

**St. Anne's Curriculum skills  
2016-2017**



Year <u>  4  </u>	Autumn		Spring		Summer	
Topic	Hi Honey I'm Home (Animals and their habitats)	Beowulf and Beyond (Anglo Saxons)	What's the Matter? (States Of Matter)	The Vikings are Coming! (The Vikings)	Electric Shock (Electricity)	Making an Impression (Abstract Art)
<b>Art</b>	<p>Painting</p> <p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Clay</p> <p>Make a base and a simple coil pot as a base for the model.</p> <p>Make a simple clay tile and develop ways of creating texture using a variety of tools.</p>	<p>Sculpture-</p> <p>Make a simple papier mache object.</p> <p>Plan, design and make models. Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>	<p>Drawing</p> <p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and</p>	<p>Printing-</p> <p>Print using a variety of materials, objects and techniques including layering.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p> <p>Resist printing including marbling,</p>	<p>Artist- abstract art</p> <p>Strictly speaking, abstract artworks derive from non-natural subjects such as geometric shapes. Exemplified by Kandinsky, Picasso, Mondrian</p>

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<p><b>D and T</b></p>		<ul style="list-style-type: none"> <li>♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>♣ understand and apply the principles of a healthy and varied diet</li> </ul>		<p>texture.</p> <p>Design</p> <ul style="list-style-type: none"> <li>♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul>	<ul style="list-style-type: none"> <li>♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>♣ apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>
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<b>History</b>		Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture Anglo-Saxon laws and justice		♣ Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England ♣ further Viking invasions and Danegeld ♣ Edward the Confessor and his death in 1066		
<b>Geography</b>	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,

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						concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
<b>ICT</b>	<p><u>Research and E Awareness</u> Know how to report unpleasant web or email content. Know which personal information I should use online. Know how to limit/block others from viewing my personal data.</p> <p><u>Communication</u> Alter text to suit writing style. Match suitable images to text. Use simple photo effect tools and effects. I can use 'wizards' to produce a simple layout.</p>	<p><u>Handling Data</u> Create and search a branching database. Sort and use information to use in other ways. Create a database from information selected.</p>	<p>Design programs that accomplish specific goals Design and create programs Use repetition in programs Control or stimulate physical systems Use logical reasoning to detect and correct errors</p> <p><u>Coding and Gaming</u> Program a sequence of outputs. Predict what may happen if variables are changed in a procedure. Test and change procedure to improve program behaviour. Describe how the</p>	<p><u>Modelling and Sensing</u> Use geometric tools to create objects which can be manipulated using an object based graphics package. Use tools to draw symmetrical images such as push/pull, materials etc.</p>	<p><u>Graphics</u> Work with imported images. Change the properties of an object. eg. transparency, layering. Use mirror, flip and rotational tools. Cut an irregular shape from an image and use it. Use a range of techniques to develop graphics work and explain choices. Save images in appropriate files for specific purposes.</p>	

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			program works and what each part does.			
<b>Science</b>	<p>recognise that living things can be grouped in a variety of ways ♣ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ♣ recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>describe the simple functions of the basic parts of the digestive system in humans ♣ identify the different types of teeth in humans and their simple functions ♣ construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>compare and group materials together, according to whether they are solids, liquids or gases ♣ 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) ♣ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>identify how sounds are made, associating some of them with something vibrating ♣ recognise that vibrations from sounds travel through a medium to the ear ♣ find patterns between the pitch of a sound and features of the object that produced it ♣ find patterns between the volume of a sound and the strength of the vibrations that produced it ♣ recognise that sounds get fainter as the distance from</p>	<p>identify common appliances that run on electricity ♣ construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ♣ 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 ♣ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a</p>	

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				the sound source increases.	simple series circuit ♣ recognise some common conductors and insulators, and associate metals with being good conductors	
<b>P.E</b>	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns	perform dances using a range of movement patterns Compare their performances with previous ones and demonstrate improvement to achieve their personal best.		use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	take part in outdoor and adventurous activity challenges both individually and within a team

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Please see separate RE newsletters for coverage of RE in each year group.

Please see separate overview for coverage of music and languages.