**Year 4 Progression of Skills**

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| Geography | History | Art | DT | Music | PE | Computing |
| **Location Knowledge**  Locate the worlds countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.  Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. | **Chronological understanding**  Uses words and phrases: century, decade, BC, AD, after, before, during.  Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.  Names and places dates of significant events from past on a timeline. | **Drawing**  **(pencil, charcoal, inks, chalk, pastels, ICT software)**  Identify and draw the effect of light  scale and proportion  accurate drawings of whole people including proportion and placement  Work on a variety of scales  computer generated drawings | **Food**  Prepare ingredients hygienically using appropriate utensils.  • Measure ingredients to the nearest gram.  • Assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking). | **Controlling sounds through singing and playing**  . sing in unison maintaining the correct pitch and using increasing expression.  play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.  think about others while performing. | **Dance**  Confidently improvises with a partner or on their own.  Beginning to create longer dance sequences in a larger group.  Demonstrating precision and some control in response to stimuli.  Beginning to vary dynamics and develop actions and motifs.  Demonstrates rhythm and spatial awareness.  Modifies parts of a sequence as a result of self-evaluation.  Uses simple dance vocabulary to compare and improve work. | **E Safety**  Agree sensible e-safety rules for the classroom.  Choose a secure password for age-appropriate websites.  Discuss what actions could be taken if they are uncomfortable or upset online e.g. Report Abuse button.  Talk about what games they enjoying playing and what good choices are when playing games e.g. content, screen time.  Use a class blog to share information and talk about who can see it, and how to communicate safely and respectfully  Comment and provide positive feedback on the work of classmates in school or online, or the work of others online |
| **Place Knowledge**  Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country. | **Knowledge and understanding of past events, people and changes in the past**  Shows knowledge and understanding by describing features of past societies and periods.  Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.  Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.  Describes how some of the past events/people affect life today. | **Colour**  colour mixing  Make colour wheels  Introduce different types of brushes  techniques- apply colour using dotting, scratching, splashing | **Materials**  • Measure and mark out to the nearest mm.  • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). | **Creating and developing musical ideas**  create rhythmical and simple melodic patterns using an increased number of notes.  join layers of sound, thinking about musical dynamics of each layer and understanding the effect. | **Gym**  Links skills with control, technique, coordination and fluency.  Understands composition by performing more complex sequences.  Beginning to use gym vocabulary to describe how to improve and refine performances.  Develops strength, technique and flexibility throughout performances.  Creates sequences using various body shapes and equipment.  Combines equipment with movement to create sequences. | **Programming**  Experience a variety of resources to extend knowledge & understanding  of programming.  Create an algorithm & a program that will use a simple selection command for a game.  Begin to correct errors (debug) as they program devices & actions on screen, & identify bugs in programs written by others.  Use an algorithm to sequence more complex programming into order  Link the use of algorithms to solve problems to work in Maths, Science & DT. |
| **Human and Physical Geography**  Describe and understand key aspects of:  Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)  Types of settlements in modern Britain: villages, towns, cities. | **Historical interpretation**  Gives reasons why there may be different accounts of history. | **Texture**  Use a wider variety of stitches  observation and design of textural art  experimenting with creating mood, feeling, movement-  compare different fabrics | **Textiles**  . • Select the most appropriate techniques to decorate textiles | **Responding and reviewing appraising skills**  . recognise and explore the ways sounds can be combined and used expressively and comment on this effect.  comment on the effectiveness of won work, identifying and making improvements based on its intended outcome. | **Games**  Vary skills, actions and ideas and link these in ways that suit the activity of the game.  Shows confidence in using ball skills in various ways, and can link these together.  *e.g. dribbling, bouncing, kicking*  Uses skills with coordination, control and fluency.  Takes part in competitive games with a strong understanding of tactics and composition.  Can create their own games using knowledge and skills.  Works well in a group to develop various games.  Compares and comments on skills to support the creation of new games.  Can make suggestions as to what resources can be used to differentiate a game.  Apply basic skills for attacking and defending.  Uses running, jumping, throwing and catching in isolation and combination | **Multimedia**  Explore how multimedia can create atmosphere & appeal to different audiences  Be confident in creating & modifying text & presentation documents to achieve a specific purpose.  Use art programs & online tools to modify photos for a specific purpose using a range of effects.  Explore the use of video, animation, & green screening for a specific audience.  Use ICT tools to create music phrases for a specific purpose  Use a keyboard effectively, including the use of keyboard shortcuts.  Use font sizes & effects such as bullet points appropriately.  Know how to use a spell check.  Look at their own, and a friend’s work & provide feedback that is constructive & specific. |
| **Geographical Skills and Fieldwork**  Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied  Learn the eight points of a compass, and four-figure grid references.  Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | **Historical enquiry**  Understands the difference between primary and secondary sources of evidence.  Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.  Asks questions such as ‘what was it like for a …… during ……?’  Suggests sources of evidence from a selection provided to use to help answer questions | **Form**  Plan and develop  Experience surface patterns / textures  Discuss own work and work of other sculptors  analyse and interpret natural and manmade forms of construction | **Construction**  Choose suitable techniques to construct products or to repair items.  drilling, screwing, gluing and nailing materials to make and strengthen products. | **Listening and applying knowledge and understanding**  listen to and recall patterns of sounds with increasing accuracy.  understand how different musical elements are combined and used expressively.  To understand and begin to use  established and invented musical notations to represent music.  listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. | **Athletics**  Beginning to build a variety of running techniques and use with confidence.  Can perform a running jump with more than one component.  *e.g. hop skip jump (triple jump)*  Demonstrates accuracy in throwing and catching activities.  Describes good athletic performance using correct vocabulary.  Can use equipment safely and with good control | **Using technology**  Talk about the school network & the different resources they can access, including the Internet.  Frame questions & identify key words to search for information on the Internet.  Consider reliability of information & ways it may influence you.  Check who the owner is before copying photos, clipart or text. |
| **Printing**  Use sketchbook for recording textures/patterns  Interpret environmental and manmade patterns  modify and adapt print | **Design,** make,evaluate  and improve  .  Design with purpose by identifying opportunities to design.  • Make products by working efficiently  • Refine work and techniques as work progresses, continually evaluating the product design.  • Use software to design and represent product designs. | **Data** |
| Plan and create a database to answer questions.  Identify different types of data.  Ask questions carrying out simple searches on a database.  Identify inaccurate data.  Present data in appropriate format for an audience.  Use a data logger to record and compare individual readings. |
| **Pattern**  Explore environmental and manmade patterns  tessellation |