**ARTISTS in Year 4 should be able to:**

* Create a sketchbook with ideas, research, annotations, sketches etc.
* Evaluate and refine their own work and the work of others
* Explore how artists use colour, shape and techniques to convey a mood/feeling and then paint their own pictures
* Sketch using a variety of media, grades of pencils, lines, patterns, textures and tones
* Annotate sketches to explain ideas
* Create printing blocks from a variety of materials and make prints of 2 or more colours
* Investigate how print is used in other cultures/time periods and compare their methods/techniques
* Create collages, montages and mosaics using a variety of media and methods
* Create 3D pieces of art using a variety of materials
* Add materials to other pieces of work to create texture, expression or movement

**SCIENTISTS in Year 4 should be able to:**

* Observe, describe and compare using Key Stage 2 scientific vocabulary
* Group and order observations giving scientific reasons
* Collect evidence/find information to test out an idea/prediction or answer a question
* Predict what might happen and begin to explain why using everyday ideas and scientific facts/ideas
* Measure in standard units
* Select equipment, with help
* Plan ways to test out their own/someone else’s ideas
* Set up a fair test and explain why it is important to do so
* Draw tables and bar charts to record observations/data
* Explain observations/results using cause and effect and scientific facts and ideas
* Explain what the evidence shows and whether it supports any predictions
* Identify and explain simple trends and patterns in results
* Communicate findings in a variety of ways
* Talk about how to improve their own work



**Year 4**

**KEY SKILLS**

**HISTORIANS in Year 4 should be able to:**

* Talk about the past and present using appropriate dates, centuries, BC/AD and time vocabulary
* Tell the story of periods in history and begin to compare them
* Place people, events and objects that they have found out about on a timeline
* Ask historical questions and suggest a wide range of sources of evidence to find answers
* Present information about the past using a wide range of methods, that they choose themselves
* Use a wide variety of sources to find out about the past and explain why there may be differences

**A SPORTS PERSON in Year 4 should be able to:**

* Talk about how their work is similar and different from other performances and say how it can be improved.
* Talk about my health and PE with reasons.
* Create a gymnastic routine with co-ordination, in a controlled way, and choose dynamics to improve my strength.
* Create a dance routine which communicates a mood.
* Play as part of a team, develop tactics and use equipment correctly.
* Use maps/plans/diagrams to follow a route.
* Work as part of a team to solve outdoor problems/challenges.
* Run/sprint over long and short distances, jump in a variety of ways.
* Use underarm, overarm, putting and hurling, to hit a target.

**MUSICIANS in Year 4 should be able to:**

* Sing tunes with expression
* Perform songs in 2+ parts
* Perform simple parts on instruments
* Create music with several layers of sound and talk about the effect
* Explore the ways sounds can be combined and used expressively
* Make improvements to their own work and comment on the effect
* Listen to and recall repeated patterns with increasing accuracy
* Use musical notation to represent music
* Listen to a range of music from different time periods and parts of the world and talk about how they are performed and the effect it has on them.

**A COMPUTER USER in Year 4 should be able to:**

* Decompose problems into smaller steps when writing code.
* Design, write and debug programs for specific goals using different software/platforms.
* Use sequence, repetition and selection in programs
* Use search technology effectively and safely
* Identify a range of ways to get support and report issues.
* Recognise unacceptable behaviour online

**GEOGRAPHERS in Year 4 should be able to:**

* Describe and compare the features of places accurately using geographical words.
* Locate and explain how to find places on a range of maps.
* Describe and compare regions, cities, rivers, mountains and seas around the UK.
* Draw sketch maps and plans with symbols/keys and begin to use grid references
* Describe the location and direction of objects and places using 8 points of the compass.
* Describe European countries, capital cities, mountain ranges, rivers and seas.
* Describe how rivers are formed and explain why they are important and the role they play in the water cycle.
* Explain how and why settlements change over time.
* Describe environmental issues affecting areas they are studying.
* Present work in a range of methods including ICT.

**DESIGNERS in Year 4 should be able to:**

* Plan and design ideas, and use appropriate tools, for a range of purposes and choose a way to communicate their ideas.
* Explain their evaluations and communicate how they improved their product.
* Create a textile product by selecting and combining appropriate textiles and explain their choices.
* Prepare, make and measure ingredients to make a food product.
* Explain how to make the food product appealing to others.
* Describe food products in terms of taste, texture and flavour and relate to the intended purpose.
* Make a model using stiff and flexible sheets and explain how they made it using DT words.
* Create a product combining a simple circuit and simple mechanism.