

Curriculum Objectives for Year Group: 4, Beech Class

Term	Science	Geography	History	DT	ART	Computing	Music
Autumn 1	<p>I can share what I already know about State of Matter.</p> <p>I can compare materials.</p> <p>I can compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>I can make careful observations of how matter changes from solid to liquid.</p> <p>I can observe that some materials change state when they are heated or cooled.</p> <p>I can investigate the temperature at which objects change state in degrees Celsius (°C).</p>	<p>I can understand the nature of a river.</p> <p>I can understand the nature of a river and how it changes on its journey from source to sea. I can understand the geographical vocabulary and the water cycle.</p> <p>I can understand the words evaporation and condensation and the part they play in the water cycle and to know why rivers are fresh water while the sea is salty.</p> <p>I know why estuaries are so important for wildlife and nature reserves.</p>	<p>I can place the Ancient Egyptians on a timeline of other ancient civilisations & British history.</p> <p>I can identify where the Ancient Egyptian civilisation was located and how it was composed.</p> <p>I can study the finding of Tutankhamun's tomb by Howard Carter & Lord Carnarvon.</p> <p>I can compare the lives of some of the well-known pharaohs.</p> <p>I can find out who the pharaohs were and why they were important.</p>	<p>I can understand that the Ancient Egyptians wrote in hieroglyphs.</p> <p>I can make an observational drawing of an Ancient Egyptian artefact.</p> <p>I can use sculpture techniques to make a model mummy.</p> <p>I can use clay techniques to make a model Sphinx.</p> <p>I can understand how figures were represented in Ancient Egyptian.</p> <p>I can understand the lack of perspective in Ancient Egyptians painted depictions of gardens.</p> <p>I can research and design an Ancient Egyptian death mask.</p> <p>I can use research to inform making of a death mask.</p> <p>I can design and make an Ancient Egyptian chariot.</p> <p>I can make a double crown of Egypt.</p>		<p>I can use a search engine to locate basic information.</p> <p>I can recognise the features of a spam message.</p> <p>I can examine and explain whether information is truthful.</p> <p>I can design a website.</p> <p>I can identify the features of a trustworthy website.</p> <p>I can explain why websites may be bias.</p>	<p>To know about repeated rhythmic patterns.</p> <p>To know about rhythmic patterns.</p> <p>To know how rhythms can be described.</p> <p>To play through rhythmic symbols (notations).</p> <p>To know that repeated patterns are often used in music.</p> <p>To know about rhythmic patterns based on spoken phrase.</p> <p>To structure rhythmic patterns based on spoken phrase.</p>
Autumn 2	<p>I can explore patterns in melting.</p> <p>I can explore patterns in freezing.</p> <p>I can make systematic and careful observations, taking accurate measurements using a data logger.</p> <p>I can set up simple practical enquiries, comparative and fair tests.</p> <p>I can identify the part played by evaporation and condensation in the water cycle.</p> <p>I can explore what happens to a material that is evaporating or condensing.</p> <p>I can record findings using simple scientific language and labelled diagrams.</p> <p>I can recognise when evaporation has taken place.</p>	<p>I can learn the names of a least 10 major world rivers and the continents they flow through.</p> <p>I can revise the key features of rivers and the geographical vocabulary.</p> <p>I can understand the nature of a river and how it changes on its journey from source to sea.</p> <p>I can consider the feelings surrounding a long journey and some of the important things to consider.</p> <p>I can investigate the strength of different shaped bridges.</p> <p>I understand how the availability of water determines the type of land.</p> <p>I can investigate and begin to understand the relationship between rivers and the size of settlements in Britain.</p> <p>I can understand the importance of rivers for people and to name some different ways that people use rivers.</p> <p>I can understand and use the technology behind a traditional water mill.</p>	<p>I can understand the enormity of the task for the pyramid builders.</p> <p>I can locate and describe key features of the River Nile.</p> <p>I can explain the vital importance of the Nile for farmers.</p> <p>I understand that boats on the River Nile were the main transport system used by Ancient Egyptians</p> <p>I can explain the importance of the River Nile to the Ancient Egyptians.</p> <p>I can explain the range of activities carried out by Ancient Egyptian women on a daily basis.</p> <p>I can explore a range of foods eaten by Ancient Egyptians and list ingredients used in their diet.</p> <p>I can describe the range of jobs that Ancient Egyptian men carried out.</p> <p>I can describe the clothes and footwear worn by Ancient</p>			<p>I can describe the main functions of an operating system.</p> <p>I can describe how different software can have different functions.</p> <p>I can create a model table and identify its main features.</p> <p>I can invent and design an app for a Sci-fi app.</p> <p>I can write an imaginary Sci-fi newspaper article using online tools.</p> <p>I can explain how to collaborate using online tools.</p>	<p>Learning songs for the Christmas production.</p>
Spring 1	<p>To recognise how sounds are made.</p> <p>To recognise that vibrations from sounds travel through a medium to your ear.</p> <p>To use scientific vocabulary to explain scientific phenomena.</p> <p>To use results to draw simple conclusions and suggest improvements and predictions for setting up further tests.</p> <p>To find patterns between the pitch of a sound and features of the object that produced it.</p>	<p>To investigate places around the world and identify weather patterns.</p> <p>To identify climate zones and choose a suitable destination based on given criteria.</p> <p>To be able to research a holiday destination.</p> <p>To learn about the effects of weather on human activity.</p> <p>To understand the effects of weather on human activity.</p> <p>To use and interpret maps and atlases.</p>	<p>Egyptian men, women and children and understand what the clothes were made from.</p> <p>I can explore how all Ancient Egyptians were proud of their appearance.</p> <p>I can explain what the Ancient Egyptians did in their leisure.</p> <p>I can find out how papyrus was made and used and learn the Ancient Egyptian numbering system.</p> <p>I can find out about Ancient Egyptian Gods and Goddesses.</p> <p>I can present accurate</p>	<p>I can explore the different Canopic jars and their uses.</p> <p>I can use sculpture to create a Canopic jar.</p> <p>I can decorate a canopic jar appropriately.</p>		<p>Learn how to count and total up objects and prices, simulating a shop till.</p> <p>Practise using variables to keep track of the score in a game designed for an iPad/tablet; practise using conditional events in your code</p> <p>Practise using variables to keep track of the score in a game; practise using conditional events in your code</p> <p>Learn how to design and make your own app.</p>	<p>how to listen to music ● to sing the song ● to understand the geographical origin of the music and in which era it was composed ● to experience and learn how to apply key musical concepts/elements eg finding a pulse, clapping a rhythm, use of pitch ● to play the accompanying instrumental parts with or without the notated scores (optional) ● to work together in a band/ensemble ● to develop creativity through</p>

			research in a clear way. I can find out about the pyramids of Ancient Egypt. I can share my knowledge of Ancient Egypt.		Practise using variables and conditional events in code and debugging when there is a problem.	improvising and composing within the song ● to understand and use the pentatonic scale while improvising and composing ● to experience links to other areas of the curriculum (see Extension Activities) ● to recognise the style of the music and to understand its main style indicators ● to understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document) ● to undertake all these independently
Spring 2	To identify common appliances that run on electricity. To set up enquires using knowledge of circuits. To recognise some common conductors and insulators. To explore how electrical properties of materials are suited to their function. To explore the purpose of a switch in a circuit. To plan and carry out a fair test. To explore how scientific views have developed over time.	To identify different sources of energy. To explore the future of energy. To construct a working water wheel. To understand how to prevent natural resources (water) from being overused. To understand the impact that humans have on the environment.	To understand how the physical geography of Greece affected how the Ancient Greeks settled. To develop an understanding of city states and the need for democratic rule. To compare attitudes, beliefs and ideas of Athenians and Spartans in Ancient Greece. To research the Trojan Horse comparing sources of information. To use drama to bring the story of the Trojan Horse to life. To find out about the Battle of Marathon, collecting information To create a recount. To evaluate the reliability and validity of different sources about Ancient Greece. To find out the truth behind the stories by cross-referencing with reliable sources. To find out about Alexander the Great and assess different versions of his story. To explore the extent of the Greek Empire created by Alexander the Great. To find out about what was traded between cities in the Archaic and Classical periods.		Learn how to use a loop to do something repeatedly in a program and create a timer Practise using a loop to do something repeatedly and make a stopwatch Practise using a loop to make a simple countdown timer Learn how to use a loop to make a space animation Learn how to use loops to create animations that repeat infinitely	How to listen to music. ● To sing the song. ● To understand the geographical origin of the music and in which era it was composed. ● To experience and learn how to apply key musical concepts/elements, eg finding a pulse, clapping a rhythm, use of pitch. ● To play the accompanying Instrumental parts with or without notated scores (optional) ● To work together in a band/ensemble. ● To develop creativity through improvising and composing within the song. ● To understand and use the first five notes of the C Major scale while improvising and composing. ● To experience links to other areas of the curriculum (see Extension Activities). ● To recognise the style of the music and to understand its main style indicators. ● To understand and use general musical vocabulary and specific vocabulary linked to the song (see Keywords document). ● To undertake all these independently.
Summer 1	To explore the digestive system. To investigate animal diets. To identify the different types of teeth and their functions. To identify the importance of healthy teeth. To report on findings from enquiries. To construct and interpret a variety of food chains. To record findings.	To be able to locate Europe on a world map and find out about its features. To be able to identify and locate countries in Europe. To be able to identify European countries according to their features. To be able to identify the major capital cities of Europe. To be able to compare two European capital cities. To find out about the human and physical features of a	To research the introduction of coinage in Ancient Greece. To consider what life would have been like for an Ancient Greek child. To understand more about the culture of the Ancient Greeks. To understand what food the Ancient Greeks would have eaten. To understand the importance of temples and become familiar with some of the architectural features of Greek temples.	To explore and draw different textures. To experiment with tone. To experiment with colour. To consider the composition of photographs. To use colour and tone to add detail.		Samba Drumming

<p>Summer 2</p>	<p>To identify and describe how living things are suited to habitats. To recognise that living things can be grouped in a variety of ways. To explore and use classification keys to group and identify a variety of living things. To classify data using similarities and differences. To recognise that environments can change and the dangers they pose on living things.</p>	<p>European country. To be able to identify and describe key geographical features of the United Kingdom. To be able to identify and locate the counties of the United Kingdom. To be able to locate and identify towns and cities in the UK. To find out about the hills and mountains of the UK. To find out about the seas and coasts of the UK. To be able to identify and explore the major rivers of the UK.</p>	<p>To understand how all the buildings of an Ancient Greek town fit together.</p>			
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Maths – White Rose Hub / Sheffield Objectives
 English – Talk4Writing
 PE – LTP
 Spanish – Separate Curriculum Statement