

**Year 4 Route Map**

**2021-22**

***Creative Arts Route Map***

Adapted from National Society for Education in Art and Design and Gareth Webb, School Support Consultant resources

|  |
| --- |
| **GENERATING IDEAS** |
| Selects and uses relevant resources and references to develop their ideas. |
| Draws purposefully to improve understanding, inform ideas and plan for an outcome. |
| **DEVELOPING, PLANNING AND COMMUNICATING IDEAS** |
| Generates ideas considering the purposes for which they are designing. |
| Makes labelled drawings from different perspectives showing specific features. |
| Develops a clear idea of what has to be done developing a clear plan including an idea of how to proceed if the first attempt fails. |
| Evaluates products to identify their own criteria to use in their designs. |
| **KNOWLEDGE AND UNDERSTANDING** |
| Describes some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied. |
| Demonstrates how tools they have chosen to work with, should be used effectively and with safety. |
| Uses shape and pattern to improve outcome in observational drawing. |
| **MAKING** |
| Investigates the nature and qualities of different materials and processes systematically. |
| Applies the technical skills they are learning to improve the quality of their work. |
| **WORKING WITH EQUIPMENT AND MATERIALS** |
| Selects appropriate tools and techniques for making their product. |
| Measures, marks, cuts, joins, combines and shapes a range of materials using appropriate tools, equipment and techniques. |
| Takes care of the equipment they have used. |
| **EVALUATING** |
| Regularly reflects upon their own work in order to look at their progress. |
| Uses comparisons with the work of others (pupils and artists) to identify how to improve. |

***Computing Route Map***

Adapted from Purple Mash resources

|  |
| --- |
| **DIGITAL CITIZENSHIP** |
| Uses the internet with an awareness of how to keep themselves safe |
| Relates key online safety messages |
| Explains how they can protect themselves online |
| **ALGORHITMS AND PROGRAMMING** |
| Explains what Object, Action, Output Control and Event are |
| Creates ‘if / else’ statements |
| Understands what a variable is |
| Explains what steps to follow to debug a programme |
| Explains what a variable is when used in programming |
| Creates an algorithm modelling the sequence of a simple event |
| Manipulates graphics in the design view to achieve the desired look for the program |
| Uses and algorithm when making a simulation of an event on the computer |
| Follow simple Logo instructions |
| Creates Logo instructions to draw letters leading to 4 letter words |
| Predicts what shapes will be drawn from instructions |
| Uses the repeat function to create shapes |
| **PRESENTING IDEAS** |
| Decides on font size and type according to the purpose and audience of the text |
| Interprets a variety of information to build a story |
| Presents a story in a newspaper template |
| **QUESTIONNING AND SEARCHING** |
| Structures search queries to locate specific information |
| Answers and creates online quizzes |
| Analyses the contents of a web page for clues about the credibility of the information |
| **SPREADSHEETS** |
| Uses the number formatting tool |
| Adds a formula to a cell to automatically make a calculation in that cell |
| Uses a series of data in a spreadsheet to create a line graph |
| Allocates value to images and uses these to explore place value. |
| **CREATIVITY** |
| Understands animation as frames |
| Knows what the Onion Skin tool does to an animation |
| Use backgrounds and sounds to make more complex and imaginative animations |
| Know what stop motion animation is |

***English Route Map***

Adapted from Ros Wilson’s Standards for Reading and Writing Assessments and Cambridge University’s Oracy Skills Framework

|  |
| --- |
| **WRITING** |
| Is experimenting with ambitious vocabulary. |
| Organises ideas appropriately for both text type and reader. |
| Writing in different genre uses appropriate language. |
| Develops fiction in interesting and creative ways. |
| Uses full stops, capital letters, question marks, exclamation marks and apostrophes accurately. |
| Experiments with and uses mostly accurately commas including inverted commas. |
| Handwriting is joined and consistently well presented. |
| Uses words to show time and cause. |
| Uses expanded noun phrases. |
| Uses subordinating clauses. |
| Uses fronted adverbials. |
| Consistently writes in paragraphs. |
| Spells the large majority of Year 4 words accurately. |
| Knows what prepositions are and uses them appropriately. |
| **READING** |
| Reads with pace, fluency and expression. |
| Is beginning to distinguish between fact and opinion. |
| Reads a range of appropriate texts fluently and accurately. |
| Quotes directly from the text to answer questions. |
| Reads between the lines to infer meaning. |
| Talks about the author’s choice of language and its effect on the reader. |
| Locates information quickly and effectively from a range of sources. |
| Infers meaning and uses inference and deduction skills to discuss messages, mood, feelings and attitudes. |
| Describes how an author builds character through dialogue, action and description. |
| Understands that figurative language creates images. |
| Discusses the work of some established authors. |
| **ORACY** |
| Recites a well-known poem. |
| Uses body to help delivery or show they are listening. |
| Uses humour to engage their audience. |
| Builds upon the viewpoints of others. |
| Gives reasons to support their views. |

***Humanities Route Map***

|  |
| --- |
| **HISTORY** |
| **CHRONOLOGY** |
| Places events on a timeline. |
| Uses BCE and AD. |
| **RANGE AND DEPTH OF KNOWLEDGE** |
| Uses evidence to think about what life might have been like in the time studied. |
| Identifies key events. |
| Looks for links in time studied. |
| Offers a reasonable explanation for some events. |
| **INTERPRETATION** |
| Uses all evidence available. |
| Begins to evaluate the usefulness of sources. |
| **ENQUIRY** |
| Uses evidence to build up a picture of the past. |
| Chooses relevant material. |
| Asks a variety of questions. |
| Undertakes some purposeful and independent research. |
| **GEOGRAPHY** |
| **LOCATIONAL KNOWLEDGE** |
| Locates areas of similar environmental regions e.g. desert, climate. |
| Locates and names the main cities and counties around Leicestershire. |
| **PLACE KNOWLEDGE** |
| Shows understanding of the similarities and differences through the study of human and physical geography of a region in the UK, in Europe and in Africa. |
| **UNDERSTANDING** |
| Uses language related to physical geography such as vegetation belt. |
| **SKILLS** |
| Uses the eight points of a compass. |
| Uses four figure grid references . |

PLEASE SEE KNOWLEDGE ORGANSIERS FOR KEY FACTS TO LEARN

***Year 4 Languages Route Map***

|  |
| --- |
| **SPANISH** |
| **KNOWS** |
| Information about several countries which speak Spanish |
| Numbers 1-20 |
| About ‘El Dia de los muertos’ in Mexico and ‘La Tomatina’ in Spain |
| About Christmas traditions in Spain |
| A Spanish tongue twister poem |
| About the artists Miró and Picasso |
| La cucaracha song |
| **CAN** |
| Ask and respond to a question about how they are feeling |
| Ask and respond to a question about age |
| Ask and respond to a question about siblings |
| Name family members |
| Name farm animals |
| Say what colour something is |
| Use colour, shape and size objectives to describe a picture |
| Describe monster faces including hair and eye colour |
| Follow simple commands related to body parts |
| Give simple opinions on fruit and vegetables |
| Say what their favourite ice-cream flavour is |
| Order an ice-cream in a café |

***Maths Route Map***

Adapted from White Rose Maths Resources

|  |
| --- |
| **KNOW** |
| Place value headings of ones, tens, hundreds and thousands |
| Know multiplication and associated division facts up to 12 x 12 |
| The % symbol |
| The first 12 square numbers |
| Percentage and decimal equivalents for ½, ¼, ¾ |
| 10mm = 1cm, 100cm = 1m, 1000m = 1km |
| 1000g = 1kg, 100cl = 1l, 1000ml = 1l |
| 60 seconds = 1 minute, 60 minutes = 1 hour |
| Adjacent time facts involving years, months, week, days, hours, minutes and seconds |
| 12- and 24-hour clock conversions |
| Definition of acute and obtuse angles |
| **DO** |
| Count in multiples of 6, 7, 9, 25 and 1000 |
| Round any number to the nearest 10, 100 or 1000 and round a number with one decimal place to the nearest whole number |
| Count backwards through zero to include negative numbers |
| Use column addition and subtraction with numbers up to four digits |
| Solve two step problems |
| Multiply two- and three-digit numbers by a one-digit number in a formal written layout |
| Use known and derived facts to multiply and divide mentally |
| Count up and down in hundredths |
| Write any number of tenths or hundredths as a decimal |
| Read Roman Numerals to 100 |
| Recognise and show in diagrams families of common equivalent fractions |
| Add and subtract fractions with the same denominator |
| Solve measure and money problems involving fractions and decimals |
| Convert between units of measure to solve problems |
| Find areas of rectilinear shapes by counting squares |
| Compare and classify geometric shapes |
| Identify lines of symmetry in 2D shapes presented in different orientations |
| Identify acute and obtuse angles |
| Use coordinates in the first quadrant to read and plot |
| Interpret and construct bar charts and time graphs |
| Identify lines of symmetry in 2D shapes |
| Use coordinates in the first quadrant |
| Interpret and construct bar charts and time graphs |

***Music Route Map***

|  |
| --- |
| **KNOWLEDGE** |
| Reading the treble or bass clef |
| Pentatonic, Pentacordal, Major and Minor Scales in sol-fa |
| Increased understanding of Metre – simple and compound time |
| Compositional devices (ostinato, pedal, inversion) |
| Increasingly complex rhythms including dotted rhythms |
| **SKILLS** |
| Plays trumpet or trombone in ensemble with good technique |
| Reads and writes music for trumpet or trombone |
| Follows a conductor and displays good ensemble skills |
| Plays a range of singing games and rhymes to reinforce understanding. |

***Year 4 PE Route Map***

|  |  |
| --- | --- |
| **PHYSICAL ME** | |
| Performs a variety of movements and skills with good body tension. Links actions together so that they flow in running jumping and throwing. | |
| **Games** | **Gymnastics** |
| Travels with a ball showing increasing control using both hands and feet. | Performs a range of rolls with control and accuracy.  Explores different combinations of apparatus to look at shape, balance and travel. Knows how to utilise equipment to enhance their movements. |
| Knows and uses a range of skills that allow them to keep hold of the ball, before passing to a member of their team. | Practices and refine an action or short sequence showing quality movement phrases, combining different actions for effect. Begins to perform with a partner or group. |
| Performs an advancing range of skills with accuracy and control, repeatedly in a range of situations.  Uses a range of different skills with increasing control and skill. |  |
| **Dance** | **Athletics** |
| Selects, uses and performs with co-ordination and fluency, responds and performs with a partner, demonstrating actions that link with fluency and accuracy. | Increases the distance when they are running, organising and preparing themselves, takes different roles within a running sequence.. |
| Uses a range of actions and begins to combine movement phrases and patterns. | Chooses which throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics. |
| **PERSONAL ME** | |
| Copes and reacts with a positive mindset when tasks become difficult. Perseveres with a task and improves their own performance with repeated practice. | |
| Is beginning to develop a longer and more varied movement phrase with smooth, planned links between actions. | |
| **SOCIAL ME** | |
| Cooperates well with others and gives helpful and kind feedback. Organises roles and guides a small group through a task. | |
| In small groups, makes up a game with simple rules.  Uses a range of learnt techniques to ensure fair play and know how to score goals and win the game.  Is beginning to respond within a small group of partnership, to speed and level. | |
| **COGNITIVE ME** | |
| Understands criteria to judge performance and identify specific areas that need improvement. Uses awareness of space and others to make good decisions. | |
| Uses a range of movement and dance phrases within different ways (unison, canon) with a partner or group. | |
| Chooses where they should position themselves to be a defender and an attacker.  Chooses the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful. | |
| **CREATIVE ME** | |
| Links actions and develops sequences of movements that express their own ideas. Changes tactics, rules or tasks to make them more fun or challenging. | |
| Is beginning to design their own movement phrases that respond to the stimuli or emotion. | |
| **HEALTHY ME** | |
| Describes the basic fitness components and explains how often and long they should exercise to be healthy. Record and monitor how hard they are working. | |

***PSHCE Route Map***

*Adapted from PSHE Association*

|  |
| --- |
| **HEALTH AND WELLBEING** |
| What makes a balanced lifestyle and how to make informed decisions about it |
| Good hygiene habits are important for everyone and can limit the spread of infection |
| How medicines, used responsibly, contribute to health |
| How to maintain good oral hygiene |
| How to seek support if worried about their health |
| Strategies and behaviours that support mental health |
| The importance of expressing feelings and strategies to respond to them |
| How change and loss (including death) can affect feelings and ways to deal with them |
| Identify external genitalia in males and females |
| How different hazards may cause harm and how to reduce the risk |
| The importance of keeping personal information private including online and how to react if worried |
| How to respond in an emergency situation and what information will be needed |
| Know about the risks and effects of legal drugs common in everyday life |
| **RELATIONSHIPS** |
| Know that there are different types of relationships |
| Know that caring relationships are a feature of positive family life and recognise other characteristics |
| Recognise and respect different types of family structure |
| Consider why friendship is important and how they can change over time |
| What to do if feeling lonely and how to resolve disputes positively and safely |
| The impact of bullying and hurtful behaviour |
| Consider why some people behave differently online |
| Think about when something should be kept confidential and how to recognise and act on pressure from others |
| How and why to respect similarities and difference between people |
| **LIVING IN THE WIDER WORLD** |
| That there is a relationship between rights and responsibilities |
| Think about the shared responsibility we have of caring for others |
| Consider what living in a community means |
| The different ways that you can pay for things |
| Recognise that people make spending decisions based on priorities, needs and wants |
| Recognise positive things about themselves and their achievement |
| Be able to set goals and achieve personal outcomes |

***Religious Education Route Map***

Standards for Primary Religious Education as recommended by Nottingham Roman Catholic Diocese

|  |
| --- |
| **KNOWLEDGE AND UNDERSTANDING** |
| Makes links between many religious stories and people they have shared/learnt about and beliefs. |
| Uses a developing religious vocabulary to give reasons for many religious actions & symbols. |
| Gives religious reasons for many actions by believers. |
| **LIVING FAITH** |
| Makes some links to show how feelings & beliefs affect their behaviour & that of others. |
| Compares most of their own & other people’s ideas about questions that are difficult to answer. |
| **SKILLS** |
| Expresses a point of view and give some reasons for it. |
| Makes a link to some sources that support a point of view. |
| Expresses a preference and give some reasons for it. |

***Science Route Map***

Adapted from ISEB resources

|  |
| --- |
| **PLANNING AND PREDICTING** |
| Recognises why it is important to collect data to answer questions. |
| Suggests questions that can be tested. |
| Puts forward ideas about testing and makes predictions. |
| With support, consider what constitutes a fair test . |
| **INVESTIGATING AND OBSERVING** |
| Makes relevant observations and comparisons. |
| Makes accurate measurements of temperature, time and force as well as measurements of length . |
| Begins to think about why measurements should be repeated. |
| With support, carries out a fair test recognising and explaining why it is fair. |
| **RECORDING, ANALYSING AND EVALUATING** |
| Explains what the evidence shows in a scientific way. |
| Articulates if the evidence supports the predictions. |
| Suggests improvements to their work. |
| **KNOWLEDGE** |
| Knows what the definition of a vertebrate is. |
| Knows what an amphibian is. |
| Knows how to use a branching key. |
| Knows that the environment changes naturally but is also changed by humans. |
| Knows that in the food chain there are producers and consumers. |
| Knows that food chains vary in length. |
| Knows the names for the four main types of teeth. |
| Knows the name of the three layers that teeth are made up of. |
| Knows the three states of matter. |
| Describes the particles in each state of matter. |
| Describes simple changes of state. |
| Simply describes the water cycle. |
| Knows that sound is caused by vibrations. |
| Knows that sound can travel. |
| Knows how we hear sound. |
| Knows that rocks can be formed in different ways and can name them. |
| Knows that there are different types of soil and can name them. |
| Knows things have changed over time. |
| Begins to describe how adaptation and lead to evolution. |