

Key Skills Assessment Criteria

Year 4



	Drawing and Painting	3D Work and Collage	Printing	Textiles
Art	Is happy to experiment with line, tone and shade Explores the effect on paint of adding water, glue, sand, sawdust	Shows an awareness of texture, form and shape by recreating an image in 3D form	Explores colour mixing through printing, using two colours and a variety of materials Print with two colour overlays Uses printing to represent the natural environment	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist

	Information Technology	Computer Science	Digital Literacy
Computing	Choose a variety of software to accomplish a set task. Select, use and combine internet services. Analyse and evaluate the information I find. Collect and present data.	Design and create a simple program that completes a given task (simulating a physical system – interactive toy) Detect and fix bugs my programs to ensure they complete a given task. Use repetition in programs. Understand how search engines order their results. Understand that computer networks can provide services such as the world wide web and file sharing.	Recognise acceptable and unacceptable behaviour online. Identify a range of ways to report unacceptable behaviour. Use the internet to communicate. (email, video conferencing, blogs, forums) Skim read and sift information to check its relevance and modify search strategies Understand that the information they use needs to be appropriate for the audience they are writing for, e.g. copying and pasting difficult language Recognise that anyone can author on the internet and sometimes authors can produce content which is offensive, rude and upsetting and to follow school rules if anything is found

	Design	Make	Evaluating / Technical Knowledge	Cooking and Nutrition
Design Technology	How to generate ideas, considering the purposes for which they are designing To make labelled drawings from different views showing specific features To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails To evaluate products and identify criteria that can be used for their own designs	To select appropriate tools and techniques for making their product To measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques To join and combine materials and components accurately in temporary and permanent ways To sew using a range of different stitches, to weave and knit To measure, tape or pin, cut and join fabric with some accuracy	To evaluate their work both during and at the end of the assignment To evaluate their products carrying out appropriate tests To know when and where bridges were designed and made Begin to look at inventors and their work	That to be active and healthy, food and drink are needed to provide energy for the body To apply the rules for basic food hygiene and other safe practices, e.g. hazards relating to the use of ovens To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Geography	<p>Know about the local area and begin to appreciate the importance of wider geographical location in understanding places</p> <p>Begin to describe and compare features of different locations and offer explanations for the locations of some of those features</p>	<p>Be aware that different places may have both similar and different characteristics</p>	<p>Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments</p> <p>Recognise how people try to improve and preserve environments in the U.K.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, four-figure grid reference</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
History	<p>Place events from the time studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BCE/AD.</p>	<p>Identify key features and events.</p> <p>Explain some of the main events and give reasons for, and results of the changes.</p> <p>Understand some historical concepts.</p>	<p>Identify different examples of types of sources and can make deductions from them that go beyond simple observation.</p> <p>Ask relevant questions and begin to find answers to historical questions.</p> <p>Understand that aspects of the past have been represented and interpreted in different ways.</p>	<p>Use historical language to communicate ideas.</p> <p>Display findings in a variety of ways.</p>

	Listening	Performing	Composing
Music	<p>Identify the tempo and Dynamics using musical vocabulary. (Presto, Lento, moderato)</p> <p>Identify instruments by sound.</p> <p>Describe mental images produced by music</p>	<p>Perform repeating patterns on tuned & untuned percussion.</p> <p>Accurately play correct notes on tuned instruments.</p> <p>Sing with expression</p>	<p>Choose patterns of notes to play.</p> <p>Enhance performances by choosing appropriate dynamics.</p> <p>Start to comprehend notation (stave position =pitch), Crotchet, Minim, quaver pairs.</p>

	Games	Dance	Gymnastics	Athletics	Swimming
PE	<p>Keep a game going using a range of different ways of throwing</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>Use a range of skills with increasing control</p> <p>Effectively play a competitive net / wall game</p> <p>Keep and use rules they are given</p> <p>Try to make things difficult for their opponent by directing the ball to space, at different speeds and height</p>	<p>Explore and create characters and narratives</p> <p>Create motifs</p> <p>Describe the need to warm up</p> <p>Evaluate their own performance and comment on improvements</p>	<p>Develop a range of actions, body shapes and include a performance</p> <p>Create gymnastic sequences that meet a theme or set of objectives</p> <p>Describe how their body reacts to different situations</p> <p>Make simple judgments on their own and others work</p> <p>Suggest ways performance can be improved</p>	<p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing</p> <p>Show controlled movements and body actions in response to specific instructions</p> <p>Can demonstrate agility and speed</p> <p>Jump for height and distance with control and balance</p> <p>Throw with speed and power and apply appropriate force</p>	<p>Consolidate and develop the quality of their skills e.g. front crawl, back crawl, breaststroke, floating, and survival skills</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges</p> <p>Perform self-rescue in different water-based situations</p> <p>Describe and evaluate the quality of swimming and recognise what needs improving</p>

Language Skills	
Languages	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and conjugation of high- frequency verbs: key features and patterns of the language; how to apply these? For instance, to build sentences: and how these differ from or are similar to English.</p>

		Working Scientifically	Geology, Mixtures & Separation
Science		<p>Can take accurate measurement using standard units.</p> <p>Can gather data to answer a question.</p> <p>Can record data to answer a question.</p> <p>Can report findings using simple scientific language.</p> <p>Can report findings using drawings.</p> <p>Can report findings using labelled diagrams.</p> <p>Can report findings using a table.</p> <p>Can use results to draw a simple conclusion.</p> <p>Can take accurate and precise measurements using scientific equipment.</p> <p>Can take repeat measurements where appropriate.</p> <p>Can record data and results using diagrams with labels.</p> <p>Can record data and results using tables.</p> <p>Can record data and results using bar and line graphs.</p>	<p>Can compare different rocks based on their appearance and their physical properties.</p> <p>Can group different rocks based on their appearance and their physical properties.</p> <p>Can use a microscope to identify and classify rocks according to whether they are made of grains or crystals.</p> <p>Can describe how fossils are formed.</p> <p>Can recognise that soils are made from rocks and organic matter.</p> <p>Can explore different soils and identify similarities and differences between them.</p> <p>Can use my knowledge of solids, liquids and gases to decide how to separate a mixture (including filtering, sieving and evaporating).</p> <p>Can demonstrate that dissolving is reversible.</p> <p>Can demonstrate that mixing is reversible.</p> <p>Can demonstrate that changes of state are reversible.</p> <p>Can explain that some changes result in the formation of a new material and that this kind of change is usually irreversible.</p>
		Working Scientifically	Electricity
Science		<p>Can ask relevant questions.</p> <p>Can conduct a scientific enquiry to answer my own questions.</p> <p>Can set up a simple scientific enquiry.</p> <p>Can make careful observations.</p> <p>Can take accurate measurement using standard units of measure.</p> <p>Can plan different types of scientific enquiries to answer questions.</p> <p>Can recognise and control variables.</p> <p>Can take accurate and precise measurements using scientific equipment.</p> <p>Can take repeat measurements where appropriate.</p>	<p>Can identify common appliances that run on electricity.</p> <p>Can name basic electrical components – cells, wires, bulbs, switches and buzzers.</p> <p>Recognises that a switch can be open or closed.</p> <p>Can identify whether or not a lamp will light, based on whether or not the lamp is part of a complete loop with a cell.</p> <p>Knows that a switch can control whether a lamp will light in a simple series circuit.</p> <p>Recognises some common conductors.</p> <p>Recognises some common insulators.</p> <p>Knows that metals are good conductors.</p> <p>Can draw a circuit using conventional circuit symbols.</p> <p>Can associate the brightness of a lamp and the volume of a buzzer with the voltage of cell used.</p> <p>Can associate the brightness of a lamp and the volume of a buzzer with the number of cells used.</p> <p>Can compare variations in how components function (brightness of bulbs, loudness of buzzers, on/off position of switches).</p> <p>Can give reasons for variations in how components function (brightness of bulbs, loudness of buzzers, on/off position of switches).</p> <p>Can use recognised symbols when representing a simple circuit on a diagram.</p> <p>Knows what precautions to take to work safely with electricity.</p>

	Working Scientifically	Environment, Ecology and Evolution
Science	<p>Can use results to draw a simple conclusion.</p> <p>Can use results to make a prediction for further values.</p> <p>Can identify difference, similarities and changes related to simple scientific ideas.</p> <p>Can use test results to make further predictions which will feed into further comparative and fair tests.</p> <p>Can report findings from an enquiry both orally and in writing.</p> <p>Can make a conclusion based on a test.</p> <p>Can explain results from an enquiry.</p> <p>Can identify a degree of trust within an enquiry.</p> <p>Can suggest improvements to be made to an investigation.</p>	<p>Knows that animals need the right types and amounts of nutrition.</p> <p>Knows that animals cannot make their own food.</p> <p>Can explore and use classification keys to group living things in the wider environment.</p> <p>Can explore and use classification keys to identify and name living things in their local environment.</p> <p>Knows that environments can change and that this can pose dangers to living things.</p> <p>Knows that living things have changed over time.</p> <p>Knows that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Knows that living things produce offspring, but normally offspring are not identical to their parents.</p> <p>Knows that animals are adapted to suit their environment in different ways.</p> <p>Knows that adaptation can lead to evolution.</p> <p>Can describe the difference in the life cycles of mammals, amphibians, insects and birds.</p> <p>Can describe the life process of reproduction in some animals.</p>