



## Year 4 Key Skills: 'Where would you choose to build a city?'

<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>• 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?</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Can they carry out a survey to discover features of cities and villages?</li> <li>• Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</li> <li>• Can they describe the main features of a well-known city?</li> <li>• Can they describe the main features of a village?</li> <li>• Can they describe the main physical differences between cities and villages?</li> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they find different views about an environmental issue? What is their view?</li> <li>• Can they suggest different ways that a locality could be changed and improved?</li> </ul>		
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Can they input data into a prepared database?</li> <li>• Can they sort and search a database to answer simple questions?</li> <li>• Do they recognise what a spread sheet is?</li> <li>• Can they use the terms 'cells', 'rows' and 'columns'?</li> <li>• Can they enter data, highlight it and make bar charts?</li> </ul>	<p><b>Design and Technology</b> <b>Cooking and nutrition</b></p> <ul style="list-style-type: none"> <li>• Do they know what to do to be hygienic and safe?</li> <li>• Have they thought what they can do to present their product in an interesting way?</li> </ul>	<p><b>Art and Design</b> <b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Can they begin to show facial expressions and body language in their sketches?</li> <li>• Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>• Can they show reflections?</li> <li>• Can they explain why they have chosen specific materials to draw with?</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>• Can they create all the colours they need?</li> <li>• Can they create mood in their paintings?</li> <li>• Do they successfully use shading to create mood and feeling?</li> <li>• Can they experiment with different styles which artists have used?</li> </ul>	
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Can they identify and name the basic parts of the digestive system in humans?</li> <li>• Can they describe the simple functions of the basic parts of the digestive system in humans?</li> <li>• Can they identify the simple function of different types of teeth in humans?</li> <li>• Can they compare the teeth of herbivores and carnivores?</li> <li>• Can they explain what a simple food chain shows?</li> <li>• Can they construct and interpret a variety of food chains, identifying producers, predators and prey?</li> <li>• Can they decide which information needs to be collected</li> </ul>		<p><b>PE Dance</b></p> <ul style="list-style-type: none"> <li>• Can they respond imaginatively to a range of stimuli related to character and narrative?</li> <li>• Do they use simple motifs and movement patterns to structure dance phrases on their own, with a partner and in a group?</li> <li>• Can they refine, repeat and remember dance phrases and dances?</li> <li>• Can they perform dances clearly and fluently?</li> <li>• Can they show sensitivity to the dance idea and the accompaniment?</li> <li>• Do they show a clear understanding of how to warm-up and cool-down safely?</li> <li>• Do they describe, interpret and evaluate dance, using appropriate language?</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Can they perform parts from memory?</li> <li>• Can they perform using notations?</li> <li>• Do they recognise that different forms of notation serve different purposes?</li> <li>• Can they refine and improve their work?</li> </ul>

<p>and decide which the best way to collect it is?</p> <ul style="list-style-type: none"><li>• Can they make measurements using different equipment and units of measure and record what they have found out in a range of ways?</li><li>• Can they identify differences, similarities or changes related to simple scientific ideas or processes?</li></ul>		
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