

## Year 4 Long Term Overview

<b>HISTORY</b>	
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>• Can they place periods of history 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?</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?</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>
Knowledge and Interpretation	<p>Can they research two versions of an event and say how they differ?</p> <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> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul>

<b>GEOGRAPHY</b>	
<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 find the same place on a globe and in an atlas?</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>
<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>
<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>
<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> <li>• Can they locate and name some of the main islands that surround the UK?</li> <li>• Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> </ul>

<b>SCIENCE</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>
<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>
<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>
<b>Light and shadow</b>	<p>Can they recognise they need light in order to see things?</p> <ul style="list-style-type: none"> <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>
<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> </ul>

	<ul style="list-style-type: none"> <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>
<b>Plants</b>	<p>Can they recognise that living things can be grouped in a variety of ways?</p> <ul style="list-style-type: none"> <li>• Can they explore and use a classification key to group, identify and name a variety of living things? (plants, vertebrates, invertebrates)</li> <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>
<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 an 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>
<b>Electricity</b>	<p>Can they identify common appliances that run on electricity?</p> <ul style="list-style-type: none"> <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>
<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? • Can they associate the rate of evaporation with temperature?</li> </ul>

## COMPUTING

<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>
<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> <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>	<p>Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience?</p> <ul style="list-style-type: none"> <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>

## E-Safety

	<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> </ul>
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	<ul style="list-style-type: none"> <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>
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<b>DT</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>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> <li>• Do they successfully use shading to create mood and feeling?</li> </ul>
<b>Printing</b>	<ul style="list-style-type: none"> <li>• Can they print using at least four colours?</li> <li>• Can they create an accurate print design?</li> <li>• Can they print onto different materials?</li> </ul>
<b>Sketch books</b>	<ul style="list-style-type: none"> <li>• Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?</li> <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>	<ul style="list-style-type: none"> <li>• Can they use ceramic mosaic?</li> <li>• Can they combine visual and tactile qualities?</li> </ul>
<b>Use of ICT</b>	<ul style="list-style-type: none"> <li>• Can they present a collection of their work on a slide show?</li> <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>	<ul style="list-style-type: none"> <li>• Can they experiment with different styles which artists have used?</li> <li>• Can they explain art from other periods of history?</li> </ul>

<b>MUSIC</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>
<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>
<b>Appraising</b>	<ul style="list-style-type: none"> <li>• Can they explain the place of silence and say what effect it has?</li> <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>

<b>PE</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>