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*End of Year Expectations
for a Year Four Child*

Year Group Overview of Themes 2017-2018

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	What did the Romans do for us?	How do people survive natural disaster? (Volcanoes, Earthquakes, Tsunami)	Where have all the happy endings gone? (Lost Happy... Up)	Who were the warriors? (Anglo-Saxons & Vikings)	Why do you have to look after your teeth?	What is so amazing about Spain?
Main subject focus	History	Geography	Literacy	History	Science	Geography



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English

Being a reader

- I can use my understanding of root words, prefixes (including-, sub-, inter-, super-, anti-, auto-,) and suffixes (including -ation, -ous) to help me understand the meaning of new words.
- I can read and decode further exception words accurately, including words that do not follow spelling patterns.
- I can show that I enjoy reading a wide range of fiction, poetry, plays, non-fiction and reference books of textbooks.
- I can use a dictionary to check the meaning of words.
- I can check what I have read, and that I have understood it by telling someone else what happened.
- I can tell from what I have read how a character is feeling and thinking and why they carry out an action. I can show you the parts of the text that tell me this. I can predict what will happen, using details I have already read to help me.
- I can find and record information from non-fiction text over a wide range of subjects.
- I can ask questions about what I have read to help me understand what I have a complicated text.
- I can summarize what has happened in a text

Being a speaker

- I can ask questions to clarify or develop my understanding.
- I can sequence, develop and communicate ideas in an organized, logical way, using completed sentences.
- I show that I understand the main points and detail of a discussion.
- I adapt what I am saying to the needs of the listener or audience.
- I show that I know that language choices can verify context.
- I can present to an audience using appropriate intonation, controlling the tone and volume so the start message is clear.
- I can justify an answer by giving evidence.
- I can 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.

Being a writer

- I can use a varied vocabulary
- I can organize writing into paragraphs
- I can use simple organizational features (e.g. headings and sub-headings)
- I can create settings, characters and plot (uses some dialogue)
- I can extend sentences with more than one clause by using conjunctions & subordinate clauses
- I can use adjectives, adverbs, prepositions (including phrases) and conjunctions
- I can use the present perfect form of verbs (e.g. I have walked to school)
- I can choose nouns or pronouns appropriately
- I can use conjunctions, adverbs and prepositions
- I can use a range of determiners (words which come before a noun e.g. the, a, my, this, some)
- I can use fronted adverbials with commas
- I can use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural
- I can use and punctuates direct speech
- I can use commas after fronted adverbials
- I can use prefixes and suffixes and understands how to add them
- I can spell homophones (e.g. here and hear, break and brake)
- I can spell words that are often misspelt
- I can place the possessive apostrophe accurately in words with regular and irregular plurals
- I can develop using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when next to one another, are best left unjoined
- I can increase the quality of their handwriting
- I can join words and joins clauses using subordination (e.g. because, that, if when) and co-ordination (e.g. but, or, and)
- I can punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'
- I can use expanded noun phrases (gives extra detail about the noun)
- I can use tenses accurately
- I can use different sentence structures
- I can use direct speech
- I can use subordinate clauses
- uses adjectives, adverbs, prepositions (including phrases) and conjunctions



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A Year Four Child Mathematics

Addition Strategies

Column addition

$$\begin{array}{r} 367 \\ + 85 \\ \hline 452 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 4065 \\ + 8653 \\ \hline 12718 \\ \hline 1 \end{array}$$

Subtraction Strategies

Expanded column

$$\begin{array}{r} 680 \\ - 112 \\ \hline 568 \end{array}$$

680 → 600 → 60 → 8 = 668

Column subtraction

$$\begin{array}{r} 6141 \\ - 86 \\ \hline 6055 \end{array}$$

Multiplication Strategies

Grid multiplication

$$\begin{array}{r} \checkmark 79 \times 8 \\ \begin{array}{|c|c|c|} \hline \times & 70 & 9 \\ \hline 8 & 560 & 72 \\ \hline \end{array} \end{array}$$

$$\begin{array}{r} + 560 \\ + 72 \\ \hline 632 \end{array}$$

Division Strategies

Chunking

Key facts box

1x 3
2x 6
3x 18
10x 30

$$\begin{array}{r} 24 \\ 3 \overline{) 72} \\ \underline{-60} \quad 20x \\ \underline{-12} \quad 4x \\ \underline{0} \end{array}$$

Answer: 24

Being a 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 count in multiples of 6, 7, 9, 25 and 1000.
- I can count and compare numbers beyond 1000.
- I can compare numbers with the same number of decimal places up to 2 decimal places.
- I can round decimals using tenths to the nearest whole number.
- I can count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing by 10.
- I can recognize and write decimal equivalents of any number of tenths and hundredths.
- I can add and subtract with up to 4 decimal places using formal written methods of column 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 or hundredths.
- I can multiply 2 digit or 3 digit numbers by a 1 digit number using a formal written method.
- I can solve two step addition and subtraction problems in context using different methods and explain why I used them.
- I can solve problems involving multiplication.
- I can recognize and show, using diagrams, families of common equivalent fractions.

Being a mathematician

Measurement, geometry & statistics

- I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.
- I can identify lines of symmetry in 2D shapes presented in different orientations.
- 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 plot points I am given and draw sides to complete a polygon.
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can convert different units of measurement e.g. I can convert kilometers into meters and hours into minutes.
- I can read, write and convert between analogue and digital 12 and 24 hour times.
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- I can solve simple money and measure problems involving fractions, and decimals with up to two decimal places.

Being a Scientist

- I can group living things in a variety of ways and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- I can recognize that environments can change and that this can sometimes pose dangers to living things.
- I can describe simple functions of the basic parts of the digestive system in humans.
- I can identify the different types of teeth in humans and their functions.
- I can construct and interpret a variety of food chains, identifying producers, predators and prey.
- I can identify how sounds are made, associating some of them with something vibrating.
- I can recognize that vibrations from sounds travel through a medium to the ear.
- I can find patterns between the pitch of a sound and features of the object that produced it and find patterns between the volume and the strength of the vibrations that produced it.
- I can recognize that sounds get fainter as the distance from the sound source increases.
- I can identify common appliances that run on electricity.
- I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- I can 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.
- I can recognize that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- I can recognize some common conductors and insulators, and associate metals with being good conductors.



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Being a Geographer

- I can name and locate countries and cities of the UK (at least 8)
- I can locate the world's countries, using maps to focus of Europe (including the location of Russia) and North & South America.
- I can locate the Tropic Of Cancer and the Tropic of Capricorn.
- I can explain the differences between the British Isles, Great Britain and the UK.
- I can collect and accurately measure information (e.g. Rainfall, wind speed, temperature)
- I can explain why people may be attracted to live in cities.
- I can say why people may choose to live in one place rather than another. I can carry out research to discover features of villages, towns and cities.
- I can explain the term 'Fairtrade' and outline the process discussing trade links.
- I can use 4 figure co-ordinates to locate features on maps.
- I can create maps of small areas with labels and a title and put features in the correct place.
- I can use maps and diagrams from a range of publications e.g. Holiday brochures, leaflets, town plans.

Being an Historian

- I can plot significant events on a timeline using dates and more specialist historical terms.
- I can put my Tudor timeline into context in British history. I can compare my ancient Egypt timeline to aspects of British history (Bronze Age through to Iron Age) and make some links.
- I can describe some of the main events, people and aspects of their lives from the Tudor and the ancient Egyptian periods, including comparisons within periods as how the lives of wealthy people differ from the lives of poorer people.
- I can explain how an event from the past has shaped our lives today.
- I can ask my own specific questions and suggest which sources may help me find the answers. I can give a reason for their selection.
- I can research what it was like for children in a given period of history and compare it to my life today, thinking about similarities and differences.
- I can identify some different ways in which the same event or person may be represented and can give some reasons why different accounts/versions may exist.
- I am developing an understanding that our knowledge of the past is constructed from a range of sources and that ideas may change as new discoveries are made, just as our own ideas (preconceptions) may change as we find out more about the topic
- I can explain how our locality has changed over time and considered why it changed. What was it like for people? What was the impact?
- I can present my findings about the past using my speaking, drama, drawing, maths and ICT skills.
- I can produce structured writing which includes some historical terms, some chronological vocabulary and dates.

Being an Artist

- I can investigate and discuss painting, objects and things as starting points for my work.
- I can discuss my opinions about a piece of artwork, listening to the ideas and views of others, modelling correct vocabulary relating to line, shape, colour, pattern and texture.
- I can create different effects by using a variety of tools and techniques such as dots.
- I can choose specific colours to express mood and feelings (relationships).
- I can talk about primary, secondary, tertiary (mixture of primary and secondary colours) harmonious and complementary colours.
- I can discuss the skills required to produce and emulate a piece of art and decide which element an artist has used – drawing, painting, 3D work, collage, printing, textiles, and photography.
- I can explore line, tone and shade using different grades of pencil (HB-6B) and represent things seen, remembered or observed,
- I can interpret stimuli such as stories written in picture form e.g. Bayeux Tapestry, Aboriginal Art and Asafo flags.
- I can explain what is going on in a piece of art and consider a possible purpose or intention of the artist.



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Being a Computer User

- I can explain how to use email safely.
- I understand that the outcome of internet searches at home may be different than at school.
- I can make an accurate prediction and explain why I believe something will happen (programming).
- I can create/debug a program with a series of steps. I can give an on-screen robot specific instructions that take them from A to B (cargo bot)
- I can produce and upload a podcast.
- I can collect and present data.
- I recognize acceptable and unacceptable behavior using technology.
- I understand the need to keep personal information and passwords private.

Being a Linguist

- I can name and describe people.
- I can name and describe a place
- I can name and describe an object.
- I can have a short conversation – three of four things.
- I can give a response using a short phrase.
- I am starting to speak in sentences.
- I can read and understand a short passage.
- I can explain the main points in a short passage.
- I can read a passage independently.
- I am beginning to use a bilingual dictionary or glossary to build up new words.
- I am beginning to write phrases from memory.
- I am beginning to write 2-3 short sentences on a familiar topic.

Being a Designer

- I can use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- I can generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer aided design.
- I can select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing) accurately.
- I can select from and use a wider range of materials and components, including construction materials, and textiles according to their functional properties and aesthetic qualities.
- I can investigate and analyze a range of existing products.
- I can evaluate my ideas and products against design criteria and am beginning to take into account the views of others to improve my work.
- I understand how key events and individuals in design and technology have helped shape the world.
- I apply my understanding of how to strengthen, stiffen and reinforce more complex structures.
- I understand and use mechanical systems in my products (e.g. Gears, pulleys, cams, levers and linkages)
- I apply my understanding of computing to program, monitor and control my products.



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Being a musician

- I can sing songs from memory with accurate pitch.
- I can improvise using repeated patterns.
- I can play clear notes on instruments including the glockenspiel.
- I am beginning to understand and use staff notation.
- I can use notation to record compositions in a small group or on my own.
- I can explain why silence is often used.
- I can identify the character of a piece of music.
- I can identify and describe the different purposes of music.
- I am beginning to identify the style of work of Beethoven, Mozart and Elgar.
- I can improvise and compose music for a range of purposes using inter-related dimensions of music

PSE Themes

- Smoking
- Introducing first aid procedures
- Emergency services
- Drug awareness
- Keeping safe
- Respiration and circulation
- Rights and responsibilities

Being a reflective thinker

- I can identify the most important parts of Easter for Christians and say why they are important.
- I can identify differences and similarities in the way festivals are celebrated within and between religions.
- I can describe what happens in Christian, Jewish and Hindu ceremonies of commitment.
- I can suggest why the milestones of life are important to Christians, Hindus and Jewish people.
- I can describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about the aims and duties in life.
- I can give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.
- I can make connections between stories of temptation and why people find it difficult to be good.
- I can discuss my own and others ideas about how people decide right and wrong.

Games

- I can catch with one hand
- I can throw and catch accurately
- I can hit a ball accurately with control
- I can keep possession of the ball
- I can vary tactics and adapt skills depending upon what is happening in the game.

Gymnastics

- I can work in a controlled way.
- I can include change of speed and direction.
- I can include a range of shapes
- I can work with a partner to create, repeat and improve a sequence

Being a sportsman Dance

- I can take the lead when working with a partner or a group.
- I can dance to communicate and idea.

General

- I can run over a long distance
- I can sprint over a short distance
- I can throw in different ways
- I can jump in different ways

Outdoor and adventurous

- I can follow a map in a (more demanding) familiar context.
- I can follow a route within a time limit