



Non Negotiables

(Endpoints)

YEAR 4 TOPIC CYCLE A

(Year 3/4 Class – some of these end points may be achieved in Year 3 due to mixed age classes)

| | AUTUMN TERM (Location , Location, Location) | SPRING TERM (A British History) | SUMMER TERM (Invaders and Settlers – Stone Age) |
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| SCIENCE | <p>Y3 POS I can compare how things move on different surfaces.</p> <p>I can notice that some forces need contact between two objects but magnetic forces can act at a distance.</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>I can compare and group together a variety of every day materials on the basis of whether they are attracted to a magnetic.</p> <p>I can identify some magnetic materials.</p> <p>I know magnets have two poles.</p> <p>I can predict whether two magnets will repel or attract each other.</p> | <p>Y3 POS I know that I need light in order to see things.</p> <p>I know that darkness is the absence of light.</p> <p>I know that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>I can find patterns in the way that the size of shadows change.</p> <p>I know that light is reflected from surfaces.</p> <p>I know that the light from the Sun can be dangerous and that there are ways to protect my eyes.</p> <p>Y4 POS I can identify common appliances that run on electricity.</p> <p>I can construct a simple series electrical circuit and name its basic parts.</p> <p>I can identify whether or not a lamp will light in a simple series circuit.</p> <p>I recognise that a switch opens and closes a circuit. I can name some common conductors and insulators.</p> | <p>Y3 POS I can identify and describe the parts of flowering plants.</p> <p>I know what plants require for life and growth.</p> <p>I can say how water is transported within plants.</p> <p>I can explain the part that flowers play in the life cycle of flowering plants.</p> <p>I can talk about pollination, seed formation and seed dispersal.</p> <p>Y4 POS I can compare and groups materials together according to whether they are solids, liquids and gases.</p> <p>I know that some materials change state when they are heated and cooled and I can research the temperature at which it happens.</p> <p>I can talk about evaporation and condensation and how temperature affects this.</p> <p>I can explain how evaporation and condensation play a part in the water cycle.</p> |

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| | | I know that metals are good conductors. | |
| ART | <p>I can talk about the work of LS Lowry.</p> <p>In drawing I can use techniques to show effect, movement, perspective and reflection.</p> <p>I can analyse the work of famous artists.</p> <p>I can use my sketchbook to record and revisit observations.</p> <p>I can use a range of drawing materials to improve and master my drawing techniques.</p> <p>I can use a range of textiles and materials to create a product in the style of Vivienne Westwood.</p> | <p>I can talk about the work of famous WW2 artist Eric Kennington.</p> <p>I can print, roll, rub, stamp and recreate print using wax resist.</p> <p>I can print using layers of two or more colours.</p> | <p>I can use a range of materials to recreate cave paintings.</p> <p>I can create different textures and effects with paint.</p> <p>I can use a variety of brush techniques to create patterns and lines.</p> |
| DT | <p>I can use research to inform my design for a 'Vivienne Westwood accessory'</p> <p>I can sketch my ideas.</p> <p>I can investigate a range of existing products.</p> <p>I can evaluate my own ideas and designs against given criteria.</p> <p>I can select from a range of materials, tools and equipment to perform practical tasks.</p> <p>I know how to cut, shape, join and finish accurately.</p> | <p>I can use an annotated sketch for a circuit diagram to design an Anderson shelter.</p> <p>I can use an electrical system in my Anderson Shelter.</p> <p>I can evaluate my Anderson shelter and understand how to stiffen, strengthen and reinforce the structure.</p> <p>I can prepare a wartime dish using a range of cooking techniques.</p> <p>I can talk about Percy Spencer the creator of the microwave.</p> | <p>I can select from a wider range of materials to make clay tools.</p> |
| GEOGRAPHY | <p>I can use 4 points of the compass and 4 figure grid references and symbols.</p> <p>I can name and locate some the counties and cities of the UK.</p> <p>I can use a key.</p> <p>I use an Ordnance Survey Map to build on my knowledge of the UK and the wider world.</p> <p>I can use fieldwork to record and present the human and physical features in our local</p> | <p>I can use a map to identify the locations in Europe and Russia that were involved in WW2</p> <p>I can use aerial photographs to locate features and characteristics of countries and major cities.</p> <p>I can locate the major cities in the UK that were affected by bombing raids.</p> | <p>I can identify geographical regions of the UK and their human and physical characteristics, key topographical features and land use patterns.</p> <p>I can talk the settlement of Skara Brae.</p> <p>I understand that some of these patterns of this settlement have changed over time.</p> |

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| | area using a range of methods such as sketch maps and plans. | I can talk about how the land changed during and after the war. | |
| HISTORY | <p>I can use a range of sources to answer historical questions.</p> <p>I know how several aspects of national history are reflected in the locality.</p> <p>I can talk about the cotton mills and reservoirs in my locality.</p> <p>I can connect my new learning to historical concepts learnt previously using historical terms.</p> | <p>I can talk about a significant turning point in British history WW2.</p> <p>I can say why WW2 started.</p> <p>I can say where and when WW2 took place.</p> <p>I can describe the Blitz.</p> <p>I can order key dates on a timeline.</p> <p>I know about how people protected themselves and the causes of evacuation.</p> <p>I know why rationing happened and the impact it had on the people of Britain.</p> <p>I can select key information from a range of sources to answer historical questions.</p> <p>I understand what types of question are historically valid and how to find the answer.</p> | <p>I can talk about the development of lifestyle from the Palaeolithic to Neolithic eras.</p> <p>I can say how we know about the Stone Age.</p> <p>I can use artefacts, knowledge of historical sites like Stonehenge to find out about the Stone Age.</p> <p>I know that the Stone age is from 3,000,000 BC up to 2400 BC.</p> <p>I can order key dates on a timeline to demonstrate the chronology of British and World history.</p> <p>I will use a range of sources to ask and answer historical questions about the Stone Age.</p> |
| COMPUTING | <p><u>Computing Systems and Networks – The Internet</u></p> <p>I can explain how networks connect, how information can be shared and how to access it.</p> <p>I know that global interconnection of networks is the internet and that the World Wide Web is a part of this.</p> <p>I can describe the types of content on the WWW and how they are created and shared.</p> <p>I can explain that the WWW is made up of websites and webpages and describe the limitations of the WWW, evaluate its reliability and its benefits.</p> <p><u>Creating Media – Audio Production</u></p> | <p><u>Programming A – Repetition in Shapes</u></p> <p>I can identify patterns in a sequence and that we can use a loop command in a program to repeat instructions.</p> <p>I know that there are infinite loops and count-controlled loops.</p> <p>I know the importance of instruction order in a loop.</p> <p><u>Data and Information – Data Logging</u></p> <p>I can log data in a table.</p> <p>I can identify that sensors are input devices that can be used for data collection.</p> | <p><u>Creating Media – Photo Editing</u></p> <p>I know that digital images can be manipulated by flipping, rotating, cropping, adjusting colours or applying filters/ effects.</p> <p>I know how to complete this as well as cloning and retouching digital images.</p> <p>I can consider the impact of changes made to the image.</p> <p><u>Programming B Repetition in Games</u></p> <p>I can apply our repetition/ loop skills in a game situation.</p> <p>I know when it is appropriate to use a loop in a game and when it is not.</p> |

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| | <p>I can recognise that sound can be recorded using an input device, played with an output device and stored on a computer.</p> <p>I know how to edit an audio file, import it onto a project, changing the volume and layering sounds.</p> <p>I know that sound can be visually represented as a waveform.</p> | <p>I know how a data logger captures 'data points' from sensors over time.</p> | |
| MUSIC | <p>I can perform in ensemble and solo contexts using voices with increasing control, fluency, accuracy and expression.</p> <p>I can improvise and compose music for a range purposes.</p> <p>I can listen with attention to detail and recall sounds with increasing aural memory.</p> | <p>I can play musical instruments in ensemble and solo contexts using voices with increasing control, fluency, accuracy and expression.</p> | <p>I can use and understand staff and other musical notations.</p> <p>I can talk about music from different traditions, composers and musicians.</p> <p>I begin to know about the history of music.</p> |
| PE | <p>Basketball</p> <p>I can develop the attacking skill of dribbling and use protective dribbling against an opponent.</p> <p>I can develop the bounce and chest pass and begin to recognise when to use them.</p> <p>I can develop tracking and defending an opponent. develop the technique for the set shot.</p> <p>I am able to apply the skills, rules and tactics you have learnt to a mini tournament.</p> <p><u>Gymnastics</u></p> <p>I can develop individual and partner balances.</p> <p>I can develop control in performing and landing rotation jumps.</p> <p>I can develop the straight, barrel, forward and straddle roll.</p> <p>I can develop strength in inverted movements.</p> | <p><u>Tennis</u></p> <p>I can hit the ball using a forehand.</p> <p>I can return the ball using a forehand.</p> <p>I can develop the backhand and understand when to use it.</p> <p>I can work co-operatively with a partner to keep a continuous rally going.</p> <p>I am able use simple tactics in a game to outwit an opponent.</p> <p>I can demonstrate honesty and fair play when competing against others.</p> <p><u>Dance</u></p> <p>I can create actions in response to a stimulus and move in unison with a partner.</p> <p>I can create actions to move in contact with a partner or interact with a partner.</p> <p>I can select and link appropriate actions and</p> | <p><u>Cricket/ Rounders</u></p> <p>I can perform overarm throwing and catching.</p> <p>I can perform underarm and overarm bowling techniques</p> <p>I know how to grip the bat and develop batting technique.</p> <p>I am able to field a ball using a two handed pick up and a short barrier.</p> <p>I can apply skills learnt to mini cricket.</p> <p><u>Athletics</u></p> <p>I can develop my sprinting technique and improve on my personal best.</p> <p>I can perform a changeover in relay events.</p> <p>I can develop jumping technique in a range of approaches and take off positions.</p> <p>I can develop throwing for distance and accuracy.</p> <p>I can develop throwing for distance in a pull throw.</p> |

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| | I am able to create a partner sequence to include apparatus. | dynamics to show our dance idea. | I can develop my officiating and performing skills. |
| PSHE | <p><u>Being Me</u> I can explore different kinds of responsibilities at school and in the community.</p> <p>I can identify what being part of a community means</p> <p>I can appreciate a range of identities un the UK</p> <p>I can identify that differences and similarities between people arise from a number of factors</p> <p><u>Bullying Matters</u> I can understand that my actions affect myself and others</p> <p>I can identify the importance of working towards shared goals.</p> <p>I can know how to recognise bullying and abuse it all its forms.</p> <p>I can develop strategies for getting support for themselves or for others at risk understand the nature and consequences of discrimination, teasing, bullying, and aggressive behaviour(including cyber bullying, prejudice-based language, ‘trolling’</p> | <p><u>Money Matters</u> I can identify the role of voluntary and charity groups</p> <p>I can understand different values and customs</p> <p>I can explore how to manage money</p> <p>I can explain the importance of money in people’s lives and how money is obtained</p> <p>I understand the concepts of interest, loan, debt and tax</p> <p>I can understand enterprise and begin to develop enterprise skills</p> <p><u>Drug Education</u> I recognise how to make informed choices, predict and assess risks in different situations</p> <p>I know where to get help and how to ask for help</p> <p>I can distinguish between safe and harmful, know some substances can be harmful if misused</p> <p>I recognise they have a shared responsibility for keeping themselves and others safe.</p> | <p><u>Exploring Emotions</u> I recognise a wide range of emotions in m and myself and others</p> <p>I can respond appropriately to a range of emotions in themselves and others I can develop strategies to resolve disputes and to manage my emotions.</p> <p>I can deepen my understanding of good and not so good feelings and extend vocabulary to help explain the range and intensity of feelings.</p> <p>I can recognise conflicting emotions.</p> <p><u>Changes</u> I have an understanding that change can cause conflicting emotions.</p> <p>I acknowledge, explore and identify how to manage change positively.</p> <p>I know where to get help and how to ask for help.</p> |
| RE | | | |
| MFL | <p>I can recall instructions in French.</p> <p>I can build upon my vocabulary based on parts of the body, clothes and colours in French.</p> | <p>I can use bilingual dictionaries to translate new food vocabulary.</p> <p>I can use and recognise more words and phrases.</p> <p>I can write questions and answers about food,</p> | <p>I can use a map to locate places in France.</p> <p>I can talk about some French traditions and celebrations in French.</p> <p>I can talk about a famous French speaking person – Daniel Jean Baptiste (a</p> |

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| | <p>I can increase the number of simple phrases that I can understand and speak.</p> <p>I can write more complex sentences and phrases using new vocabulary.</p> <p>I can explain the gender of nouns and make them plural.</p> <p>I can use adjectives and verbs.</p> | <p>beginning to write phrases from memory.</p> <p>I can sing a simple song.</p> <p>I can use the grammar and vocabulary needed to express opinions on food.</p> <p>I can speak in short sentences.</p> | <p>Jewish, Caribbean artist).</p> <p>I can write more complex sentences using the past and future tense.</p> <p>I can use prepositions.</p> <p>I can engage in conversation using my new language skills.</p> |
| FOREST SCHOOL | n/a | n/a | |