

Year 4

Curriculum

Information for

Parents



Reading Targets

A Year 4 Reader

Word Reading

I can apply my 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.

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.

Exceeding Year 4 Expectations

I can locate and use information from a range of sources, both fiction and non-fiction.

I can compare fictional accounts in historical novels with the factual account.

I can appreciate the bias in persuasive writing, including articles and advertisements.

I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.

I can use inference and deduction to work out the characteristics of different people from a story.

I can compare the language in older texts with modern Standard English (*spelling, punctuation and vocabulary*).

I can skim, scan and organise non-fiction information under different headings.

I can refer to the text to support my predictions and opinions.

I can recognise complex sentences.

I can show awareness of the listener through the use of pauses, giving emphasis and keeping up an appropriate pace so as to entertain and maintain interest.

Writing Targets - A Year 4 Writer

Transcription

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.

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.

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 can use commas after fronted adverbials.

Exceeding Year 4 Expectations

I am prepared to carry out some research to find words that are particular to the event being written about.

I can check to see if there are any sentences that can be re-organised so as to give my writing a greater impact.

I can deliberately use short sentences to speed up action sequences.

I can use dialogue and reactions from other characters to make my character interesting.

I can recognise when a simile may generate more impact than a metaphor, and vice versa.

I can recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.

I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.

I know how to re-order sentences so that they create maximum effect.

I can vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural.

I can use commas or ellipses in order to create greater clarity and effect in my writing.

Targets in Spoken Language

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.

Exceeding Year 4 Expectations

I can prepare and deliver a talk to the class on an aspect of learning in science, history or geography.

I can present a strong argument in a formal debate on an issue, using the language and procedures of debating.

I can propose and discuss possible explanations and questions (e.g. re phenomena in science, history or geography) as a basis for planning an investigation with roles, activities and resources.

I can develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject.

I can listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing.

I can comment on the language used in the arguments presented in a debate.

I can take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement.

I can reflect on and evaluate my dramatic presentations and those of others.

I can explain the advantages and disadvantages of the formal rules of debating.

I show a good understanding of what has been said and can introduce new ideas that are valid.

Mathematics Targets - A Year 4 Mathematician

Number

I can recall all multiplication facts to 12×12 .

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.

Measurement and geometry

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.

Exceeding Year 4 Expectations

I can use tenths, hundredths and thousandths when comparing values and solving addition and subtraction problems.

I can round any number to 100,000 to the nearest 10, 100, 1,000 or 10,000.

I can relate tenths and hundredths to fractional values.

I can rapidly find the answer when multiplying and dividing a whole or decimal number by 10.

I can solve multi-step problems involving more than one of the operations.

I can work out simple percentage values of whole numbers, for example, as met in on-going learning in science, history and geography

I can compare and add fractions whose denominators are all multiples of the same number.

I can use a 24-hour timetable to find out times for journeys between various places.

I can use my knowledge of perimeter to work out the perimeter of large areas around school, using metres and centimetres.

I can collect my own data on a given project and present information in graphical formats of my choosing.

SCIENCE TARGETS - 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.

Biology

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.

Chemistry

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.

Physics

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.

Exceeding Year 4 Expectations

I can plan and carry out a scientific enquiry by controlling variables fairly and accurately.

I can use test results to make further predictions and set up further comparative tests.

I can record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models.

I can report findings from scientific enquiries through written explanations and conclusions.

I can explain how people, weather and the environment can affect living things.

I can group and classify a variety of materials according to the impact of temperature upon them.

I can relate temperature to the change of state of materials.

I can work out which metals can be used to connect across a gap in a circuit.