



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)
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>

		I know that metals are good conductors.	
ART	<p>I can talk about the work of LS Lowry and Vivienne Westwood.</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. 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>

	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>Branching Databases I can create two groups of objects separated by one attribute and select an attribute to separate objects into groups</p> <p>I can create a group of objects within an existing group.</p> <p>I can create a branching database.</p> <p>I can group objects using my own yes/no questions</p> <p>I can test my branching database to see if it works.</p> <p>I can suggest real-world uses for branching databases</p> <p>I can present my data in a graph with a given number of fields.</p>	<p>Desktop Publishing</p> <p>I can use some typing terminology.</p> <p>I know and understand the correct way to sit at the keyboard.</p> <p>I will learn how to use the home, top and bottom row keys.</p> <p>I will practice typing with the left and right hand.</p> <p>Connecting Computers</p> <p>I can talk about how computers are connected.</p> <p>I can send an email safely using Purplemash</p>	<p>E-Safety</p> <p>I can use technology safely, respectfully and responsibly.</p> <p>I can recognise acceptable/unacceptable behaviour and identify ways report concerns about content.</p> <p>I know the importance of keeping passwords safe.</p> <p>I know that not all information on the internet is real.</p> <p>Programming</p> <p>I can explain how a sprite moves in an existing project</p> <p>I can create a program to move a sprite in four directions</p> <p>I can adapt a program to a new context</p>

			<p>I can develop my program by adding features</p> <p>To identify and fix bugs in a program</p> <p>I can design and create a maze-based challenge</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 the straight, barrel, forward and straddle roll.</p> <p>I can develop strength in inverted movements.</p> <p>I am able to create a partner sequence to include apparatus.</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 dynamics to show our dance idea.</p>	<p><u>Cricket</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. I can develop throwing for distance in a pull throw.</p> <p>I can develop my officiating and performing skills.</p>

<p>PSHE</p>	<p>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>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>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>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>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</p> <p>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>I can develop 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>
<p>RE</p>	<p>I can describe in detail two examples where the gospels encourage Christians to live as good news to day.</p> <p>I can compare and contrast the good news in the two stories studied with other Bible stories and Christian practice.</p> <p>I can suggest why Christians take part in certain activities and how this might influence their lifestyle.</p>	<p>I can describe what people can learn from a story about the kingdom found in the Bible and say why.</p> <p>I can suggest some good questions people ask about the Kingdom of God and compare my answers with others.</p> <p>I can suggest a number of meanings for parables about the Kingdom of God.</p> <p>I can make links with the Jesus teaching on</p>	<p>I can explain clearly what might be important in the Bible for Christians to follow.</p> <p>I can relate important Bible teaching to a Christian’s life.</p> <p>I can describe what some Muslims believe about God. I can make a link between my own ideas about God and those of others.</p> <p>I can show I understand different opinions about</p> <p>I can describe what some</p>

	<p>I can suggest what influences the behaviour of Christians who take part in certain activities.</p> <p>I can explain why believers think going to church is important.</p> <p>I can explain why and how a Church is a special place for Christians and what it means to belong there.</p> <p>I can describe examples of Christian worship and belief in action. I can suggest reasons for the links.</p>	<p>forgiveness and how it may be expressed in a Christian's life.</p> <p>I can describe how Jesus' teaching on forgiveness might influence others; suggest what it might mean and give my views on it.</p> <p>I can suggest important questions it may raise.</p>	<p>Hindus believe about God.</p> <p>I can make a link between my own ideas about God and those of others.</p> <p>I can suggest some roles that Hindu gods and goddesses have</p> <p>I can explain how Hindus believe God to be in everything and give examples.</p> <p>I can show I understand different opinions about God</p> <p>I can compare some Hindu ideas to my own ideas about God.</p>
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 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>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, 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>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.</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	