Year 4 Foundation Subjects
Skills Progression

Art Skills	Building on prior learning, children will:
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	• To draw from observation using a variety of tools. • Accurate drawing of whole people including proportion and placement. • To create sketch books to record their observations.
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	• To create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. • Colour mixing and matching; tint, tone, shade.
Texture (textiles, clay, sand, plaster, stone)	• Use a wider variety of stitches • Observation and design of textural art • experimenting with creating mood, feeling, movement • Compare different fabrics
Form (3D work, clay, dough, boxes, wire, paper sculpture)	• Plan and develop • Experience surface patterns / textures • discuss own work and work of other sculptors • Analyses and interpret natural and manmade forms of construction
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	• Use sketchbook for recording textures/patterns • Interpret environmental and manmade patterns • Modify and adapt print
Pattern (paint, pencil, textiles, clay, printing)	• Explore environmental and manmade patterns • Tessellation

Computing Skills	Building on prior learning, children will:
Computer Science	• Plan the solution to a problem by decomposing into smaller parts e.g. with a flow diagram, storyboard or other plan • Investigate how algorithms work and identity the purpose of the different parts of an algorithm Make programs which use sequences, repetition and inputs and outputs when necessary. Improve a program by debugging systematically
Information Technology	• Save and retrieve work independently on the school network or a Cloud system like Purple Mash, using folders to organise work • Use a wide range of input devices fluently, such as keyboards, mice and/or touchscreens • Create, modify and present work to accomplish specific goals using a variety of software on a range of digital devices. • Evaluate their work and improve it, based on their own, and other people's views. • Use technology to collect, present and interpret data, using a range of different graphs/charts.
Digital Literacy	• Recognise different parts of a school or office network e.g. server, switch, router, client, WIFI point, • Use an online collaboration system e.g. blogging, and understand the opportunities this offers. • Use a wider range of search operators i.e. " " ~ define: to efficiently find information in a search engine

Design Technology	Building on prior learning, children will:
Design	Textiles (Cushions) • Designing and making a template from an existing cushion and applying individual design criteria Electrical Systems (Static) • Designing a game that works using static electricity, including the instructions for playing the game • Identifying a design criteria and a target audience
Make	Textiles (Cushions) • Following design criteria to create a cushion • Selecting and cutting fabrics with ease using fabric scissors • Sewing cross stitch to join fabric • Decorating fabric using appliqué • Completing design ideas with stuffing and sewing the edges Electrical Systems (Static) • Making an electrostatic game, referring to the design criteria • Using a wider range of materials and equipment safely • Using electrostatic energy to move objects in isolation as well as in part of a system
Evaluate	Textiles (Cushions) • Evaluating an end product and thinking of other ways in which to create similar items Electrical Systems (Static) • Learning to give constructive criticism on own work and the work of others • Testing the success of a product against the original design criteria and justifying opinions
Technical Knowledge	Textiles (Cushions) • Threading needles with greater independence • Tying knots with greater independence • Sewing cross stitch and appliqué • Understanding the need to count the thread on a piece of even weave fabric in each direction to create uniform size and appearance • Understanding that fabrics can be layered for affect Electrical Systems (Static) • Understanding what static electricity is and how it moves objects through attraction or repulsion • Generating static electricity independently • Using static electricity to make objects move in a desired way

Geography Skills	Building on prior learning, children will:
Location Knowledge	• Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. • Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.
Place Knowledge	• Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.
Human and Physical Geography	Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Types of settlements in modern Britain: villages, towns, cities.
Geographical Skills and Fieldwork	• Use maps, atlases, globes and digital/computer mapping (Google Earth) 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History Skills	Building on prior learning, children will:
Chronology	• Place events studied on a time line use terms related to the period and begin to date events understand more complex terms eg BCE/AD
Range and depth of historical knowledge	• Use evidence to reconstruct life in time studied • Identify key features and events • Look for links and effects in time studied • Offer a reasonable explanation for some events • Develop a broad understanding of ancient civilisations
Interpretations of History	• Look at the evidence available • Begin to evaluate the usefulness of different sources • Use of text books and historical knowledge
Historical Enquiry	• Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research to ask and answer questions
Organisation and Communication	• Recall, select and organise historical information • Communicate their knowledge and understanding

MFL (French)	
Listening	• Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • Listen to and accurately repeat particular phonemes in songs and rhymes and to make links to spellings • Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English
Speaking	• Ask and answer a range of questions on different topic areas • Using familiar sentences as models, make varied adaptations to create new sentences • Read aloud using accurate pronunciation
Reading	• Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard • Listen to and confidently repeat particular phonemes in songs and rhymes and begin to make links to spellings • Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English
Writing	• Write words and short phrases from memory • Use a range of adjectives to describe things in more detail, such as describing someone's appearance • Write descriptive sentences using a model but supplying some words from memory
Grammar	• Recognise a wider range of word classes including pronouns and articles, and use them appropriately • Understand that adjectives may change form according to the noun they relate to, and select the appropriate form • Recognise questions and negative sentences

Music Skills	Building on prior learning, children will:
Listening	• Identify leaps in a melody by ear. • Identify how a musical signal is used to control volume.
Composing	• Improvise movement and add appropriate sounds to music. • Compose musical motifs.
Performing	• Perform a melodic ostinato accompaniment with a second melody. • Perform invented rhythm patterns to backing track.

PSHE Skills	Building on prior learning, children will:
Being Me in My World	• I know my attitudes and actions make a difference to the class team. • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
Celebrating Difference	• Tell you a time when my first impression of someone changed as I got to know them. • Explain why it is good to accept people for who they are.
Dreams and Goals	• I know how to make a new plan and set new goals even if I have been disappointed. • I know what it means to be resilient and to have a positive attitude.
Healthy Me	• Recognise when people are putting me under pressure and can explain ways to resist this when I want to. • Identify feelings of anxiety and fear associated with peer pressure.
Relationships	• Explain different points of view on an animal rights issue and express my own opinion and feelings on this.
Changing Me	• Identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.

RE	Building on prior learning, children will:
Believing: Religious beliefs, teachings, sources, questions about meaning, purpose and truth.	• Explain why certain sacred books are different and important to each religion. • Identify inspiring people within the wider community. • Question different religions within the community.
Expressing: Religious and spiritual forms of expressing; questions and identity and diversity.	• Discuss what people do within these scared places. • Explain why these festivals are celebrated and how. • Discuss the similarities and differences of places of worship.
Living: Religious practices and ways of living; questions about values and commitments.	• Discuss what matters the most in different religions. • Discuss how I can contribute to making the world a better place.

Science Skills	Building on prior learning, children will:
Planning and Communication and Sources	• Record observations, comparisons and measurements using tables and bar charts • Begin to plot points to form a simple graph • Use graphs to point out and interpret patterns in their data • Select information from a range of sources provided for them
Enquiring and Testing and Obtaining and Presenting Evidence	• With help, pupils begin to realise that scientific ideas are based on evidence • Show in the way they perform their tasks how to vary one factor while keeping others the same • Decide on an appropriate approach in their own investigations to answer questions • Describe which factors they are varying and which will remain the same and say why
Observing and Recording	• Carry out measurement accurately • Make a series of observations, comparisons and measurements • Select and use suitable equipment • Make a series of observations and measurements adequate for the task
Considering Evidence and Evaluating	• Predict outcomes using previous experience and knowledge and compare with actual results • Begin to relate their conclusions to scientific knowledge and understanding • Suggest improvements in their work, giving reasons