National Curriculum

End of Year Expectations:

Year Four

Inspire, Achieve, Flourish

Mowlem Primary School

This booklet provides information for parents and carers on the end of year expectations for learners in our school.

The expectations reflect the 2014 National Curriculum and the age expected standards for each year group.

If you have any queries about the content of this booklet or would like support in knowing how best to help your child, please talk to your children's year group staff.

A Year 4 Mathematician
Number
• I can recall all multiplication facts to 12 x 12.
• I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.
• I can count backwards through zero to include negative numbers.
• I can compare numbers with the same number of decimal places up to 2-decimal places.
• I can recognise and write decimal equivalents of any number of tenths or hundredths.
• I can add and subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction.
• I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths
• I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.
• I can solve two step addition and subtraction problems in context.
• I can solve problems involving multiplication

A Year 4 Mathematician
Measurement, geometry and statistics
• I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.
• I know that angles are measured in degrees and can identify acute and obtuse angles
• I can compare and order angles up to two right angles by size.
• I can measure and calculate the perimeter of a rectilinear figure in cm and m.
• I can read, write and convert between analogue and digital 12 and 24 hour times.
• I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

A Year 4 Speaker
• I ask questions to clarify or develop my understanding.
• I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
• I show that I understand the main point and the details in a discussion.
• I adapt what I am saying to the needs of the listener or audience (increasingly).
• I show that I know that language choices vary in different contexts.
• I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
• I can justify an answer by giving evidence.
• I use Standard English when it is required.
• I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

A Year 4 Reader
Word reading
• I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
• I can read further exception words, noting the unusual correspondences between spelling and sound.
• I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

A Year 4 Reader
Comprehension
• I know which books to select for specific purposes, especially in relation to science, geography and history learning.
• I can use a dictionary to check the meaning of unfamiliar words.
• I can discuss and record words and phrases that writers use to engage and impact on the reader.
• I can identify some of the literary conventions in different texts.
• I can identify the (simple) themes in texts.
• I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
• I can explain the meaning of words in context.
• I can ask relevant questions to improve my understanding of a text.
• I can infer meanings and begin to justify them with evidence from the text.
• I can predict what might happen from details stated and from the information I have deduced.
• I can identify where a writer has used precise word choices for effect to impact on the reader.
• I can identify some text type organisational features, for example, narrative, explanation and persuasion.
• I can retrieve information from non-fiction texts.
• I can build on others' ideas and opinions about a text in discussion.

A Year 4 Writer

Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

A Year 4 Writer

Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

A Year 4 Writer

Grammar and punctuation

Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

Punctuation

- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.

A Year 4 Scientist

Working scientifically (Y3 and Y4)

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

Living things and their habitats

- I can group living things in different ways.
- I can use classification keys to group, identify and name living things.
- I can create classification keys to group, identify and name living things (for others to use).
- I can describe how changes to an environment could endanger living things.

Animals, including humans

- I can identify and name the parts of the human digestive system.
- I can describe the functions of the organs in the human digestive system.
- I can identify and describe the different types of teeth in humans.
- I can describe the functions of different human teeth.
- I can use food chains to identify producers, predators and prey.
- I can construct food chains to identify producers, predators and prey.

States of matter

- I can group materials based on their state of matter (solid, liquid, gas).
- I can describe how some materials can change state.
- I can explore how materials change state.
- I can measure the temperature at which materials change state.
- I can describe the water cycle.
- I can explain the part played by evaporation and condensation in the water cycle.

Sound

- I can describe how sound is made.
- I can explain how sound travels from a source to our ears.
- I can explain the place of vibration in hearing.
- I can explore the correlation between pitch and the object producing a sound.
- I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.
- I can describe what happens to a sound as it travels away from its source.

Electricity

- I can identify and name appliances that require electricity to function.
- I can construct a series circuit.
- I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).
- I can draw a circuit diagram.
- I can predict and test whether a lamp will light within a circuit.
- I can describe the function of a switch in a circuit.
- I can describe the difference between a conductor and insulators; giving examples of each.