



## Year 4 Autumn 1 Half termly Curriculum Coverage

<u>Subject</u>	<u>Objectives</u>	<u>Subject</u>	<u>Objectives</u>
<b>Science</b>	<p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them (Year 4 focus)</p> <p>Set up simple practical enquiries, comparative and fair tests (Year 4 focus)</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus)</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions (Year 4 focus)</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 4 focus)</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 4 focus)</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 4 focus)</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes (Year 4 focus)</p> <p>Use straightforward scientific evidence to answer questions or to support his/her findings (Year 4 focus)</p>	<b>D.T.</b>	<p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience</p> <p>Create designs using exploded diagrams</p> <p>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them</p> <p>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user.</p>



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Computing	<p>The child can use and combine a range of programs on a computer.</p> <p>The child can design and create content on a computer in response to a given goal.</p> <p>The child can collect and present data.</p> <p>The child can use a standard search engine to find information.</p> <p>The child can understand that search engines rank pages according to relevance.</p> <p>The child can demonstrate that they can act responsibly when using computers.</p>	History / Geography	<p>By the end of Year 4 children know features about places around them and beyond the UK. They know about the wider context of places - region, country and can identify where countries are within Europe; including Russia. Children can recognise the different shapes of continents. They understand and use a widening range of geographical terms; specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p> <p>Children in Year 4 know how their locality is set within a wider geographical context. They can describe human features of UK regions, cities and /or counties and understand why there are similarities and differences between places.</p> <p>Children in Year 4 are able to understand the effect of landscape features on the development of a locality and can describe how people have been affected by changes in the environment. They recognise that people have differing quality of life living in different locations and environments and can explain about key natural resources e.g. water in the locality.</p> <p>At the end of Year 4 children will be able to place some historical periods in a chronological framework and use historic terms related to the period of study</p> <p>In Year 4 children are able to use sources of information in ways that go beyond simple observations to answer questions about the past. They will be able to understand that sources can contradict each other and that some are more useful than others.</p> <p>They can communicate their learning in an organised and structured way, using appropriate terminology and use a variety of resources to find out about aspects of life in the past</p>
	RE		<p>Pupils can describe their own responses to the concept</p> <p>Pupils can describe examples of how their responses are, or can be, applied in their own lives and the lives of others</p> <p>Pupils can describe how these concepts are contextualised within some of the beliefs and practices of the religion studied</p> <p>Pupils can evaluate the concepts by describing their value to believers and by identifying and describing an issue raised</p>



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## Music

Play and perform in solo and ensemble contexts, using his/her voice and playing musical instruments with increasing accuracy, fluency, control and expression  
**Listen with attention to detail and recall sounds with increasing aural memory**

## PE

I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.  
I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.  
Swim competently, confidently and proficiently over a distance of at least 25m.  
Use a range of strokes effectively.  
Perform safe self rescue in different water based situations.