

St Anne's Primary School
Year 4 Learning Objectives

Science

- To set up a simple fair test to make comparisons
- To plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated
- To suggest improvements and predictions
- To decide which information needs to be collected and decide which is the best way for collecting it
- To use their findings to draw a simple conclusion
- To take measurements using different equipment and units of measure and record what they have found in a range of ways
- To make accurate measurements using standard units
- To explain their findings in different ways (display, presentation, writing)
- To find any patterns in their evidence or measurements
- To make a prediction based on something they have found out
- To evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables
- To use straightforward scientific evidence to answer questions or to support their findings
- To identify differences, similarities or changes related to simple scientific ideas or processes
- To plan and carry out an investigation by controlling variables fairly and accurately
- To use test results to make further predictions and set up further comparative tests
- To record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models
- To report findings from investigations through written explanations and conclusions
- To use a graph or diagram to answer scientific questions
- To recognise that living things can be grouped in a variety of ways?
- To identify and name the basic parts of the digestive system in humans?
- To describe the simple functions of the basic parts of the digestive system in humans?
- To identify the simple function of different types of teeth in humans?
- To compare the teeth of herbivores and carnivores?
- To explain what a simple food chain shows?
- To construct and interpret a variety of food chains, identifying producers, predators and prey?
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- To classify living things and non-living things by a number of characteristics that they have thought of?

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- To explain how people, weather and the environment can affect living things?
- To explain how certain living things depend on one another to survive?
- To explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)
- To compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)
- To recognise that environments can change and this can sometimes pose a danger to living things
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- To give reasons for how they have classified animals and plants, using their characteristics and how they are suited to their environment
- To explore the work of pioneers in classification (e.g. Carl Linnaeus)
- To name and group a variety of living things based on feeding patterns (producer, consumer, predator, prey, herbivore, carnivore, omnivore)
- To compare and group materials together, according to whether they are solids, liquids or gases
- To explain what happens to materials when they are heated or cooled
- To measure or research the temperature at which different materials change state in degrees Celsius
- To use measurements to explain changes to the state of water
- To identify the part that evaporation and condensation has in the water cycle
- To associate the rate of evaporation with temperature
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- To group and classify a variety of materials according to the impact of temperature on them
- To explain what happens over time to materials such as puddles on the playground or washing hanging on a line
- To relate temperature to change of state of materials
- To identify common appliances that run on electricity
- To construct a simple series electric circuit
- To identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers
- To 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
- To recognise that a switch opens and closes a circuit
- To associate a switch opening with whether or not a lamp lights in a simple series circuit
- To recognise some common conductors and insulators
- To associate metals with being good conductors
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- To explain how a bulb might get lighter
- To recognise if all metals are conductors of electricity
- To work out which metals can be used to connect across a gap in a circuit
- To explain why cautions are necessary for working safely with electricity

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ICT

- To use repeat instructions to draw regular shapes on screen, using commands
- To experiment with variables to control models
- To make turns specifying the degrees
- To give an on-screen robot specific directional instructions that takes them from x to y
- To make accurate predictions about the outcome of a program they have written
- To capture images using webcams, screen capture, scanning, visualiser and internet
- To choose images and download into a file
- To download images from the camera into files on the computer
- To copy graphics from a range of sources and paste into a desktop publishing program
- To appreciate the benefits of ICT to send messages and to communicate
- To use the automatic spell checker to edit spellings
- To use a search engine to find a specific website
- To use note-taking skills to decide which text to copy and paste into a document
- To use tabbed browsing to open two or more web pages at the same time
- To open a link to a new window
- To open a document (PDF) and view it
- To input data into a prepared database
- To sort and search a database to answer simple questions
- To recognise what a spread sheet is
- To use the terms 'cells', 'rows' and 'columns'
- To enter data, highlight it and make bar charts
- To create a lengthy presentation that moves from slide to slide and is aimed at a specific audience
- To insert sound recordings into a multi media presentation
- To know how to manipulate text, underline text, centre text, change font and size and save text to a folder

St Anne's Primary School
Year 4 Learning Objectives

RE

Communicating Beliefs

To create a lengthy presentation that moves from slide to slide and is aimed at a specific audience

To insert sound recordings into a multi media presentation

To know how to manipulate text, underline text, centre text, change font and size and save text to a folder

To consider where their beliefs come from and the different people that have an impact on their own beliefs and values.

To explore beliefs and values that are important to them and their families.

To reflect and build on their existing knowledge of other religions and make comparisons.

Special Journeys

To explore what it means to make a pilgrimage and the significance of Bethlehem to many Christians. Also make comparisons with themselves and their own special journeys.

To learn that people make special journeys to places of religious significance.

To consider the way their beliefs affect their lives and can impact on the rest of the world.

To identify the feelings and responses of characters in the story and make connections with their own experiences

To explore the birth of Jesus and the significance that it has with Christians today.

To identify and explain the symbolism conveyed through the characters in the story

To empathise with the feelings and responses of characters in the nativity story.

Special Journeys

To explore what it means to make a pilgrimage and the significance of Bethlehem to many Christians. Also make comparisons with themselves and their own special journeys.

To learn that people make special journeys to places of religious significance.

How do Christians worship?

To investigate the significance of worship with different religious groups also consider worship in a non-religious context.

To look at the features of worship and investigate books or forms of prayer.

To generate questions about worship for Church visit.

To visit a Church.

Why is Easter important to Christians?

To explore the story of Palm Sunday. They consider the events from different perspectives.

To learn about the significance of the Last Supper and consider how the impact this had.

To consider special meals in their own lives.

Look at the story of Garden of Gethsemane. To explore the impact that different people's actions had.

To discuss and share the emotions that they feel when suffering disappointments.

To investigate the events of the crucifixion from a Children's bible.

To explore the resurrection and Christians and their own beliefs of life after death.

To make comparisons with a Catholic Easter.

Muslims beliefs and values

Investigate the 5 pillars of Islam

To use artefacts to help them understand the behaviour and lives of Muslims.

To explore the dress of Muslims and the foods that they eat. Also look at weddings and birth.

What religions are represented in our neighbourhood?

To use a range of sources, children investigate the different religious groups within Tameside.

To undertake group research about religions in local community. Tameside at Prayer DVD.

To investigate the different religious groups and their beliefs.

To make comparisons between the different groups.

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Year 4 Learning Objectives

History

Chronological Understanding

- To plot recent history on a timeline using centuries?
- To place periods of history on a timeline showing periods of time?
- To use their mathematical skills to round up time differences into centuries and decades?
- To use their mathematical skills to help them work out the time differences between certain major events in history?
- To begin to build up a picture of what main events happened in Britain/ the world during different centuries?

Knowledge and Interpretation

- To explain how events from the past have helped shape our lives?
- To appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?
- To know that people who lived in the past cooked and travelled differently and used different weapons from ours?
- To recognise that the lives of wealthy people were very different from those of poor people?
- To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?
- To explain why certain objects were different in the past, eg, iron, music systems, To appreciate that the food people ate was different because of the availability of different sources of food?
- To appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?
- To appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?

Historical Enquiry

- To research two versions of an event and say how they differ?
- To research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
- To give more than one reason to support an historical argument?
- To communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?
- To independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?

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Geography

Geographical Enquiry

- To carry out a survey to discover features of cities and villages
- To find the same place on a globe and in an atlas
- To label the same features on an aerial photograph as on a map
- To plan a journey to a place in England
- To accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)
- To give accurate measurements between 2 given places within the UK

Physical Geography

- To describe the main features of a well-known city
- To describe the main features of a village
- To describe the main physical differences between cities and villages
- To use appropriate symbols to represent different physical features on a map
- To explain how a locality has changed over time with reference to physical features

Human Geography

- To explain why people are attracted to live in cities
- To explain why people may choose to live in a village rather than a city
- To explain how a locality has changed over time with reference to human features
- To find different views about an environmental issue? What is their view
- To suggest different ways that a locality could be changed and improved
- To begin to understand the relationship between location and economic activity
- To explain how people are trying to manage their environment

Geographical Knowledge

- To locate the Tropic of Cancer and the Tropic of Capricorn
- To know the difference between the British Isles, Great Britain and UK
- Do they know the countries that make up the European Union
- To name up to six cities in the UK and locate them on a map
- To locate and name some of the main islands that surround the UK
- To name the areas of origin of the main ethnic groups in the UK & in their school
- To name the counties that make up the home counties of London
- To name some of the main towns and cities in Yorkshire and LancashireTo locate the Tropic of Cancer and the Tropic of Capricorn
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- To name the areas of origin of the main ethnic groups in the UK & in their school
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To name some of the main towns and cities in Yorkshire and Lancashire

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PE

- To select and use the most appropriate skills, actions or ideas
- To move and use actions with co-ordination and control
- To make up their own small-sided game
- To explain how their work is similar and different from that of others
- To use their comparison to improve their work
- To explain why warming up is important
- To explain why keeping fit is good for their health

Dance

- To take the lead when working with a partner or group
- To use dance to communicate an idea
- To work on their movements and refine them
- To make their dance clear and fluent
- To take the lead when working with a partner or group
- To use dance to communicate an idea
- To work on their movements and refine them

To make their dance clear and fluent

Games

- To catch with one hand
- To throw and catch accurately
- To hit a ball accurately and with control
- To keep possession of the ball
- To move to find a space when they are not in possession during a game

To vary tactics and adapt skills according to what is happening

Gymnastics

- To work in a controlled way
- To include change of speed
- To include change of direction
- To include range of shapes
- To follow a set of 'rules' to produce a sequence
- To work with a partner to create, repeat and improve a sequence with at least three phases

Athletics

- To run over a long distance
- To spring over a short distance
- To throw in different ways
- To hit a target
- To jump in different ways

Outdoor

- To follow a map in a more demanding familiar context
- To move from one location to another following a map
- To use clues to follow a route
- To follow a route accurately, safely and within a time limit

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Spanish

- 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?
- Can they have a short conversation where they are saying 2-3 things?
- Can they use short phrases to give a personal response?
- 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?
- Can they write 2-3 short sentences on <a familiar topic>?
- Can they say what they like and dislike about <a familiar topic>?

PSHCE

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:
 - b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
 - c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
2. Pupils should be taught:
 - b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
 - d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
 - e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
3. Developing a healthy, safer lifestyle
 Pupils should be taught:
 - a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices (**Science-Dem Bones, PE, Snack time**)
4. Developing good relationships and respecting the differences between people
 4. Pupils should be taught:
 - . that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
 - b. to think about the lives of people living in other places and times, and people with different values and customs (**History-Terrible Tudors, Geography-Amazing Africa, RE-Investigating Islam**)
 - c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
 - d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:
 - a. to talk and write about their opinions, and explain their views, on issues that affect themselves and

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Year 4 Learning Objectives

society

b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

2. Pupils should be taught:

a. to research, discuss and debate topical issues, problems and events

c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities

e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

f. to resolve differences by looking at alternatives, making decisions and explaining choices

3. Developing a healthy, safer lifestyle

Pupils should be taught:

a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices (**Science-Dem Bones, PE, Snack time**)

Developing good relationships and respecting the differences between people

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b. to think about the lives of people living in other places and times, and people with different values and customs (**History-Terrible Tudors, Geography-Amazing Africa, RE-Investigating Islam**)

f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:

e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future

f. to look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens

Pupils should be taught:

i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (**RE: Investigating Islam, Religions in local area**)

Developing a healthy, safer lifestyle

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Developing confidence and responsibility and making the most of their abilities

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 - a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices (**Science-Dem Bones, PE, Snack time**)

Developing good relationships and respecting the differences between people

4. Pupils should be taught:
 - a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
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Developing confidence and responsibility and making the most of their abilities

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2. Pupils should be taught:
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 - i. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (**RE: Investigating Islam, Religions in local area**)

Developing a healthy, safer lifestyle

3. Pupils should be taught:
 - a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects

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mental health, and how to make informed choices (**Science-Dem Bones, PE, Snack time**)

Developing good relationships and respecting the differences between people

4. Pupils should be taught:
 - a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
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 - c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

Art

To comment on similarities and differences between own and others' work

To adapt and improve my own work

To make comments on the ideas, methods and approaches in own and others' work, relating these to the context in which their work was made

To adapt and refine work to reflect the purpose and meaning of the work. To

use different grades of pencil at different angles to show different tones. To

use hatching and cross hatching to show tone and texture in my drawings

Study other artists drawings and have experimented with some of these styles

Make notes in sketchbook of how artists have used paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line

To sketch lightly before painting

To use tessellation and other patterns in collage

To look at mosaic, montage and collage from other cultures

To produce collage that reflects a real purpose and write about this

To produce 3D work with a well thought out purpose

To use the technique of adding materials to create texture, feeling, expression or movement. (e.g wrinkles on a portrait sculpture

To explored printing from other cultures and time periods

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Design technology

- To come up with at least one idea about how to create their product
- To take account of the ideas of others when designing
- To produce a plan and explain it to others
- To suggest some improvements and say what was good and not so good about their original design
- To tell if their finished product is going to be good quality
- To be conscience of the need to produce something that will be liked by others
- To show a good level of expertise when using a range of tools and equipment
- To work at their product even though their original idea might not have worked
- To tell if their finished product is going to be good quality
- To be conscience of the need to produce something that will be liked by others
- To show a good level of expertise when using a range of tools and equipment
- To work at their product even though their original idea might not have worked

Cooking and nutrition

- To know what to do to be hygienic and safe
- To think what they can do to present their product in an interesting way

Textiles

- To think what the user would want when choosing textiles
- To think about how to make their product strong
- To devise a template
- To explain how to join things in a different way

Electrical and mechanical components

- To add things to their circuits
- To alter their product after checking it
- To be confident about trying out new and different ideas

Stiff and flexible sheet materials

- To measure carefully so as to make sure they have not made mistakes
- To attempt to make their product strong

Mouldable materials

- To use a range of advanced techniques to shape and mould
- To use finishing techniques, showing an awareness of audience

Music

Performing

- To use their voice to speak/sing/chant
- To join in with singing
- To use instruments to perform
- To look at their audience when they are performing
- To clap short rhythmic patterns
- To copy sounds

- To make loud and quiet sounds
- To know that the chorus keeps being repeated

Composing

- To make different sounds with their voice
- To make different sounds with instruments
- To identify changes in sounds
- To change the sound
- To repeat (short rhythmic and melodic) patterns
- To make a sequence of sounds

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- To show sounds by using pictures
- To tell the difference between long and short sounds
- To tell the difference between high and low sounds
- To give a reason for choosing an instrument

Appraising

- To respond to different moods in music
- To say how a piece of music makes them feel
- To say whether they like or dislike a piece of music
- To choose sounds to represent different things
- To recognise repeated patterns
- To follow instructions about when to play or sing
- To tell the difference between a fast and slow tempo
- To tell the difference between loud and quiet sounds
- To identify two types of sound happening at the same time