

**Skills by Topic**

**Year 4 Autumn 2019**

**Living each day as one happy and Holy Family**

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| **Topic** | **Crazy World of Chocolate** |
| **Key texts**  | **Charlie and the Chocolate Factory by Roald Dahl** |

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| **Foundation Subject**  | **Key Skills Developed** |
| **History** | Hi23 Ask and answer a variety of perceptive historical questions Hi26 Identify how significant events, developments or individuals and groups have influenced their locality, the UK and beyond in the recent and distant pastHi28 Place events, people and changes into correct periods of time on a timeline Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC Hi31 Communicate knowledge and understanding in a variety of ways  |
| **Art** | **Ar49 Drawing Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media****Ar50 Painting Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks****Ar54 Find out about artists, architects and designers****Ar55 Drawing Use research to inspire drawings from memory and imagination****Ar56 Drawing Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary****Ar62 Painting Use more specific colour language e.g. tint, tone, shade, hue.** **Ar63 Painting Plan and create different effects and textures with paint** |
| **DT** | **Dt30 Evaluate work, adapting and improving through the views of others to improve their work** **Dt31 Communicate design ideas in different ways e.g.discussion, annotated sketches, cross-sectional diagrams and prototypes****Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities** **Dt33 Join and combine materials and components accurately in temporary and permanent ways** |
| **DRAMA** | **Dr24 Explore vocabulary and movement and then select appropriately to match the person, place and time required by a story or situation** **Dr25 Observe and suggest improvements to their own and others’ work** **Dr26 Perform sustained improvisations for a given purpose, experimenting with voice, gesture, costumes and staging****Dr27 Communicate their work as part of a group, learning lines and sharing the different functions needed to present the play e.g. making and using props effectively, creating sound effects or operating simple lighting effects** |
| **COMPUTING/ICT**  | C4 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systemsC5 Solve problems by decomposing them into smaller parts C6 Use sequence, selection, and repetition in programsC7 Work with variables and various forms of input and output C9 Understand computer networks including the internet, recognising how they can provide multiple services, such as the world-wide web Ict18 Save and use stored information to follow lines of enquiry Ict20 Identify the opportunities computer networks offer for communication and collaborationIct22 Use key words to search for and select appropriate information from the internet and other digital sourcesIct23 Capture, record and analyse data using sensors in order to support observations and investigationsIct25 Use a variety of ICT tools to create, refine and present work in a variety of waysIct27 Use ICT safely and appreciate the need to keep electronic data secure Ict28 Use features of layout, presentation and organisation in print and on screenIct29 Use editing skills for visual effects |
| **GEOGRAPHY** | Ge33 Ask and respond to geographical questions and offer their own ideas Ge34 Explore places with different climate zones and compare and describe how climate affects living thingsGe37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales |
| **PE****TO BE DELETED AS NECESSARY** |  DANCE Da22 Explore a range of actions, movements, space and relationships and how to create simple motifs and compose simple dances Da23 Observe, evaluate and suggest how dance performances can be improved Da24 Use the stimulus of a character profile or text to develop a creative dance phrase Da25 Create longer and more complex dance phrases using different compositional ideas Da26 Devise and perform own warm-up and cool down activities Da27 Respond imaginatively, through movement and gesture, to a given stimulus Da28 Work independently, in pairs and small groups Da29 Learn, practice, refine and perform dance phrases with physical control, expression, rhythmic timing, musicality and an awareness of other performers GAMES Ga22 Change pace, length and direction to outwit their opponent Ga23 Choose and use a range of ball skills with a good degree of accuracy Ga24 Use a variety of techniques and tactics to attack, keep possession and score Ga25 Appreciate that rules need to be consistent and fair, using this knowledge to create rules and teach them to others Ga26 Understand how strength, stamina and control can be improved by playing games Ga27 Identify good performances and suggest ideas for practices that will improve their play ATHLETICS Aa19 Show some control when using a range of basic running, jumping and throwing actions Aa20 Perform a range of jumps showing contrasting techniques and sometimes using a short run up Aa21 Throw with some accuracy and power into a target area Aa22 Work in cooperative groups to use different techniques, speeds and effort to meet challenges Aa23 Relate different athletic activities to changes in heart rate, breathing and temperature Aa24 Identify and describe different aspects of athletic styles and use to improve own performance GYMNASTICS Gy18 Perform a range of gymnastic actions with increased consistency and fluency Gy19 Work with a partner to show similar and contrasting actions on the floor and apparatus Gy20 Combine actions and show clarity of shape in longer sequences, alone or with a partner Gy21 Develop flexibility, strength, technique, control and balance Gy22 Describe their own and others’ work, making simple judgements about the quality of performances and suggesting ways they could be improved  |
| **MUSIC****TO BE DELETED AS NECESSARY** | Mu30 Explore and extend the ways sounds can be combined and used expressively to convey mood and emotion Mu31 Improvise simple tunes based on the pentatonic scale Mu32 Compose and perform simple melodies recognising different musical elements and how they can be used together to compose musicMu33 Explore, recall and plan sounds using symbols and ICTMu34 Combine several layers of sound, observing the combined effect Mu35 Listen carefully, recognise and use repeated patterns and increase aural memoryMu36 Internalise sounds by singing parts of a song ‘in their heads’ and attempt to play simple melodic phrases by ear Mu37 Perform with awareness of different parts that others are playing or singing |