

## Year Four Autumn Term 2019 – Parental Overview of Learning Objectives

### Science:

#### States of Matter and the Water Cycle

To compare and group materials together, according to whether they are solids, liquids or gases.  
To 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).  
To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

To ask relevant questions and use fair tests to answer them  
To set up simple fair tests  
To make systematic and careful observations and take accurate measurements using standard units,  
To record findings using simple scientific language, bar charts and tables  
To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

### PSHE:

To know why I might need money in the future.  
To begin to understand that managing money is complex and if I need help there are people who can help me.  
To understand that if you don't have enough money you can borrow but you have to pay it back.  
I know what charities are for and how they can help others.

I have a greater understanding of the "environment" and see how this applies to both local and global communities  
I am aware of a range of different environment concerns, both locally and globally  
I am able to research, discuss and debate issues related to the environment.

### French

To know where French is spoken.  
To know and recall numbers to 50 in French.

### R.E

To understand the Skih belief in one God.  
To understand Sikh beliefs of Sewa and Kirat Karna.  
To know that Sikhs believe they should work hard and earn an honest living.  
To understand how and why Jesus is depicted as light of the world.

### Geography

To name and locate the world's continents and oceans.  
To find and locate points of interest on a UK map using an atlas.  
To investigate maps of our school and use a compass to orientate a map.  
To study maps to create a map of my school.

### PE:

I can persevere with a task and improve my performance through regular practice.  
I cope well and react positively when things become difficult.  
I have begun to challenge myself.  
I ask for help when appropriate.

To choose actions, body shapes and balances from a wider range of themes and ideas.  
To use basic set criteria to make simple judgements about performance and suggest ways they could be improved.

### Computing

I understand how to use the internet safely and know what to do when there is a problem.  
I can create my own music, including a rhythm and melody, using a computer program.  
I can upload and edit music and sound, including combining different samples.

### Art

To weave materials to create own Tudor Rose.  
To apply taught skills to draw a portrait of Henry VIII or one of his wives.  
To experiment making dark and light with chalk and pastels to create skin tones.

### History

To describe and recall historical events.  
To understand the significance of the Tudor Rose.  
To sequence historical events in chronological order.  
To identify the features of Tudor houses.

### Design Technology

Choose tools and equipment which are appropriate for the task.  
Combine a number of components together in different ways.  
Use glue guns (with close supervision).  
To evaluate my Tudor house.



### Music:

To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.  
To sing with a developing understanding of expression and dynamics.  
To perform simple rhythmic and melodic patterns on a variety of percussion instruments.  
To sing rounds (canons) and partner songs, maintaining own part with some support.  
To sing songs with a simple ostinato part.