



Year 4 Key Skills: 'How can we re-discover the wonders of Ancient Egypt?'

<p>Geography</p> <ul style="list-style-type: none"> • Can they find the same place on a globe and in an atlas? • Can they use appropriate symbols to represent different physical features on a map? • Can they explain how a locality has changed over time with reference to human features? • Can they locate the Tropic of Cancer and the Tropic of Capricorn? 	<p>History</p> <ul style="list-style-type: none"> • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? • Can they explain how events from the past have helped shape our lives? • 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 give more than one reason to support an historical argument? • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? 		
<p>Computing</p> <ul style="list-style-type: none"> • Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience? • Can they insert sound recordings into a multimedia presentation? • Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder? 	<p>Design and Technology</p> <p>Use of Materials</p> <ul style="list-style-type: none"> • Mouldable materials • Can they use a range of advanced techniques to shape and mould? • Do they use finishing techniques, showing an awareness of audience? 	<p>Art and Design</p> <p>Drawing</p> <ul style="list-style-type: none"> • Can they begin to show facial expressions and body language in their sketches? • 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? • Can they explain why they have chosen specific materials to draw with? <p>3D</p> <ul style="list-style-type: none"> • Can they begin to sculpt clay and other mouldable materials? 	
<p>Science: Can they suggest improvements and predictions?</p> <ul style="list-style-type: none"> • Can they describe a range of sounds and explain how they are made? • Can they associate some sounds with something vibrating? • Can they compare sources of sound and explain how the sounds differ? • Can they explain how to change a sound (louder/softer)? • Can they recognise how vibrations from sound travel through a medium to the ear? • Can they find patterns between the pitch of a sound and features of the object that produce it? • Can they find patterns between the volume of the 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? • Can they explain how you could change the pitch of a sound? • Can they investigate how different materials can affect the pitch and volume of sounds? 		<p>PE</p> <p>Dance</p> <ul style="list-style-type: none"> • Can they take the lead when working with a partner or group? • Can they use dance to communicate an idea? • Can they work on their movements and refine them? • Is their dance clear and fluent? <p>Evaluating and Improving</p> <ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • Can they use their comparison to improve their work? 	<p>Music</p> <ul style="list-style-type: none"> • Can they perform a simple part rhythmically? • Can they explain the place of silence and say what effect it has?

