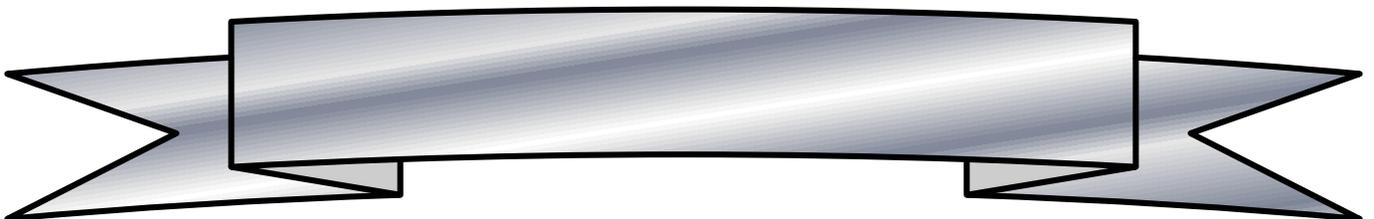


Marlborough Primary School

Achievement

Profile

Year 4



ENGLISH - Speaking and Listening

I can:

- Ask questions to clarify or develop understanding
- Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences
- Understand the main point and the details in a discussion
- Adapt speech to the needs of the listener or audience and use Standard English when it is required
- Present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear
- Justify an answer by giving evidence
- Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone

ENGLISH - Reading

I can:

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
- Select books for specific purposes, especially in relation to science, history and geography learning
- Use dictionaries to check the meaning of unfamiliar words
- Discuss and record words and phrases that writers use to engage and impact on the reader
- Recognise some of the literary conventions in text types covered
- Understand simple themes in books
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Explain the meaning of words in context
- Ask questions to improve understanding of a text
- Infer meanings and begin to justify them with evidence from the text
- Predict what might happen from details stated and deduced information
- Identify how the writer has used precise word choices for effect to impact on the reader
- Identify some text type organisational features, for example, narrative, explanation, persuasion
- Retrieve and record information from non-fiction
- Make connections with prior knowledge and experience
- Build on others' ideas and opinions about a text in discussion
- Explain why text types are organised in a certain way

ENGLISH - Writing

I can:

- Spell words with additional prefixes and suffixes and understand how to add them to root words. for example - ation, ous, ion, ian
- Recognise and spell additional homophones, for example - accept and except, whose and who's
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials, for example, 'Later that day, I went shopping.'
- Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

English - Next Steps in Learning

Mathematics - Number

I can:

- Recall all multiplication facts to 12 x 12
- Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number
- Count backwards through zero to include negative numbers
- Compare numbers with the same number of decimal places up to 2 decimal places
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Add and subtract with up to 4 using formal written methods of columnar addition and subtraction
- 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
- Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout
- Solve addition and subtraction two-step problems in context and solve problems involving multiplication and division
- Solve simple measures and money problems involving fractions and decimals to 2 decimal places

Mathematics - Measurement, Geometry and Statistics

I can:

- Explain that angles are measured in degrees and identify acute and obtuse angles and compare and order angles up to two right angles by size
- Measure and calculate the perimeter of a rectilinear figure in centimetres and metres
- Read, write and convert between analogue and digital 12 and 24 hour clocks
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs

Mathematics - Next Steps in Learning

Science - Working Scientifically

I can:

- Ask relevant scientific questions
- Use observations and knowledge to answer scientific questions
- Set up a simple enquiry to explore a scientific question and use fair test to compare two things
- Make careful and accurate observations, including the use of standard units
- Use equipment, including thermometers and data loggers to make measurements
- Use diagrams, keys, bar charts and tables; using scientific language
- Draw conclusions and suggest improvements
- Makes a prediction with a reason
- Identify differences, similarities and changes related to an enquiry

Science - Biology

I can:

- Group living things in different ways and use classification keys to group, identify and name living things
- Describe how changes to an environment could endanger living things
- Identify and name the parts of the human digestive system
- Describe the functions of different human teeth
- Use and construct food chains to identify producers, predators and prey

Science - Chemistry

I can:

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

Science - Physics

I can:

- Describe how sound is made and explain how sound travels from a source to our ears
- Explain the place of vibration in hearing and the correlation between pitch and the object producing a sound
- Describe what happens to a sound as it travels away from its source
- Construct and draw series circuit and identify and name the components e.g. cells, switches etc
- Describe the difference between a conductor and insulators; giving examples of each

Science - Next Steps in Learning

History

- I can:
- Plot events on a timeline using centuries
 - Use mathematical skills to round up time differences into centuries and decades
 - Explain how the lives of wealthy people were different from the lives of poorer people
 - Explain how historic items and artefacts can be used to help build up a picture of life in the past
 - Explain how an event from the past has shaped our life today
 - Research two versions of an event and explain how they differ
 - Research what it was like for children in a given period of history and present findings to an audience

Geography

- I can:
- Carry out research to discover features of villages, towns or cities
 - Collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc)
 - Explain why people may be attracted to live in cities and why people may choose to live in one place rather than another
 - Locate the Tropic of Cancer and Tropic of Capricorn
 - Explain the difference between the British Isles, Great Britain and the United Kingdom
 - Identify the countries that make up the European Union
 - Find at least six cities in the UK on a map
 - Name and locate some of the main islands that surround the United Kingdom

Computing

- I can:
- Experiment with variables to control models
 - Give an on-screen robot specific instructions that takes them from A to B
 - De-bug a program
 - Select and use software to accomplish given goals
 - Collect and present data
 - Produce and upload a pod cast
 - Recognise acceptable and unacceptable behaviour using technology

Art and Design

- I can:
- Show facial expressions and body language in sketches and paintings
 - Use line, tone, shape and colour to show texture and represent figure and forms in movement
 - Show reflections in my art
 - Print onto different materials using at least four colours
 - Sculpt clay and other mouldable materials
 - Integrate my digital images into art work
 - Experiment with the styles used by other artists
 - Evaluate products for both their purpose and appearance
 - Use accurate measurement when designing and making products
 - Persevere and adapt my work when my original ideas do not work
 - Be both hygienic and safe when using food

Music

- I can:
- Sing songs from memory with accurate pitch
 - Improvise using repeated patterns
 - Use notation to record and interpret sequences of pitches and to record compositions in a small groups
 - Describe the different purposes of music
 - Identify the style of work of different composers such as Beethoven, Mozart and Elgar

Physical Education

- I can:
- Throw, hit, shoot and catch balls accurately
 - Vary tactics and adapt skills depending on what is happening in a game including keeping possession
 - Include a range of body shapes in a sequence of movement
 - Work with a partner to create, repeat and improve a sequence with at least three phases
 - Use dance to communicate an idea
 - Run over a long distance, sprint over a short distance and jump in different ways.
 - Follow a route within a time limit

RE

- I can:
- Show understanding and respect for the beliefs of others
 - Share knowledge about key religious characters, festivals and events such as Diwali, Eid-ul-fitr Easter and Harvest