

Year 4 Autumn

Write Homework Project LIs at the top of their homework/feedback sheets to go into books.

	Autumn 1	Autumn 2
History	<ul style="list-style-type: none"> * I can use Primary and Secondary sources to identify ways the past is represented. * I can explain how several versions of an event may differ (<i>Jacques Cousteux</i>) 	
Geography	<p><u>Blue Abyss</u></p> <p>Biomes / Climate Zones / Water Cycle</p> <ul style="list-style-type: none"> • I can identify the location and significance of the Arctic and Antarctic Circle. • I can compare a region in the UK with a region in the Arctic or Antarctic Circle with significant differences and similarities. • I can describe and understand key aspects and processes of Physical geography, including: climate zones, biomes and water cycle. • I can begin to ask and answer questions about a place I've studied. 	<p><u>Locational Knowledge:</u></p> <p>>Counties and Cities in the UK</p> <p>>Arctic / Antarctic</p> <ul style="list-style-type: none"> • I can locate areas of similar environmental regions, either desert, rainforest or temperate regions on a world map. • Locate and name the main counties and cities in UK/around the place I'm studying. • I can use the eight points of a compass and 2 figure grid reference (maths co-ordinates). • I can observe, measure and record the Human and Physical features in the local area. • I can present my findings using a range of methods, with support e.g. sketch maps, plans and graphs.
Science	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> • I can compare and describe solids, gases and liquids • I can group materials by whether they are a solid, liquid or gas • I can observe how materials change state when heated 	<p><u>Living things and their habitats</u></p> <p>>Food chains - Animals including humans</p> <ul style="list-style-type: none"> • I can identify and describe a producer in a food chain • I can identify and describe a predator in a food chain • I can identify and describe prey in a food chain

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	<p>or cooled</p> <ul style="list-style-type: none">• I can use the terms evaporation and condensation when describing the water cycle	<ul style="list-style-type: none">• I can interpret a food chain• I can create my own food chain <hr/> <ul style="list-style-type: none">• I can group animals into vertebrates and invertebrates• I can group plants into categories such as flowering plants and non-flowering plants• I can use keys to identify living things in my local environment• I can recognise that environments change over time• I understand the impact humans have on my local environment• I can research and describe the positive human effects on an environment such as creating nature reserves• I can research and describe the negative human effects on an environment such as dropping litter and pollution
Coverage through other subjects:		
Resources:		