

Y4 Afternoon Curriculum Subject Criteria

Science	Technology (Comp.)	Music	Art	Geography	History	Engineering (DT)
Living Things	Programming	Skills and Processes	Subject Content	Locational Knowledge	Subject Content	Design
I can use classification keys to identify and name a variety of living things.	I can create and edit programming algorithms to control a physical system, sprite or avatar (to achieve a specific outcome).	I can play a range of tuned instruments.	I can use my sketch books to record observations and use it to review and revisit ideas.	I can use maps to locate the countries of Europe (including the location of Russia).	I can research and present information on a non-European society that provides contrasts with British history (Egyptians).	I can research and present information on at least one inventor/designer /engineer who has develop ground-breaking ideas.
I can outline how and why environments may change, and the effects on living things.	I can use 'if' codes within my programming algorithms to introduce conditional sequences.	I can play a brass/stringed instrument.	I can improve my mastery of the following art and design techniques: - Drawing - Painting - Sculpture	I can identify key geographical features and regions of Europe including human (e.g. cities) and physical (e.g. mountain ranges, seas, lakes and rivers) features.	I can identify where and when early civilisations appeared around the world (to include an in depth study of the achievements of Ancient Egypt).	I can identify design problems/challenges from a given context (e.g. local area / story).
I can construct and interpret a variety of food chains.	I can use simple sensing to log a change.	I can recognise how to use music to accompany poetry/P.E./actions/dance.	I can research the work of a range of great artists / architects / designers from history.	I can identify the position and significance of: - the equator - the 2 hemispheres - arctic/Antarctic circles	I can conduct a local history study centred on Viking influence.	I can create a detailed drawing of my design, and fully label it for materials and lengths.
I can identify producers, predators and prey from food chains.	I can identify errors/bugs within my sequences and begin to debug my programming.	I can recall sounds with increasing aural memory.	I can use and understand staff and other musical notations.	I can evaluate and analyse creative works using the language of art, craft and design techniques.	I can explore the extent and impact of Viking raids, invasions and settlements in England (incl. Danegeld).	I can sequence how I will make a product in written form (i.e. First... Next...Last...)
Humans	Networks and communication	Matters	Aims	Human and Physical Geography	Historical concepts	Making
I can identify the name and function of the basic parts of the human digestive system.	I can evaluate and refine programmes to improve efficiency.	I understand and use the term 'tone'.	I can produce creative work, exploring my ideas and recording my experiences.	I can describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	I can research Anglo Saxon resistance to Viking rule (incl. the role of Alfred the Great).	I can use a saw with a vice safely to cut lengths accurate to 1mm.
I can identify the name and function of the types of teeth in humans.	I can use a folder structure to organise files on a range of storage locations (e.g. school network, hard drive, cloud networks etc.).	I understand and use the term 'pitch'.	I can evaluate and analyse creative works using the language of art, craft and design techniques.	I can develop my techniques, including my control and my use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	I can frame historically valid questions.	I can attach wheels to a chassis using axles.
States of matter	History of music	I understand and use the term 'notes'.	Materials	HUMAN	I can select and organise information to create a structured account of a historical event (e.g. extended writing, detailed timeline etc.).	I can include an electrical circuit within my design.
I can group everyday materials based on whether they are solids, liquids or gases.	I can link files / online locations within my work documents.	I can research the work of a composer.	Pencil Crayon Pastels Chalk Paint Clay Natural/reclaimed materials Needles Threads	Geographical Skills and Fieldwork	I can understand the methods of enquiry, including how evidence is used to make historical claims.	I can use a glue gun safely under supervision.
I can investigate/research the temperature at which materials change state.	I can use a range of search techniques to acquire information (e.g. using filters / Boolean terms to restrict searches).		Vocabulary	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	I can understand how and suggest reasons why contrasting arguments and interpretations of the past have been constructed.	Evaluate
I can identify changes in state (and the effect of changing temperature) within the water cycle.	I understand that information found online might not be accurate and can evaluate search results.		Colour Texture Tone Scale Tint Shade		I can understand how and why change occurs in history, why and how things stay the same and analyse trends.	I can give positive and constructive feedback on another's product/design.
Sound	I can respect copyright when acquiring information/files online.					I can discuss how well my design meets the intended purpose (design criteria).
I can differentiate pitch and volume, and investigate how to change the two.						I can evaluate the impact of famous designs and explain how they have helped to shape the world.
I can investigate the effects on perceived sound when changing the distance from the source.						Cooking and Nutrition
						I can plan balanced meals based on the 'Eat Well Plate'.

<p>Electricity</p> <p>I can identify machines that require electricity and those that do not.</p> <p>I can build and label a series circuit containing cells, wires, bulbs, switches and buzzers.</p> <p>I can explain why the position of a switch affects whether or not a lamp lights in the circuit (closing the loop with the battery).</p> <p>I can investigate a variety of materials for properties as electric conductors/insulators.</p>	<p>ICT</p> <p>I can use networked / online spaces to work collaboratively.</p> <p>I can select appropriate resources, tools and software to present work.</p> <p>I can evaluate and modify my own work.</p> <p>I can pose questions and collect specific data.</p> <p>I can plan and create a database to collect, present and analyse data and information.</p>		<p>Techniques</p> <p>Malleable Construct, manipulate, join, papier mache, slabs, coils, slips, patterns</p> <p>Textile Collage, knot, fray, fringe, twist, plait, cut, appliqué, dye, weave, print, stitch, join, batik, create 3D structure, use different grades of thread and needles</p> <p>Print Rub, roll, create pattern, impress, relief, overlay, add other media</p> <p>Collage Fold, crumple, tear, overlap, layer</p> <p>Paint Layer, mix, scrape, texture, colour wash, create atmosphere/light/shade effects</p> <p>Digital Record, create on screen, manipulate images</p>	<p>I can use the eight points of a compass, symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the local area and the wider UK.</p> <p>I can use fieldwork to conduct a case study (Whitby) to show how human and physical characteristics have changed over time for a local location.</p>	<p>I can identify and describe reasons for and results of historical events, situations and changes studied in the past.</p> <p>I can identify and explain similarities and differences between societies from different historical periods (i.e. economically, politically, socially etc.).</p> <p>I can understand why some events, individuals, situations and changes are considered significant.</p>	<p>I can identify common foods that are natively grown in the UK, Europe and the wider world.</p> <p>I can safely demonstrate</p> <ul style="list-style-type: none"> - griddling (e.g. blinis) - boiling (e.g. an egg) - roasting (e.g. peppers) - toasting <p>I can measure volumes/masses and follow a recipe to prepare predominantly savoury dishes.</p> <p>I can explain the importance of keeping cooked and non-cooked meats separate.</p> <p>Suggested dishes:</p> <ul style="list-style-type: none"> - griddled blinis with salmon pate - Nicoise salad with herb croutons - fruit roulade - savoury pinwheels - filo parcels
<p>Working Scientifically</p>						
<p>I can conduct fair tests to answer my own scientific enquiry.</p>	<p>e-safety</p> <p>I can develop a secure password.</p>					
<p>I can make predictions, draw conclusions from data and suggest improvements.</p>	<p>I can outline the 'SMART' model of keeping safe when sharing information online.</p>					
<p>I can use a range of equipment (incl. thermometers and data loggers) to make accurate measurements in standard units.</p>	<p>I know how to report online problems including cyberbullying.</p>					
<p>I can record findings using tables and bar charts, and present my findings orally.</p>	<p>I can outline how to protect an online system from viruses.</p>					
<p>Electricity</p>	<p>I can restrict who can view online information (including social media profiles).</p>					
<p>I can identify machines that require electricity and those that do not.</p>						
<p>I can build and label a series circuit containing cells, wires, bulbs, switches and buzzers.</p>						