



# Old Dalby C of E Primary School

## End of year expectations

### Year 4

<p><b>History</b></p> <ul style="list-style-type: none"> <li>- Begin to compare and contrast different accounts of historical events and consider why they may differ</li> <li>- Suggest causes and consequences of some main events in world and national history</li> <li>- Begin to compare and contrast the national impact of different historical events and relate to present day life</li> <li>- Begin to identify changes over time and their causes</li> <li>- Use historical vocabulary to communicate chronology</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Monarch Impact Public figure Global Cause Witness Influence Reliable Similarity Accounts</p>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Use a range of resources to identify the physical and human features of a location</li> <li>- Recognise how land use in some areas has changed over time</li> <li>- Recognise topographical features and how these may change over time</li> <li>- On maps, globes and digital sources, recognise the equator, hemispheres, tropics, Arctic and Antarctic Circles</li> <li>- Using a range of sources, begin to recognise different environmental regions, major cities and features</li> <li>- Begin to recognise and use symbols, grid references and keys to identify features on different styles of map</li> <li>- 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.</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Locality Global Similarities Differences Observe Symbol Agriculture Impact Locate Hemisphere Tropic Grid reference Key</p>
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>- Set up simple practical enquiries, comparative and fair tests</li> <li>- Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units using a range of equipment including thermometers and data loggers</li> <li>- Gathering, recording, classifying and presenting data in a variety of ways to help answer questions</li> <li>- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>- Report on findings using a variety of methods as appropriate</li> <li>- Use results to draw simple conclusions, make predictions, evaluate own practice and raise further questions</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Observe Enquiry Compare Control Fair test Conclude</p>



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<ul style="list-style-type: none"> <li>- Identify differences, similarities, differences or changes related to simple scientific ideas and processes</li> <li>- Use straightforward scientific evidence to answer questions or to support their findings</li> </ul>	
<p><b>Art and design</b></p> <ul style="list-style-type: none"> <li>- Continue to develop a collection of observations</li> <li>- Refine evaluation of their own work</li> <li>- Begin to offer personal responses to famous works of art using appropriate vocabulary</li> <li>- Begin to explain personal choices about media</li> <li>- Begin to refine use of equipment to create effect in their work</li> <li>- Begin to use digital equipment where appropriate</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Architecture Symbolism Impact Compare Contrast Refine Expression</p>
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>- Independently detect and correct simple errors in simple algorithms and programs</li> <li>- Use search technologies with an awareness of how results are selected and ranked</li> <li>- Develop their understanding of how to write and debug programs, including solving problems by breaking them into smaller parts</li> <li>- Develop an understanding that the internet and other networks can provide multiple services, including communication and collaboration</li> <li>- Continue to use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>- Select and combine a variety of software on a range of devices to design and create programs of to present and evaluate information</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Safe Unsafe Private Appropriate Inappropriate Debug Reliable Global Respect Software Acceptable Conclude Evaluate Accurate</p>
<p><b>Design and technology</b></p> <ul style="list-style-type: none"> <li>- Use research to inform design criteria for functional products that are fit for purpose</li> <li>- Continue to communicate their design ideas through discussion, models and sketches with increasing accuracy</li> <li>- Continue to select from an increasing range of tools and equipment to perform practical tasks eg cutting, shaping, joining and finishing</li> <li>- With increasing discernment, select materials and components based on their functional characteristics and aesthetic qualities</li> <li>- Investigate and analyse a range of existing products and begin to relate to their own designs</li> <li>- Evaluate their own products against the design criteria and suggest improvements, listen to the opinions of others and begin to offer opinions on theirs</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Criteria Model Research Justify Characteristics Appearance Compare Evaluation Conclude Reinforce Mechanism Reference Improve</p>



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<ul style="list-style-type: none"> <li>- Continue to identify key events in and individuals in design and technology who have shaped the world</li> <li>- Use their own experiences to apply their understanding of how to strengthen, stiffen and reinforce increasingly complex structures</li> <li>- Use mechanisms in their products</li> </ul>	
<p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Begin to play a tuned musical instrument in a large ensemble</li> <li>- Sing in solo and ensemble context with increasing control, fluency and expression</li> <li>- Improvise and begin to compose music for a range of purposes, with consideration of the inter-related dimensions of music</li> <li>- Listen to and begin to communicate personal responses in response to high quality live and recorded music from a range of sources, countries, musicians and composers</li> <li>- Begin to understand staff and other musical notations</li> <li>- Listen to and recall sounds with increasing accuracy and attention to detail</li> <li>- Develop an understanding of the history of music</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Tuned Control Fluency Compose Composer Reflection Response Global Notes Characteristics Improvisation</p>
<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>- Continue to recognise the symbols, places of worship, books and practices of an increasing number of religions</li> <li>- Begin to discuss the roles of different figures within a religious community</li> <li>- Begin to recognise some religious symbolism in art</li> <li>- Begin to ask questions without concrete answers, pose possible answers depending on religion and faith</li> <li>- Begin to recognise their own values and moral compass</li> <li>- Discuss how they are able to reflect the school values and how these affect their actions</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Conscience Influence Symbolism Communities Acts of worship Value</p>
<p><b>SRE and Values</b> <b>Kind Hearts</b></p> <ul style="list-style-type: none"> <li>- Understand the importance of daily exercise, good nutrition and sufficient sleep</li> <li>- Be able to articulate how they are feeling, using appropriate language to talk about their bodies, health and emotions</li> <li>- Judge whether how they are feeling and behaving is appropriate and proportionate in different situations</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Emotional Reaction Judgement Inclusive Value Difference Similarity Unsafe Safe Acceptable</p>



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<p><b>Open Minds</b></p> <ul style="list-style-type: none"> <li>- Can recognise when other children are not being included and how they can be inclusive themselves (F)</li> <li>- Recognise and value the strength of others (S)</li> </ul> <p><b>Courageous Spirits</b></p> <ul style="list-style-type: none"> <li>- Showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>- Work towards long term rewards and continue despite setbacks</li> <li>- Can recognise the benefits of pushing themselves out of their comfort zones to exceed their personal goals (C)</li> </ul>	<p>Unacceptable</p> <p><b>EYFS, Key Stage 1 vocab and:</b></p> <p>Optimism Inclusiveness Initiative Integrity Good humour Empathy Courageous advocates</p>
<p><b>PE</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>- Confidently improvises with a partner or on their own.</li> <li>- Beginning to create longer dance sequences in a larger group.</li> <li>- Demonstrating precision and some control in response to stimuli.</li> <li>- Beginning to vary dynamics and develop actions and motifs.</li> <li>- Demonstrates rhythm and spatial awareness.</li> <li>- Modifies parts of a sequence as a result of self-evaluation.</li> <li>- Uses simple dance vocabulary to compare and improve work</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>- Links skills with control, technique, co-ordination and fluency.</li> <li>- Understands composition by performing more complex sequences.</li> <li>- Beginning to use gym vocabulary to describe how to improve and refine performances.</li> <li>- Develops strength, technique and flexibility throughout performances.</li> <li>- Creates sequences using various body shapes and equipment.</li> <li>- Combines equipment with movement to create sequences.</li> <li>- To continue to follow and master keystone 2 floor, body and vault.</li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>- Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>- Shows confidence in using ball skills in various ways, and can link these together.</li> <li>- <i>e.g. dribbling, bouncing, kicking</i></li> <li>- Uses skills with co-ordination, control and fluency.</li> <li>- Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>- Can create their own games using knowledge and skills.</li> </ul>	<p><b>Key Vocabulary</b></p> <p>Possession Right angle Vision Competition Creative Navigate Map Control markers Front crawl Backstroke Breaststroke Problem solving Bowling Power Challenging Goggles Scull Mushroom float Star float Depth</p>



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- Works well in a group to develop various games.
- Compares and comments on skills to support creation of new games.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply basic skills for attacking and defending.
- Uses running, jumping, throwing and catching in isolation and combination.

#### **Athletics**

- Beginning to build a variety of running techniques and use with confidence.
- Can perform a running jump with more than one component.
- *e.g. hop skip jump (triple jump)*
- Demonstrates accuracy in throwing and catching activities.
- Describes good athletic performance using correct vocabulary.
- Can use equipment safely and with good control.

#### **Outdoor Adventurous Activities**

- Develops strong listening skills.
- Uses simple maps.
- Beginning to think activities through and problem solve.
- Choose and apply strategies to solve problems with support.
- Discuss and work with others in a group.
- Demonstrates an understanding of how to stay safe.

#### **Swimming**

- Swims competently, confidently and proficiently over a distance of at least 25 metres
- Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- Performs safe self-rescue in different water-based situations.

#### **Evaluation**

- Watches and describes performances accurately.
- Beginning to think about how they can improve their own work.
- Work with a partner or small group to improve their skills.
- Make suggestions on how to improve their work, commenting on similarities and differences.

#### **Healthy Lifestyles**

- Can describe the effect exercise has on the body
- Can explain the importance of exercise and a healthy lifestyle.
- Understands the need to warm up and cool down.



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<b>Languages</b>	<b>Key Vocabulary</b>
<ul style="list-style-type: none"><li>- Listen attentively to simple spoken language, begin to join in and respond</li><li>- Continue to use songs and rhymes to explore the spelling, sound and meaning of words</li><li>- Begin to speak in sentences using familiar vocabulary and basic language structures</li><li>- Continue to develop accurate pronunciation</li><li>- Begin to read carefully and begin to show an understanding of words, phrases and simple writing</li><li>- Continue to broaden their vocabulary and begin to develop methods to understand new words that are introduced eg through using a dictionary</li><li>- Begin to describe people, places, things and actions orally and in writing</li><li>- Begin to understand very simple grammar conventions</li></ul>	Noun Rhythm Verb Adjective Pronunciation Translate Question Conversation Response Pattern Expression Masculine Feminine