

### Year 4

HISTORY	1	2 with scaffolding	3	4	5
<b>Chronological Understanding</b>		<ul style="list-style-type: none"> <li>Can they place periods of history or artefacts on a timeline showing periods of time?</li> <li>Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul>			
Historical enquiry		<ul style="list-style-type: none"> <li>Can they explain how events from the past have helped shape our lives and provide evidence for this?</li> <li>Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>Do they recognise that the lives of wealthy people were very different from those of poor people? Impact/significance</li> <li>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?</li> </ul>			<ul style="list-style-type: none"> <li>Can they recognise that people's way of life in the past was dictated by the work they did?</li> <li>Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?</li> <li>Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? Do they appreciate how major events have created huge differences to the way medicines and health care were developed?</li> </ul>
Knowledge and Interpretation		Can they research two versions of an event and say how they differ? <ul style="list-style-type: none"> <li>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?</li> <li>Can they give more than one reason to support an historical argument?</li> </ul> Can they evaluate the usefulness of different sources? Bring knowledge together from several different sources in a fluent account (tell the story of civilisations so far)			<ul style="list-style-type: none"> <li>Can they 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 and justify their opinions.</li> </ul>
Communication		Recall, select and organise historical information <ul style="list-style-type: none"> <li>Communicate their knowledge and understanding.</li> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>			Recall, select and organise historical information <ul style="list-style-type: none"> <li>Communicate their knowledge and understanding.</li> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>

GEOGRAPHY	1	2 with scaffolding	3	4	5
<b>Geographical Enquiry</b>		<ul style="list-style-type: none"> <li>Can they carry out a survey to discover features of cities and villages?</li> <li>Can they label the same features on an aerial photograph as on a map?</li> <li>Can they plan a journey to a place in England?</li> <li>Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</li> </ul> Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps			<ul style="list-style-type: none"> <li>Can they give accurate measurements between 2 given places within the UK?</li> </ul>
<b>Physical Geography</b>		<ul style="list-style-type: none"> <li>Can they describe the main features of a well-known city?</li> <li>Can they describe the main features of a village?</li> <li>Can they describe the main physical differences between cities and villages?</li> <li>Can they use appropriate symbols to represent different physical features on a map?</li> </ul>			<ul style="list-style-type: none"> <li>Can they explain how a locality has changed over time with reference to physical features?</li> </ul>
<b>Human Geography</b>		<ul style="list-style-type: none"> <li>Can they explain why people are attracted to live in cities?</li> <li>Can they explain why people may choose to live in a village rather than a city?</li> <li>Can they explain how a locality has changed over time with reference to human features?</li> <li>Can they find different views about an environmental issue? What is their view?</li> <li>Can they suggest different ways that a locality could be changed and improved</li> </ul>			Can they explain how people are trying to manage their environment?
<b>Geographical Knowledge</b>		<ul style="list-style-type: none"> <li>Can they locate the Tropic of Cancer and the Tropic of Capricorn?</li> <li>Do they know the difference between the British Isles, Great Britain and UK?</li> <li>Do they know the countries that make up the European Union?</li> <li>Can they name up to six cities in the UK and locate them on a map?</li> </ul>			<ul style="list-style-type: none"> <li>Can they name the counties that make up the home counties of London?</li> <li>Can they name some of the main towns</li> </ul>

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		<ul style="list-style-type: none"> <li>• Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> </ul>	and cities in Yorkshire and Lancashire?
<b>Map Skills</b> Use large and medium scale OS maps. • Use junior atlases. • Use map sites on internet. • Identify features on aerial/oblique photographs.		Locate places on large scale maps, (e.g. Find UK or India on globe) <ul style="list-style-type: none"> <li>• Follow a route on a large scale map.</li> <li>• Can they locate and name some of the main islands that surround the UK?</li> </ul> Know why a key is needed. <ul style="list-style-type: none"> <li>• Begin to recognise symbols on an OS map.</li> </ul>	

<b>SCIENCE</b>	<b>1</b>	<b>2 with scaffolding</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Planning</b>		<ul style="list-style-type: none"> <li>• Can they set up a simple fair test to make comparisons?</li> <li>• Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated?</li> <li>• Can they suggest improvements and predictions?</li> <li>• Can they decide which information needs to be collected and decide which is the best way for collecting it?</li> <li>• Can they use their findings to draw a simple conclusion?</li> </ul>			<ul style="list-style-type: none"> <li>• Can they plan and carry out an investigation by controlling variables fairly and accurately?</li> <li>• Can they use test results to make further predictions and set up further comparative tests?</li> </ul>
<b>Obtaining and presenting evidence</b>		<ul style="list-style-type: none"> <li>• Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?</li> <li>• Can they make accurate measurements using standard units?</li> <li>• Can they explain their findings in different ways (display, presentation, writing)?</li> </ul>			<ul style="list-style-type: none"> <li>• Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?</li> </ul>
<b>Considering evidence and evaluating</b>		<ul style="list-style-type: none"> <li>• Can they find any patterns in their evidence or measurements?</li> <li>• Can they make a prediction based on something they have found out?</li> <li>• Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?</li> <li>• Can they use straightforward scientific evidence to answer questions or to support their findings?</li> <li>• Can they identify differences, similarities or changes related to simple scientific ideas or processes?</li> </ul>			<ul style="list-style-type: none"> <li>• Can they report findings from investigations through written explanations and conclusions?</li> <li>• Can they use a graph or diagram to answer scientific questions?</li> </ul>
<b>Light and shadow</b>		<ul style="list-style-type: none"> <li>• Can they recognise they need light in order to see things?</li> <li>• Can they recognise that dark is the absence of light?</li> <li>• Can they notice that light is reflected from surfaces?</li> <li>• Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?</li> <li>• Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?</li> <li>• Can they find patterns in the way that the size of shadows change?</li> </ul>			<ul style="list-style-type: none"> <li>• Can they explain why lights need to be bright or dimmer according to need?</li> <li>• Can they explain the difference between transparent, translucent and opaque?</li> <li>• Can they explain why lights need to be bright or dimmer according to need?</li> <li>• Can they make a bulb go on and off?</li> </ul>
<b>Rocks</b>					
<b>Animals including humans</b>		<ul style="list-style-type: none"> <li>• Can they identify and name the basic parts of the digestive system in humans?</li> <li>• Can they describe the simple functions of the basic parts of the digestive system in humans?</li> <li>• Can they identify the simple function of different types of teeth in humans?</li> <li>• Can they compare the teeth of herbivores and carnivores?</li> <li>• Can they explain what a simple food chain shows?</li> <li>• Can they construct and interpret a variety of food chains, identifying producers, predators and prey?</li> </ul>			<ul style="list-style-type: none"> <li>• Can they classify living things and non-living things by a number of characteristics that they have thought of?</li> <li>• Can they explain how people, weather and the environment can affect living things?</li> <li>• Can they explain how certain living things depend on one another to survive?</li> </ul>
<b>Plants</b>		<ul style="list-style-type: none"> <li>• Can they recognise that living things can be grouped in a variety of ways?</li> <li>• Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)</li> </ul>			<ul style="list-style-type: none"> <li>• Can they give reasons for how they have classified animals and plants, using their</li> </ul>

		<ul style="list-style-type: none"> <li>• Can they compare the classification of common plants and animals to living things found in other places? (under the sea, prehistoric)</li> <li>• Do they recognise that environments can change and this can sometimes pose a danger to living things?</li> </ul>	<p>characteristics and how they are suited to their environment?</p> <ul style="list-style-type: none"> <li>• Can they explore the work of pioneers in classification? (e.g. Carl Linnaeus)</li> <li>• Can they name and group a variety of living things based on feeding patterns? (producer, consumer, predator, prey, herbivore, carnivore, omnivore)</li> </ul>
<b>Sound</b>		<ul style="list-style-type: none"> <li>• Can they describe a range of sounds and explain how they are made?</li> <li>• Can they associate some sounds with something vibrating?</li> <li>• Can they compare sources of sound and explain how the sounds differ?</li> <li>• Can they explain how to change a sound (louder/softer)?</li> <li>• Can they recognise how vibrations from sound travel through a medium to a ear?</li> <li>• Can they find patterns between the pitch of a sound and features of the object that produce it?</li> <li>• Can they find patterns between the volume of the sound and the strength of the vibrations that produced it?</li> <li>• Can they recognise that sounds get fainter as the distance from the sound source increases?</li> <li>• Can they explain how you could change the pitch of a sound?</li> <li>• Can they investigate how different materials can affect the pitch and volume of sounds?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why sound gets fainter or louder according to the distance?</li> <li>• Can they explain how pitch and volume can be changed in a variety of ways?</li> <li>• Can they work out which materials give the best insulation for sound?</li> </ul>
<b>Electricity</b>		<ul style="list-style-type: none"> <li>• Can they identify common appliances that run on electricity?</li> <li>• Can they construct a simple series electric circuit?</li> <li>• Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?</li> <li>• 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?</li> <li>• Can they recognise that a switch opens and closes a circuit?</li> <li>• Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?</li> <li>• Can they recognise some common conductors and insulators?</li> <li>• Can they associate metals with being good conductors</li> </ul>	<p>Can they explain why a bulb may get brighter?</p> <p>Can they recognise if all metals are conductors of electricity?</p> <ul style="list-style-type: none"> <li>• Can they work out which metals can be used to connect across a gap in a circuit?</li> <li>• Can they explain why cautions are necessary for working safely with electricity?</li> </ul>
<b>States of Matter</b>		<ul style="list-style-type: none"> <li>• Can they compare and group materials together, according to whether they are solids, liquids or gases?</li> <li>• Can they explain what happens to materials when they are heated or cooled?</li> <li>• Can they measure or research the temperature at which different materials change state in degrees Celsius?</li> <li>• Can they use measurements to explain changes to the state of water?</li> <li>• Can they identify the part that evaporation and condensation has in the water cycle?</li> <li>• Can they associate the rate of evaporation with temperature?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they group and classify a variety of materials according to the impact of temperature on them?</li> <li>• Can they explain what happens over time to materials such as puddles on the playground or washing hanging on a line?</li> <li>• Can they relate temperature to change of state of materials</li> </ul>

<b>COMPUTING</b>	<b>1</b>	<b>2 with scaffolding</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Algorithms and Programs</b>		<ul style="list-style-type: none"> <li>• Can they use repeat instructions to draw regular shapes on screen, using commands?</li> <li>• Can they experiment with variables to control models?</li> <li>• Can they make turns specifying the degrees?</li> <li>• Can they give an on-screen robot specific directional instructions that takes them from x to y?</li> <li>• Can they make accurate predictions about the outcome of a program they have written?</li> </ul>			<ul style="list-style-type: none"> <li>• Can they use photo editing software to crop photographs and add effects?</li> <li>• Can they copy and paste the graph/bar chart and use it in a WP document?</li> <li>• Can they use animation in their presentation?</li> </ul>
<b>Data retrieving and Organisation</b>		<ul style="list-style-type: none"> <li>• Can they capture images using webcams, screen capture, scanning, visualiser and internet?</li> <li>• Can they choose images and download into a file?</li> <li>• Can they download images from the camera into files on the computer?</li> <li>• Can they copy graphics from a range of sources and paste into a desktop publishing program?</li> </ul>			
<b>Communicating</b>		<p>Do they appreciate the benefits of ICT to send messages and to communicate?</p> <ul style="list-style-type: none"> <li>• Can they use the automatic spell checker to edit spellings?</li> </ul>			
<b>Using the Internet</b>		<ul style="list-style-type: none"> <li>• Can they use a search engine to find a specific website?</li> </ul>			

		<ul style="list-style-type: none"> <li>• Can they use note-taking skills to decide which text to copy and paste into a document?</li> <li>• Can they use tabbed browsing to open two or more web pages at the same time?</li> <li>• Can they open a link to a new window?</li> <li>• Can they open a document (PDF) and view it?</li> </ul>	
<b>Databases</b>		<ul style="list-style-type: none"> <li>• Can they input data into a prepared database?</li> <li>• Can they sort and search a database to answer simple questions?</li> <li>• Do they recognise what a spread sheet is?</li> <li>• Can they use the terms 'cells', 'rows' and 'columns'?</li> <li>• Can they enter data, highlight it and make bar charts?</li> </ul>	
<b>Presentation</b>		<ul style="list-style-type: none"> <li>• Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience?</li> <li>• Can they insert sound recordings into a multi media presentation?</li> <li>• Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?</li> </ul>	

<b>E-Safety</b>	<b>Knowledge and Understanding</b>	<b>Skills</b>
	<ul style="list-style-type: none"> <li>• Do they understand the need for rules to keep them safe when exchanging learning and ideas online?</li> <li>• Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?</li> <li>• Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?</li> <li>• Can they use strategies to verify information, e.g. crosschecking?</li> <li>• Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?</li> <li>• Do they understand that copyright exists on most digital images, video and recorded music?</li> <li>• Do they understand the need to keep personal information and passwords private?</li> <li>• Do they understand that if they make personal information available online it may be seen and used by others?</li> <li>• Do they know how to respond if asked for personal information or feel unsafe about content of a message?</li> <li>• Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?</li> <li>• Do they know how to report an incident of cyber bullying?</li> <li>• Do they know the difference between online communication tools used in school and those used at home?</li> <li>• Do they understand the need to develop an alias for some public online use?</li> <li>• Do they understand that the outcome of internet searches at home may be different than at school?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise the difference between the work of others which has been copied (plagiarism) and restructuring and re-presenting materials in ways which are unique and new?</li> <li>• Can they begin to identify when emails should not be opened and when an attachment may not be safe?</li> <li>• Can they explain how to use email safely?</li> <li>• Can they use different search engines?</li> </ul>

<b>DT</b>	<b>1</b>	<b>2 with scaffolding</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Planning</b>		<ul style="list-style-type: none"> <li>• Have they thought of how they will check if their design is successful?</li> <li>• Can they begin to explain how they can improve their original design?</li> <li>• Can they evaluate their product, thinking of both appearance and the way it works?</li> <li>• Do they take time to consider how they could have made their idea better?</li> </ul>			
<b>Creating</b>		<ul style="list-style-type: none"> <li>• Can they tell if their finished product is going to be good quality?</li> <li>• Are they conscience of the need to produce something that will be liked by others?</li> <li>• Can they show a good level of expertise when using a range of tools and equipment?</li> <li>• Do they work at their product even though their original idea might not have worked?</li> </ul>			
<b>Evaluating</b>		<ul style="list-style-type: none"> <li>• Have they thought of how they will check if their design is successful?</li> <li>• Can they begin to explain how they can improve their original design?</li> <li>• Can they evaluate their product, thinking of both appearance and the way it works?</li> <li>• Do they take time to consider how they could have made their idea better?</li> </ul>			
<b>Cooking and nutrition</b>		<ul style="list-style-type: none"> <li>• Do they know what to do to be hygienic and safe?</li> <li>• Have they thought what they can do to present their product in an interesting way</li> </ul>			
<b>Textiles</b>		<ul style="list-style-type: none"> <li>• Do they think what the user would want when choosing textiles?</li> <li>• Have they thought about how to make their product strong?</li> <li>• Can they devise a template?</li> <li>• Can they explain how to join things in a different way?</li> </ul>			
<b>Electrical Components</b>		<ul style="list-style-type: none"> <li>• Can they add things to their circuits?</li> <li>• How have they altered their product after checking it?</li> <li>• Are they confident about trying out new and different ideas?</li> </ul>			
<b>Stiff and flexible sheet material</b>		<ul style="list-style-type: none"> <li>• Can they measure carefully so as to make sure they have not made mistakes?</li> <li>• How have they attempted to make their product strong?</li> </ul>			
<b>Mouldable material</b>		<ul style="list-style-type: none"> <li>• Can they use a range of advanced techniques to shape and mould?</li> <li>• Do they use finishing techniques, showing an awareness of audience?</li> </ul>			

<b>ART</b>	<b>1</b>	<b>2 with scaffolding</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Drawing</b>		<ul style="list-style-type: none"> <li>• Can they begin to show facial expressions and body language in their sketches?</li> <li>• Can they identify and draw simple objects, and use marks and lines to produce texture?</li> <li>• Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>• Can they show reflections?</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> </ul>			
<b>Painting</b>		<ul style="list-style-type: none"> <li>• Can they create all the colours they need?</li> <li>• Can they create mood in their paintings?</li> </ul>			

		<ul style="list-style-type: none"> <li>• Do they successfully use shading to create mood and feeling?</li> </ul>
<b>Printing</b>		Can they print using at least four colours? <ul style="list-style-type: none"> <li>• Can they create an accurate print design?</li> <li>• Can they print onto different materials?</li> </ul>
<b>Sketch books</b>		Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes? <ul style="list-style-type: none"> <li>• Can they produce a montage all about themselves?</li> <li>• Do they use their sketch books to adapt and improve their original ideas?</li> <li>• Do they keep notes about the purpose of their work in their sketch books?</li> </ul>
<b>3D Textiles</b>		<ul style="list-style-type: none"> <li>• Do they experiment with and combine materials and processes to design and make 3D form?</li> <li>• Can they begin to sculpt clay and other mouldable materials?</li> <li>• Can they use early textile and sewing skills as part of a project?</li> </ul>
<b>Collage</b>		Can they use ceramic mosaic? <ul style="list-style-type: none"> <li>• Can they combine visual and tactile qualities?</li> </ul>
<b>Use of ICT</b>		Can they present a collection of their work on a slide show? <ul style="list-style-type: none"> <li>• Can they create a piece of art work which includes the integration of digital images they have taken?</li> <li>• Can they combine graphics and text based on their research?</li> </ul>
<b>Knowledge</b>		Can they experiment with different styles which artists have used? <ul style="list-style-type: none"> <li>• Can they explain art from other periods of history?</li> </ul>

<b>MUSIC</b>	<b>1</b>	<b>2 with scaffolding</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Performing</b>		<ul style="list-style-type: none"> <li>• Can they perform a simple part rhythmically?</li> <li>• Can they sing songs from memory with accurate pitch?</li> <li>• Can they improvise using repeated patterns?</li> </ul>			<ul style="list-style-type: none"> <li>• Can they use selected pitches simultaneously to produce simple harmony?</li> </ul>
<b>Composing</b>		<ul style="list-style-type: none"> <li>• Can they use notations to record and interpret sequences of pitches?</li> <li>• Can they use standard notation?</li> <li>• Can they use notations to record compositions in a small group or on their own?</li> <li>• Can they use their notation in a performance?</li> </ul>			<ul style="list-style-type: none"> <li>• Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li> <li>• Can they show how they can use dynamics to provide contrast?</li> </ul>
<b>Appraising</b>		Can they explain the place of silence and say what effect it has? <ul style="list-style-type: none"> <li>• Can they start to identify the character of a piece of music?</li> <li>• Can they describe and identify the different purposes of music?</li> <li>• Can they begin to identify with the style of work of Beethoven, Mozart and Elgar</li> </ul>			<ul style="list-style-type: none"> <li>• Can they identify how a change in timbre can change the effect of a piece of music?</li> </ul>

<b>PE</b>	<b>1</b>	<b>2 with scaffolding</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Dance</b>		<ul style="list-style-type: none"> <li>• Can they respond imaginatively to a range of stimuli related to character and narrative?</li> <li>• Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group?</li> <li>• Can they refine, repeat and remember dance phrases and dances?</li> <li>• Can they perform dances clearly and fluently?</li> <li>• Can they show sensitivity to the dance idea and the accompaniment?</li> <li>• Do they show a clear understanding of how to warm-up and cool-down safely?</li> <li>• Do they describe, interpret and evaluate dance, using appropriate language?</li> </ul>			
<b>Games</b>		<ul style="list-style-type: none"> <li>• Can they catch with one hand?</li> <li>• Can they throw and catch accurately?</li> <li>• Can they hit a ball accurately and with control?</li> <li>• Can they keep possession of the ball?</li> <li>• Can they move to find a space when they are not in possession during a game?</li> <li>• Can they vary tactics and adapt skills according to what is happening?</li> </ul>			
<b>Gymnastics</b>		<ul style="list-style-type: none"> <li>• Can they work in a controlled way?</li> <li>• Can they include change of speed?</li> <li>• Can they include change of direction?</li> <li>• Can they include range of shapes?</li> <li>• Can they follow a set of 'rules' to produce a sequence?</li> <li>• Can they work with a partner to create, repeat and improve a sequence with at least three phases?</li> </ul>			
<b>Athletics</b>		<ul style="list-style-type: none"> <li>• Can they run over a long distance?</li> <li>• Can they spring over a short distance?</li> <li>• Can they throw in different ways?</li> <li>• Can they hit a target?</li> <li>• Can they jump in different ways?</li> </ul>			
<b>Outdoors</b>		<ul style="list-style-type: none"> <li>• Can they follow a map in a more demanding familiar context?</li> <li>• Can they move from one location to another following a map?</li> <li>• Can they use clues to follow a route?</li> <li>• Can they follow a route accurately, safely and within a time limit</li> </ul>			