



Paganel Primary School Curriculum Planning

Year 4

Topics:

Autumn Term – Made a difference

Spring Term – Island Life

Summer Term – Young Entrepreneurs

National Curriculum Knowledge and Skills :

Subject	Skills	Knowledge and Understanding
Art and Design	Make/use a sketch book with a hard cover.	Explain in detail the different approaches taken by different artists or genres.
	Select and record visual and other information to develop ideas on a theme.	
	Investigate, combine and organise visual and tactile qualities of materials and processes when making something.	
	Draw from close observations to capture fine details.	
	Add textural materials to paint to create a desired effect.	
	Add embellishments and decorations to enhance a form or sculpture.	
	Use motif and stencil to create a mono or repeat print.	
	Create a photo montage of digital images to achieve a particular purpose.	
	Take a picture from an unusual or thought provoking view point.	
	Use complementary and contrasting colours for effect.	
	Use bold colour and geometric shapes to create a graphic style print.	
	Use tone to emphasise form in drawing and painting.	
	Use 3D materials to sculpt a human form.	
	Comment on similarities/differences between own and others work, describing what they feel about both.	
Compare and comment on a number of artworks on a similar theme.		

Subject	Skills
Computing	Detect and correct errors in algorithms and programs (debug).
	Test programs using models and simulations. Design and write programs that accomplish specific goals, working with variables for input and output.
	Use logical reasoning to detect problems, make changes and find out what happens as a result.
	Demonstrate knowledge and understanding of computer hardware including input, output and storage devices.
	Create programs to control physical systems. Discuss opportunities for online communication and collaboration.
	Evaluate the quality and success of their solutions. Check plausibility and usefulness of information they find.
	Use and combine a variety of software and internet services on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
	Recognise social networking sites and social networking features, built into other things such as online and hand held games consoles. Make judgements in order to stay safe whilst communicating with others online.
	Know who to tell if anything worries them online. Identify potential risks when presented with scenarios including social networking profiles. Use ICT responsibly, securely and safely.
	Describe how to sort and organise information to use in a database.
Create a branching database from information which they have collected and sorted.	

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Design and Technology	Planning	Knowledge	Describe the work of a favourite fashion designers and explain why they like his/her designs.	
			ICT packages to create alternative for an initial design.	Explain how fashions and fabrics have changed over time and how this has impacted fashion.
			Make realistic step by step plans, reflecting on design as the product develops.	
	Explain how an existing product is useful to the user.			
	Making		Analyse the potential of a range of tools and use them with accuracy.	
Choose from a range of materials, showing an understanding of their different characteristics.				

		Follow health and safety rules when working with materials and substances.
		Describe how a product could be made better, stronger or more sustainable.
		Use a simple pattern to create a life sized item of clothing.
		Use more complex pop-ups.
		Cut internal shapes.
		Use a glue-gun with 1:1 supervision.
		Prototype and build frame and shall structures, showing awareness of how to strengthen, stiffen and reinforce.
		Use pulleys, levers and linkages in their products.
		Build models incorporating motors.
		Create a solution to a problem using a control output device that has a sequence of events that activate it.
		Measure a weigh ingredients appropriately to prepare and cook a range of savoury dishes.
		Make healthy eating choices and explain why they are important.
		Explain some of the processes that foods go through to preserve/make them more appealing.
	Evaluation	Identify what has worked well and what could be improved, evidencing and explaining the results of research.
	Explain how the design of a product has changed over time and the reasons for this.	
Subject	Skills	Knowledge and Understanding
Geography	Draw sketch maps and plans using standardised symbols and a key.	Describe how physical activity has impacted and/or changed the physical and human characteristics of a place in the world.
	Locate and name geographical features on an ordnance survey map.	Name and locate rivers of the United Kingdom and describe the impact on human and physical geography on the places they are found.
	Propose geographical questions, collecting and recording specific evidence to answer them.	Locate countries of Europe (including Russia), North and South America.
	Explain views on a geographical issue using appropriate vocabulary.	Explain how people try to sustain environments.
	Suggest which source material to use for specific task, locating the information needed.	Describe and explain how physical processes have changed the characteristics of a landscape, county or continent.
	Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.	Describe patterns of geography and offer clear explanations for why they appear.
	Locate and explain the significance of the equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn to a range of countries from across the world.	Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism.
	Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them	Compare and contrast how areas of the world have capitalised on their physical or human features.

	Suggest where in the world and aerial photograph or satellite image shows, explaining reasons for the suggestion.	Describe how changes, in the features of a place, can affect the lives and activities of people living there. Offer reasons for their own views and recognise that other people may hold different views.
Subject	Skills	Knowledge and Understanding
History	Begin to use abstract terms e.g. empire, civilisation, parliament, peasantry and heptarchy).	Compare two periods of history identifying similarities and differences between them.
	Place key historical events accurately on a timeline.	Remember key historical facts and some dates from a period studied.
	Identify causes of a historical event and recognise that an event can have more than one cause.	Explain how significant historical figures contributed to national and international achievements in a variety of eras.
	Ask and answer more complex questions through independent research.	Describe the impact of international events on the local area.
	Choose the best way to record a range of historical information, giving reasons for choice.	Explain the impact of a significant historical figure on life in Britain.
	Use a range of source materials to answer questions about the past which go beyond simple observations.	
Subject	Skills	Knowledge and Understanding
Music	Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory.	
	Shape composition, considering dynamics, timbre and tempo.	
	Describe compare and evaluate different kinds of music, using appropriate musical vocabulary.	
	Perform significant parts from memory and from notation, either on a musical instrument or vocally.	
	Maintain a simple part within an ensemble.	
	Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.	
	Follow a basic melody line, using standard notation.	