


Year 4 Curriculum Progression Statements - All subjects

Y4 Progression Statements – Art

		Y4 Progression Statements – Art					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	What pupils learn about how art is studied, discussed and judged: <i>Providing opportunities to discuss and review their own and others' work; Enabling pupils to express thoughts and feelings about artworks and explore a range of great artists, craft makers, architects and designers.</i>	Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:					
	<ul style="list-style-type: none"> Use appropriate language to describe the arts and give reasons for my opinions. Describe in detail how artists (including sculptors, illustrators, craftspeople, painters from different times, cultures and countries) are influenced by their environment and select use materials and processes to suit their purpose. Describe the differences and similarities between different practices and disciplines used by a range of artists, craft makers and designers, making 	<ul style="list-style-type: none"> Use appropriate language to describe the arts and give reasons for my opinions. Describe in detail how artists (including sculptors, illustrators, craftspeople, painters from different times, cultures and countries) are influenced by their environment and select use materials and processes to suit their purpose. Describe the differences and similarities between different practices and disciplines used by a range of artists, craft makers and designers, making 	<ul style="list-style-type: none"> Use appropriate language to describe the arts and give reasons for my opinions. Describe in detail how artists (including sculptors, illustrators, craftspeople, painters from different times, cultures and countries) are influenced by their environment and select use materials and processes to suit their purpose. Describe the differences and similarities between different practices and disciplines used by a range of artists, craft makers and designers, making 		<ul style="list-style-type: none"> Use appropriate language to describe the arts and give reasons for my opinions. Describe in detail how artists (including sculptors, illustrators, craftspeople, painters from different times, cultures and countries) are influenced by their environment and select use materials and processes to suit their purpose. Describe the differences and similarities between different practices and disciplines used by a range of artists, craft makers and designers, making 		

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		<p>links to their own work.</p> <ul style="list-style-type: none"> Use art, craft and design as a means of self-expression, evoking moods, thoughts and ideas. 	<p>links to their own work.</p> <ul style="list-style-type: none"> Use art, craft and design as a means of self-expression, evoking moods, thoughts and ideas. 	<p>links to their own work.</p> <ul style="list-style-type: none"> Use art, craft and design as a means of self-expression, evoking moods, thoughts and ideas. 		<p>links to their own work.</p> <ul style="list-style-type: none"> Use art, craft and design as a means of self-expression, evoking moods, thoughts and ideas. 	
Substantive Knowledge	Sketchbook	<ul style="list-style-type: none"> Use a sketchbook to collect and record media explorations and experimentations. Use sketchbooks to collect and record visual information from different sources. Use sketchbooks for planning, trying out ideas, planning colours and collecting source material for future works. 	<ul style="list-style-type: none"> Use a sketchbook to collect and record media explorations and experimentations. Use sketchbooks to collect and record visual information from different sources. Use sketchbooks for planning, trying out ideas, planning colours and collecting source material for future works. 	<ul style="list-style-type: none"> Use a sketchbook to collect and record media explorations and experimentations. Use sketchbooks to collect and record visual information from different sources. Use sketchbooks for planning, trying out ideas, planning colours and collecting source material for future works. 		<ul style="list-style-type: none"> Use a sketchbook to collect and record media explorations and experimentations. Use sketchbooks to collect and record visual information from different sources. Use sketchbooks for planning, trying out ideas, planning colours and collecting source material for future works. 	
	Drawing, Painting, Sculpture, Printing, Textiles	<p>Drawing:</p> <ul style="list-style-type: none"> Draw for an age-appropriate sustained period. Develop techniques to create intricate patterns and marks 	<p>Painting:</p> <ul style="list-style-type: none"> Demonstrate increasing control in the types of marks made when painting. Experiment with different effects and textures 	<p>Printing:</p> <ul style="list-style-type: none"> Use equipment and media correctly to produce a clean printed image. Use a variety of printmaking techniques including: 		<p>Textiles:</p> <ul style="list-style-type: none"> Name a range of different fabrics. Become confident in applying colour to fabric e.g., by printing. Explore using resist paste or batik, using more than one colour. 	

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		<p>with a variety of media.</p> <ul style="list-style-type: none"> • Demonstrate experience in different grades of pencil and other implements to draw different forms, shapes, create lines, marks and develop tone, understanding why they best suit. • Develop drawings featuring a third dimension and perspective. • Create textures and patterns with a wide range of drawing implements. 	<p>including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> • Use light and dark within painting and develop an understanding of complimentary colours. • Mix colour, shades and tones with increasing confidence. • Confidently create different effects and textures with paint according to what they need for the task. • Develop a painting from a drawing. • Produce original art working in the style of a selected artist (not copying). 	<ul style="list-style-type: none"> ○ combining prints taken from different objects to produce an end piece ○ 3 colour printing 		<ul style="list-style-type: none"> • Use a variety of techniques to create different textural effects, e.g., printing, dyeing, weaving and stitching. 	
Key Vocabulary	In addition to vocabulary from previous year groups: Disciplines; evoking mood; 3 colour printing; resist; batik; clean printed image; repeating patterns; viewpoint, overlaying colours; positive and negative shapes; embroidery.						

Year 4 Curriculum Progression Statements - All subjects

Y4 Progression Statements – Design and Technology

		Y4 Progression Statements – Design and Technology					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	Design: <i>Planning what to make, Investigate, criteria, materials, user, audience, label, model.</i>	Disciplinary Knowledge is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:					
					<ul style="list-style-type: none"> • Understand and gather information about what a particular group or people want from a product. • Investigate an existing product for understanding of: <ul style="list-style-type: none"> ○ purpose ○ design features ○ realistic ideas ○ availability ○ needs of intended user ○ inventors/chefs/designers etc. linked to their product ○ whether it can be recycled or reused. 		<ul style="list-style-type: none"> • Understand and gather information about what a particular group or people want from a product. • Investigate an existing product for understanding of: <ul style="list-style-type: none"> ○ purpose ○ design features ○ realistic ideas ○ availability ○ needs of intended user ○ inventors/chefs/designers etc. linked to their product ○ whether it can be recycled or reused.

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					<ul style="list-style-type: none"> • Develop their own design criteria and use for planning ideas on: <ul style="list-style-type: none"> ○ how the parts of their product would work. ○ materials to use based on suitability of their properties. • Use drawings and labels when designing. • Order the main stages of making. • Represent ideas in diagrams, annotated sketches and computer-based programs (where appropriate). • Create simple pattern pieces and prototypes. 		<ul style="list-style-type: none"> • Develop their own design criteria and use for planning ideas on: <ul style="list-style-type: none"> ○ how the parts of their product would work. ○ materials to use based on suitability of their properties. • Use drawings and labels when designing. • Order the main stages of making. • Represent ideas in diagrams, annotated sketches and computer-based programs (where appropriate). • Create simple pattern pieces and prototypes.
	<p>Make: Tools, safety, measuring, joining, problem solving, finishing.</p>				<ul style="list-style-type: none"> • Use materials appropriate to their DT project, e.g., construction materials and kits, textiles, food, mechanical components. 		<ul style="list-style-type: none"> • Use materials appropriate to their DT project, e.g., construction materials and kits, textiles, food, mechanical components.

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					<ul style="list-style-type: none"> • Choose suitable tools for making, explaining why they should be used. • Follow outlined safety procedures, explaining to peers the reasons why these are in place. • Use design criteria whilst making. • Measure, mark, cut and shape materials and components with increasing accuracy. • Join, assemble and combine materials and components with increasing accuracy. • Think about and seek solutions when faced with a problem. • Use finishing techniques, with increasing accuracy. 		<ul style="list-style-type: none"> • Choose suitable tools for making, explaining why they should be used. • Follow outlined safety procedures, explaining to peers the reasons why these are in place. • Use design criteria whilst making. • Measure, mark, cut and shape materials and components with increasing accuracy. • Join, assemble and combine materials and components with increasing accuracy. • Think about and seek solutions when faced with a problem. • Use finishing techniques, with increasing accuracy.
	Evaluate				<ul style="list-style-type: none"> • Use design criteria to evaluate their product, identifying both 		<ul style="list-style-type: none"> • Use design criteria to evaluate their product, identifying both

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					<p>strengths and areas for development.</p> <ul style="list-style-type: none"> Assess the extent to which they took into account their design criteria whilst designing and making. Consider the views of others, including intended user, whilst evaluating their product. 		<p>strengths and areas for development.</p> <ul style="list-style-type: none"> Assess the extent to which they took into account their design criteria whilst designing and making. Consider the views of others, including intended user, whilst evaluating their product.
Substantive Knowledge	<p>Technical Knowledge: <i>Food, Construction (tools and techniques), Textiles, Mechanisms.</i></p>				<p>Mechanisms:</p> <ul style="list-style-type: none"> Levers and linkages: <ul style="list-style-type: none"> Investigate how mechanical systems such as levers and linkages create movement. Pneumatic systems: <ul style="list-style-type: none"> Investigate how mechanical systems such as pneumatic systems create movement. 		<p>Textiles:</p> <ul style="list-style-type: none"> Create a 3D textile product using more than one fabric shape. Measure, tape or pin, cut and join fabric with some accuracy using a range of stitches, including but not limited to: running stitch, back stitch and whip/overcast stitch.

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Key Vocabulary	In addition to vocabulary from previous year groups: Syringe, plunger, pneumatic systems, compression, inflate, deflate, system, input, output, linear, rotary, component, templates, stiffening, seam allowance, annotated sketch, prototype, back stitch, running stitch, tacking, Binca, cross stitch, loom, pinking shears, sewing machine.
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Year 4 Curriculum Progression Statements - All subjects

Y4 Progression Statements – Geography

		Y4 Progression Statements – Geography					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	Conceptual Understanding	<p>Conceptual understanding is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:</p> <ul style="list-style-type: none"> Develop understanding that: <ul style="list-style-type: none"> Location can be described in two ways (absolute and relative) and answers the question of “Where is it?” <ul style="list-style-type: none"> Absolute describes the position of a feature or event in space, using some form of geographic coordinates. Relative uses descriptive text to describe the position of the feature or event in relationship to another object or event. What is the distance and direction of a place from another? Geographic features are visualised using a map which is a representation of reality (and bias). The size and scale affect the degree of generalization of the features being mapped, e.g.: A large scale map shows a smaller geographic area (e.g. a map of a city or a neighbourhood) but shows a greater amount of detail (e.g. the entire street network and all branches of a river). 					
	Enquiry Skills	<p>Enquiry skills are addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts:</p> <ul style="list-style-type: none"> Create their own geographical enquiry questions. Explain why they have chosen certain sources, tools and processes to answer their enquiry question: <ul style="list-style-type: none"> Begin to explore atlases, globes and world maps on a variety of scales, including Ordnance Survey maps and digital mapping. Make plans and maps using symbols and keys. Begin to use 4 figure grid references and an 8-point compass. Interpret, use and compare a range of aerial photographs. Plan data collection steps and strategies towards answering their question. Use increasingly complex atlases and world maps to identify the seven continents, five oceans, and the four countries and major cities of the UK. Use a range of methods to record the information they are collecting. Select, interpret, combine and analyse their sources/ findings to draw simple conclusions in relation to question posed. Be able to compare a range of geographical elements, identify similarities and differences and express an opinion on the different elements. Be able to select an appropriate method of communicating learning considering audience and purpose, explaining their reasoning and using increasingly technical geographical terms. 					
Substantive Knowledge	Location and Place	<p>Local - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> Locate a range of places in Devon and identify their features. 			<p>World - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> Locate a range of countries in Europe, including Russia, concentrating on their environmental regions, key physical 	<p>Similarities and differences between Lundy island and the Cyclades - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> Understand their similarities and differences (both 	

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		<p>UK - use their conceptual understanding and enquiry skills to:</p> <ul style="list-style-type: none"> Name and locate geographical regions of the UK and their identifying human and physical characteristics and key topological features (e.g. hills, mountains, coasts, rivers). Consider how and why settlements have developed. 			<p>and human characteristics and major cities.</p>	<p>human and physical)</p> <ul style="list-style-type: none"> Compare and summarise data from the two regions (i.e. population, temperature, trade etc.). 	
	<p>Physical and Human Features and Processes</p>	<ul style="list-style-type: none"> Understand that people's choices have different impacts on their local area, internationally and globally. Understands the cause and effect of an event in one region or area that affects another area e.g. a change in land use from rural to city can affect traffic congestion in adjoining areas. 			<ul style="list-style-type: none"> Identify and describe key aspects of the world's climate zones and biomes. Identify how and why natural phenomena occur and the ways in which they affect people and the environment. 	<ul style="list-style-type: none"> Name and describe features of a coastline and some famous UK coastal features. Describe some ways that weather can change the coastline. Explain how coastal features are formed Describe how a coastline might have looked in the past. 	
<p>Key Vocabulary</p>	<p>Settlement, location, coordinates, grid reference, landform, human, physical, economy, distribution, population, import, export, erosion, precipitation, hydraulic action, tide, wave, current, headland, arch, stack, cave</p>						

Year 4 Curriculum Progression Statements - All subjects

Year 4 Progression Statements – Global Learning

To be addressed throughout the curriculum.

	Year 4 Progression Statements – Global Learning To be addressed throughout the curriculum.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skills and Capabilities: <i>Critical and creative thinking, Empathy, Self-awareness and reflection, Communication, Cooperation and conflict resolution, Ability to manage complexity and uncertainty, Informed and reflective action.</i>	<ul style="list-style-type: none"> Work co-operatively in pairs or small groups to solve problems or achieve goals. Use knowledge of others' viewpoints to resolve problems and compromise in pairs or small groups. Use some strategies to manage anger and frustration. 	<ul style="list-style-type: none"> Imagine alternative possibilities and suggest new ideas to solve problems. Use known strategies to cope with challenging times. 	<ul style="list-style-type: none"> Begin to identify bias and opinion. Assess different points of view. 	<ul style="list-style-type: none"> Listen to, question and respond to others. Adapt their behaviour to take into account the feelings of others. Identify matters that are important to themselves and others and understand these may be different or opposing. 	<ul style="list-style-type: none"> Identify connections between personal decisions and issues affecting people locally and globally. Express their own views and ideas on issues clearly to a range of different people, giving and explaining their reasons. Describe their feelings about changes and events in their own setting and the wider world. 	<ul style="list-style-type: none"> Participate in decision making in their class and school. Suggest ways they can contribute to the well-being of the wider community.
Values and Attitudes: <i>Sense of identity and self-esteem, Commitment to</i>	Demonstrate: <ul style="list-style-type: none"> understanding of what contributes 	Demonstrate: <ul style="list-style-type: none"> interest in world events. 	Demonstrate: <ul style="list-style-type: none"> understanding that it is 	Demonstrate: <ul style="list-style-type: none"> a sense of responsibility for 	Demonstrate: <ul style="list-style-type: none"> listening to a range of 	Demonstrate: <ul style="list-style-type: none"> proactive inclusion of other

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Year 4 Curriculum Progression Statements - All subjects

<p><i>social justice and equity, Respect for people and human rights, Valuing diversity, Concern for the environment and commitment to sustainable development, Commitment to participation and inclusion, Belief that people can bring about change.</i></p>	<ul style="list-style-type: none"> to their own identity. positive attitudes towards themselves and others, including those who are different. readiness to independently think through the consequences of their own words, actions and choices on others. 	<ul style="list-style-type: none"> a sense of justice. belief that things can be better and individuals, including themselves, can make a difference. 	<ul style="list-style-type: none"> everyone's responsibility to challenge prejudice and discrimination. willingness to learn about diversity from the experiences of people they have learnt about. appreciating and valuing difference. 	<ul style="list-style-type: none"> the environment and the use of resources. commitment to taking action to protect and improve the environment and quality of life for people. sense of wonder and curiosity about the world. 	<ul style="list-style-type: none"> different perspectives and viewpoints. active participation in class-based decision making. 	<ul style="list-style-type: none"> people, recognising that there are those who have not been included at times. knowledge and understanding of the school ethos and learning values at an age-appropriate level.
<p>Knowledge and Understanding: <i>Social justice and equity, Identity and diversity, Globalisation and interdependence, Sustainable development, Peace and conflict, Human rights, Power and governance.</i></p>	<ul style="list-style-type: none"> Understand the need for rules in their own school and wider society and how people can take part in making and changing them. Know and use effective strategies for managing, resolving and preventing conflict. 	<ul style="list-style-type: none"> Increase their knowledge of some diversity of cultures and societies within and beyond their own experience. Know about a range of contributions of different cultures to our lives. 	<ul style="list-style-type: none"> Increase their knowledge and understanding of the UN Convention of the Rights of the Child, including who is responsible for rights being met. 	<ul style="list-style-type: none"> Know some of the ways in which people depend on the environment. Increase their understanding of the basics of climate change (causes and effects). 	<ul style="list-style-type: none"> Understand the difference between 'fair' and 'equal'. Increase their knowledge of the causes and effects of poverty and inequality. 	<ul style="list-style-type: none"> Know some reasons why some people have their rights denied. Know what the Equality Act 2010 is and describe what some of the protected characteristics are.
<p>Key Vocabulary</p>	<p>In addition to vocabulary from previous year group:</p> <ul style="list-style-type: none"> stereotype, generalisations, assumptions, prejudice, discrimination, diversity. 					

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Y4 Progression Statements – History

		Y4 Progression Statements – History					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Disciplinary Knowledge	Conceptual Understanding: <i>Chronology, Continuity and Change, Cause and Consequence, Similarity and Difference, Significance, Interpretation and Perspective, Reliability</i>	Conceptual understanding is addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: <ul style="list-style-type: none"> • Assessment: Establish clear chronological narratives within periods of history, relating these to previous periods studied. • Assessment: Understand what change is and give examples from different time periods studied. • Assessment: Begin to make connections between main events, situations and changes within and across different periods/societies studied. • Demonstrate some understanding and give reasons for and results of, historical events & changes. • Identify and explain similarities/differences to compare culture at different periods that have been studied. • Identify and say why people and events are historically impactful. • Identify and explain that different versions of the past may exist. • Explore a range of sources and come up with reasons why one might be more reliable than another. 					
	Historical Enquiry: <i>Ability to ask questions, Prediction, Exploring how to find answers, Research and gathering of evidence, Evaluating and justifying, Communicating about their enquiry</i>	Historical enquiry skills are addressed throughout the year through the teaching and learning of Substantive Knowledge, and should be revisited in a range of contexts: <ul style="list-style-type: none"> • Assessment: Develop their own line of enquiry/interests they want to find out more about within a historical period. • Assessment: Make predictions based on their own knowledge or prior learning. • Plan and organise how they will carry out their enquiry. • Directly find and select the most relevant sources that will be able to justify their answer. • Suggest reasons why their prediction may or may not be right. • Organise and explain the evidence that they've found and present it clearly with reasons for their views. • Present findings about the past by selecting their own method, e.g., speaking, writing, ICT, drawing skills, drama or maths (data handling). • Use dates and terms correctly. • Discuss most appropriate way to present information, understanding that it is for an audience. • Use subject specific vocabulary that has been taught. 					
Substantive Knowledge	Historical Knowledge and Understanding		<u>The Roman Empire and its impact on Britain</u>	<u>The changing power of the monarchy</u>			<u>Ancient Greek life and achievements, including their influence on the western world</u>

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Year 4 Curriculum Progression Statements - All subjects

<p>led ge</p>			<ul style="list-style-type: none"> Place the period on a timeline in relation to prior learning. Assessment: Know some of what was happening in different parts of the world, including Britain, at this time. Assessment: Understand how we know about the Roman occupation of Britain (hook back to Y3 Autumn 2). Assessment: Understand that Rome was at the centre of a huge empire (hook back Y3 Summer 2). Know why the Romans came to Britain. Understand some of the power structures within the civilisation 	<ul style="list-style-type: none"> Place the period(s) on a timeline in relation to prior learning. Know some of what was happening in different parts of the world, including Britain, at this time. Assessment: Understand how we know about the monarchs studied. Assessment: Understand and explain the concept of monarchy. Understand some of the power structures within Britain at the time of monarchs studied e.g. King/Queen, Barons, Nobles Compare the power of the monarchy during different 			<ul style="list-style-type: none"> Place the period on a timeline in relation to prior learning. Know some of what was happening in different parts of the world, including Britain, at this time. Assessment: Understand how we know about Ancient Greece. Assessment: Understand the difference between a civilisation and an empire.(Hook back to Y3 Summer 2 and Y4 Autumn 2) Know about some of the ways Ancient Greece has influenced our society today e.g democracy, Olympics, architecture,
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			<p>e.g. Emperors, Senators, plebians, legionaries</p> <ul style="list-style-type: none"> • Know what the Romans did to improve Britain e.g. making roads, aqueducts, heating. • Know why some Britons resisted the Roman occupation. • Know the main reasons why the Romans left Britain. • Know and use the key vocabulary: <ul style="list-style-type: none"> ○ Archaeologist ○ Artefact ○ BCE (Before the Common/Current Era), also known as BC (Before Christ) ○ CE (Common/Current Era), also known as AD (Anno Domini or The Year of Our Lord) 	<p>time periods, by using case studies such as:</p> <ul style="list-style-type: none"> ○ Elizabeth 1, Victoria, Elizabeth II ○ Charles I and Charles II ○ William I and John • Assessment: Understand and explain how the concepts of empire and democracy relate to relevant monarchs. • Know some of the ways in which a monarchy can end. • Know and use the key vocabulary: <ul style="list-style-type: none"> ○ Absolute monarchy ○ Archaeologist ○ Artefact ○ Autocracy ○ BCE (Before the Common/Current Era), also 			<p>philosophy, medicine.</p> <ul style="list-style-type: none"> • Assessment: Understand the internal power struggles within Ancient Greece and that groups often battled for supremacy. • Know that Ancient Greeks believed in a number of Gods. • Know and use the key vocabulary: <ul style="list-style-type: none"> ○ Archaeologist ○ Artefact ○ Athenians ○ BCE (Before the Common/Current Era), also known as BC (Before Christ) ○ CE (Common/Current Era), also known as AD (Anno Domini or The Year of Our Lord) ○ Classical ○ Democracy
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Year 4 Curriculum Progression Statements - All subjects

			<ul style="list-style-type: none"> ○ Conquest ○ Democracy ○ Emperor ○ Empire ○ Global ○ Government ○ Impact ○ Invasion ○ Occupation ○ Republic ○ Resistance ○ Rule ○ Senate 	<ul style="list-style-type: none"> ○ known as BC (Before Christ) ○ CE (Common/Current Era), also known as AD (Anno Domini or The Year of Our Lord) ○ Civil War ○ Conquest ○ Constitutional monarchy ○ Coronation ○ Democracy ○ Divine ○ Empire ○ Feudalism ○ Global ○ Government ○ Head of state ○ Invasion ○ Magna Carta ○ Middle Ages ○ Monarch ○ Monarchy ○ Parliament ○ Peasantry ○ Rebel/rebellion ○ Reign ○ Resistance ○ Rule ○ Rule/ruler ○ Sovereign ○ Succession 			<ul style="list-style-type: none"> ○ Gods/Goddesses ○ Government ○ Impact ○ Influence ○ Monarchy ○ Oligarchy ○ Philosophy ○ Rule ○ Spartans ○ Tyranny
<p>Abstract Terms Linked to Historical Concepts</p>	<p>Civilisation, Democracy, Empire, Invasion, Migration/immigration/emigration, Monarchy, Parliament, Power, Resistance, Settlement, Social class/aristocracy/peasantry, Trade</p>						


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Year 4 Curriculum Progression Statements - All subjects

		Year 4 Progression Statements – IT and Computing				
https://teachcomputing.org/curriculum						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	E-safety The internet: <ul style="list-style-type: none"> • Networks • Safety and security 	Audio production: <ul style="list-style-type: none"> • Effective use of tools • Creating media 	E-safety Repetition in shapes: <ul style="list-style-type: none"> • Algorithms • Programming 	Data logging: <ul style="list-style-type: none"> • Computing systems • Data and information 	E-safety Photo editing: <ul style="list-style-type: none"> • Effective use of tools • Creating media 	Repetition in games: <ul style="list-style-type: none"> • Programming • Design and development

Year 4 Curriculum Progression Statements - All subjects

 <h2 style="text-align: center;">Year 4 Progression Statements – Music</h2>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Singing	<ul style="list-style-type: none"> Sing with confidence using a wide vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. 		<ul style="list-style-type: none"> Recognise phrase lengths and begin to understand when to breathe. Show an awareness of other parts when singing. 		<ul style="list-style-type: none"> Sing songs and create a range of different vocal effects, appropriate to the piece. Sing in a round with more than 2 parts. 	
Listening	<ul style="list-style-type: none"> Use the appropriate musical vocabulary they have learnt to describe what they hear. 		<ul style="list-style-type: none"> Be able to recognise different pattern structures within a piece of music. 		<ul style="list-style-type: none"> Identify and name a wide range of different musical genres and styles they hear, including live music. 	
Improvising and composing	<ul style="list-style-type: none"> Create music for a specific purpose. 		<ul style="list-style-type: none"> Use technology to compose. 		<ul style="list-style-type: none"> Demonstrate the ability to improve their work. 	
Notation – reading and writing	<ul style="list-style-type: none"> Continue to develop staff notation reading skills. 		<ul style="list-style-type: none"> Read rhythms using crotchets, quavers, semi-quavers, minims and rests. 		<ul style="list-style-type: none"> Compose using staff notation. 	
Playing	<p>A selection of Percussion/tuned and untuned instruments will be played throughout the year, a new instrument each term. The Progression statements will be addressed as appropriate according to the allocated instruments.</p> <ul style="list-style-type: none"> Play instruments confidently and fluently keeping an appropriate tempo and volume. 					

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Year 4 Curriculum Progression Statements - All subjects

	<ul style="list-style-type: none"> Suggest, follow and lead simple performance directions (include start, stop and dynamic changes).
Suggested genres	<ul style="list-style-type: none"> Year 4 has a bespoke list of songs from many different genres, of varying styles and from many countries, traditions and cultures in chronological order. From the Model Music Curriculum : https://www.youtube.com/playlist?list=PLitQ2pP9mJeigXP056mW2dTK4Kp2Wgbpx Use these songs as a starting point to discuss: <ul style="list-style-type: none"> musical elements to inspire creativity in your classroom, maybe listen during the register, getting changed for PE or whilst playing Times Tables <p>Rockstars</p>
Key Vocabulary	<ul style="list-style-type: none"> Pulse, Rhythm, Pitch, Dynamics, Tempo, Texture and Timbre Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.

Year 4 Curriculum Progression Statements - All subjects

	Year 4 Progression Statements – PE						
Coverage	Autumn		Spring		Summer		
	Indoor	Gymnastics	Dance	Fitness	Gymnastics	Swimming	Swimming
	Outdoor	Athletics/ Fitness	Invasion Games (Hockey)	Outdoor Ed	Invasion Games (Handball)	Net/wall (Tennis)	Striking and Fielding (Cricket)
Gymnastics: <i>Movement and Pathways, Teamwork, Character and Attitude, Evaluation, Creativity</i>	<ul style="list-style-type: none"> • Explore combinations of floor, mats and apparatus, and find a range of ways of using a shape, balance or travel. • Explore, remember, repeat and link a range of actions with coordination, control, and expression. • Make decisions to lead a partner or group during an activity. • Follow the instructions of a partner. • Identify strengths of a performance and suggest how it might be improved. • Show they are willing to take a risk and have a go at new skills and movements. • Compare performances highlighting a range of similarities and differences. • Receive and give respectful, constructive advice to peers, based on their learning. • Devise and perform a dance or gymnastic sequence, showing a clear beginning, middle and end, developing their understanding of what aspects of performance make it an enjoyable experience for the audience. 						
Dance: <i>Movement and Pathways, Teamwork, Character and Attitude, Evaluation, Creativity</i>	<ul style="list-style-type: none"> • Explore movement ideas and respond imaginatively to a range of stimuli. • Explore, remember, repeat and link a range of actions with coordination, control, and expression. • Make decisions to lead a partner or group during an activity. • Follow the instructions of a partner. • Identify strengths of a performance and suggest how it might be improved. • Listen to the ideas of others and take on feedback in order to improve. • Make decisions to lead a partner or group during an activity. • Show they are willing to take a risk and have a go at new skills and movements. • Compare performances highlighting similarities and differences. • Watch and describe performances, using what they learn to improve their own work. • Receive and give respectful, constructive advice to peers, based on their learning. • Use movements in unison and canon in their work. • Improvise freely, experimenting with ideas on their own, with a partner or in a group. • Develop their understanding of what aspects of performance make it an enjoyable experience for the audience. • Devise and perform a dance or gymnastic sequence, showing a clear beginning, middle and end. • Compose and perform dance phrases and dances that express and communicate abstract ideas. 						

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Year 4 Curriculum Progression Statements - All subjects

<p>Invasion Games: <i>Movement and Pathways, Coordination, Fitness, Teamwork, Evaluation, Tactical Awareness</i></p>	<ul style="list-style-type: none"> • Find and use space effectively to help their team. • Change direction and catch and throw while moving at speed. • Throw and catch whilst performing a range of other movements. • Understand how to choose appropriate techniques for specific events. • Show that they are willing to exert themselves physically in order to compete. • Play respectfully, honestly and fairly within the rules. • Collaborate with others to create rules for their own games. • Identify strengths of a performance and suggest how it might be improved. • Work well in a team, including and encouraging others. • Listen to the ideas of others and take on feedback in order to improve. • Collaborate with others to create rules for their own games. • Think about how to solve a problem and suggest ways for them or their team to move forward. • Receive and give respectful, constructive advice to peers, based on their learning. • Demonstrate a variety of techniques to send and receive a ball. • Choose, use and vary simple tactics. • Show an understanding of the principles of attack (e.g. creating space, penetration, support, width, movement, improvisation). • Show an understanding of the principles of defence (e.g. denying space, pressure (delay), cover, depth, balance, concentration, patience, communication).
<p>Athletics/Fitness: <i>Coordination, Fitness, Teamwork, Character and Attitude, Evaluation</i></p>	<ul style="list-style-type: none"> • Choose appropriate techniques for specific events. • Understand why exercise is good for fitness, health and well-being. • Know the components of a warm-up and why this becomes increasingly important as they get older. • Understand why their heart beats faster during exercise and why their breathing gets faster and deeper. • Give examples of sports and activities that require different types of fitness (e.g., strength, speed, cardiovascular fitness). • Understand the importance of participating in regular exercise. • Show that they are willing to exert themselves physically in order to compete. • Identify strengths of a performance and suggest how it might be improved. • Demonstrate perseverance and resilience when taking part in physical activity. • Receive and give respectful, constructive advice to peers, based on their learning.
<p>Striking and Fielding Games: <i>Coordination, Teamwork, Evaluation, Tactical Awareness</i></p>	<ul style="list-style-type: none"> • Show awareness of touch and feel, hitting a ball hard and softly. • Understand how to choose appropriate techniques for specific events. • Throw and catch whilst performing a range of movements. • Strike a moving ball in a game situation. • Play respectfully, honestly and fairly within the rules. • Identify strengths of a performance and suggest how it might be improved. • Work well in a team, including and encouraging others. • Collaborate with others to create rules for their own games.

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Year 4 Curriculum Progression Statements - All subjects

Year 4 Progression Statements – Primary Languages

The Primary French Project - Niveau blanc

	Year 4 Progression Statements – Primary Languages The Primary French Project - Niveau blanc					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking and Listening		<ul style="list-style-type: none"> • Revise vocabulary from previous year. • Name 8 animals. • Identify the name of an animal in French by hearing it be spelled out or within a sentence. • Understand and respond to questions that include the conjunction <i>ou</i>. • Use a speaking frame to practise asking and answering questions with a partner. • Understand the concept of liaison in spoken language • Pronounce a noun and indefinite article, when it begins with a vowel, e.g. <i>un âne</i>- and recap the liaison. • Construct spoken sentences with more than one 		<ul style="list-style-type: none"> • Understand spoken sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions. • Create simple spoken sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions. • Learn a new verb – <i>je vois</i> (I see). • Recognise learned nouns by hearing the word being spelt. • Spell learned words using the French pronunciation of the alphabet. • Learn a new adverbial phrase of place – <i>dans les bois</i>. • Use speaking frames to construct spoken sentences including nouns of both genders, and adjectives. 		<ul style="list-style-type: none"> • Ask questions using <i>Où est...?</i> • Talk about favourite animals using <i>j'aime</i> and <i>je n'aime pas</i> • Create another negative statement using the negative adverb <i>ne...pas</i>. • Ask and answer questions about how many things there are, using a numeral as a determiner. • Say whether they live in a house or a flat • Say what is in their garden. • Develop and practise their skills in listening comprehension.

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Year 4 Curriculum Progression Statements - All subjects

		<p>noun using conjunctions.</p> <ul style="list-style-type: none"> • Use colours to describe nouns. • Create spoken sentences including an adverbial opener, a verb, nouns, adjectives, and conjunctions as appropriate. 				
Reading, Writing, Grammar and Phonics		<ul style="list-style-type: none"> • Phonics – key graphemes: <ul style="list-style-type: none"> ○ on ○ ien • Read and spell the names of 8 animals. • Know an exception to the rule about the silent final consonant: <i>un ours</i>. • Construct simple written sentences using a writing frame. • Compare syntax in simple English and French sentences (e.g. colours coming after the noun in French but preceding the noun in English). 		<ul style="list-style-type: none"> • Phonics – key graphemes: <ul style="list-style-type: none"> ○ ch ○ ê • Know what a cognate is and explore some cognates in French and English. • Understand written sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions. • Know the concept of the grammatical gender of nouns and know that <i>un</i> is used for masculine nouns and <i>une</i> is used for feminine nouns. • Recognise certain homophones in English and in French. 		<ul style="list-style-type: none"> • Phonics – key graphemes: <ul style="list-style-type: none"> ○ en/an • Know about the subject pronouns <i>il</i> and <i>elle</i> and the subject pronouns in the plural – <i>ils</i> and <i>elles</i>. • Revise all 4 forms of the definite article; <i>le, la, l', les</i>. • Understand the function of the negative adverb <i>ne...pas</i> • Know the concept of elision in spoken language. • Know how to use the adverbial pronoun <i>en</i>. • Develop and practise their skills in reading comprehension.

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Year 4 Curriculum Progression Statements - All subjects

				<ul style="list-style-type: none"> • Know that a French adjective must agree with the gender of the noun it is describing. • Identify a question, by noticing if a sentence begins with a question word. • Use a writing frame to create simple sentences using a fronted adverbial, a verb, a range of masculine and feminine nouns and a range of colour adjectives (applying the use of a conjunction as necessary). 		<ul style="list-style-type: none"> • Write about themselves, their home and garden, and where they live. • Use a piece of text as a stimulus for creating their own piece of writing.
Cultural Understanding		<ul style="list-style-type: none"> • Share knowledge about London and Paris from a map and through discussion. • Identify the UK and France on a blank map. • Develop further the ability to describe Paris and its landmarks. 		<ul style="list-style-type: none"> • Develop further their knowledge about Paris and its landmarks, and their ability to speak about them in French. 		<ul style="list-style-type: none"> • Practise talking about Paris, using a growing bank of words.
Key Vocabulary	Year 4 Knowledge Organisers containing Key Vocabulary					








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Year 4 Curriculum Progression Statements - All subjects

	YN - Y6 Progression Statements – PSHE					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
https://jigsawpshe.online/materials/pshe-primary/						






Year 4 Curriculum Progression Statements - All subjects






Year 4 Progression Statements – RE

Page numbers refer to the location of the Progression Statements in Devon-and-Torbay-Agreed-Syllabus-2019-2024-FINAL (1).pdf

















	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Page 63 Unit L2.3 What is the 'Trinity' and why is it important for Christians?	Page 67 Unit L2.7 What do Hindus believe God is like?	Page 68 Unit L2.8 What does it mean to be Hindu in Britain today?	Page 65 Unit L2.5 Why do Christians call the day Jesus died 'Good Friday'?	Page 66 Unit L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	Page 71 Unit L2.11 How and why do people mark the significant events of life?

	Year 4 Progression Statements – Science	
<p>In each half term there is a focus on an area of Working Scientifically, as well as an Enquiry Type .</p> <p>All Working Scientifically statements are to be integrated into each block of Science knowledge teaching and are revisited in different contexts over Y3 and Y4.</p>		
<p>Working Scientifically: <i>Asking relevant questions and using different types of scientific enquiries to answer them.</i></p> <p><i>Use prior knowledge to suggest what might happen in an enquiry; make a prediction.</i></p>	 	<ul style="list-style-type: none"> • Consider their prior knowledge when asking questions. • Independently use a range of question stems and where appropriate, they answer these questions. • Answer questions posed by the teacher. • Given a range of resources, the children decide for themselves how to gather evidence to answer the question. • Recognise when secondary sources can be used to answer questions that cannot be answered through practical work. • Identify the type of enquiry that they have chosen to answer their question. • Make own predictions based on what they know.
<p>Working Scientifically: <i>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</i></p>		<ul style="list-style-type: none"> • Make systematic and careful observations. • Use a range of equipment for measuring length, time, temperature and capacity. • Use standard units for their measurements.
<p>Working Scientifically: <i>Setting up simple practical enquiries, comparative and fair tests.</i></p>		<ul style="list-style-type: none"> • Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. • Follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking. <p><i>Explanatory note: A comparative test is performed by changing a variable that is qualitative e.g. the type of material, shape of the parachute. This leads to a ranked outcome. A fair test is performed by changing a variable that is quantitative e.g. the thickness of the material or the area of the canopy. This leads to establishing a causative relationship.</i></p>

Year 4 Curriculum Progression Statements - All subjects

Working Scientifically: <i>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</i>			<ul style="list-style-type: none"> • Sometimes decide how to record and present evidence. • Record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. • Record their measurements e.g. using tables, tally charts and bar charts (given templates, if required, to which they can add headings). • Record classifications e.g. using tables, Venn diagrams, Carroll diagrams. • With support, present the same data in different ways in order to help with answering the question.
Working Scientifically: <i>Using straightforward scientific evidence to answer questions or to support their findings.</i>			<ul style="list-style-type: none"> • Answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. • Give answers consistent with the evidence.
Working Scientifically: <i>Identifying differences, similarities or changes related to simple scientific ideas and processes.</i>			<ul style="list-style-type: none"> • Interpret their data to generate simple comparative statements based on their evidence. • Begin to identify naturally occurring patterns and causal relationships.
Working Scientifically: <i>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</i>			<ul style="list-style-type: none"> • Communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.
Working Scientifically: <i>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</i>			<ul style="list-style-type: none"> • Draw conclusions based on their evidence and current subject knowledge. • Identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry. • Use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface. • Following a scientific experience, ask further questions which can be answered by extending the same enquiry.
Coverage	Working Scientifically Focus	Enquiry type Focus	Knowledge

Year 4 Curriculum Progression Statements - All subjects

Autumn 1	 	 	States of matter – Page 38: Y1-6 Progression Statements – PLAN Science
Autumn 2			Living things and their habitats - Page 34: Y1-6 Progression Statements – PLAN Science
Spring 1	 	 	Sound – Page 41: Y1-6 Progression Statements – PLAN Science
Summer 1	 		Electricity – Page 44: Y1-6 Progression Statements – PLAN Science
Summer 2	 		Animals, including humans – Page 36: Y1-6 Progression Statements – PLAN Science