

Year 4 End of Year Expectations – Foundation Subjects



Subject	Pupils:
Art and Design	<ul style="list-style-type: none"> • understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook. • understand that artists and illustrators interpret narrative texts and create sequenced drawings. • use a variety of drawing media including charcoal and watercolour to make observational and experimental drawings. • to explore colour (and colour mixing to try different hues and tones), line, shape, pattern and composition in creating a still life taking foreground and background into account. • reflect upon own, classmates and the artists' work showing an understanding of the processes, intentions and outcomes.
Computing	<ul style="list-style-type: none"> • know the internet is a network of networks which need to be kept secure. • evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. • program a computer by typing commands and explain the effect of changing a value of a command. • write an algorithm to produce a given outcome • (nb Online safety is taught throughout the year but does not form part of this assessment judgement)
Design and Technology	<ul style="list-style-type: none"> • select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. • use simple patterns and templates for marking out a pattern. • know some ways to prepare ingredients safely and hygienically. • have some basic knowledge and understanding about healthy eating. • evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.
Geography	<ul style="list-style-type: none"> • understand the key elements and features of a river • name and understand key information on the world's main rivers • describe and understand key information on rivers • use globes, atlases, and maps to locate the world's principal rivers, rainforests including the Amazon • describe and understand key aspects of the water cycle • understand and describe key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests
History	<ul style="list-style-type: none"> • place events on a timeline, using dates and terms accurately • describe and explain key facts about Anglo-Saxons and Vikings and about how Britain changed from the Stone Age to the Iron Age. • understand how some aspects of Britain changed over time. • use different sources of evidence to ask and answer questions about the past. • describe the characteristic features of the past • know about bias and factual sources.
Modern Foreign Language - French	<ul style="list-style-type: none"> • recognise familiar words and phrases in spoken French. • talk about themselves using some common verbs in the first person singular form. • read and pronounce familiar written words accurately. • write simple sentences about friends and family members.

<p>Music</p>	<ul style="list-style-type: none"> • sing confidently as a group, keeping in tune. • sustain a note, chord or repeating pattern to accompany a song. • use pulse, rhythm and pitch to create different effects. • describe and compare different kinds of music • understand how music reflects time and place, e.g music around the world.
<p>Physical Education</p>	<ul style="list-style-type: none"> • explain why exercise is good for your health. • use hand-eye coordination to strike a moving and stationary ball • accurately serve underarm and build a rally with a partner • develop different ways of throwing and catching. • move with the ball using a range of techniques showing control and fluency. • pass the ball with increasing speed, accuracy and success in a game situation. • use a range of attacking and defending skills and techniques in a game. • perform and apply skills and techniques with control and accuracy. • identify and repeat the movement patterns and actions of a chosen dance style. • begin to develop good technique when travelling, balancing and using equipment. • take part in a range of competitive games and activities. • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • develop basic water confidence to feel comfortable moving in water. • improve and refine techniques for front crawl and back stroke
<p>Personal, Health and Social Education including Relationships and Sex Education</p>	<ul style="list-style-type: none"> • explain why being listened to and listening to others is important and helps everyone feel valued • explain why bullying might be difficult to spot and what to do about it • explain what it means to be resilient and to have a positive attitude • recognise when people are put under pressure and explain ways to resist this • give ways that might help manage feelings when missing a special person or animal
<p>Religious Education</p>	<ul style="list-style-type: none"> • describe the different kinds of writing in the Bible and show understanding of how the Bible helps Christians and why it is important to them. • describe some of the events in the life of Jesus and some of the Christian beliefs about Jesus shown through these events • how how these beliefs have an impact on the lives of Christians today. • describe some of the beliefs and teaching around the Golden Rule in different religions and how these have an impact for individuals and communities. • make connections between what religions say and what can reduce racism and prejudice. • describe some of the ways in which the Cathedral is used • describe the significance and influence of St Aidan, St Cuthbert and the Venerable Bede. • raise questions and give opinions with plausible reasons • recognise that other may think differently and have different opinions