**Year Group Skills Ladders – Foundation Subjects**

**Year Four**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Art | **Drawing** | | | **Painting** | | | | **Sculpture** | | | **Analysis** | | | | **New Curric.** | | | |
| To use foreground and background effectively in pictures.  To draw objects at difference sizes to show nearness and distance.  To draw a range of still life compositions.  To draw appropriately using anatomy and proportion.  To use sketching when drawing.  To develop tome with different pencil types.  To use cross hatching | | | To mix colours to create different shades of the same colour.  To look at mixing colours to create skin tones.  To develop different consistencies of paint by adding materials.  To use different tools to paint with.  To paint washes.  To use a paintbrush to paint outlines accurately. | | | | To cut and glue to create a 3D object.  To explore cutting, folding and rolling.  To create a sculpture using glue.  To discuss sculptures.  To cut out complex shapes accurately. | | | To make improvements to their own work, commenting on the intended effect.  Learn about and evaluate the work of great artists, architects and designers. | | | | Use sketchbooks to collect, record and evaluate ideas  Improve mastery of drawing, painting, sculpture with varied materials  Learn about great Artists, architects and designers | | | |
| DT | **Design** | | | **Make** | | | | **Evaluate** | | | **Technical knowledge** | | | | **New Curric.** | | | |
| Design purposeful, functional and appealing products. Generate, model and communicate ideas.  Use research and criteria to develop products which are fit for purpose  **3d construction and deconstruction**  To reduce friction (wheels).  To make a box. (flat pack)  Chicken wire models.  To make appropriately scaled drawings and realistic plans. | | | Use a range of tools and materials to complete practical tasks.  Build and improve structure and mechanisms  **Food**: Prepare and cook mainly savoury dishes.  **Cutting and joining materials:** Drilling and sawing  (doweling, balsa wood etc)  To use glue guns with supervision. (paper, PVA, paste)  **Mechanism and control:** To use switches and motors.  To make a pathway and direct a floor turtle. | | | | Evaluate existing products and improve own work  Use annotated sketches and prototypes to explain ideas  **Investigate and disassemble**  To explore the properties and sensory qualities of materials. Explore how mechanisms work in different ways.  To clarify ideas with words, labels and sketches.  To think about the order of their work. | | | Use mechanical systems in own work.  Understand seasonality  **Food**  To weigh and measure accurately.  To use a whisk.  To follow a complex recipe.  **Using and applying**  **Health and safety**  To apply the principles of food hygiene (cleaning surfaces, cross contamination).  To be aware of hazards concerning other people.  To select own equipment. | | | | When approaching the investigate and disassemble part of design please try to identify and use real life examples which can be broken down with the group.  The NC requires every year group to look at real existing products.  Your topic/subject of study should steer you towards professional makers, designers and artists of products.  Please ask for ideas if needed. | | | |
| History | * Know and sequence key events of the times studied. * Use relevant terms and period tables. * Identify and explain the differences between our own lives and the everyday lives of people in the past. * Examine causes and effects of great events and the impact on different people. * Compare life in early and late times studied. * Compare an aspect of life with the same aspect in another period. * Study different aspects of different people – differences between men & women, rich & poor. * Begin to evaluate the usefulness of different sources. * Compare accounts of events from different sources – fact or fiction. * Use text books and historical knowledge. * Independently choose relevant material to build up a picture of a past event. * Begin to identify primary and secondary resources. * Select relevant sections of information from within a text. * Organise work into a structure, including dates and historical terms. | | | | | | | | * British History: Roman Empire and impact on Britain. * Julius Ceasar, * attempted invasion. Roman Empire and successful invasion. * Roman Empire and successful invasion. British Resistance – Boudicca. * Broader History Study: Early Ancient Civilisatons – Ancient Sumer, Indus Valley, Ancient Egypt or Shang Dynasty of Ancient China. | | | | | | | | Roman conquest and rule, including: Caesar, Augustus, and Claudius  Britain as part of the Roman Empire  the decline and fall of the Western Roman Empire | |
| Geography | **Locational Knowledge** | | | | **Place Knowledge** | | | | | **Human & Physical Geography** | | | | **Skills & Fieldwork** | | | | |
| Progression  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.  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic  and Antarctic Circle, the Prime/Greenwich Meridian and time zones | On a world map, locate areas of similar environmental regions, either desert, rainforest or temperate regions.  Locate the main counties and cities in a chosen area of the UK. | | | Progression  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. | | Name the main counties and cities in a chosen area of the UK.  Name areas of similar environmental regions, either desert, rainforest or temperate regions. | | | Progression  Describe and understand key aspects of:  Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  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. | | 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. | | Progression  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Use the eight points of a compass, four and six-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. | | | | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  Learn the eight points of a compass, four-figure grid references.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. |
| PSHE | **Skills to cover** | | | | | | | | | **New curriculum requirements** | | | | | | | | |
| Able to reflect on their mistakes and make amends.  Begin to make responsible choices and consider consequences.  Reflect and evaluate their own experiences and set personal goals.  Research, develop and discuss topical issues, problems and events.  Research and understand differences between rights and responsibilities.  Recognise why rules are needed in society.  Extend strategies to cope with risky situations. Be able to keep themselves safe in both the actual and virtual world.  Reflect on sources of inspiration in others’ lives.  Empathise with the lives of people living in other places and times, and people with different values, experiences and customs.  Be able to identify strategies to respond to negative behaviour constructively and ask for help | | | | | | | | | Reflection and discussion are important. Where necessary circle time can be used.  Dilemmas and challenges to provoke questions and thoughts. | | | | | | | | |
| MFL | **To read fluently** | | | | **To write imaginatively** | | | | | **To speak  confidently** | | | | **To understand the culture of the countries language is from** | | | | |
| To read and understand the main points of short written texts. Read short texts independently. Use a dictionary to look up new words. | | | | Write short sentences using familiar expressions.  Express personal experiences and responses.  Write short phrases from memory (introductions, greetings) | | | | | Understand the main points from spoken passages.  Exact pronunciation.  Ask other to repeat where necessary.  Take part in a discussion.  Demonstrate a growing vocabulary (colours, numbers to 30, pets, conversation language). | | | | Identify countries which speak the language.  Show an awareness of the customs of countries that speak the language. (songs and festivals)  Show awareness of social conventions when speaking. | | | | |
| RE  *(See Medium Term plan for ideas/details)* | **What is worship?** | | **Journeys/*Christmas*** | | | **Special Holy Books** | | | | **Right & Wrong** | | | **Thinking about God** | | | **RE – on - Sea** | | |
| **Understand what is meant by worship**  -Explain why religious people come together to worship.  -Reflect on their responses to their own experiences of worship in and outside school, | | **Examine and reflect on the concept of pilgrimage**  -Investigate and explain the significance of pilgrimage in some of the major world religions.  -View the Christmas story from the perspective of those who went on special journeys.  -Make links with their own experience of journeys and the symbolic journey of life. | | | **Learn why some books have special significance in religions**  -Know the names of some sacred books and how they should be treated.  -Identify some key stories and teachings from the sacred books they have learned about.  -Explain why a particular book or words are important to them. | | | | **Learn what is meant by ‘moral values’**  -Identify some key religious rules for living and evaluate their impact on the lives of believers.  -Reflect on ideas of right and wrong and their own and others’ responses to them. | | | **Explore the concept of God**  -Learn relevant subject vocabulary.  -Discuss and compare different beliefs about the nature and existence of God.  -Reflect on their own views and beliefs. | | | **Explore the question ’who are we and where do we belong?’**  -Use a range of research and inquiry skills to investigate the significance of religion in the local community.  -Identify how religious families and communities practice their faith and the contribution this makes to local life.  -Reflect on ways of celebrating the diversity in the local community by working together to plan an assembly in  which all can participate. | | |

**Year Group Skills Ladders – SCIENCE**

**Science Topics** – statutory units to be covered in each year group

*During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:*

*asking relevant questions and using different types of scientific enquiries to answer them*

*setting up simple practical enquiries, comparative and fair tests*

*making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers*

*gathering, recording, classifying and presenting data in a variety of ways to help in answering questions*

*recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables*

*reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions*

*using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*

*identifying differences, similarities or changes related to simple scientific ideas and processes*

*using straightforward scientific evidence to answer questions or to support their findings.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Units to be covered in year | | | | |
| Year 4 | **Living things & 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. | **Sound**   * identify how sounds are made, associating some of them with something vibrating * recognise that 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 source increases. | **Electricity**   * identify common appliances that run on electricity * construct a simple series electrical circuit, identify and name basic parts, including cells, wires, bulbs, switches & buzzers * 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 * recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit * recognise some common conductors and insulators, and associate metals with being good conductors. |