

Year Four - Key Skills Planner 2018/2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 -	Summer 2
	The Victorians		Who lives Here?		The Romans	Good To be Green
	Production	Swimming	Climbing Archery	Walking		Residential Paddlesports
Science Bold font is AT1 skills	<p>Electricity Can they identify common appliances that run on electricity? Can they construct a simple series electric circuit? Can they identify and name the basic parts in a series circuit, including cells, wires, bulbs, switches and buzzers? Can they 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? Can they recognise that a switch opens and closes a circuit? Can they associate a switch opening with whether or not a lamp lights in a simple series circuit? Can they recognise some common conductors and insulators? Can they associate metals with being good conductors? Planning Can they plan a fair test and isolate variables and explain why it was fair and explain which variables have been isolated?</p>	<p>Animals, including humans Can they identify and name the basic parts of the human digestive system? Can they describe the function of the organs of the human digestive system? Can they identify the simple function of different types of human teeth? Can they compare the teeth of herbivores and carnivores? Can they explain what a simple food chain shows? Can they construct and interpret a variety of food chains, identifying producers, predators and prey?</p> <p>Obtaining and presenting evidence Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? Can they make accurate measurements using standard units?</p>	<p>States of Matter Can they compare and group materials based on their states of matter, ie, liquid, solid or gas? Can they explain what happens to materials when they are heated or cooled? Can they measure or research the temperature at which different materials change state in degrees Celsius? Can they use measurements to explain changes to the state of water?</p> <p>Can they identify the part that evaporation and condensation has in the water cycle? Can they associate the rate of evaporation with temperature?</p> <p>Considering evidence and evaluating Can they identify differences, similarities or changes related to simple scientific ideas or processes? Can they find any patterns in their evidence or measurements?</p> <p>Planning Can they set up a simple fair test to make comparisons? Can they suggest improvements and predictions?</p>	<p>Sound Can they describe a range of sounds and explain how they are made? Can they associate some sounds with something vibrating? Can they compare sources of sound and explain how the sounds differ? Can they explain how to change a sound (louder/softer)? Can they recognise how vibrations from sound travel through a medium to an ear? Can they find patterns between the pitch of a sound and features of the object that produce it? Can they find patterns between the volume of the sound and the strength of the vibrations that produced it? Can they recognise that sounds get fainter as the distance from the sound source increases? Can they explain how you could change the pitch of a sound? Can they investigate how different materials can affect the pitch and volume of sounds?</p> <p>Planning Can they decide which information needs to be collected and decide which is the best way for collecting it? Can they use their findings to draw a simple conclusion?</p> <p>Considering evidence and evaluating Can they make a prediction based on something they have found out? Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables? Can they use straightforward scientific evidence to answer questions or to support their findings?</p>	<p>Living things and their Habitats Can they recognise that living things can be grouped in a variety of ways? Can they explore and use a classification key to group a variety of living things? (plants, vertebrates, invertebrates) Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric) Do they recognise that environments can change and this can sometimes pose a danger to living things?</p> <p>Obtaining and presenting evidence Can they explain their findings in different ways (display, presentation, and writing)? (food chains, keys)</p>	

Year Four - Key Skills Planner 2018/2019

<p align="center">Computing</p>	<p>6. Can they use a range of devices to capture still and moving images for a purpose? These could include digital cameras, video cameras</p> <p>7. Can they select and import graphics from digital cameras, and other sources e.g the Internet?</p> <p>8. Can they select suitable text, sounds and graphics to import into own work?</p> <p>9. Can they add simple titles, credits and special effects e.g. transitions?</p> <p>10. Can they understand that planning evaluation and improvement are vital parts of the design process and that ICT allows changes to be made quickly and efficiently and demonstrate this through editing their work?</p> <p>11. Can they use various tools in photo-manipulation software to edit/change an image e.g. applying different special effects?</p> <p>12. Can they use various layouts, formatting, graphics and illustrations for different purposes or audiences?</p> <p>13. Can they select and import sounds from other sources e.g. own recordings, sound effects and music?</p> <p>14. Can they recognise how to edit and combine sounds for a purpose?</p>	<p>30. Can they recognise that the Internet contains fact fiction and opinion?</p> <p>31. Can they use search tools on the computer to find files or programs?</p> <p>32. Can they analyse search engine result lists by looking at the web address and site summaries for clues?</p> <p>33. Can they use a search engine to search for relevant text and images on the Internet to import into a document?</p>	<p>34. Can I identify how a message can hurt someone's feelings and how to respond to it?</p> <p>35. Can I use a search engine safely and accurately?</p> <p>36. Can I understand 'online plagiarism' and how to avoid it?</p> <p>37. Can I create a safe online profile?</p> <p>38. Can I explain how to be a responsible digital citizen?</p> <p>39. Can I create an online superhero character?</p>	<p>Can they understand how e-mails work, and create and send e-mails including using the 'cc' and 'bcc' fields?</p> <p>25. Can they use e-mail to e-mail work completed in school to their teachers and peers?</p> <p>26. Can they contribute/edit/refine contributions to a shared document and understand that all changes are visible?</p> <p>27. Can they begin to understand what a network is and relate this to computer networks?</p> <p>28. Can they recognise that the Internet is a network of connected computers and the World Wide Web is a vast collection of websites that are stored on these computers?</p>	<p>29. Can they generate and compare different charts and graphs to answer questions (using graphing software, database or spreadsheet) and understand that different graphs are used for different purposes?</p> <p>30. Can they determine the data needed to answer a specific question; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate?</p> <p>31. Can they use a pre-prepared spreadsheet to record data to answer questions, explore simple number patterns and produce graphs?</p>	<p>1. Can they begin to type logo commands to create, edit and refine more complex sequences of instructions for a variety of programmable devices?</p> <p>2. Can they recognise that 'repeat' and 'forever' can be used to achieve efficient solutions to tasks?</p> <p>3. Can they create an algorithm and code it effectively e.g. to tell simple story?</p> <p>4. Can they sequence pre-written lines of programming into order?</p> <p>5. Can they talk about algorithms planned by themselves and others and identify any problems and the expected outcome?</p>
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Year Four - Key Skills Planner 2018/2019

Art	<p>Can they create all the colours they need? Can they produce a montage all about themselves? <i>Move up week.</i></p> <p>Can they combine graphics and text based on their research? <i>Computing – cake sale poster and composers ppt.</i></p> <p>Can they use early textile and sewing skills as part of a project? <i>Victorian cross stitch sampler</i></p>	<p>Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? Can they print using at least four colours? Can they create an accurate print design onto different materials? <i>Christmas card or calendar using stampers.</i></p>	<p>Do they successfully use shading to create mood and feeling? <i>Background wash for Lowry photos.</i></p> <p>Can they create a piece of artwork which includes the integration of digital images they have taken? <i>Using photos taken at Salford Quays</i></p> <p>Can they create mood in their paintings? <i>Big Salford pic (like Victorian scene). Paint larger Lowry people to put on.</i></p>	<p>Can they experiment using different styles which artists have used? Can they explain art from other periods in history? <i>Lowry</i></p> <p>Do they use their sketch books to adapt and improve their original ideas? Can they organize line, tone, shape and colour to represent figures and forms in movement? <i>Lowry people</i></p>	<p>Can they begin to sculpt clay and other mouldable materials? Do they experiment with and combine materials and process to design and make 3D form? <i>Roman cup and bowl.</i></p> <p>Can they use ceramic mosaics to produce a piece of art? <i>Roman mosaic – Baker Ross kit</i></p>	<p>Can they combine visual and tactile qualities? <i>Mexican Gods Eyes</i></p> <p>Can they show reflection? Can they identify and draw simple objects and use marks and lines to produce texture? Can they explain why they have chosen a specific material to draw with? <i>Walk to the pond and sketch in Sport week. Use charcoal for shading reflection.</i></p> <p>Do they keep notes about the purpose of their work in their work in their books? Can they begin to show facial expression and body language in their sketches? <i>Draw Wimpy Kid cartoons.</i></p>
DT	<p>Can they add things to their circuits? <i>Science link</i></p>	<p>Do they take account of the ideas of others when designing and think about if it will be liked? Do they know what to do to be hygienic and safe? <i>Week 1 - Victorian afternoon tea – scones, sandwiches x2, cakes (Ask Sharon to make gruel to taste!)</i></p> <p>Can they produce a plan and explain it to others? Can they make a product which uses both electrical and mechanical components? Can they devise a template for their textile project? <i>Wind power challenge – Crystal Palace link</i></p>	<p>Can they show a good level of expertise when using a range of tools and equipment? Do they select the most appropriate tools and techniques to use for a given task? Can they evaluate their product by suggesting some improvements and say what was good and not so good about their original design? Can they explain how to join things in a different way? <i>– knotted together</i> <i>Make bow and arrow during archery sessions – inc. whittling</i></p>		<p>Can they use a range of advanced techniques to shape and mould? <i>DT link – Roman clay cup and bowl</i></p> <p>Can they come up with at least one idea about how to create their product when given a set criteria? Can they measure carefully so as to make sure they have not made mistakes? How have they attempted to make their product strong? Have they thought of how they will check if their design is successful and fit for purpose? <i>Roman helmet – papier mache</i></p>	<p><i>Extra – skill recap</i> Have they thought what they can do to present their product in an interesting way? Are they confident about trying out new and different ideas? <i>Soup/salad made with own grown veg from allotment</i></p>

Year Four - Key Skills Planner 2018/2019

<p align="center">History</p>	<p>*Can they plot recent history on a timeline using centuries? *Can they place periods of history on a timeline showing periods of time? *Can they use their mathematical skills to round up time differences into centuries and decade? *Do they recognise that the lives of wealthy people were very different from those of poor people? *Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? *Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? *Can they explain how events from the past have helped shape our lives?</p>			<p>*Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? *Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? *Can they give more than one reason to support an historical argument? *Can they research two versions of an event and say how they differ? *Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p>	
<p align="center">Geography</p>	<p>Can they use appropriate symbols to represent different physical features on a map? <i>Queens Park (also PE orienteering skills)</i></p>	<p>Can they label the same features on an aerial photograph as on a map? Can they carry out a survey to discover features of cities & villages? Can they describe the main features of a village? Can they describe the main features of a well-known city? Can they describe the main physical differences between cities and villages? Can they explain why people are attracted to live in cities? Can they explain why people choose to live in a village rather than a city? Can they explain how a locality has changed over time with reference to physical features? Can they explain how a locality has changed and improved? <i>Salford Quays and Littleborough studies</i></p>	<p>Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? <i>Salford – use iPads to record noise.</i> <i>Record rainfall at school.</i> <i>Put onto graph in computing – spreadsheet. (next half term)</i> Can they plan a journey to a place in England? <i>Rochdale Town Centre Tour (recap PE orienteering skills)</i></p>		<p>Do they know the difference between the British Isles, Great Britain and UK? Can they name up to six cities in the UK and locate them on a map? Can they name the areas of origin of the main ethnic groups in the UK & in their school? Can they locate and name some of main islands that surround the UK? Do they know the countries that make up the European Union? Can they find the same place on a globe and in an atlas? Can they locate the Tropic of Cancer and the Tropic of Capricorn? Understand geographical similarities and differences through the study of human and physical geography of a region of the UK a region in a European country and region within North or South America? Can they find different views about an environmental issue? What is their view?</p>

Year Four - Key Skills Planner 2018/2019

PSCHE	<p>To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial, religious diversity, age, sex. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To consider the lives of people living in other places and people with different values and customs. To appreciate the range of national, regional, religious and ethnic identities in the UK.</p>	<p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect if necessary constructively challenge others' points of view.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.</p>	<p>How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online and through social media)</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. To recognise how images in the media and online do not always reflect reality and can affect how people feel about themselves. To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.</p>	<p>To differentiate between the terms: risk, danger and hazard. To recognise and predict and assess risk in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. School rules about health and safety, basic emergency aid procedures, where and how to get help. Strategies for keeping physically and emotionally safe including road safety (and bike safe) and the safety in the environment (including road, rail, water and fire safety). About people who are responsible for helping them stay healthy and safe; how they can help those people to keep them healthy and safe. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p>	<p>About change, including transitions (between key stages and school), loss separation, divorce and bereavement.</p> <p>What is meant by enterprise and begin to develop enterprise skills. – after visit?</p>	<p>That civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>That marriage is a commitment freely entered into by both people that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</p> <p>That forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others.</p> <p>That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p>
Music	<p>Can they sing songs from memory with accurate pitch? (Production)</p>	<p>Can they perform a simple part rhythmically? Can they improvise using repeated patterns? Can they explain the place of silence and say what effect it has? (Victorian clapping and skipping games. Make up own using poems they have written.)</p>	<p>Can they use notations? Can they use standard notation to record and interpret sequences of pitch? Can they use notation to record compositions in a small group or on their own? Can they use their notation in a performance? (Opposite swimming – quiet classroom?!)</p>	<p>Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? (The life of each – like Through the Keyhole. Clues – who is it?)</p>		

Year Four - Key Skills Planner 2018/2019

RE	<p>Why did Jesus tell stories? (Christianity)</p> <p>Can they describe and understand links between stories and the aspects of the communities they are investigating? Can they discuss and represent their own views on challenging questions about meaning and purpose? Can they represent others views on the same? Can they describe different features of religions and worldviews?</p>	<p>What is pilgrimage? (Islam)</p> <p>Can they explain more about Celebrations, worship, pilgrimages and the rituals which mark important points in life? Do they understand the challenges of commitment to community of faith or belief? Can they suggest why belonging to a community may be valuable in their own lives?</p>	<p>That's not fair! Or is it? (Christianity/Islam)</p> <p>Can they reflect on their ideas? Can they observe and consider different dimensions of religion? Can they apply their own ideas thoughtfully in different forms including reasoning? Can they express their own ideas clearly in response? Do they respond thoughtfully to ideas about community, values and respect? Can they discuss and apply their own ideas about ethical questions, including ideas about what is right and wrong and what is just and fair?</p>	<p>What do we mean by commitment? (Christianity/Buddhism)</p> <p>Can they make connections between different religions and world views? Do they understand different ways of life and ways of expressing meaning? Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all? Can they explore and show understanding of similarities and differences between different religions and worldviews?</p>	<p>Residential</p>	<p>What is so special about places?</p> <p>Can they explore and describe a range of beliefs, symbols as actions? Can they respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from different communities? Can they observe and understand varied examples of religions and world views? Can they explain with reasons, their meanings and significance to individuals and communities?</p>
French	<p>Listening and responding</p> <p>Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage?</p>		<p>Reading and responding</p> <p>Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words?</p>		<p>Speaking</p> <p>Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response?</p> <p>Writing</p> <p>Can they write 2-3 short sentences on a familiar topic? Can they say what they like and dislike about a familiar topic?</p>	