

Year 4 End Points

<u>Subject</u>	<u>Objectives</u> What will the children be able to know and do?
<u>History</u>	<u>Ancient Greece</u> <ul style="list-style-type: none">• Give an example of evidence that tells us about the Ancient Greek way of life.• Explain why Athens was such a successful city in Ancient Greece.• Know what democracy is.• Give an example of how Ancient Greece has affected our lives today.• Place the Ancient Greek period on a timeline.
	<u>Martin Luther King</u> <ul style="list-style-type: none">• Explain why Martin Luther King is an important figure in history.• Know what civil rights are.• Place events on a timeline.
	<u>Romans</u> <ul style="list-style-type: none">• Give reasons for the Romans invading Britain.• Give reasons for the success of the Roman Army.• Give an example of evidence that tells us about the Ancient Roman way of life.• Explain why the Roman rule in Britain came to an end.• Give an example of how the Romans have affected our lives today.
	<u>Ernest Shackleton</u> <ul style="list-style-type: none">• Explain who Ernest Shackleton was.• Describe the differences between equipment used by Shackleton and modern equipment.• Investigate own line of enquiry by posing a question.

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Geography	<u>Greece</u> <ul style="list-style-type: none">• Name some of the human and physical features of Greece.• Locate Greece and Athens on a map.• Compare the climate in Greece to the climate in the UK.
	<u>Fairtrade</u> <ul style="list-style-type: none">• Explain what Fairtrade is.• Name some Fairtrade products.• Explain how Fairtrade can help farmers to improve their lives.
	<u>Rivers</u> <ul style="list-style-type: none">• Know how rivers are used by humans.• Name the main features of a river- source, mouth, meander, tributary.• Know how the river changes as it travels through the upper, middle and lower course.
	<u>Antarctica</u> <ul style="list-style-type: none">• Understand that Antarctica has a polar climate made up of ice, snow and mountains.• Describe Antarctica's location in the far south of the globe, using the word hemisphere.• Explain why people visit Antarctica (research and tourism).• Explain why people do not live in Antarctica permanently.• Begin to recall the 8 points of the compass and follow at least 4 of them.• Recognise and describe features of the school grounds from an aerial map.• Draw an aerial sketch map.
	<u>Map skills</u> <ul style="list-style-type: none">• Use an OS map to locate local buildings and features.• Know some of the symbols used on an OS map.• Use grid references to describe the location of places on a map.

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Art	<p><u>Sculpture</u></p> <ul style="list-style-type: none">• Know that artists use clay to sculpt.• Use clay techniques of slip, score, stick, smooth to attach pieces together.• Choose tools appropriate to the task.• Create own designs and adapt where needed. <p><u>Drawing</u></p> <ul style="list-style-type: none">• Explain some of the features of cubism.• Know how to use different types of drawing pencil.• Describe the style of the artist Picasso.• Create own work inspired by Picasso. <p><u>Painting</u></p> <ul style="list-style-type: none">• Mix tertiary colours.• Know how different colours affect mood.• Choose appropriate colours to create a specific mood.• Know how to use watercolour techniques including wet on wet, wet on dry and clingfilm to create the effect of water.• Use different brushes for different purposes. <p><u>Printing</u></p> <ul style="list-style-type: none">• Research, create and refine a print using relief and resist printing.• Select broadly the kinds of material to print with in order to achieve chosen effects.• Understand negative space.• Experiment and choose appropriate techniques to create a specific effect.
D.T.	<p><u>Electrical Systems</u></p> <ul style="list-style-type: none">• Give an example of how Thomas Edison has changed the way that we live.• Explore and make a series circuit.• Explore and make a parallel circuit.• Follow instructions to make a switch.

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	<ul style="list-style-type: none">• Design and make a product which contains a working circuit to light a bulb
	<p><u>Roman Onagers</u></p> <ul style="list-style-type: none">• Evaluate a design to say how it could be improved.• Know what a catapult is and explain how they work.• Complete an annotated sketch.• Choose appropriate materials.• Accurately measure and cut materials.• Make adjustments to improve the function of a design.• Learn how to join two parts together.
	<p><u>Energy Bars</u></p> <ul style="list-style-type: none">• Explain which foods are high in energy.• Design an energy bar by selecting appropriate ingredients.• Make an energy bar.• Evaluate the energy bar against the design criteria.
Computing	<p><u>Computer Science</u></p> <ul style="list-style-type: none">• Name 3 common parts of computer games (e.g. player, NPC, lives, score, sound effects, goal/target)• Use Scratch to build a simple program that involves selection.• Use Scratch to find and correct a bug in an existing program.• Using Scratch, design and code a maze game.• Explain what a computer network is. <p><u>Data Handling</u></p> <ul style="list-style-type: none">• Know the difference between data and information.• Collect data and convert it to information using a spreadsheet.• Use Canva to create a simple infographic.• Create a spreadsheet and use 'auto sum' to calculate a total. <p><u>Media</u></p> <ul style="list-style-type: none">• Capture appropriate still and moving images.• Film different examples of camera shots and combine to make a short film.

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	<ul style="list-style-type: none">• Use software to complete a 2d plan.• Create a stop motion animation film.• Create a digital multi-track piece of music.• Super-impose images.
R.E.	<p><u>How are important events remembered?</u></p> <ul style="list-style-type: none">• Describe differences and similarities between Hannukah and Diwali.• Understand the importance of light in religious festivals. <p><u>What faiths are shared in our country?</u></p> <ul style="list-style-type: none">• Know which religions are found in our local area.• Know some of the key symbols and artefacts in the church and the gurdwara.• Give an example of the way in which a person with faith shows that they belong. <p><u>Sikhism</u></p> <ul style="list-style-type: none">• Explain who Guru Nanak was.• Name the key Sikh beliefs.• Name some key features of Sikh practice.• Explain some of the important Sikh symbols.
PSHCE	<p><u>Families and relationships</u></p> <ul style="list-style-type: none">• Understand that manners vary in different situations.• Understand that what they do and say has an effect on other people.• Understand the impact of bullying and the role bystanders can take.• Recognise stereotypes.• Understand what a bereavement is and how they can help someone. <p><u>Safety and the Changing Body</u></p> <ul style="list-style-type: none">• Understand the reasons for legal age restrictions.

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- Understand how quickly information can spread on the internet and some of the risks associated with that.
- Can identify a casualty who is having an asthma attack
- Know some of the physical differences between children and adults.
- Begin to understand the risks of smoking and the benefits of being a non-smoker.

Health and Wellbeing

- Identify and share key facts about dental health.
- Understand what mental health is and that sometimes people might need help.
- Understand and describe emotions and how they can impact someone's mental health.

Citizenship

- Understand what human rights are and why they are important.
- Understand how reusing items benefits the environment.
- Understand that diversity supports a community to work effectively.
- Understand the role of local councillors.

Economic Wellbeing

- Understand if something is good value for money.
- Understand the importance of keeping track of money.
- To understand the emotional impact of losing money.
- To understand what influences people's job choices.

P.E.

Athletics

- Decide on ways to improve, run, jumps and throws and implement changes
- Show differences between sprinting and running speeds over a variety of distances
- Throw a variety of objects demonstrating accuracy, i.e. object landing in throwing zone
- Perform a range of jumps with consistency, sometimes approaching jump with a run-up
- Develop control in baton exchange and analyse as a team how to improve handover

OAA

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- Use maps, symbols and compass confidently to navigate
- Confidently undertake tasks with time limits and other restrictions
- Listen and be directed by others

Invasion Games (netball and rugby)

- Use tactics to perform defensively both as a team and as an individual
- Play using recognised marking techniques of specific game
- Send and receive the ball with accuracy, controlling to score points/goals
- Move in to space to help others and the ball over longer distances
- In netball play within positional restrictions
- Use and apply the basic rules of the game

Gymnastics

- Perform actions such as balance, body shapes and flight with control
- Identify 'core muscles' and use them to improve quality of shapes and actions
- Show smooth transitions and flow in sequences
- Adapt actions and sequences to work with partners and small groups

Dance

- Refine, repeat and remember short dance phrases
- Show rhythm and style when performing as an individual and with others
- Dance using a variety of formations confidently
- Showing self-control and maturity to perform a partner/ group contact work

Net/ Wall

- Choose ways to send the ball to make it difficult for opponent to return
- Explore shots on both sides of the body and attempt with confidence
- Able to return ball/shuttle to different areas of oppositions court
- Play competitively with others and against others in modified games

Striking and Fielding

- With increasing consistency, choose where to direct a hit from a bowled ball
- Use and apply the basic rules of the game
- Apply speed and decision making to run safely between scoring markers e.g. stumps, posts

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	<ul style="list-style-type: none">• Play confidently in a variety of roles such as fielder, bowler• er. backward e.g. wicket keeper/backstop• Track and intercept the ball along the ground sometimes collecting with one hand• Show more consistency in throwing and catching over a variety of distances• Bowl a recognised action with some consistency
Music	<p>Body and Tuned Percussion</p> <ul style="list-style-type: none">• Know what body percussion is.• I can describe a piece of music, referring to tempo (speed); dynamics (volume); texture (different layers); structure (organisation of the piece).• Use body percussion to perform a sequence.• Record a rhythm using symbols or words.• I know that a repeated melody or a loop is something that keeps repeating.• I can use tuned percussion instruments to create a short melody line.• I can play in time with my group. <p>Rock and Roll</p> <ul style="list-style-type: none">• Understand the history of rock and roll music• Move in time to the music• Sing in time and tune• Read graphic notation to play a simple walking baseline• Play a piece of rock and roll music in a group <p>Changes in pitch, tempo and dynamics</p> <ul style="list-style-type: none">• Hold my own part and sing with expression.• Identify the dynamics and mood of the music.• Know what an ostinato is and when it might be used.• I can create and play an ostinato. <p>Haiku, music and performance</p> <ul style="list-style-type: none">• Use my voice with increasing control.• Understand pitch and change the pitch of my voice.• Recognise and name the musical features of the Cherry Blossom piece (interrelated dimensions of music, e.g. tempo, dynamics, timbre.)

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- Work as a group to create a piece of music.
- Play sounds effects

Samba and carnival sounds and instruments

- Identify the main features of samba music.
- Understand and play syncopated rhythms as part of a group.
- Compose a simple rhythmic break.
- Perform in a group.

Adapting and transposing motifs

- Sing in tune and time.
- Understand what a musical motif is.
- Play a musical motif.
- Compose and notate a motif.
- Transpose a musical motif.
- Combine different versions of a musical motif.

French

Les Fruits (fruits)

- Say at least 5 fruits using the correct article
- To spell 3 of the fruits correctly
- To ask someone in French if they like a particular fruit.

Je peux... (I am able..)

- To name at least 5 action verbs in French
- Match 10 French action verbs to their pictures
- Say one short phrase using the verb 'je peux...' (I am able..) and 'je ne peux...' (I am not able..) plus an action verb

Les legumes (vegetables)

- Say 5 vegetables and the plural determiner
- Use the structure 'je voudrais' (I would like) when buying vegetables
- Use the conjunction 'et' (and)

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Je me présente (Presenting Myself)

- use basic greetings in French
- ask how somebody is feeling and reply when asked to me
- ask somebody their name in French and reply when asked to me
- revise numbers 1-10 in French and learn numbers 11-20 in French.
- ask somebody their age in French and reply when asked to me
- ask somebody where they live in French and reply when asked to me

En classe (In the Classroom)

- how to say 5 classroom objects in French
- answer the question 'qu'est-ce qu'il y a dans ta trousse?'
- move from an indefinite determiner (a) to a possessive adjective (my)
- use the negative response and use all my new knowledge to say what I have/do not have in my pencil case

Au salon de thé (At The Tea Room)

- Name 8 different foods, snacks or drinks in French with the correct indefinite article/determiner.
- Know some key phrases to help me perform a role-play in the French 'salon de thé'
- Know which currency is used in France.