Tenterden Primary Federation
Year 4 Term 1

Geography - What are rivers and how are they used?

I can identify water stores and processes in the water cycle.
I can describe the three courses of a river.
I can name the physical features of a river.
I can name some major rivers and their location.
I can describe different ways a river is used.
I can list some of the problems around rivers.
I can describe human and physical features around a river.
I can identify the location of a river on an OS map.
I can make a judgement on the environmental quality in a river environment.
I can make suggestions on how a river environment could be improved.

Science - Materials: States of Matter

I can identify solids, liquids and gases using their properties.
I can describe melting, freezing, condensing and evaporating.
I can describe the different stages of the water cycle.
I can describe how temperature affects the rate of evaporation and therefore the water cycle.
I can ask relevant questions.
I can use results to draw simple conclusions.
I can use thermometers to take accurate measurements.
I can make predictions for new values.
I can record findings using labelled diagrams.
I can research using more than one source.

Art - Drawing: Power prints

I can create several pencil tones when shading and create a simple 3D effect.
I can explore the effect of holding a pencil in different ways and applying different pressures.
I can use charcoal and rubber to show areas of light and dark in their drawings.
I can demonstrate an awareness of the relative size of the objects they draw.
I can use scissors with care and purpose to cut out images.
I can try out multiple arrangements of cut images to decide on their composition.
I can use different tools to create marks and patterns when scratching into a painted surface.
I can show some awareness of how to create contrast by including areas with more and less marks.
I can create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.
I can work cooperatively to create a joint artwork, experimenting with their methods.

Music- Changes in Pitch Temp and Dynamics (Rivers)

I can sing in tune and in harmony with others, with developing breath control.
I can explain how a piece of music makes them feel with some use of musical terminology.
I can perform a vocal ostinato in time.
I can listen to other members of their group as they perform.
I can create an ostinato and represent it on paper so that they can remember it.
I can create and perform a piece with a variety of ostinatos.

Computing- Systems -The Internet

I can explain that the internet is a network of connected networks.
I can describe how devices connect and share information across the internet.
I can explain why networks need to be protected.
I can identify different networked devices and the services the internet provides.
I can explain that the World Wide Web contains websites and web pages.
I can describe how websites are stored, shared, and accessed on the World Wide Web.
I can identify the different types of media found on websites.
I can explain how people create, upload, and share content online.
I can recognise that website content belongs to creators and is protected by rules and copyright.
I can evaluate online information by recognising that not everything on the web is accurate, honest, or legal.
I can explain why it is important to think carefully before sharing or resharing content online.

PSHE -

RE – Creation: What do Christians learn from the Creation story?

I can place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
I can make clear links between Genesis 1 and what Christians believe about God and Creation.
I can describe what Christians do because they believe God is the creator.
I can ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

PE – Football/Fundamentals

I can develop balancing and understand the importance of this skill.
I can develop technique then running at different speeds.
I can develop agility using a change of speed and direction.
I can develop technique and control when jumping, hopping and landing.
I can develop skipping with a rope.
I can apply fundamental skills to a variety of challenges.
I can use defending skills to delay an opponent and gain possession.
I can develop attacking skills to maintain possession.
I can To apply skills and knowledge to compete in a tournament.
I can develop changing direction and speed when attacking.
I can To begin recognise when to use different attacking skills.
I can apply attacking skills to move towards a goal.

French: Portraits

I can understand that adjectives change depending on whether they are describing a boy or girl.
I can correctly identify a person from a description of their hair and eye colour.
I can place word cards in the correct order, with the adjectives following the noun.
I can give a spoken sentence to describe a friend.
I can write four sentences accurately with the correct adjectival agreement, helped by a support sheet.

British Values Focus: Respect