

St Mary Magdalene Catholic Primary School

"Growing Together in Faith and Love"



Year 4

Learning Goals

Subject	Term 1	Term 2	Term 3
History	<p>Ancient Egyptians</p> <ul style="list-style-type: none"> study the achievements of the earliest civilisations develop a chronologically secure knowledge and understand of British, local and world history note connections, contrasts and trends over time develop the use of historical terms understand how our knowledge of the past is constructed from a range of sources address and devise historically valid questions about similarity, difference and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<p>Roman Britain</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British history address historically valid questions about change, cause and significance construct informed responses that involve the thoughtful selection and organisation of historical information understand how our knowledge of the past is constructed from a range of sources note connections, contrasts and trends over time and develop the appropriate use of historical terms address and devise historically valid questions about similarity and difference. 	<p>Crime and Punishment</p> <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British history establish clear narratives over periods of study note connections, contrasts and trends over time and develop the use of historical terms understand how our knowledge of the past is constructed from a range of sources address historically valid questions about continuity, and change and cause address and devise historically valid questions about continuity and change, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information
Geography	<p>The Americas</p> <p>enhance their locational and place knowledge</p> <ul style="list-style-type: none"> focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities understand geographical similarities and differences through looking at regions in North and South America begin to associate weather/climate with landscape and environment use maps, atlases, globes and digital/ computer mapping learn to use the eight points of a compass. 	<p>Rivers and the Water Cycle</p> <ul style="list-style-type: none"> name and locate some of the UK's and the world's most significant rivers and mountain environments learn about the features of a named river (the River Thames) in the UK, from source to mouth learn how rivers and mountains are formed identify some of the processes associated with rivers understand where rivers and mountains fit into the water cycle. 	<p>Earthquakes and Volcanoes</p> <ul style="list-style-type: none"> describe and understand the key aspects of volcanoes and earthquakes understand that the distribution of earthquakes and volcanoes follows a pattern be introduced to plate tectonics. learn about the 'Pacific Ring of Fire'.

Science	<p>Sound: Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases</p> <p>Living Things 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 dangers to living things.</p>	<p>Looking at States: Compare and group materials together, according to whether they are solids, liquids or gases. 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). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation to the environment</p> <p>Teeth and Eating: 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.</p>	<p>Power it up: 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 as good conductors</p> <p>The Big Build Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions</p>
Art	<p>Colour: Colour mixing and matching: tint, tone and shade Observe colours Suitable equipment for the task Colour to reflect mood</p> <p>Texture: Use a wider variety of stitches Observations and design of textural art Compare different fabrics.</p>	<p>Drawing: Identify and discuss the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated designs</p> <p>Pattern: Explore environmental and man-made patterns tessellation</p>	<p>Printing: Use sketchbook for recording textures and patterns Interpret environmental and man-made patterns Modify and adapt print</p> <p>Form: Plan and develop Experience surface textures and patterns Discuss own work and work of other sculptors Analyse and interpret natural and man-made forms of construction</p>
Music	<p>Create sounds using a range of instruments. Begin to develop technical vocabulary related to sound i.e pitch, tone Understand that sound is created through vibrations and the affect this has on the sound created. Ongoing – learning to play an instrument</p>	<p>Sing in tune expressively, performing with a limited range of notes. Recognise and explore how sounds can be organised.</p> <p>Ongoing – learning to play an instrument</p>	<p>Improve their own work. Suggest improvements on own and other's work. Identify and explore relationship between sounds.</p> <p>Ongoing – learning to play an instrument</p>

ICT	<p>Coding, unit 4.1</p> <ol style="list-style-type: none"> 1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 2. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. 3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 4. 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. <p>Spreadsheets, unit 4.3</p> <ol style="list-style-type: none"> 1. 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. <p>Online Safety, unit 4.2</p> <ol style="list-style-type: none"> 1. Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. 2. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<p>Writing for Different Audiences, unit 4.4</p> <ol style="list-style-type: none"> 1. 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. <p>Logo, unit 4.5</p> <ol style="list-style-type: none"> 1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 2. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. 3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 	<p>Animation, unit 4.6</p> <ol style="list-style-type: none"> 1. 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. <p>Effective Searching, unit 4.7</p> <ol style="list-style-type: none"> 1. Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. 2. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content <p>Hardware Investigators, unit 4.8</p> <ol style="list-style-type: none"> 1. Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.
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DT	Textiles Generate realistic ideas and design criteria collaboratively through discussion, focussing on the needs of the user and purpose of the product Produce annotated sketches, prototypes, final product sketches and pattern pieces Plan main stages of making Select and use a range of appropriate tools Select fabrics and fastenings according to their functional characteristics Investigate a range of 3D textile products Test their product against the original design criteria and intended user Take into account others' views Know how to strengthen, stiffen and reinforce fabrics Understand how to securely join two pieces of fabric together Understand the need for pattern and seam allowance Know and use relevant technical vocabulary.	Electrical systems Gather information about users' needs and wants, and develop design criteria to inform the design of products that are fit for purpose. Order the main stages of making Select from and use tools and equipment to cut, shape, join, and finish with some accuracy Connect simple electrical components and a battery in a series circuit to achieve a functional outcome Program a standalone control box, microcontroller or interface box to enhance the way a product works Investigate and analyse a range of existing battery-powered products, including pre-programmed and programmable products Evaluate their ideas and products against their own design criteria and identify the strengths and areas of improvement in their work. Understand and use computing to program and control products containing electrical systems Know and use relevant technical vocabulary.	Structures Generate realistic ideas and design criteria collaboratively through discussion, focussing on the needs of the user and purpose of the product Develop ideas through the analysis of existing products and use annotated sketches, prototypes to model and communicate ideas Order main stages of making Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy Explain their choice of materials according to function and aesthetic qualities Use suitable finishing techniques for their product Investigate and evaluate a range of existing shell structures Test and evaluate their own products against design criteria, intended user and purpose Develop and use knowledge of how to construct strong, still shell structures Develop and use knowledge of nets and cubes Know and use relevant technical vocabulary
PE	<u>Invasion Games</u> Play 3vs1 and 4vs1 and how to use the space and help each other. Score more regularly without making mistakes. Choose and adapt their techniques to keep possession and give their team chance to shoot. Plan ideas and tactics similar across invasion games. Know what rules are needed to make games fair. Understand simple patterns of play.	<u>Gymnastics</u> Devise, perform and repeat sequences that include travel, body shapes and balances. Help them change sequences. Include changes of dynamics. Work with a partner. Adapt their sequences to include apparatus and to suit partner or small group. Ask which parts of task they have completed and the ones they still need to practice.	<u>Striking and Fielding</u> Choose and use a range of simple tactics and strategies. Keep, adapt and make rules for striking and fielding games. Recognise good performance and identify the parts of a performance that need improving. <u>Athletics</u> Run for short distances and times, and for longer distances and times. Keep a steady pace.

	<p>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p> <p>Know what they need to improve their game and what they need to practice.</p> <p><u>Net and Wall Games</u></p> <p>Play games using throwing and catching skills. Vary strength, length and direction of throw. Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving.</p> <p>Understand attack and defence tactics. Understand rules about the games.</p> <p>Describe what they do and what they find hard. Talk about how to change the court to make it easier/harder.</p> <p>Say what they do well in a game and what they need help with and what they need to practice.</p>	<p>Compare and contrast similar performances. Suggest ways to improve the quality of the sequence</p> <p><u>Dance</u></p> <p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative</p>	<p>Practise 5 basic jumps e.g hop, step, and jump. Combine basic actions and form simple jump combinations.</p> <p>Throw into a target using slinging, pushing and pulling actions.</p> <p>Describe and evaluate the effectiveness of performance and recognise aspects that need improving.</p>
Italian	<p>☑ Days of the week</p> <p>☑ Months and seasons</p> <p>☑ Numbers 1 -10</p> <p>☑ Christmas carols and greetings</p>	<p>☑ Italian Food Part2</p> <p>☑ Words associated with family</p> <p>☑ Sports</p> <p>☑ Easter in Italy</p> <p>☑ Numbers 20 -50</p>	<p>☑ Describe a person and their character Part2</p> <p>☑ Modes of Transport – how to travel to school</p> <p>☑ Songs of summer and holidays</p>
PSHE	<p>Families and people who care for me</p> <ul style="list-style-type: none"> •That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. <p>Caring friendships</p> <ul style="list-style-type: none"> •That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <p>Respectful relationships</p> <ul style="list-style-type: none"> •That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority 	<p>Internet safety and harms</p> <ul style="list-style-type: none"> •Why social media, some computer games and online gaming, for example, are age restricted. •Where and how to report concerns and get support with issues online. <p>Physical health and fitness</p> <ul style="list-style-type: none"> •The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise <p>Healthy eating</p> <ul style="list-style-type: none"> •The principles of planning and preparing a range of healthy meals. 	<p>Health and prevention</p> <ul style="list-style-type: none"> •About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. <p>Health and prevention</p> <ul style="list-style-type: none"> •About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.