



Sheepscombe Primary School

Our Curriculum Key Performance Indicators

by Year group

Year 4

This document outlines the Key Performance Indicators (KPIs) in each subject area of the National Curriculum. For pupils to have achieved the **expected** standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including work produced, observations, discussion, performance and summative testing.

The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Sheepscombe School teaches through a Thematic curriculum. The Overview of the themes for each year can be accessed in a separate document. Teachers plan using a Termly Critical path that serves as a Medium Term Plan, where they ensure that children's interests are followed as well as ensuring there is full curriculum coverage over the course of the year or the Key Stage as outlined in the National Curriculum which can be accessed here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Due to being a small school with mixed age classes, some areas of learning may be taught on a rolling cycle where there is no cross over between year groups. Staff then use daily or weekly plans to support their teaching.

We follow the agreed syllabus for Gloucestershire for R.E which can be viewed here

<https://www.gloucester.anglican.org/category/education/re-syllabus/>

Year 4 Key Performance Indicators

	SCIENCE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Working Scientifically	Use scientific evidence to ask relevant questions, using different types of scientific enquiries to answer them						
	Set up simple practical enquiries, including comparative and fair tests						
	Make systematic, careful observations and take accurate measurements, using a range of equipment						
	Record and report findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables						
	Use results to draw simple conclusions; make predictions for new values, suggest improvements and raise further questions (Year 4 focus)						
Animals including Humans	Describe the simple functions of the basic parts of the digestive system in humans, including teeth						
	Construct and interpret a variety of food chains, identifying producers, predators and prey						
Electricity	Construct a simple series electrical circuit, identifying and naming its basic parts and their functions						
	Recognise some common conductors and insulators and associate metals with being good conductors						
Living Things and their Habitats	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment						
	Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things						
Sound	Identify how sounds are made, recognising that vibrations from sound travel through a medium to the ear						
	Find patterns in sound, including pitch and volume						
	Recognise that sounds get fainter as the distance from the sound source increases						
States of Matter	Compare and group materials together, according to whether they are solids, liquids or gases						
	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)						
	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature						

Year 4 Key Performance Indicators

Online Safety	Know that anything shared online can be seen by others and know ways to protect themselves from harm online							
Programming	Simplify a program and be able to keep testing it as they are putting it together							
Programming	Continue to debug programs recognising that they can be used to help solve problems in other areas of learning such as maths, science and design technology							
Multimedia	Use photos, video and sound to create atmosphere for different audiences							
Technology in our lives	Identify key words when searching for information online and be able to create hyperlinks to resources on the World Wide Web							
Handling Data	Organise data in different ways and to plan, create and search databases to answer questions							

	FRENCH	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Speaking & listening	Listen to and show understanding of short phrases (e.g. responding with an action)						
Speaking & listening	Listen to, show understanding of and join in with words in songs, rhymes or stories						
Speaking & listening	Ask and answer simple questions with a (rehearsed) response (e.g. How are you? <i>Ca va?</i>)						
Reading	Read aloud short sentences with accurate pronunciation (silent letter rules, in particular)						
Reading	Read carefully, with understanding , simple words, phrases and sentences						
Reading & writing	Use a bilingual dictionary to find the meaning of a specific word or its translation						
Reading & writing	Write and say a simple phrase or sentence to give information (e.g. describe people, places, things and actions) (e.g. colour, size – <i>un ballon bleu</i>)						
Reading & writing	Write words and simple phrases from memory with understandable accuracy (e.g. colours, animals, numbers or days)						
Grammar	Apply the gender rules for singular and plural indefinite articles (i.e. use <i>un/une</i> for masculine/feminine nouns – <i>un garçon, une fille</i>)						
Grammar	Demonstrate an understanding of the correct position of most adjectives (e.g. <i>ballon bleu</i> not <i>bleu ballon</i> , but <i>grand chapeau</i>)						

Year 4 Key Performance Indicators

	HISTORY	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Historical enquiry	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past						
Chronological understanding	Describe the main changes in a period in history						
Historical Interpretation	Look at different versions of the same event in history and identify differences and understand how people represent events or ideas in a way that persuades others						
Organisation and communication	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT						
Knowledge and understanding	Use evidence to describe what was important to people from the past and how this differs between the lives of rich and poor people						
Knowledge and understanding	Describe similarities and differences between people, events and artefacts studied						
Knowledge and understanding	Describe how some of the things I have studied from the past affect/influence life today						

	GEOGRAPHY	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Geographical enquiry and fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied						
Geographical enquiry and fieldwork	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world						
Geographical enquiry and fieldwork	Use ordnance survey maps, recognise symbols and read coordinates						
Locational knowledge	Locate the world's countries, using maps to focus on Europe and contrast with a region in the UK						
Locational knowledge	Locate countries and cities within the UK and identify human and physical characteristics						
Human and physical geography	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle						
Place knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country						

Year 4 Key Performance Indicators

	PE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Swimming	Swim 25 metres using strokes effectively (children unable to do this will be invited to attend a swimming course)						
Skills	Use running, jumping, throwing and catching with success in isolation and in combination						
Games	Play competitive games, modified where appropriate (e.g. cricket, football, hockey, rounders and tennis) and apply basic principles suitable for attacking and defending.						
Gym	Show flexibility, control and balance [for example, through gymnastics]						
Dance	Perform and create dance routines using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve a personal best						
Competition	Be able to communicate, collaborate and compete with each other						

	MUSIC	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Listening	Use musical language to appraise a piece of music						
	Describe different purposes of music in history/ other cultures						
Performing	Perform in a group and alone using voices and instruments. Sing in a round and in canon						
Composing	Develop an understanding of formal written notation, which includes minim and quavers						
	Improvise and compose music for a range of purposes using different musical elements, e.g. timbre, pitch, texture						
Responding and reviewing	Comment on different works and composers						
	Provide constructive feedback to others						

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	ART	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork						
Learning	Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied						
Techniques	Draw familiar objects with correct proportions						
Techniques	Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes						
Techniques	Use a variety of techniques e.g. marbling, silkscreen and cold-water paste						
Techniques	Print on fabrics using tie-dyes or batik						

	DT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cooking and nutrition	Understand what makes a healthy and balanced diet, and that different foods and drinks provide things the body needs to be healthy and active						
Cooking and nutrition	Read and follow recipes which involve several processes, skills and techniques						
Processes	Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience						
Processes	Consider how existing products and own finished products might be improved and how well they meet the needs of the intended user						
Processes	Apply techniques learnt to strengthen structures and explore my own ideas						
Processes	Create designs using exploded diagrams						

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