

Goldsworth Primary School

Year 4 End of Year Expectations



Reading

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- identifying themes and conventions in a wide range of books
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (including Guided Reading focus)
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

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Writing

Choose words or phrases to both engage the reader and support the purpose
 Include details to interest, persuade, explain and instruct
 Use precise vocabulary that is lively and imaginative showing an awareness of audience
 Familiar with a range of word classes including adverbs and prepositions
 More confident use of different types of sentences and related verb type (e.g. imperatives in commands)
 Use adverbial phrases and noun phrases to give clarity to the account
 Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
 Use and experiment with a range of punctuation, although not always accurately (e.g. brackets, semi-colon, colon and dash)
 In narrative use paragraphs for a change in action, settings and time
 In non-fiction use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion
 Can evaluate and edit by assessing the effectiveness of their own and others' writing and amending accordingly
 Planning ensures events are well paced in writing
 Characters developed through describing how they look, react, talk or behave
 Provide background information to create the context for the writing
 Adopt viewpoint through narrator comments on characters or events
 Beginning to use an appropriate style of writing (e.g. formal or informal)

Sentence

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)

Fronted adverbials [for example, *Later that day, I heard the bad news.*]

Text

Use of paragraphs to organise ideas around a theme

Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition

Punctuation

Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]

Apostrophes to mark **plural** possession [for example, *the girl's name, the girls' names*]

Use of commas after **fronted adverbials**

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Maths

NUMBER AND PLACE VALUE

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C)
- know that over time, the numeral system changed to include the concept of zero and place value

CALCULATION

- add and subtract numbers with up to 4 digits
- using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts
- decide which operations and methods to use and why.
- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally
- multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs
- understand commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding,
- use the distributive law to multiply two digit numbers by one digit
- solve integer scaling problems
- solve harder correspondence problems such as n objects are connected to m objects

FRACTIONS AND DECIMALS

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths;
- recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities,
- use fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $1/4$, $1/2$, $3/4$

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- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

MEASURES

- convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures
- estimate, compare and calculate different measures, including money in pounds and pence

GEOMETRY

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

STATISTICS

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

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Science

ANIMALS INCLUDING HUMANS

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

MATERIALS

- 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.

LIVING THINGS AND THEIR HABITATS

- recognise that living things can be grouped in a variety of ways
- 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 to living things

ELECTRICITY

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors.

SOUND

- To be able to recognise that sounds get fainter as the distance from the sound source increases.
- To be able to identify how sounds are made, associating some of them with something vibrating.
- To be able to recognise that vibrations from a sound travel through a medium to the ear.
- To be able to find patterns between the volume of a sound and the strength of the vibrations that produced it.
- To be able to find patterns between the pitch of a sound and features of the object that produced it.

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Computing

- Design programs that accomplish specific goals
- Design and create programs
- Debug programs that accomplish specific goals
- Use repetition in programs
- Control or simulate physical systems
- Use logical reasoning to detect and correct errors in programs
- Understand how computer networks can provide multiple services, such as the World Wide Web Appreciate how search results are selected
- Select a variety of software to accomplish given goals
- Select, use and combine internet services
- Analyse information
- Evaluate information
- Collect data
- Present data
- Understand the opportunities computer networks offer for communication Identify a range of ways to report concerns about content
- Recognise acceptable/unacceptable behaviour

History

- To know and understand how Britain has influenced the wider world.
- To know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires.
- Gain and deploy a historically- grounded understanding of the abstract term: empire.
- Understand the historical concept of cause and consequence. Frame historically-valid questions and create own structured accounts, including narratives and analyses.
- Understand the methods of historical enquiry including how evidence is used.
- Gain historical perspective by placing growing knowledge into different contexts, understanding the connections between national and international history and between military and social history.

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Geography

Location:

Name and locate counties and cities of the United Kingdom, geographical regions and identifying their globally significant human and physical characteristics e.g. key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of Greenwich Meridian and time zones (including day and night).

Human geography:

Investigate, understand and describe: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Understand how places change, reasons for similarities and differences, and the links between people and environments.

Geographical skills and fieldwork:

Ask and respond to geographical questions, make observations and use resources such as maps, atlases, globes, images and aerial photographs to inform conclusions.

Express opinions and recognise that these will not be shared by all.

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Art & Design

- use sketch books to collect, record and evaluate ideas
- improve mastery of techniques - digital media (computing link), textiles and collage
- learn about great artists, architects and designers

Design & Technology

- use research and criteria to develop products which are fit for purpose
- select from and use a wide range of materials - ingredients
- use annotated sketches and prototypes to explain ideas
- evaluate existing products and improve own work
- understand how key events and individuals have helped shape the world
- use electrical systems in products – series circuits, switches, bulbs, buzzers and motors
- understand seasonality, prepare and cook mainly savoury dishes

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PE

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate such as: badminton, basketball, cricket, football, hockey, netball, rounders and tennis
- Apply basic principles for attacking and defending
- Develop flexibility, strength, control and balance, for example through gymnastics and athletics
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- Complete Survival Level 1

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical
- play instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related
- understand dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Modern Foreign Languages

- describe people, places, things and actions orally and in writing
- appreciate stories, songs, poems and rhymes in the language
- read carefully and show understanding of words, phrases and simple writing
- present ideas and information orally to a range of audiences
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to