

# Year 4 curriculum information

## A year 4 scientist

### Working scientifically (Y3 and Y4)

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment to make measurements.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.
- *The 'Working scientifically' statements above are taught across year 3 and 4. Some of these statements will have been taught in year 3.*

### Biology

#### Living things and their habitats

- I can group living things in different ways.
- I can use classification keys to group, identify and name living things.
- I can create classification keys to group, identify and name living things (for others to use).
- I can describe how changes to an environment could endanger living things.

#### Animals, including humans

- I can identify and name the parts of the human digestive system.
- I can describe the functions of the organs in the human digestive system.
- I can identify and describe the different types of teeth in humans.
- I can describe the functions of different human teeth.
- I can use food chains to identify producers, predators and prey.
- I can construct food chains to identify producers, predators and prey.

### Chemistry

#### States of matter

- I can group materials based on their state of matter (solid, liquid, gas).
- I can describe how some materials can change state.
- I can explore how materials change state.
- I can describe the water cycle.
- I can explain the part played by evaporation and condensation in the water cycle.

### Physics

#### Sound

- I can describe how sound is made.
- I can explain how sound travels from a source to our ears.
- I can explain the place of vibration in hearing.
- I can explore the correlation between pitch and the object producing a sound.
- I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.
- I can describe what happens to a sound as it travels away from its source.

#### Electricity

- I can identify and name appliances that require electricity to function.
- I can construct a series circuit.
- I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).
- I can draw a circuit diagram.
- I can predict and test whether a lamp will light within a circuit.
- I can describe the function of a switch in a circuit.
- I can describe the difference between a conductor and insulators; giving examples of each.

### **A year 4 historian**

- I can plot events on a timeline using centuries.
- I can use my mathematical skills to round up time differences into centuries and decades.
- I can explain how the lives of wealthy people were different from the lives of poorer people.
- I can explain how historic items and artefacts can be used to help build up a picture of life in the past.
- I can explain how an event from the past has shaped our life today.
- I can research two versions of an event and explain how they differ.
- I can explain some of the times when Britain has been invaded.

### **A year 4 geographer**

- I can explain why people may be attracted to live in cities.
- I can explain why people may choose to live in one place rather than another.
- I can locate the Tropic of Cancer and Tropic of Capricorn.
- I can explain the difference between the British Isles, Great Britain and the United Kingdom.
- I know the countries that make up the European Union.
- I can name and locate the capital cities of Neighbouring European countries.

### **A year 4 artist**

- I can show facial expressions and body language in sketches and paintings.
- I can use marks and lines to show texture in my art.
- I can use line, tone, shape and colour to represent figure and forms in movement.
- I can show reflections in my art.
- I can print onto different materials using at least four colours.
- I can sculpt clay and other mouldable materials.
- I can integrate my digital images into my art.
- I can experiment with the styles used by other artists.
- I can explain some of the features of art from historical periods.

### A year 4 designer

- I can use ideas from other people when I am designing.
- I can produce a plan and explain it.
- I can evaluate and suggest improvements for my designs.
- I can evaluate products for both their purpose and appearance.
- I can explain how I have improved my original design.
- I can present a product in an interesting way.
- I can measure accurately.
- I can persevere and adapt my work when my original ideas do not work.
- I know how to be both hygienic and safe when using food.

### A year 4 musician

- I can perform a simple part rhythmically.
- I can sing songs from memory with accurate pitch.
- I can improvise using repeated patterns.
- I can explain why silence is often needed in music and explain what effect it has.
- I can identify the character in a piece of music.
- I can identify and describe the different purposes of music.
- I can begin to identify the style of work of different composers.

### A year 4 sports person

#### Games

- I can catch with one hand.
- I can throw and catch accurately.
- I can hit a ball accurately with control.
- I can keep possession of the ball.
- I can vary tactics and adapt skills depending on what is happening in a game.

#### Gymnastics

- I can work in a controlled way.
- I can include change of speed and direction.
- I can include a range of shapes.
- I can work with a partner to create, repeat and improve a sequence with at least three phases.

#### Dance

- I can take the lead when working with a partner or group.
- I can use dance to communicate an idea.

#### Athletics

- I can run over a long distance.
- I can sprint over a short distance.
- I can throw in different ways.
- I can hit a target.
- I can jump in different ways.

#### Outdoor and adventurous

- I can accomplish a range of outdoor and adventurous activities (provided by Peak Venture)

### A year 4 computer user

#### Algorithms and programming

- I can experiment with variables to control models.
- I can give an on-screen robot specific instructions that takes them from A to B.
- I can make an accurate prediction and explain why I believe something will happen (linked to programming).
- I can de-bug a program.

#### Information technology

- I can select and use software to accomplish given goals.
- I can collect and present data.

#### Digital literacy

- I recognise acceptable and unacceptable behaviour using technology.

### A year 3/4 international speaker

#### Spoken language

- I can name and describe people.
- I can name and describe a place.
- I can name and describe an object.
- I can give a response using a short phrase.
- I am starting to speak in sentences.

#### Reading

- I can read and understand a short passage using familiar language.
- I can explain the main points in a short passage.

#### Writing

- I can write phrases from memory.
- I can write 2-3 short sentences on a familiar topic.
- I can say what I like/dislike about a familiar topic.

[www.ursulineprimary.co.uk](http://www.ursulineprimary.co.uk)  
[@ursulineprimary](https://www.instagram.com/ursulineprimary)

Based upon materials © Simon Camby & Focus Education (UK) Ltd.