

Year 4 Spring Term Skills and Knowledge

At Moorside Primary School our approach to our teaching and learning is through a skill based curriculum. Below are the subjects and skills being taught in the spring term:

Science – Sound

Essential skills and knowledge

- To identify how sounds are made, associating some of them with something vibrating
- To recognise that vibrations from sound travel through a medium to the ear
- To find patterns between the pitch of a sound and features of the object that produced it
- To find patterns between the volume of a sound and the strength of the vibrations that produced it
- To recognise that sounds get fainter as the distance from the sound source increases

Communication skills

- To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Information Technology

- To use spreadsheets to collect data and use this to draw graphs or charts
- To use the computer to play science games in which I use my knowledge and understanding to find out answers
- To use digital media to record changes

Application of number

- To convert data into bar graphs and line graphs
- To look for patterns in recorded measurements and try to explain them

Science – Living things

Essential skills and knowledge

- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To construct and interpret a variety of food chains, identifying producers, predators and prey

Working together – collaborative skills

- To discuss the ideas of others in order to extend their learning and generate new ideas

Application of number

- To collect data and represent it in a frequency table or tally chart

Information Technology

- To read and interpret data electronically
- To use a branching database from software packages

Computing – Network and Internet

Network and Internet

- To use online spaces to share and collaborate
- To select appropriate resources to present work
- To select, use and combine a variety of software, including internet services, on a range of digital devices to accomplish given goals
- To use search technology effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content
- To use a range of search techniques in order to acquire information
- To evaluate results and information presented
- To use links to the internet and the network
- To understand that information found online may not be accurate
- To investigate a variety of sources for obtaining information and understand copyright

Keeping safe

- To use technology safely and respectfully
- To know a range of ways to report concerns and inappropriate behavior

- To understand and use networks

Physical Education

Dance – developing skills

- To think about character and narrative ideas and respond through movement
- To experiment with a wide range of actions individually
- To experiment with a wide range of actions with a partner
- To experiment with a wide range of actions in a group

Dance – Making and applying

- To use different ideas to create patterns using unison and canon
- To practice and combine more complex phrases

Dance – physical and mental

- To show understanding of warming up and cooling down and do it on my own
- To discuss the benefits with others for warming up and cooling down

Dance – evaluate and improve

- To describe and interpret dance movements using appropriate vocabulary
- To suggest how dance and performances can be improved

Striking and fielding – Tennis

Striking/ Fielding – developing skills

- To strike a ball with intent
- To throw more accurately when bowling and fielding
- To intercept and stop a ball with consistency and sometimes catch it
- To return the ball quickly and accurately

Striking/ Fielding – making and applying

- To choose and use batting or throwing skills to make game harder for opponents
- To choose where to stand successfully as a fielder
- To work well as a team to make it harder for the batter

Striking/ Fielding – physical and mental

- To know the demands that specific activities make on my body
- To know the importance of warming up
- To create a warm up to share with others

Striking/ Fielding – evaluate and improve

- To describe what is successful in my own and others' play
- To identify parts of my performance that need improving and suggest how to achieve this

History – Britain's settlement by Anglo-Saxons and Scots

Historical knowledge (constructing the past and sequencing the past)

- To sequence a few events or related objects
- To talk or write about the past including details.
- To show that I can make some connections with features of other periods studied
- To talk or write about features, events, people and themes from the past, including some details
- To understand differences in social and cultural history
- To describe the relationship between beliefs and action in historical change

History concepts (change and development, cause and effect, significance and interpretations)

- To use some historical period terms
- To point out some similarities and differences between aspects of life and the life of people in the periods being studied
- To suggest reasons for and results of peoples actions and events
- To describe and make links between events and changes

Historical enquiry (planning and carrying out historical enquiry/using sources of evidence)

- To pick out information about the past from sources like stories
- To use information from more than one source in answers
- To comment on the usefulness and accuracy of different sources of evidence
- In written work, to try to organize answers well and state conclusions
- In written work, to give reasons for ideas, use some dates and historical terms

Geography – Scandinavia

Location and place knowledge

- To compare the lives of people in two different environments or places
- To name and locate the key topographical features including hills, mountains, coasts and rivers and land use patterns
- To demonstrate an understanding of how some of these aspects have changed over time
- To know the countries that make up the European Union
- To locate the world's countries, using maps to focus on Europe, North and South America concentrating on the environmental regions, key physical and human characteristics of major cities
- On a world map to locate areas of similar environmental regions either desert, rainforest or temperate regions

Physical and human geography

- To describe and understand key aspects of physical geography, linked to vegetation belts
- To use appropriate symbols to represent different physical features on a map
- To find different views about an environmental issue and explain own view
- To explain own view on environmental changes and topical issues and compare these with the views of others
- To evaluate the arguments of each others views

Geographical enquiry

- To use four figure grid references to locate points on a map
- To find the same place on a globe as on an atlas
- To accurately measure and collect information linked to rainfall and temperature
- To accurately measure and collect information linked to wind speed and noise levels etc
- To make good use of ICT in charts and graphs
- To use a database to find out information
- To prepare questionnaires to investigate people's views on an environmental issue

Art and design – Designer – Aron Johannsson

Developing, planning and communicating ideas

- To begin to become more proficient in drawing, painting, sculpture and other art, craft and design techniques
- To plan work carefully before beginning

Working with tools, equipment, materials and components to make quality products

- To select and use an appropriate sized paintbrush
- To use some printing equipment
- To explain which tools have been used
- To make specific choices between different processes and materials

Evaluating processes and products

- To select material and tools and give some reasons for my decisions
- To begin to take a critical approach to appraise the methods and approaches used by others

Drawing and painting

- To use marks and lines to produce a texture
- To create all the colours
- To use the above to create mood in paintings
- To begin to successfully use shading to create mood and feeling
- To explain choices and give reasons for these

Printing and sketch books

- To print using at least four colours
- To print using different material
- To select materials/ colours and give some reasons for a decision
- To use a sketch book to express feelings about various subjects
- To outline likes and dislikes
- To use a sketch book to adapt and improve ideas
- To keep notes about work produced
- To discuss how to improve my work
- To use the sketch book to record observations and use them to review or revisit ideas

Knowledge

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- To research what critics say about some art examples
- To make comparisons giving reasons for decisions made
- To discuss and explore the various art galleries around the world

Design and Technology – Scandinavian Cooking including health and hygiene

Developing, planning and communicating ideas

- To be conscious 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 think ahead about the order of work

Evaluating processes and products

- To evaluate my product, thinking of both appearance and the way it works
- To talk about likes and dislikes, giving reasons

Cooking and nutrition

- To know what to do to be hygienic and safe
- To develop an understanding and knowledge of ingredients for healthy eating
- To learn about food preparation and cooking skills
- To demonstrate the above skills in preparation and cooking
- To identify the ingredients in composite dishes
- To design and create dishes for intended users
- To make and evaluate dishes
- To have an understanding of what other people choose to eat and why
- To be aware of seasonal food
- To evaluate food by taste, texture, flavor etc

Music – Singing and trumpets

Elements of music (listening and understanding)

- Duration – consolidate understanding of 2, 3, and 4 metre
- Dynamics – consolidate understanding of, and identify, getting louder and quieter

Applying and understanding

- To use and explore notations which are linked to understanding of elements to communicate own musical ideas, including textures
- To identify composers' intent in music heard and performed

Controlling

- To extend accuracy of vocal range (use low A-D as a guide)
- To continue to develop expressive effect when singing through increased control of diction, dynamics and tempi (plural tempo)
- To maintain rhythmic and melodic ostinato as an accompaniment in 2, 3 and 4 metre
- To make improvements to own work commenting on the intended effect

Creating

- To use acoustic sounds and ICT explore sounds
- To use melodies and accompaniments including drones, ostinato and layers

Responding and reviewing

- To compare and contrast music heard and performed with an awareness of the music's context and purpose
- To use a variety of art forms to respond to character, mood and other elements of music

Religious Education

Spring 1 RE – The person of Jesus

Spring 2 RE - Meanings of signs and symbols

Modern Foreign Languages – French

Literacy

- To follow a short familiar text, listening and reading at the same time

Intercultural Understanding

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- To know about some aspects of everyday life and I can compare these to my own life

Real life contexts

- To take part in conversational skills in role play to develop conversational skills needed for shopping

PHSE – Relationships

- To recognise and respond appropriately to a wider range of feelings in others
- To know that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
- To know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves
- To know that their actions affect themselves and others
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- To know the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- To work collaboratively towards shared goals
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity and disability
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
- To know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
- To know that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership
- To know that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others
- To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy