

Y4 Endpoints

Pupils can:

Science

- name and describe the functions of the main parts of the digestive system
- identify the different types of teeth in humans and their simple functions
- explain how environmental changes may have an impact on living things
- construct and interpret food chains
- describe how fossils are formed
- group rocks in different ways according to their properties, based on first-hand observation and identify them
- use simple apparatus to construct and control a series circuit
- use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard.

Geography

- identify the position and significance of the Arctic and Antarctic circles
- locate seas/oceans in northern Europe
- locate some of Africa's countries and the oceans around the continent
- describe and understand key aspects of African physical geography including: climate zones, biomes, vegetation belts and rivers
- describe and understand key aspects of African human geography, including: types of settlement, land use and natural resources
- describe and understand the interaction between physical and human processes: the role of the River Nile in the development of Ancient Egypt
- describe geographical similarities and differences between locations (UK and Africa)
- use four-figure grid references
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- devise a map of the school grounds with symbols
- use fieldwork to observe, measure, record and present information about the physical features of the school grounds

History

- place time periods on a time line, relative to previously studied eras
- understand and use historical vocabulary: civilisation, ancient, millennium, monarchy, reign, heir, primary and secondary sources, legacy
- summarise the power struggle for rule of Britain between AD 410 and 1066
- describe and evaluate the legacy of the time periods studied (Anglo-Saxons, Vikings, Ancient Egyptians)
- identify and evaluate push and pull factors
- describe the difference between primary and secondary sources
- describe how different source materials can lead us to draw different conclusions about an event/person
- examine the moral issues around the excavation of Tutankhamun's tomb, justifying opinions with evidence

Art

- describe some of the key ideas, techniques and working practices of the artists, craftspeople and designers studied
- use the key concepts vocabulary when discussing art work
- select and use relevant resources and references to develop ideas
- use a sketchbook and drawing to improve understanding, inform ideas and plan for an outcome - for instance, produce several different versions of an idea, showing how research has led to improvements in their proposed outcome
- investigate the nature and qualities of different materials and processes systematically

- apply the technical skills learnt to improve the quality of their work - for instance, in painting, select and use different brushes for different purposes
- regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve

DT

- generate ideas for an item, considering its purpose and the user
- use their research to develop their own design criteria
- make labelled drawings from different views showing specific features
- develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail
- measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
- join and combine materials and components accurately in temporary and permanent ways
- identify and use ways of strengthening structures
- make a lever and linkage mechanism and a pulley mechanism
- weave using a range of materials
- measure, tape or pin, cut and join fabric with some accuracy
- consider how well their design is meeting their intended purpose by referring to the design criteria and decide whether they need to make any changes
- evaluate their products carrying out appropriate tests

ICT

- write a program for a game in Scratch in which the user has to provide some input by using key presses or the mouse
- use sequence and repetition in their game created in Scratch, including sequences of commands or blocks and some repetition
- write a program that accepts keyboard input and produces on-screen output
- identify and explain how an algorithm, using both sequence and repetition works
- identify, give reasons for, correct and test errors that they find in programs using their knowledge of program code
- plan and execute a project using software on an iPad to create an animation with sound, with some degree of independence
- create a 3D computer model
- create a virtual representation of a landscape/habitat
- describe the difference between acceptable and unacceptable behaviours when using digital technology for filming and the use of others' original content, such as music samples
- know to report any concerns over, or inappropriate behaviour with, digital technology to their parents, their teacher or with another trusted adult

PSHE

- identify the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- explain the meaning of, and identify, stereotypes
- recognise how their increasing independence brings increased responsibility and describe ways to keep themselves and others safe
- know that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- describe basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or that they think is wrong
- know which commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety

- describe simple routines that can reduce the spread of bacteria and viruses
- know why and how rules and laws are made and enforced; and how to take part in making and changing rules

RE

- describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life
- identify similarities and differences between Hindu worship and worship in other religious traditions studied
- describe links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others
- identify the most important parts of Easter for Christians and say why they are important
- give simple definitions of some key Christian terms e.g. gospel, incarnation, salvation
- identify some similarities and differences between the codes for living used by Christians and the followers of other religions or non-religious belief systems
- give examples of ways in which some inspirational people have been guided by their religion
- describe their own and others' ideas about how people decide right and wrong

Music

- combine singing, playing and dancing in a performance
- play a pentatonic song with leaps in pitch on tuned percussion
- play and sing repeated patterns (ostinati) from staff notation
- compose an introduction for a song
- compose and notate pentatonic melodies on a graphic score
- understand how rhythmic articulation affects musical phrasing
- match short rhythmic phrases with rhythm notation

PE

- carry out stretching and warm-up activities safely, choosing appropriate ones of their own
- recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment
- use a range of tactics to keep possession of the ball and get into positions to shoot or score
- work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.
- experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group to create dance sequences
- orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses
- recognise aspects of their work that need improving

French

- name and recognise simple classroom objects and use the correct gender
- recognise and respond to simple classroom commands and praise
- say and recognise the nouns in French for members of their family
- use the pronouns mon, ma and mes in French
- name and recognise some items of clothing, using the correct gender
- use the verb porter
- order from a selection of foods and drinks on a French menu
- ask for the bill in a cafe
- tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.

