on internet.
- To identify features on aerial / oblique photographs.



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History - Year 4

All children should know each part of the following sections:

<i>Skills</i>

1. Chronological understanding

- Place events from period studied on timeline
- Use terms related to the period and begin to date events
- Understand more complex terms e.g. BC/AD

2. Range and depth of historical knowledge

- Use evidence to reconstruct life in time studied
- Identify key features and events of time studied
- Look for links and effects in time studied
- Offer a reasonable explanation for some events

3. Interpretations of history

- Look at the evidence available
- Begin to evaluate the usefulness of different sources
- Use text books and historical knowledge

4. Historical enquiry

- Use evidence to build up a picture of a past event
- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research



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MFL - Year 4

All children should know each part of the following sections:

Skills

Listening

- To listen attentively to spoken language and show understanding by joining in and responding
- To pick out known words in an authentic conversation
- To show an understanding and respond to a range of familiar spoken words and short phrases.
- To begin to pronounce new vocabulary

Speaking

- To use common phrases
- To develop accuracy when pronouncing phrases, by listening and repeating
- To perform short role plays on one topic, with several exchanges of secure pronunciation.
- To recognise a familiar question and respond with a simple rehearsed response
- To repeat and say familiar words and short simple phrases, using understandable pronunciation.

Written

- To copy simple vocabulary
- To use understandable spelling
- To write some single words from memory with plausible spelling

Cultural Awareness

- To learn geographically about Spain
- To be aware and show a cultural understanding of Spain and all Spanish speaking countries
- To learn and compare ways Spain celebrate know festivals i.e Christmas, Easter



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PE - Year 4

All children should know each part of the following sections:

Skills

Throwing and Catching

- Pass, receive and shoot the ball with increasing control.
- Work as part of a team to keep possession and score goals when attacking Defend one on one and know when and how to win the ball

Footwork and Floor

- Demonstrate good footwork on the court
- Return to the ready position to defend my own court.
- Use simple tactics to help a team score or gain possession

Team Games

- Pupils are familiar with basic rules of games and they are beginning to apply them in a range of situations.
- Pupils can identify when they are successful and the next steps in their learning
- Pupils are able to identify the sporting spirit values.
- They can give examples of when they could demonstrate them during a game situation. Understand how to use equipment safely.

Field and Track

- Demonstrate the difference between sprinting and running over varying distances.
- Demonstrate different throwing techniques.
- Jump for distance and height with control and balance.
- Throw with some accuracy and power into a target area

Striking and Fielding

- Use overarm and underarm throwing, and catching skills with increasing accuracy.
- Strike a bowl and ball after a bounce.
- Bowl a ball with some accuracy, and consistency.
- Choose and use simple tactics for different situations.

Use a range of basic racket skills and variety of shots in different areas



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PSHE - Year 4

All children should know each part of the following sections:

Skills

- To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
- What is meant by the term 'habit' and why habits can be hard to change.
- About people who are responsible for helping them stay healthy and safe and ways that they can help these people.
- To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.
- To judge what kind of physical contact is acceptable or unacceptable and how to respond.
- The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
- To recognise and challenge stereotypes.
- To recognise their increasing independence brings increased responsibility to keep themselves and others safe.
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.
- That there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.
- About the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.
- To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.
- Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.



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Religious Education - Year 4

All children should know each part of the following sections:

Skills

➤ Beliefs and teachings

Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.

Children can:

- a describe the key teachings and beliefs of a religion;
- b begin to compare the main festivals of world religions;
- c refer to religious figures and holy books.

➤ Rituals, ceremonies and lifestyles

Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life.

Children can:

- a identify religious artefacts and how they are involved in daily practices and rituals;
- b describe religious buildings and how they are used;
- c explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.

➤ How beliefs are expressed

Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.

Children can:

- a begin to identify religious symbolism in different forms of art and communication;
- b looking at holy texts and stories, explain meaning in a story;
- c express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.

➤ Time to reflect and personal growth

Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.

Children can:

- a understand that personal experiences and feelings can influence their attitudes and

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actions;

- b** offer suggestions about why religious and non-religious leaders and followers have acted the way they have;
- c** ask questions that have no agreed answers, and offer suggestions as answers to those questions;
- d** understand that there are similarities and differences between people and respect those differences.

➤ **Values (in your own life and others lives)**

Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.

Children can:

- a** make informed choices and understand the consequences of choices;
- b** describe how shared values in a community can affect behaviour and outcomes;
- c** discuss and give opinions on morals and values, including their own.



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Science - Year 4

All children should know each part of the following sections:

Skills

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
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.
- using results to draw simple conclusions, make predictions for new values and suggest improvements and raise further questions
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions