Year 4 Knowledge Content Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 –	Summer 2
Theme	Who lives here?	Local History	The Romans		Crime and Punishment	Good To be Green
Authors	David Walliams		Jeremy Strong		Jeff Kinney	
Grammar	Ready to Write (Recap of Y3) Pronouns Fronted Adverbials	Ready to Write (Recap of Y3) Pronouns Fronted Adverbials	Apostrophes Speech Noun Phrases Suffixes 1		Standard English Paragraphs Suffixes 2	
Writing	Non-Chronological Report linked to Geography (Non-fiction)	Victorian Child Diary Entry	Myths/Legends		Description of a criminal	Recount of Recycling Centre
Reading	VIPERS – become more familiar with each different question type and link with Foundation subjects. Develop WCR & Reading for pleasure	Continue to develop each question type (VIPERS) and extend reading knowledge with challenging texts. Focus on speed accuracy. Continue to develop WCR & Reading for pleasure		Continue to develop each question type (VIPERS) and extend reading knowledge with challenging texts. Focus on speed accuracy. Continue to develop WCR & Reading for pleasure	Focus on Reading for Pleasure. Develop links with Reading through Foundation subjects.	
Maths	Place Value Addition & Subtraction Measurement (Length/Perimeter) Multiplication & Division		Multiplication & Division Measurement (Area) Fractions Decimals		Decimals Measurement (Money) Measurement (Time) Statistics Geometry (Properties of Shape) Geometry (Position and Direction)	
LOTC	Residential	Climbing	Archery Swimming	Walking	Residential Paddle sports	Recycling Centre, Manchester

Science	**Living things and their Habitats**	**Electricity**	**Sound**	**States of Matter**	**Animals, including humans**
	Can they recognise that living things can be grouped in a variety of ways?	Can they identify common appliances that run on electricity?	Can they describe a range of sounds and explain how they are made?	1. Can they compare and group materials based on their states of matter, ie, liquid, solid or gas?	Can they identify and name the basic parts of the human digestive system?
	Can they explore and use a classification key to group a variety of living things? (plants, vertebrates, invertebrates)	Can they construct a simple series electric circuit?	Can they associate some sounds with something vibrating?	2. Can they explain what happens to materials when they are heated or cooled?	Can they describe the function of the organs of the human digestive system?
	Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)	Can they identify and name the basic parts in a series circuit, including cells, wires, bulbs, switches and buzzers?	Can they compare sources of sound and explain how the sounds differ?	3. Can they measure or research the temperature at which different materials change state in degrees Celsius?	Can they identify the simple function of different types of human teeth?
	Do they recognise that environments can change and this can sometimes pose a danger to living things?	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 explain how to change a sound (louder/softer)?	4. Can they use measurements to explain changes to the state of water?	Can they compare the teeth of herbivores and carnivores?
			Can they recognise how vibrations from sound travel through a medium to an ear?		Can they explain what a simple food chain shows?
	Obtaining and presenting evidence	Can they recognise that a switch opens and closes a circuit?	Can they find patterns between the pitch of a sound and features of the object that produce it?	5. Can they identify the part that evaporation and condensation has in the water cycle?	Can they construct and interpret a variety of food chains, identifying producers, predators and prey?
	Can they explain their findings in different ways (display, presentation, and writing)?	Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?	Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?	6. Can they associate the rate of evaporation with temperature?	
	(food chains, keys)	Can they recognise some common conductors and insulators?	Can they recognise that sounds get fainter as the distance from the sound source increases?	**Considering evidence and evaluating**	
		Can they associate metals with being good conductors?	Can they explain how you could change the pitch of a sound?	**Can they identify differences, similarities or changes related to simple scientific ideas or processes?**	**Obtaining and presenting evidence**
		Planning	Can they investigate how different materials can affect the pitch and volume of sounds?	**Can they find any patterns in their evidence or measurements?**	**Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?**
		Can they plan a fair test and isolate variables and explain why it was fair and explain which variables have been isolated?		**Planning**	**Can they make accurate measurements using standard units?**
			Planning	**Can they set up a simple fair test to make comparisons?**	
			Can they decide which information needs to be collected and decide which is the best way for collecting it?	**Can they suggest improvements and predictions?**	
			Can they use their findings to draw a simple conclusion?		
			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?		

Computing	6. Can they use a range of devices to capture still and moving images for a purpose? These could include digital cameras, video cameras 7. Can they select and import graphics from digital cameras, and other sources e.g the Internet? 8. Can they select suitable text, sounds and graphics to import into own work? 9. Can they add simple titles, credits and special effects e.g. transitions? 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? 11. Can they use various tools in photo-manipulation software to edit/change an image e.g. applying different special effects? 12. Can they use various layouts, formatting, graphics and illustrations for different purposes or audiences? 13. Can they select and import sounds from other sources e.g. own recordings, sound effects and music? 14. Can they recognise how to edit and combine sounds for a purpose?	30. Can they recognise that the Internet contains fact fiction and opinion? 31. Can they use search tools on the computer to find files or programs? 32. Can they analyse search engine result lists by looking at the web address and site summaries for clues? 33. Can they use a search engine to search for relevant text and images on the Internet to import into a document?	34. Can I identify how a message can hurt someone's feelings and how to respond to it? 35. Can I use a search engine safely and accurately? 36. Can I understand 'online plagiarism' and how to avoid it? 37. Can I create a safe online profile? 38. Can I explain how to be a responsible digital citizen? 39. Can I create an online superhero character?	Can they understand how e-mails work, and create and send e-mails including using the 'cc' and 'bcc' fields? 25. Can they use e-mail to e-mail work completed in school to their teachers and peers? 26. Can they contribute/edit/refine contributions to a shared document and understand that all changes are visible? 27. Can they begin to understand what a network is and relate this to computer networks? 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?	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? 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? 31. Can they use a pre-prepared spreadsheet to record data to answer questions, explore simple number patterns and produce graphs?	1. Can they begin to type logo commands to create, edit and refine more complex sequences of instructions for a variety of programmable devices? 2. Can they recognise that 'repeat' and 'forever' can be used to achieve efficient solutions to tasks? 3. Can they create an algorithm and code it effectively e.g. to tell simple story? 4. Can they sequence pre-written lines of programming into order? 5. Can they talk about algorithms planned by themselves and others and identify any problems and the expected outcome?
Art	Drawing & Sketching (Artists that draw buildings/landscapes) *Input key skills!*			Drawing and Painting, Art, Collage Shields/Roman Busks/Tiles		Use of IT (Recycling Poster or printing graphics for Money Box)

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DT	Electrical Systems – Simple Circuits and Switches (TORCH) 1. Can they come up with at least one idea about how to create their product when given a set criteria? 2. Do they take account of the ideas of others when designing and think about if it will be liked? 3. Can they produce a plan and explain it to others? 4. Have they thought what they can do to present their product in an interesting way? 5. Can they evaluate their product by suggesting some improvements and say what was good and not so good about their original design? 6. Can they explain how to join things in a different way? 7. Have they thought of how they will check if their design is successful and fit for purpose? 8. Can they show a good level of expertise when using a range of tools and equipment? 9. Are they confident about trying out new and different ideas? 10. Do they select the most appropriate tools and techniques to use for a given task? 11. Can they make a product which uses both electrical and mechanical components? 12. Can they add things to their circuits? 13. Can they measure carefully so as to make sure they have not made mistakes? 14. How have they attempted to make their product strong? 15. Can they devise a template for their textile project? 16. Can they use a range of advanced techniques to shape and mould? 17. Do they know what to do to be hygienic and safe?	Mechanical Systems – Levers and Linkages (CHRISTMAS CARD) 1. Can they come up with at least one idea about how to create their product when given a set criteria? 2. Do they take account of the ideas of others when designing and think about if it will be liked? 3. Can they produce a plan and explain it to others? 4. Have they thought what they can do to present their product in an interesting way? 5. Can they evaluate their product by suggesting some improvements and say what was good and not so good about their original design? 6. Can they explain how to join things in a different way? 7. Have they thought of how they will check if their design is successful and fit for purpose? 8. Can they show a good level of expertise when using a range of tools and equipment? 9. Are they confident about trying out new and different ideas? 10. Do they select the most appropriate tools and techniques to use for a given task? 11. Can they make a product which uses both electrical and mechanical components? 12. Can they add things to their circuits? 13. Can they measure carefully so as to make sure they have not made mistakes? 14. How have they attempted to make their product strong? 15. Can they devise a template for their textile project? 16. Can they use a range of advanced techniques to shape and mould? 17. Do they know what to do to be hygienic and safe?	Structures – Shell Structures (Computer Aided Design) (MONEYBOX) 1. Can they come up with at least one idea about how to create their product when given a set criteria? 2. Do they take account of the ideas of others when designing and think about if it will be liked? 3. Can they produce a plan and explain it to others? 4. Have they thought what they can do to present their product in an interesting way? 5. Can they evaluate their product by suggesting some improvements and say what was good and not so good about their original design? 6. Can they explain how to join things in a different way? 7. Have they thought of how they will check if their design is successful and fit for purpose? 8. Can they show a good level of expertise when using a range of tools and equipment? 9. Are they confident about trying out new and different ideas? 10. Do they select the most appropriate tools and techniques to use for a given task? 11. Can they make a product which uses both electrical and mechanical components? 12. Can they add things to their circuits? 13. Can they measure carefully so as to make sure they have not made mistakes? 14. How have they attempted to make their product strong? 15. Can they devise a template for their textile project? 16. Can they use a range of advanced techniques to shape and mould? 17. Do they know what to do to be hygienic and safe?	
History	Local History *Can they plot recent history on a timeline using centuries? *Can they place periods of history on a timeline showing periods of time? *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? *Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?	The Romans *Can they use their mathematical skills to round up time differences into centuries and decade? *Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? *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?	Crime and Punishment *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?	

| Geography | Can they carry out a survey to discover features of cities & villages? (Salford Quays vs. Edale) 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? Can they plan a journey to a place in England? *Rochdale Town Centre Tour (recap PE orienteering skills)* | | Can they label the same features on an aerial photograph as on a map? Can they use appropriate symbols to represent different physical features on a map? Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? | 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? |

PSCHE					
Core Theme 1 Unit 6 LESSON 4: Online Privacy – It's Personal Core Theme 1 Unit 6 LESSON 5: Internet Use – Online Usage Core Theme 1 Unit 6 LESSON 6: Internet Use – Age Limits Core Theme 3 Unit 3 LESSON 1: Gender Stereotypes – His and Hers	Core Theme 2 Unit 3 LESSON 1: Reactions - Frustration Core Theme 2 Unit 3 LESSON 2: Self-Worth – I'm a Marvel! Core Theme 2 Unit 3 LESSON 3: Persistence and Resilience – Don't Give Up Core Theme 2 Unit 3 LESSON 4: Negative Persistence – Over and Over Core Theme 1 Unit 5 LESSON 5: Feelings - Overreacting	Core Theme 1 Unit 3 LESSON 1: A Balanced Diet – Plant or Animal? Core Theme 1 Unit 3 LESSON 2: A Balanced Diet – Balancing Act Core Theme 1 Unit 3 LESSON 3: Working With Food – Master Chef Core Theme 1 Unit 3 LESSON 4: Working With Food – Our Food Hall	Core Theme 2 Unit 1 LESSON 3: Responding to Others – Agony Aunts Core Theme 2 Unit 1 LESSON 4: Expressing Opinions – It's Debatable Core Theme 1 Unit 5 LESSON 3: Loss / Separation – Left Behind Core Theme 1 Unit 5 LESSON 4: Family Changes – Two Homes	Core Theme 1 Unit 4 LESSON 1: Identified Strengths – I'm Good at That Core Theme 1 Unit 5 LESSON 6: Self-Respect – Let's Rock! Core Theme 1 Unit 4 LESSON 2: Identified Strengths – Future Me Core Theme 1 Unit 4 LESSON 3: Setting Goals – That's My Goal! Core Theme 1 Unit 4 LESSON 4: Setting Goals – The Impossible Dream	Core Theme 2 Unit 4 LESSON 1: Connections – Paper Chains Core Theme 2 Unit 4 LESSON 2: Family Links – Family Tree Core Theme 2 Unit 4 LESSON 3: Religious Views – Faith Findings Core Theme 2 Unit 4 LESSON 4: Celebrate Diversity – Inside Outside Core Theme 3 Unit 4 LESSON 1: Money Choices – A Million Dollars Core Theme 3 Unit 4 LESSON 2: Managing Money – Design Choices

Music			
Performing 1. Can they perform a simple part rhythmically? 2. Can they improvise using repeated patterns? 3. Can they sing songs from memory with accurate pitch?	Composing (incl notation) 4. Can they use standard notation to record and interpret sequences of pitches? 5. Can they use notations? 6. Can they use notations to record compositions in a small group or on their own? 7. Can they use their notation in a performance?	Appraising 8. Can they start to identify the character of a piece of music? 9. Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? 10. Can they explain the place of silence and say what effect it has? 11. Can they describe and identify the different purposes of music?	

RE		Key Question: L2.3: Why is Jesus inspiring to some people? **1. Can they make connections between some of Jesus' teachings and the way Christians live today (A1).** **2. Can they describe how Christians celebrate Holy Week and Easter Sunday (A1).** **3. Can they identify the most important parts of Easter for Christians and say why they are important (B1).** **4. Can they give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).**	Key Question: L2.5 Why are festivals important to religious communities 5. Can they make connections between stories, symbols and beliefs with what happens in at least two festivals (A2) 6. Can they ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2) 7. Can they identify similarities and differences in the way festivals are celebrated within and between religions (A3). 8. Can they explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).	Key Question L2.6: Why do some people think that life is a journey? What significant experiences mark this? **9. Can they suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).** **10. Can they describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3)** **11. Can they suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).** **12. Can they link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).**	Key Question: L2.8: What does it mean to be a Hindu in Britain today? **13. Can they describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1)** **14. Can they describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).** **15. Can they suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).** **16. Can they discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).**	Key Question: L2.9 What can we learn from religions about deciding what is right and wrong? **17. Can they give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).** **18. Can they make connections between stories of temptation and why people can find it difficult to be good (A2)** **19. Can they give examples of ways in which some inspirational people have been guided by their religion (B1).** **20. Can they discuss their own and others' ideas about how people decide right and wrong (C3).**
French		**Listening and responding** 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?		**Reading and responding** 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?		**Speaking** Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response? **Writing** Can they write 2-3 short sentences on a familiar topic? Can they say what they like and dislike about a familiar topic?