

# Autumn Curriculum Map for Year 4 2018

## Knowledge and Understanding of the World

### Geography - India (1<sup>st</sup> half of term)

Can I investigate a place outside of the UK?  
Can I ask and respond to geographical questions?  
Can I use and interpret globes, atlases and maps at an appropriate level?  
Can I identify similarities and differences between places?  
Can I identify physical and human features of a place?  
Can I explain how places are connected, including economic activity?  
Can I use primary and secondary sources?

### Science - Magnets Springs and Friction (2<sup>nd</sup> half of term)

Do I recognise that a force acts in a particular direction?  
Can I describe the direction of forces between magnets or between a spring and someone compressing it?  
Can I describe what happens when some materials are put near a magnet?  
Can I classify materials as magnetic or non-magnetic and describe some uses of magnets in daily life?  
Do I know that objects are pulled down because of gravity?  
Can I identify that friction is a force that can slow objects down or prevent them from moving.  
Do I know that when springs are pushed or pulled there is an opposing force?  
Can I measure the strength and direction of forces?  
Can I decide how to test an idea, explaining how to make a simple test fair  
Can I identify patterns in results and use these to draw conclusions?

### D.T. Moving Monsters

Can I generate ideas for a product using a pneumatic system?  
Can I assemble simple pneumatic systems?  
Can I use pneumatic systems to make a moving model?  
Can I identify design criteria?  
Can I evaluate my product and suggest improvements?

### R.E - Hinduism

Do I know about some of the shared beliefs and interests people may have when they belong to a Hindu group or community?  
Can I explain some of the practices associated with belonging to a Hindu group or community?  
Do I have some understanding about personal response to belief through prayer, meditation, and contemplation?  
Do I know about a variety of Hindu festivals and celebrations?  
Can I consider some of the beliefs and meanings reflected in a variety of Hindu festivals and celebrations?

### French

Can I say my name and ask someone else their name?  
Can I describe how I feel?  
Can I recognise and use the days of the week?  
Can I recognise and use the months of the year?  
Can I say my birthday month and recognise the written words?  
Can I tell you about members of my family?

## Creative and Personal Development

### Art - Pattern

Can I explore how shape and colour can be organised and combined to create patterns for different purposes.  
Can I collect visual information and ideas for my art work?  
Can I experiment with print-making techniques to make a printed pattern?  
Can I comment on similarities and differences between my own and others' work?  
Can I adapt and improve my own work, according to its purpose?

### Music

Can I carefully choose, order, combine and control sounds with awareness of their combined effect?  
Can I clap/tap the pulse and show to create rhythmic ostinato?  
Can I sing songs in tune and with awareness of other parts?  
Can I listen to longer pieces of music and identify features?  
Can I improve my own work through analysis, evaluation and comparison of others work?  
Can I identify phrases through breathing in appropriate places and recognise structures?  
Can I performing on instruments, alone and with others, a varied repertoire of music.  
Can I read music notation.

### Physical development (Games, gym, dance, swimming)

Can I throw and catch a ball accurately when bowling, fielding, passing or receiving?  
Can I use rules and work as part of a team to make it harder for the opposing team  
Can I strike a ball moving ball with a range of equipment?  
Can I explain how physical activity affects my body and show an understanding of why it is important to warm up and cool down  
Can I identify parts of my performance that need improvement and suggest how to achieve this?  
Can I explore and improvise ideas for dances in different styles, working with a partner and in groups  
Can I compose dances by using, adapting and repeating phrases and motifs?  
Can I demonstrate and understanding of buoyancy?  
Can I push and glide and be fully submerged in the water?  
Can I swim an appropriate distance on my front and back without swimming aids?

### Computing

Can I use a variety of tools to create a program  
Can I use an efficient procedure to simplify a program  
Can I recognise an error in a program and debug it  
Do I know that I need to keep testing my program while I am putting it together  
Can I recognise that an algorithm will me to sequence more complex problems  
Can I recognise that using algorithms will also help solve problems in other learning such as Maths

### PHSE

Do I know that I belong to a community?  
Do I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.  
Can I manage my feelings, and can usually find a way to calm myself down when necessary.  
Can I take on a role in a group and contribute to the overall outcome?  
Can I discuss in a group how well we are working together?  
Can I use peaceful problem solving to sort out difficulties?

