

Science

O Track Objectives

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries and comparative and fair tests.
- Make systematic and careful observations.
- Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings.

Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise 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 sources increases.

Living Things and their Habitats

- 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.

Animals, including humans

- 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.

States of Matter

- 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 with temperature.

Electricity

- 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 bulb 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 with being good conductors.

Geography

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

Human and Physical Geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Locational Knowledge

- 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, key physical and human characteristics, countries, and major cities.

O Track Objectives

- To investigate places: Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
- To investigate places: Name and locate the countries of Europe and identify their main physical and human characteristics.
- To investigate patterns: Describe geographical similarities and differences between countries.
- To communicate geographically: Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle; human geography, including: settlements and land use.
- To communicate geographically: Use the eight points of a compass, four figure grid references, symbols and keys to communicate knowledge of the UK and the wider world.

Year 4

History

Ancient Greece

- A study of Greek life and achievements and their influence on the western world.

The Roman Empire and its impact on Britain

Examples (non-statutory)

- Julius Caesar's attempted invasion in 55-54 BC.
- The Roman Empire by AD42 and the power of its army.
- Successful invasion by Claudius and conquest, including Hadrian's Wall.
- British resistance, for example, Boudica.
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.

O Track Objectives

- Knowledge: I can write a paragraph to describe some of the main events, people and changes in the past.
- Causation and Change: I can write descriptions of several reasons for something, using paragraphs.
- Causation and Change: I can make the link between cause and effect.
- Interpretation: I can explain that the past can be represented or interpreted in different ways.
- Communication: Use different ways to present information and ideas.

R.E.

Autumn: 1. God Talk 2. Mary

Spring: 1. Prayer 2. Badgers Parting Gift

Summer: 1. Jewish Family Life 2. Symbolism of Flight

O Track Objectives

- To understand beliefs and teachings: Refer to religious figures and holy books to explain answers.
- To understand practices and lifestyles: Explain some of the religious practices of individuals.
- To understand how beliefs are conveyed: Identify religious symbolism in literature and the arts.
- To enquire: I can investigate by gathering, selecting, organising or refining questions and ideas about religions.
- To reflect: I can apply ideas from religions to my own experiences and reflecting thoughtfully.

Languages

O track objectives

- To read fluently: To use cognates to guide understanding of new texts.
- To read fluently: Read short texts independently about topics I have understanding main points.
- To write imaginatively: Express personal opinions and responses (J'aime, J'adore etc).
- To write imaginatively: Begin to use phrases they already know and alter them in an attempt to write sentences.
- To write imaginatively: Use a dictionary to explore word choices and use them to form new sentences. (Not necessarily correctly).
- To speak and listen confidently: Ask others to repeat words or phrases if necessary.
- To speak and listen confidently: I can take part in conversations by asking 2-3 questions.
- To speak and listen confidently: I can take part in conversations by giving 2-3 replies.
- To speak and listen confidently: Demonstrate a growing vocabulary and the use of opinion when answering questions.
- To understand the culture of the countries in which the language is spoken: Show they understand texts about target language countries or communities and identify some similarities and differences between these and my own.

Computing

O Track Objectives

Computer Science

- Write programs that accomplish specific goals.
- Use sequence in programs.
- Work with various forms of input.
- Work with various forms of output.

Information Technology

- Design and create content.
- Present information.
- Use of variety of software to accomplish given goals.

Digital Literacy

- Use technology safely.
- Identify a range of ways to report concerns about content.

Music

O Track Objectives

To Perform:

- Sing from memory with accurate pitch.
- Sing in tune.
- Maintain a simple part within a group.
- Pronounce words within a song clearly.
- Show control of voice.
- Play notes on an instrument with care so that they are clear.
- Perform with control and awareness of others.

To Compose:

- Compose and perform melodic songs.
- Use sound to create abstract effects.
- Create repeated patterns with a range of instruments.
- Use digital technologies to compose pieces of music.
- Create accompaniments for tunes
- Use drones as accompaniments.
- Choose, order, combine and control sounds to create an effect.

To Transcribe:

- Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.

To Describe Music:

- Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
- Evaluate music using musical vocabulary to identify areas of likes and dislikes.
- Understand layers of sounds and discuss their effect on mood and feelings.

Art

O Track Objectives

To Develop Ideas:

- Develop ideas from starting points throughout the curriculum.
- Collect information, sketches and resources.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.

To Master Techniques:

- Drawing- Use different hardnesses of pencils to show line, tone or texture.
- Drawing- Annotate sketches to explain and elaborate ideas.
- Drawing- Use shading to show light and shadow.
- Collage- Select and arrange materials for a striking effect.
- Collage- Ensure work is precise.
- Collage- Use coiling, overlapping, tessellation, mosaic and montage.
- Digital media- Create images, video and sound recordings and explain why they were created.
- Painting- Experiment with creating mood and colour.
- Sculpture- Include texture that conveys feelings, expression or movement.
- Sculpture- Add materials to provide interesting detail.
- Textile- Shape and stitch materials.
- Textile- Use basic cross stitch and back stitch.
- Textile- Quilt, pad and gather fabric.

To Take Inspiration from the Greats (classic and modern)

- Create original pieces that are influenced by studies of others.
- Replicate some of the techniques used by notable artists, artisans and designers.

Design and Technology

O Track Objectives

To design, make, evaluate and improve:

- Design with purpose by identifying opportunities to design.
- Refine work and techniques as work progresses, continually evaluating the product design.
- Use software to design..

To take inspiration from design throughout history:

- Identify some of the great designers in all areas of study (including pioneers in horticultural techniques) to generate ideas for designs.
- Improve upon existing designs, giving reason for choice.

To master practical skills:

- **Food-** Measure ingredients to the nearest gram accurately.
- **Food-** Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).
- **Materials-** Measure and mark out to the nearest millimetre.
- **Materials-** Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- **Materials-** Select appropriate joining techniques.
- **Textiles-** Understand the need for a seam allowance.
- **Electricals and electronics-** Create series and parallel circuits.
- **Computing-** Control and monitor models using software designed for this purpose.
- **Mechanics-** Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).

PE

O Track Objectives

To develop practical skills in order to participate, compete and lead a healthy lifestyle.

Games

- To participate and enjoy games.
- Strike a ball and field with control.
- Choose appropriate tactics to challenge the opposition.
- Pass and receive to team mates at appropriate times.
- Lead others and act as a respectful team member.

Dance

- Move in a clear, fluent and expressive manner.
- Create dances and movements that convey a definite idea.
- Develop physical strength and suppleness by practising moves and stretching.

Gymnastics

- Move in a clear, fluent and expressive manner.
- Refine movements into sequences.
- Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).
- To be able to transfer basic sequences and movements from the floor, onto the apparatus safely.

Athletics

- Run over a longer distance, conserving energy in order to sustain performance.
- Throw with accuracy to hit a target or cover a distance.
- Jump in a number of ways, using a run up where appropriate.
- Compete with others and aim to improve personal best performances.

Outdoor and adventurous activities

- Arrive properly equipped for outdoor and adventurous activity.
- Understand the need to show accomplishment in managing risks.
- Show an ability to both lead and form part of a team.
- Support others and seek support if required when the situation dictates.
- Show resilience when plans do not work and initiative to try new ways of working.
- Use maps, compasses and digital devices to orientate themselves.
- Remain aware of changing conditions and change plans if necessary.

PSHCEE

O Track Objectives

My Healthy Lifestyle

- I can identify some factors (positive and negative) that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self image, media
- I can make informed choices about healthy eating and exercising
- I know the importance of taking care of my own body, whilst respecting cultural differences
- I have a range of strategies for managing and controlling strong feelings and emotions

Me and My Future

- I understand and use larger sums of money in calculations
- I am able to make informed choices about how to pay for something
- I can begin to develop an understanding that people have different financial circumstances and begin to understand the need of charities.
- I can demonstrate how to look after and save money
- I know a range of different ways to pay for things, some may involve debt or credit ('borrowing')
- I can begin to understand the different values and attitudes that people have with regard to money
- I am able to keep track of spending, keeping accurate records
- I can identify my strengths, areas for improvement and set high aspirations and goals

Moving On

- I can identify positive achievements in my last academic year.

Me and My Relationships

- I feel good about myself, my body and my attitude towards others.
- I can recognise the worth of both myself and other people and can identify positive things about myself and recognise my mistakes.
- I know that there are different kinds of families and partnerships.
- I can respond appropriately to other people's feelings I can acknowledge that others have different points of view.
- I can demonstrate the features of good friendship.
- I can recognise what love is.
- I understand the language used to describe changes and feelings.
- And that that my body and emotions will change as I grow older.
- I can set personal goals.

Keeping Myself Safe

- I know the difference between risk, danger and hazard
- I can describe what risk means to me
- I can take responsibility for my own behaviour and safety and realise that actions have consequences
- I have some strategies to cope with peer influence and peer pressure
- I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, water, electricity and personal safety)
- I know that not everything on the internet is true and know what to do if I access something inappropriate
- I am beginning to recognise how electronic communications may be used for manipulation or persuasion and I understand the need to keep some information private in order to protect myself when communicating online

Me and My Future

- I understand that there is great diversity locally and across the world which affects peoples' choices and how my choices may impact on the environment.
- I can begin to recognise and respond to challenging or negative behaviours such as stereotyping and their effects on individuals and communities aggression.
- I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves.