

Year 4 curriculum objectives

History	Geography	Art & Design	DT	Computing	Music
Effective use of textbooks to synthesise historical knowledge and perspectives.	Try to make a map of a short route experienced, with features in correct order.	Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Identify a purpose and establish criteria for a successful product.	I am beginning to understand the internet as a computer network.	Sing in tune and time with increasing confidence.
	Learn the eight points of a compass and four-figure grid references		Produce a step-by-step plan.		
Identify key features and events (and look for links and effects) in time studied.	Begin to collect and record evidence.	Produce sculptures showing detail	Explore, develop and communicate design proposals by modelling ideas.	Use simple formulae to complete a task on Excel.	Realise/understand and show how pulse, rhythm and pitch fit together
Observe small details in artefacts & pictures.	Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures, temperature records & maps.	Produce scaled images and arrange these for optimum effect	Make drawings with labels when designing.	Design, write and debug programs that accomplish specific goals.	Use accurate musical language to describe and talk about music
Select and record information relevant to the study.			Select appropriate equipment and resources to create the desired effect.		
Choose relevant material to present a picture of one aspect of life in the time studied.	Identify the position and significance of the equator, Northern and Southern Hemispheres.	Use materials and techniques with improved accuracy and precision	Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.	Design and create a webpage, uploading photos and videos	Play instruments, performing as a soloist and as part of a band or ensemble, by ear and/or different notations.
Display findings in a variety of ways, working independently and in groups.	Understand geographical similarities and differences through the study of human and physical geography of two contrasting regions.	Construct a simple clay base for extending and modelling other shapes, join clay adequately and work reasonably independently.	Take user's views about aesthetics and technical issues into account when responding to briefs.	Plan, create and edit a detailed animation.	Sing in tune within a limited pitch range
The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and an in-depth study of Ancient Greece - a study of Greek life and achievements and their influence on the western world	Begin to match boundaries (E.g. find same boundary of a country on different scale maps).	Make sensitive evaluations of their own work and that of others using appropriate artistic language	Evaluate their product against original design criteria e.g. how well it meets its intended purpose.	Create multiple track compositions that contain a variety of sounds.	Listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
	Locate places on larger scale maps e.g. map of Europe or find UK or India on globe.	Use a developed colour vocabulary e.g. tint, tone, shade, hue.		Recognise that simulations are useful in widening experience beyond the classroom.	
	Follow a route on a map with some accuracy (e.g. whilst orienteering).				
Visitor assemblies/workshops & PHSE assemblies					
NSPCC assembly 10 th September	First aid 30 th September, 1 st & 2 nd October	Black History Month 3 rd October	Diwali class assembly 5 th October	Bonfire Night assembly 5 th November	
Anti-bullying Week 10 th November (class assembly)	Remembrance 11 th November	Children in Need 15 th November	Safer Internet Day 11 th February	International Women's Day 6 th March	
Purim assembly 9 th March	Sport Relief 18 th March	Easter Bonnet assembly 31 st March	Autism Awareness Day 2 nd April	St George's Day 23 rd April	

RSPCA Week 1 st May	UNICEF Day for Change May tbc	Parkfield Literary Festival 19 th May	World Environment Day 5 th June	
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Personal Development

PHSE lesson	Visitor assembly/workshop	No Outsiders for a Faith Community	My Happy Mind	Across the curriculum
PHSE assembly	NSPCC assembly		Rights Respecting	
Health & Wellbeing (Autumn)		Relationships (Spring)		Living in the Wider World (Summer)
Identify the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe		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		Know what being part of a community means, and about the varied institutions that support communities locally and nationally
Differentiate between the terms, 'risk', 'danger' and 'hazard'		Recognise and manage 'dares'		To be proud of who you are
Know that bacteria and viruses can affect health and that following simple routines can reduce their spread		Know when to be assertive		Explore why and how rules and laws are made and enforced, why different rules are needed in different situations
Understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media		Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)		Exchange dialogue and express an opinion
Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others		Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships		Understand these universal rights are there to protect everyone and have primacy both over national law and family and community practices
Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others		Understand 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		Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
Explore what positively and negatively affects their physical, mental and emotional health		Know that differences between people arise from a number of factors- family, cultural, ethnic, racial or religious diversity, age, sex, gender identity, sexual orientation & disability		Explain why I'm not afraid of difference
Consider how to look after my mental health				Explore artistic freedom
Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals				
Discuss change, including transitions (between key stages and schools), loss, separation, divorce and bereavement				
First aid Asthma, choking, fainting, first aid kit and the recovery position.				

British Values

Democracy	The Rule of Law	Individual Liberty	Mutual Respect and Tolerance
The Origins of Democracy & Other Systems of Governance	Rights and Responsibilities	My Values, Wants and Needs	Challenging Stereotypes
Ancient Greece topic covers origins of democracy	Who makes the laws? How are laws decided?	What is the difference between wants & needs?	Covered by No Outsiders for a Faith Community
UK Parliament workshop/assembly tbc	What rights do I have? What responsibilities do I have?	How do we balance different people's wants and needs?	What stereotypes do we know? Are these ever fair?
Amnesty international assembly?		What freedoms do we have? When should we compromise to ensure everyone's needs are met?	How do we avoid stereotyping other individuals and groups?