

Year 4 curriculum TT statements – Foundation subjects

Art

Media and Materials

Significant Artists

Skills

Vocabulary

Create sketchbooks to record and revisit observations	In drawing, use a range of pencils & techniques to show effect, movement, perspective and reflection	In painting, use watercolors to produce washes for backgrounds	In textiles, use basic cross and back stitch	In digital media, use a range of tools to create images, video and sound recordings
Draw on work of other artists for inspiration and begin to emulate their style	Know about great artists, architects and designers and how their art / design reflected and shaped our history and contributed to the culture of our nation	Apply art and design techniques with creativity, experimentation and increasing awareness	Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey	

DT

Cooking and Nutrition

Design

Evaluate

Make

Technical Knowledge

Know where and how a variety of ingredients are grown, reared, caught and processed	Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces	Use research to inform design and develop design criteria	Take risks to become innovative and resourceful	Evaluate own and others' work suggesting improvements and consider the views of others to improve their work
Investigate a range of existing products in a range of relevant contexts eg culture, industry	Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes	Apply understanding of how to strengthen, stiffen in order to reinforce more complex structures	Identify wider range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages)	Use understanding of electrical systems (series circuits, switches, bulbs and motors)

MFL

Listening

Speaking

Reading

Writing

Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard	Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings	Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English	Ask and answer a range of questions on different topic areas	Using familiar sentences as models, make varied adaptations to create new sentences
Read aloud using accurate pronunciation and present a short learned piece for performance	Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately	Follow the written version of a text he/she is listening to	Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues	Write words and short phrases from memory
Use a range of adjectives to describe things in more detail, such as describing someone's appearance	Write descriptive sentences using a model but supplying some words from memory			

Geography

Fieldwork

Human and Physical

Locational Knowledge

Place Knowledge

Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities	Name and locate countries and cities of the UK, describing geographical regions and topographical features	Explore how some aspects of physical and human characteristics have changed over time	Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically	Securely use world maps, atlases and globes and use digital mapping
Use compass directions	Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology	Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle)	Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources)	

Computing

E safety

Information Technology

Digital Literacy

Computer Science

Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact	Understand computer networks including the internet and how they provide multiple services such as the World Wide Web	Use search technologies effectively and appreciate how results are selected and ranked	Evaluate the reliability of digital content	Begin to ask and answer questions based on the reliability of digital content
Select and use a variety of software on digital devices	Use logical reasoning to understand how algorithms work	Detect and correct errors in algorithms and programs	Start to use sequence, selection and repetition in programs	Write and debug programs that accomplish specific goals, including controlling or simulating physical systems
Begin to solve problems by decomposing them into smaller parts	Work with variables and various forms of input/output			

History

Historical Concepts

Key Vocabulary

Questions

Stories and Sources

Extend chronological understanding by exploring a theme over time eg leisure,	Understand how Britain has influenced and been influenced by the wider world	Order key dates on a timeline to demonstrate chronology of British and world history	Develop a range of historical vocabulary eg civilisation,					Regularly generate and answer a range of historically-valid questions about
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entertainment			chronology, ancient, legacy					similarities and differences
Understand how knowledge of the past is constructed from a range of sources	Understand how and why the past is represented in different ways and explain this	Select and organise relevant information from a wider range of sources to answer a historical question						

Music

Composition

Listen to

Play and Perform

Review and Evaluate

Compose music on their own and with others using the interrelated dimensions of music eg pitch, tempo, dynamics, duration, musical notations	Use and understand some staff and other musical notation	Listen to and recall sounds with increasing aural memory	Use voices and musical instruments with increasing accuracy, fluency and expression	Appreciate and understand a range of high-quality live and recorded music of different traditions/composers
Develop an understanding of the history of music				

PE

Communication

Competence

Participation

Performance

Communicate and compete with each other	Understand how to improve own and others' performances	Use running, jumping, throwing and catching in isolation and in combination	Further develop flexibility, strength, technique, control and balance	Play competitive games and demonstrate their sense of sportsmanship eg fairness and respect
Understand basic principles suitable for attacking and defending	Participate in outdoor and adventurous activities	Perform dances and gymnastic routines on own and with others using movement patterns	Compare performances with previous ones	Demonstrate improvement to achieve personal best

PHSE

Relationships

Keeping and staying safe

Keeping and staying Healthy

Feelings and Emotions

Computer Safety

Hazard-watch

Being responsible

Fire Service

Working World

A world without judgement

Growing and Changing

Our World

First Aid

I can talk about the different ways I can	I can explain what is meant by a balanced	I know that some feelings will make me feel good and happy while others	I can explain the term 'online bullying'	I know that it is important to behave responsibly
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keep myself and others safe	diet and can plan a balanced meal	might not feel so good. This is normal for everyone		
I can describe the term consequence	I can talk about my healthy choices	I can consider thoughts, feelings and emotions and I know the differences between them	I can explain some of the consequences of online bullying	I understand the importance of following rules set for me at home
I can talk about differences between a risky choice and a safe choice	I know how to look for the nutritional information on packaged food and use the information to make a healthy choice	I know that I can help others who feel upset, lonely or jealous	I know and can name different types of online bullying	I know there are situations that will arise when being on time is very important
I understand that rules are put in place to keep me safe and I follow them carefully	I know that too much sugar, salt, saturated fats in food/drink can have negative consequences on our bodies as we get older	I know that my emotions might affect my behaviour and that my choices and actions can affect myself and others	I can talk about the feelings and emotions we can have if we experience online bullying	I can describe sensible and responsible behaviour and know what this looks like
I can recognise peer pressure and know who I can speak to if I am struggling	I can explain what it means to have a healthy lifestyle	I know that some feelings will have an effect on my body - both pleasant and unpleasant	I can talk about some of the ways I could get help if I have a negative online experience	I can describe careless and irresponsible behaviour and know what this looks like
I understand that I am responsible for my own decisions	I understand how advertising can influence what I choose to eat and drink	I can understand my feelings may show, even if I don't say them out loud	I know the positive and negative consequences of sharing images online	I know that its responsible behaviour to speak out when I recognise that someone is being continually unkind
I can recognise a range of different danger signs	I know that smoking cigarettes can negatively affect my immediate and future health	I know how to support someone who is feeling worried	I have a set of rules I follow before I share an image to prevent negative consequences	I can explain why it is important to look out for others
I can talk about the impact on the community if there is a road traffic accident	I know that nicotine is a drug and it is a main ingredient in a cigarette	I know who to ask for help when I am feeling worried and know that I may feel better if I do so	I know about the laws and rules about image sharing that help to keep me safe	I know that it is important to set an example of appropriate behaviour and to stand up to those who do not behave in a responsible or appropriate way
	I can describe some of the physical and social consequences of smoking cigarettes	I can explain how feelings can be communicated with and without words	I can talk about the pressures I might feel about sharing an image online	I know that by making irresponsible choices, I put myself and others at risk and could create negative consequences
	I can give reasons why someone may feel pressured to smoke and I can give them advice against it	I can identify how to reduce the feeling of worry	I recognise that there are key values in maintaining positive relationships online	I understand that it is wrong to steal and that I should never steal from anyone
	I can manage peer pressure around smoking because I am well informed about the negative consequences	I understand how I can manage the feeling of jealousy	I know who I can to speak to if I feel pressured to share an image online	I know that I should never take something that does not belong to me without the permission of the person it belongs to
	I can understand the risks associated with drinking alcohol	I can describe how to positively manage the feeling of anger	I know there are different apps that can be used to speak to people online and that there are age restrictions put in place to help keep me safe	I know it is important to maintain a positive and trustworthy relationship with my friends and family
	I know how alcohol can negatively affect		I understand the potential dangers that can happen	I can explain what 'consent' means

	immediate and future health		if I speak to people I don't know online	
	I have developed strategies to manage peer pressure and to help keep me safe		I know that people can create fake profiles online and that it is possible to be speaking to someone who is not who they say they are	
	I understand that rules and laws are put in place to keep me safe and I follow them carefully		I have created some strategies to help keep myself and others safe when speaking to people online	
			I know there are people I can speak to if I feel unsafe or scared of anything I've seen online	
I can explain where the money comes from to pay for the services that help keep us safe and healthy	I can describe the positive characteristics in others	I can explain the different types of relationships we can have		
I understand how I can contribute at home, at school, and in the community	I can explain why being different can be positive			
I can talk about different ways I can help the people who look after me	I can name all of the things I am good at			
I know who pays for my education	I can set myself goals and try to improve in different areas of my life			
I understand how to save money and why it is important to save	I know there are different types of religions and beliefs in the UK			
I understand the skills that I will need in my chosen future career	I can explain the importance of respecting peoples' differences			
I can name some of the jobs that I can do to help out at home	I am enthusiastic to learn about how other people are different from me			
		I can explain the different types of relationships we can have		
		I can describe how relationships can change as we grow		
		I can identify why a relationship can be healthy or unhealthy		
		I know who I can speak to if I need help and if I feel uncomfortable with any of my relationships		
		I can explain the term personal boundary		
		I know there have been laws put in place to protect me		
		I know what the word puberty means		

I know and understand various money related terms	I know how my opinions and judgements can affect others and that it is important to be positive	I know that boys and girls go through different changes in their body during puberty and I can describe some of them
I can describe how to budget in order to buy things I may want or need	I can recognise that everyone is entitled to live the life they choose, as long as they are not harming anyone	I understand why my body goes through puberty
I can explain what the word "enterprise" means	I can explain why it is negative to live a life that creates harm for others	I know about different ways to cope with the changes in my body as it goes through puberty
I understand how we can spend money when using technology	I understand I should not allow the negative opinions that others may have, affect what I think and feel	I can explain what the terms 'conception' and 'reproduction' mean
I can understand the consequences and impact of what could happen if I spend money online without permission	I can explain each of the British values	I can describe the function of the female and male reproductive systems
I know how to be respectful and responsible when using apps and games online	I can identify ways we can overcome barriers and promote diversity, equality, and inclusion	I can identify the various ways adults can have a child
		I can explain the various different stages of pregnancy

RE

Beliefs and Teachings Religious practices and lifestyles

Ways of expressing meaning

Human identity, personality and experience

Questions of meaning and purpose

Values and commitments

Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions	Know the function of objects/places/people within Religious practices and lifestyles and describe similarities and differences in Religious practices and lifestyles both within and between religions	Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions	Recognise what influences him/her in his/her life, and identify the influence religion has on lives, cultures and communities including his/her own	Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions
Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour				