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**Year 4 Progression of curriculum skills – Art**

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| Drawing  | Painting  | Collage | 3D | Printing  | Exploring  | Evaluating |
| -Draw wholesketches with detail ofsurrounds (i.e. includingthe background.-Confidently workfrom imagination.-Solidify infill shapeswith coloured pencilsand can produce a range of tones with each.-Express differentfeelings throughdrawing.-Use appropriatelanguage. | - Use paint andequipment correctly and with increasing confidence.- Use the colour wheel to mix different shades of the same colour.-Understand how to use tints and tones - to lighten and darken with the use of black and white.-Competently works with different consistencies of paint.-Use language appropriate to skill. | -Use the technique of overlaying - building up layers on the surface/colour mixes | -Shape, form, model and construct from imagination-Use surface patterns / textures. | -Relief and impressed printing processes.-Use language appropriate to skill. | -Communicate their own ideas and meanings through a range of materials and processes for a range of purposes-Identify the different forms art takes: books, pictures, wallpaper, fabrics, etc. | -Look at and talk about the work of other artists. |

**Year 4 Progression of curriculum skills – Computing**

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| Understanding Technology | Programming | Digital Literacy | E-safety |
| -Understand the role of **web** **browsers** when viewing **web** **pages** and can explain how individual web pages can be found (*e.g. by clicking on a favourite link, search result or by typing in a URL*).-Recognise that there is a difference between the **Internet** and the **World Wide Web.**-Recognise and describe some of the services offered by the **Internet**, especially those used for communication and collaboration.  | -Create and debug **programs**.-Can: * use **sequence** and **repetition**.
* refine **algorithms** to improve efficiency
* control or simulate **physical** **systems**

-Begin to explore and notice the similarities and differences between **programming** **languages** and use this knowledge to help them create and **debug** **programs** efficiently. | -Are confident and creative users of technology. They are beginning to make informed choices about the appropriateness of **digital content** they access and create, using an increasing range of **digital resources** and **devices**-Identify, collect and manipulate different types of **data** (e.g. numerical data from science experiments, words, still and moving images etc.) which they present as **information**, showing a greater awareness of purpose and audience. -Become more discerning in their choice of **search technology** to accomplish specific goals. They understand the need for efficiency when conducting searches, choosing keywords carefully. | -Review their online activity, including maintaining amending online profiles, **communication channels and publishing spaces** to ensure they do not inadvertently reveal personal details. -Show respect for content created by others by acknowledging sources, commenting respectfully and responsibly on other people’s work and respecting privacy. They are discriminating about what they share and whether any permission is needed to do so.-Identify a range of potential online risks including inappropriate contact or content and can identify ways of seeking support and reporting concerns. They exercise caution when receiving **attachments** and following **web links** contained in messages.  |

**Year 4 Progression of curriculum skills – Geography**

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| Location Knowledge  | Place Knowledge  | Human and physical geography | Geographical skills and fieldwork |
| - Locate the world’s countries, using maps to focus on Europe(including the location of Russia) and North and South America, concentrating on their environmental regions, keyphysical and human characteristics, countries, and major cities | - Understand geographical similarities and differencesthrough the study of human and physical geography of a region of the United Kingdom and a region in a European country | - Describe and understand key aspects of physical and humangeography, including rivers, mountains, volcanoes andearthquakes, the water cycle, types of settlement and landuse and economic activity including trade links | - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied- Use the eight points of a compass, four‐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 rangeof methods, including sketch maps, plans and graphs, and digital technologies. |

**Year 4 Progression of curriculum skills – History**

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| Chronological understanding | Knowledge and understanding of past events, people and changes in the past | Historical interpretation | Historical enquiry | Organisation and communication |
| . Use words and phrases: century, decade, BC, AD, after, before, during. -Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. -Name and places dates of significant events from past on a timeline. | -Show knowledge and understanding by describing features of past societies and periods.-Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past.-Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.-Describe how some of the past events/people affect life today. | -Give reasons why there may be different accounts of history. | -Understand the difference between primary and secondary sources of evidence.-Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.-Ask questions such as ‘what was it like for a …… during ……?’-Suggest sources of evidence from a selection provided to use to help answer questions. | -Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills -Use dates and terms correctly. -Discuss most appropriate way to present information, realising that it is for an audience. -Use subject specific words such as monarch, settlement, invader. |

**Year 4 Progression of curriculum skills – DT**

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| Designing  | Making  | Evaluating  | Technical Knowledge  | Cooking and Nutrition  |
| **Understanding contexts,****users and purposes**• work confidently within a range of contexts, such as the home, school, leisure, culture,enterprise, industry and the wider environment• describe the purpose of their products• indicate the design features of their products that will appeal to intended users• explain how particular parts of their products work• gather information about the needs and wants of particular individuals and groups• develop their own design criteria and use these to inform their ideas**Generating, developing, modelling and communicating ideas**• share and clarify ideas through discussion• model their ideas using prototypes and pattern pieces• use annotated sketches, cross-sectional drawings and exploded diagrams to develop andcommunicate their ideas• use computer-aided design to develop and communicate their ideas• generate realistic ideas, focusing on the needs of the user• make design decisions that take account of the availability of resources | **Planning**• select tools and equipment suitable for the task• explain their choice of tools and equipment in relation to the skills and techniques they will beusing• select materials and components suitable for the task• explain their choice of materials and components according to functional properties andaesthetic qualitiesIn early KS2 pupils should also:• order the main stages of making**Practical****skills and techniques**- follow procedures for safety and hygiene• use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components• measure, mark out, cut and shape materials and components with some accuracy• assemble, join and combine materials and components with some accuracy• apply a range of finishing techniques, including those from art and design, with some accuracy | **Own ideas and products**- identify the strengths and areas for development in their ideas and products• consider the views of others, including intended users, to improve their work• refer to their design criteria as they design and make• use their design criteria to evaluate their completed products**Existing products**- Investigate and analyse: • how well products have been designed• how well products have been made• why materials have been chosen• what methods of construction have been used• how well products work• how well products achieve their purposes• how well products meet user needs and wants• who designed and made the products• where products were designed and made• when products were designed and made• whether products can be recycled or reused**Key events and individuals**Know about inventors, designers, engineers, chefs and manufacturers who have developedground-breaking products | **Making products work**Know**:** • how to use learning from science to help design and make products that work• how to use learning from mathematics to help design and make products that work• that materials have both functional properties and aesthetic qualities• that materials can be combined and mixed to create more useful characteristics• that mechanical and electrical systems have an input, process and output• the correct technical vocabulary for the projects they are undertakingIn early KS2 pupils should also know:• how mechanical systems such as levers and linkages or pneumatic systems createmovement• how simple electrical circuits and components can be used to create functional products• how to program a computer to control their products• how to make strong, stiff shell structures• that a single fabric shape can be used to make a 3D textiles product• that food ingredients can be fresh, pre-cooked and processed | **Where food comes from**- Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickensand cattle) and caught (such as fish) in the UK, Europe and the wider world**Food preparation, cooking and nutrition**Know:• how to prepare and cook a variety of predominantly savoury dishes safely and hygienicallyincluding, where appropriate, the use of a heat source• how to use a range of techniques such as peeling, chopping, slicing, grating, mixing,spreading, kneading and bakingIn early KS2 pupils should also know:• that a healthy diet is made up from a variety and balance of different food and drink, asdepicted in The eatwell plate• that to be active and healthy, food and drink are needed to provide energy for the body |

**Year 4 Progression of curriculum skills – PE**

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| Reflect and evaluate | Move with control | Plan and implement |
| - Reflect on and evaluate evidence when making personal choices or bringing about improvements in performance and behaviour.* work and behave safely
* discuss how my work is similar to and different from others’
* use this understanding to improve my own performance
* give reasons why warming up before an activity is important
* give reasons why physical activity is good for my health
* explain and apply basic safety principles in preparing for exercise
* describe the effects exercise has on my body
 | - Move with ease, poise, stability and control in a range of physical contexts.**Games**-Strike a ball and field with control **Dance** **-D**ance movements are clear and fluent -Know that dance can express a variety of things -Movements are controlled and express emotion or feeling -Prepare and perform to an audience **Gym** -Control shapes-Sequences include changes in speed and level -Work on improving strength and suppleness by practising stretches and shapes -Controlled and skilful in actions and movements -Movements are clear, accurate and consistent **Athletics** -Sprint over a short distance -Run over a longer distance, conserving energy -Throw with accuracy to hit a target -Choose the best pace for running -Be controlled in take-off and landing when jumping -Be accurate when throwing for distance | - Generate and implement ideas, plans and strategies, exploring alternatives.**Games*** select and use the most appropriate skills, actions and ideas
* choose the appropriate tactics to cause a problem for the opposition
* follow the rules in a games
* keep possession of a ball ( feet, hands, hockey stick)
* improvise with ideas and movements
* link skills, techniques and ideas and apply them accurately and appropriately
* strike a bowled ball
* use forehand and backhand when playing racquet games
* adapt actions to changing situations (e.g. weather, playing surface)
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