

Class 4 - Art and Design

Key Objective/Topic	Conflict (Crime and Punishment)	Extreme Earth (Physical Geog)	Time Travellers (Benin)	Home or Away? (UK and Italy)	Unearthing the Past
Year 4					
Can they begin to show facial expressions and body language in their sketches and paintings?					
Can they identify and draw simple objects and use marks and lines to produce texture?					
Can they organise line, tone, shape and colour to represent figures and forms in movement?					
Can they show reflections in their paintings and drawings?					
Can they print onto different materials using at least four colours?					
Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?					
Do they use their sketch books to adapt and improve their original ideas?					
Do they keep notes about the purpose of their work in their sketch books?					
Can they begin to sculpt clay and other mouldable materials?					
Can they create a piece of art work which includes the integration of digital images they have taken?					
Can they experiment with different styles which artists have used?					
Can they explain art from other periods of history?					
Year 5					
Can they identify and draw simple objects, and use marks and lines to produce texture?					
Do they successfully use shading to create mood and feeling?					
Can they organise line, tone, shape and colour to represent figures and forms in movement?					
In their paintings do they successfully create mood and feeling?					
Can they express their emotions accurately through their painting and sketching?					
Can they create an accurate print design that meets given criteria?					
Do they keep notes in their sketch books as to how they might develop their work further?					
Do they use their sketch books to compare and discuss ideas with others?					
Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning?					
Can they experiment with different styles which artists have used?					
Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information?					

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Year 4					
Do they take account of the ideas of others when designing?					
Can they produce a plan and explain it to others?					
Can they suggest some improvements and say what was good and not so good about their original design?					
Can they begin to explain how they can improve their original designs?					
Can they evaluate their product, thinking of both appearance and the way it works?					
Do they know what to do to be hygienic and safe?					
Have they thought what they can do to present their product in an interesting way?					
Can they measure carefully so as to make sure they have not made mistakes?					
Do they continue to work at their product even though their original idea might not have worked?					
Year 5					
Can they come up with a range of ideas after they have collected information?					
Can they produce a detailed step-by-step plan?					
Can they suggest some alternative plans and say what the good points and drawbacks are about each?					
Can they explain how their product will appeal to the audience?					
Can they use a range of tools and equipment expertly?					
Can they evaluate appearance and function against original criteria?					
Can they describe what they do to be both hygienic and safe?					
Can they make up a prototype first?					
Are their measurements accurate enough to ensure that everything is precise?					
Are they motivated enough to refine and improve their products?					

Class 4–French

Key Objective/Topic	Conflict (Crime and Punishment)	Extreme Earth (Physical Geog)	Time Travellers (Benin)	Home or Away? (UK and Italy)	Unearthing the Past
Year 4					
Do they understand short passages from a familiar language?					
Do they understand instructions, messages and dialogues within short passages?					
Can they identify and note the main points and give a personal response on a passage?					
Can they have a short conversation where they are saying 2-3 things?					
Can they use short phrases to give a personal response?					
Can they read and understand short texts using a familiar language?					
Can they identify and note the main points and give a personal response?					
Can they read independently?					
Can they use a bilingual dictionary or glossary to look up new words?					
Can they write 2-3 short sentences about a familiar topic?					
Can they say what they like or dislike about a familiar topic?					
Year 5					
Do they understand short passages made up of a familiar language?					
Do they understand instructions, messages and dialogues within short passages?					
Can they identify and note the main points and give a personal response on a passage?					
Can they have a short conversation where they are saying 2-3 things?					
Can they use short phrases to give a personal response?					
Can they read and understand short texts using a familiar language?					
Can they read independently?					
Can they use a bilingual dictionary or glossary to look up new words?					
Can they write 2-3 short sentences about a familiar topic?					
Can they say what they like and dislike about a familiar topic?					

Class 4–Geography

Key Objective/Topic	Conflict (Crime and Punishment)	Extreme Earth (Physical Geog)	Time Travellers (Benin)	Home or Away? (UK and Italy)	Unearthing the Past
Year 4					
Can they carry out research to discover features of cities and villages? Can they plan a journey to a place in England?					
Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.) ?					
Can they explain why people are attracted to living in cities?					
Can they explain why people may choose to live in a village rather than a city?					
Can they locate the Tropic of Cancer and the Tropic of Capricorn?					
Do they know the difference between the British Isles, Great Britain and UK?					
Do they know the countries that make up the European Union?					
Can they name up to six cities in the UK and locate them on a map?					
Can they locate and name some of the main islands that surround the UK					
Can they name the areas of origin of the main ethnic groups in the UK and in their school?					
Year 5					
Can they plan a journey to a place in another part of the world, taking account of distance and time?					
Can they explain why many cities of the world are situated by rivers?					
Can they explain why people are attracted to live by rivers?					
Can they explain how a location fits into its wider geographical location; reference to human and economical features?					
Can they name and locate many of the world's major rivers on maps?					
Can they name and locate many of the world's most famous mountain regions on maps?					
Can they locate the USA and Canada on a world map and atlas?					
Can they locate and name the main countries in South America on a world map and atlas?					

Class 4–History

Key Objective/Topic	Conflict (Crime and Punishment)	Extreme Earth (Physical Geog)	Time Travellers (Benin)	Home or Away? (UK and Italy)	Unearthing the Past
Year 4					
Can they plot recent history on a timeline using centuries?					
Can they use their mathematical skills to round up time differences into centuries and decades?					
Do they recognise that the lives of wealthy people were very different from those of poor people?					
Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?					
Can they explain how events from the past have helped shape our lives?					
Can they research two versions of an event and say how they differ?					
Can they research what it was like for children in a given period from the past and use photographs and illustrations to present their findings?					
Year 5					
Can they draw a timeline with different time periods outlined which shows different information, such as, periods of history, when famous people lived, etc?					
Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?					
Can they begin to appreciate that how we make decisions has been through Parliament for some time?					
Can they explain how their locality has changed over time?					
Can they test out a hypothesis in order to answer a question?					
Do they have a good understanding as to how crime and punishment has changes over the years?					

Class 4 - ICT

Key Objective/Topic	Conflict (Crime and Punishment)	Extreme Earth (Physical Geog)	Time Travellers (Benin)	Home or Away? (UK and Italy)	Unearthing the Past
Year 4					
I choose a secure password and appropriate screen name when I am using a website.					
I can talk about the ways I can protect myself and my friends from harm online.					
I use the safety features of websites as well as reporting concerns to an adult.					
I know that anything I share online can be seen by others.					
I choose websites, apps and games that are appropriate for my age.					
I can help my friends make good choices about the time they spend online.					
I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.					
I comment positively and respectfully online and through text messages.					
I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.					
I can use an efficient procedure to simplify a program.					
I can use a sensor to detect a change which can select an action within my program.					
I know that I need to keep testing my program while I am putting it together.					
I can use a variety of tools to create a program.					
I can recognise an error in a program and debug it.					
I recognise that an algorithm will help me to sequence more complex programs.					
I recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology.					
I can organise data in different ways.					
I can collect data and identify where it could be inaccurate.					
I can plan, create and search a database to answer questions.					
I can choose the best way to present data to my friends.					
I can use a data logger to record and share my readings with my friends.					
I can use photos, video and sound to create an atmosphere when presenting to different audiences.					
I am confident to explore new media to extend what I can achieve.					
I can change the appearance of text to increase its effectiveness.					
I can create, modify and present documents for a particular purpose.					
I can use a keyboard confidently and make use of a spellchecker to write and review my work.					
I can use an appropriate tool to share my work and collaborate online.					
I can give constructive feedback to my friends to help them improve their work and refine my own work.					
I can tell you whether a resource I am using is on the Internet, the school network or my own device.					
I can identify key words to use when searching safely on the World Wide Web.					

I think about the reliability of information I read on the World Wide Web.					
I can tell you how to check who owns photos, text and clipart.					
I can create a hyperlink to a resource on the World Wide Web.					
I can recognise that websites use different methods to advertise products.					
Year 5					
I can choose a secure password and screen name.					
I protect my password and other personal information.					
I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult.					
I know that anything I post online can be seen, used and may affect others.					
I can talk about the dangers of spending too long online or playing a game.					
I can explain the importance of communicating kindly and respectfully.					
I can discuss the importance of choosing an age-appropriate website, app or game.					
I can explain why I need to protect my computer or device from harm.					
I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program.					
I can refine a procedure using repeat commands to improve a program.					
I can use a variable to increase programming possibilities.					
I can change an input to a program to achieve a different output.					
I can use 'if' and 'then' commands to select an action.					
I can talk about how a computer model can provide information about a physical system.					
I can use logical reasoning to detect and debug mistakes in a program.					
I use logical thinking, imagination and creativity to extend a program					
I can use a spreadsheet and database to collect and record data.					
I can choose an appropriate tool to help me collect data.					
I can present data in an appropriate way.					
I can search a database using different operators to refine my search.					
I can talk about mistakes in data and suggest how it could be checked.					
I can use text, photo, sound and video editing tools to refine my work.					
I can use the skills I have already developed to create content using unfamiliar technology.					
I can select, use and combine the appropriate technology tools to create effects that will have an impact on others.					
I can select an appropriate online or offline tool to create and share ideas.					
I can review and improve my own work and support others to improve their work.					
I can describe different parts of the Internet.					
I can use different online communication tools for different purposes.					

I can use a search engine to find appropriate information and check its reliability.					
I can recognise and evaluate different types of information I find on the World Wide Web.					
I can describe the different parts of a webpage.					
I can find out who the information on a webpage belongs to.					
I know which resources on the Internet I can download and use.					
I can describe the ways in which websites advertise their products to me.					

Class 4–Music

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Year 4					
Can they perform a simple part rhythmically?					
Can they sing songs from memory with accurate pitch?					
Can they improvise using repeated patterns?					
Can they use notations to record and interpret sequences of pitches?					
Can they use notations to record compositions in a small group or on their own?					
Can they explain the place of silence and say what effect it has?					
Can they start to identify the character of a piece of music?					
Can they describe and identify the different purposes of music?					
Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?					
Year 5					
Do they breathe in the correct place when singing?					
Can they maintain their part whilst others are performing their part?					
Can they improvise within a group using melodic and rhythmic phrases?					
Can they change sounds or organise them differently to change the effect?					
Can they compose music which meets specific criteria?					
Can they use their notations to record groups of pitches (chords)?					
Can they use a music diary to record aspects of the composition process?					
Can they choose the most appropriate tempo for a piece of music?					
Can they describe, compare and evaluate music using musical vocabulary?					
Can they explain why they think their music is successful or unsuccessful?					
Can they suggest improvements to their own or others' work?					
Can they choose the most appropriate tempo for a piece of music?					
Can they contrast the work of famous composers and show preferences?					

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Year 4					
A1. Describe...					
Discover more about....					
Reflect on the importance of.....					
A2. Describe and understand links between					
Respond thoughtfully...					
A3. Explore and describe....					
Understand different					
B1. Observe and understand varied examples of....					
Explain the importance of...					
B2. Discuss different views....					
Apply ideas of their own					
B3. Observe and consider....					
Explore and show understanding of....					
C1. Understand.....					
Suggest reasons for.....					
C2. Consider and discuss ideas about					
Respond thoughtfully to ...					
C3. Discuss their own and others' ideas....					
Respond with ideas about....					
Year 5					
A1. Describe and make connections between....					
Discover more about....					
Reflect on the meaning of.....					
A2. Describe and understand links between					
Respond thoughtfully to a range of					
A3. Explore and describe a range of					
Understand different perspectives about.....					
B1. Observe and understand varied examples of....					
Explain the meaning of					
B2. Discuss and present thoughtfully different views....					
Apply ideas of their own in different forms.....					
B3. Observe and consider different					
Explore, contrast and compare....					
Observe and suggest reasons Compare and					
C1. Understand.....					
Suggest reasons for.....					
C2. Consider and apply ideas about					
Respond thoughtfully to ...					
C3. Discuss and apply their own and others' ideas....					
Respond clearly with their own ideas about....					

Class 4 - Science

Key Objective/Topic	Conflict (Crime and Punishment)	Extreme Earth (Physical Geog)	Time Travellers (Benin)	Home or Away? (UK and Italy)	Unearthing the Past	Conflict (Crime and Punishment)
Year 4						
Working Scientifically: Can they ask relevant questions and use different types of scientific enquiries to answer them?						
Can they use straightforward scientific evidence to answer questions or to support their findings?						
Can they make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers?						
Can they set up simple practical enquiries, comparative and fair tests?						
Can they identify differences, similarities or changes related to simple scientific ideas and processes?						
Can they use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?						
Can they record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables?						
Can they gather, record, classify and present data in a variety of ways to help answer questions?						
Can they report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?						
Animals including Humans: Can they construct and interpret a variety of food chains, identifying producers, predators and prey?						
Can they describe the simple functions of the basic parts of the digestive system in humans?						
Can they identify the different types of teeth in humans and their simple functions?						
Living things and their habitats: Can they recognise that living things can be grouped in a variety of ways?						
Can they explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment?						
Do they recognise that environments can change and that this can sometimes pose dangers to living things?						
States of Matter: Can they compare and group materials together, according to whether they are solids, liquids or						

gases?						
Can they observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)?						
Can they identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?						
Sound: Can they identify how sounds are made, associating some of them with something vibrating?						
Can they recognise that vibrations from sounds travel through a medium to the ear?						
Can they find patterns between the pitch of a sound and features of the object that produced it?						
Can they find patterns between the volume of a sound and the strength of the vibrations that produced it?						
Can they recognise that sounds get fainter as the distance from the sound source increases?						
Electricity: Can they identify common appliances that run on electricity?						
Can they construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers?						
Can they identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery?						
Can they recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit?						
Can they recognise some common conductors and insulators, and associate metals with being good conductors?						
Year 5						
Working Scientifically: Can they plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?						
Can they identify scientific evidence that has been used to support or refute ideas or arguments?						
Can they take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?						
Can they use test results to make predictions to set up further comparative and fair tests?						
Can they record data and results of increasing complexity using scientific diagrams and labels, classification keys,						

tables, scatter graphs, bar and line graphs?						
Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written form such as displays and other presentations?						
Animals including Humans: Can they describe the changes as humans develop to old age?						
Living things and their Habitats: Can they describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird?						
Can they describe the life process of reproduction in some plants and animals?						
Properties and Changes of Materials: Can they compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?						
Do they know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution?						
Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating?						
Can they give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic?						
Can they demonstrate that dissolving, mixing and changes of state are reversible changes?						
Can they explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda?						
Light: Can they recognise that light appears to travel in straight lines?						
Can they use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye?						
Can they explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes?						
Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?						

Forces: Can they explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object?						
Can they identify the effects of air resistance, water resistance and friction, that act between moving surfaces?						
Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?						
Earth and Space: Can they describe the movement of the Earth, and other planets, relative to the Sun in the solar system?						
Can they describe the movement of the Moon relative to the Earth?						
Can they describe the Sun, Earth and Moon as approximately spherical bodies?						
Can they use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky?						