

Year 4

National Curriculum Overview
Age Related Expectations (ARE)

Parent Guide



Information for Parents/Carers

YEAR 4

National Curriculum Coverage & Age Related Expectations

Context and background:

The DfE revised and introduced a new National Curriculum in 2014 for maintained schools. The expectation being that it would be fully implemented by September 2015.

The Primary Curriculum is made up of the following twelve subjects:

Core subjects:

English – including reading, writing, grammar and spelling, phonics, spoken language

Maths

Science

Foundation Subjects:

Art & Design

Computing

Citizenship Education (CE or combined PSHCE)

Design & Technology

Geography

History

Languages (KS2)

Music

Physical Education (PE)

In addition,

RE

Personal Social Health and Economic Education (PSHE)

In England, all state funded schools must offer a curriculum which is 'balanced and broadly' based and which:

- promotes the spiritual, moral, cultural , mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All schools are required to make provision for a daily act of collective worship and must teach Religious Education (RE) to pupils at every Key Stage*.

*(Key Stage being defined as Key Stage One age 5-7 (Y1 & Y2) or Key Stage Two (Y3-Y6, age 7-11).

The full curriculum can be accessed via the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

The Programs of Study: The Learning Content

The National Curriculum sets out the subject content each Key Stage* for each year group, in Programs of Study (PoS). These are ‘the matters, skills and processes’ to be taught. Schools are free to organise their own curriculum and add additional content. Schools which are or have converted to Academy status, have greater flexibility regarding subject content and are not legally required to follow the National Curriculum, provided that a ‘balanced and broadly’ based curriculum is offered.

Roseacres Primary is an academy, sponsored by The Learning Partnership Trust (TLPT), and as such has greater freedom and flexibility to determine its own curriculum. The Trust has decided to fully implement the new National Curriculum, as the content for the national statutory tests (SATs), is derived from this. At Roseacres we will seek to provide engaging, motivating key themes or topics in order to deliver the subject content that will inspire the children to learn and make progress. The topics will be cross curricular and include varied opportunities for the children to learn in a variety of ways, including inside and outdoor learning, as well as involve other individuals or external agencies or class trips, where this is appropriate, and extends the learning.

The Programs of Study (PoS) and Assessment

These are set out in Age Related Expected statements (ARE) for each year group or as in the case of Year 3 and Year 4 as a lower key stage, spanning two years.

For assessment purposes we have purchased the ‘notasweknowit’ assessment tool which matches the National Curriculum Programs of Study ARE. These are written in more child friendly language that children can relate to and understand, such as ‘I can’ statements.

ARE ‘I can’ statements are used to identify what a child is able to do and identify any gaps in learning so that the teaching plans can be altered to meet the needs of the learners.

We record achievement against the ARE as: *B- below, B+ beginning; W- working within age related expectations; S- secure- at age related expectations, GD- greater depth above age related expectations.*

Greater depth (mastery), means that a child is very confident and able to use and apply the year group ‘matters, skills and processes’ in a range of different learning contexts, with ease, showing

expertise in the subject area. A child may achieve differently in different subjects. A child may also be working on ARE from a year group below, as they are not yet secure on those learning concepts. The key to successful learning and achievement is to scaffold learning, building upon what the child already knows and can do. New learning and challenge will then be introduced at an appropriate level that the child can access, so that they can build up their knowledge, skills and confidence in meaningful learning contexts. As a result, the teacher needs to know his/her pupils well and personalise the learning experience so that each learner is able to achieve and be successful.

Pupil Voice and Assessment

As a result of changes in assessment practice, it has become even more important to involve pupils in their own learning journey. Pupils need to develop the behaviours required to be successful learners, such as:

Resilience and perseverance- to be able to try, 'have a go' and to keep on doing so until they achieve success; to be able to learn from their mistakes and know that it is okay to make mistakes;

Reflect – upon their learning, link it back to the learning intention- what can I do now that I couldn't do before? Do I understand? What else do I need to know? Who can help me?

Responsible- making choices, being honest about the learning task, choosing a challenge that is right for them.

At Roseacres our staff will act as role models to demonstrate effective learning behaviours which will form the basis of the expectations of all pupils in all lessons. We will endeavour to encourage and support all children to: try their best, persevere, make mistakes and know that it is alright to, learn from their mistakes, be successful and celebrate achievement.

There are different ways children can be involved in assessing and reviewing their own learning. We will use a variety of strategies that will be appropriate to the age and stage of development of the pupils. For example, self- assessment, this may take the form of using a prepared list of success criteria and looking for evidence of this in the work just completed and ticking against each one, or writing a comment. A traffic light system may be used so the child is able to notify the teacher how they found the level of challenge, e.g. green- easy, orange- a bit hard/ a bit easy/ just right, red- hard/do not understand.

Peer assessment is also a useful tool which the children are introduced to and used as part of the review of learning. Pupils are given the opportunity of working with different partners to review learning together. In this instance the pupils may verbally and then write a 'star and a wish'. One aspect which they liked (a strength- linked back to the learning objective/ success criteria) and one area to improve.

A whole range of different assessment tools will be used by the teacher in order to ensure that the intended learning (ARE) are understood by the pupils and if not, the curriculum plans and teaching organisation, altered accordingly. As a result, the teacher's curriculum plan is a tool that will continually change, e.g. during the lesson, over the course of the week, or over the course of the teaching unit, in order to ensure that the learning is appropriate.

Marking code

This has been designed so that it is simple and clear, so the children understand how well they have done and what they need to improve further. This is age appropriate; verbal feedback is an important feature used in addition to the written codes and detailed comments, used help a child to improve and make more progress.

KS2 CODES FOR MARKING

'lo' - The learning objective (what the child is learning, key skills/ age related expectations)

Comments or additional marking by the teacher/LSA using a blue or black pen.

MATHS: correct answer a tick or incorrect a dot ●

All: Highlight 'tickled pink' to show achievement/success against the learning objective

- Highlighted green to show GAP/ MISCONCEPTION/ INSECURE/ NEXT STEP
- GREEN 'Try it bubble may be also used for CONSOLIDATION/ SECURING , EXTENSION
- Pupils respond to the next steps in pencil or pen.
- Pupil editing (improving work) or correcting work using a 'purple polishing pen



- Pupils can self or peer assess our work using: traffic lights/smiley faces



or **QFL**

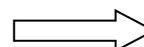
Teacher/LSA/other adult may use these symbols alongside a written comment:

WRITING: A star (positive)



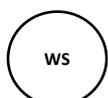
and

a wish ('even better if')



which may be used when marking extended writing. It may also be used for self and peer assessment.

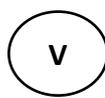
Other codes:



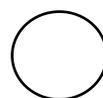
With support



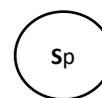
Independent work



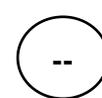
Verbal feedback



Self /Peer/other



Spelling



Underline

Year 4 Learning Expectations – by the end of the year

Set out below is a comprehensive list (taken from the assessment tool ‘notasweknowit’) for each subject breaking down the statements into each year group to make it more manageable. The learning is set out in simple ‘I can statements’ that the child will be able to understand and relate to. This information is there to guide and support you and your child in knowing what they are expected to achieve in each subject by the end of the academic year.

It is **not** designed to be a checklist or a homework exercise for you to teach your child. It is a tool and guide so that you are aware of what is being covered in class over the course of the year.

For some children they will be very confident learners and therefore will be able to use and apply their learning in a variety of contexts with increasing challenge. For other children they will need more time and practice before they have ‘got it!’ For children with specific learning needs or special needs additional provision will be made and the class teacher will meet separately to discuss appropriate learning goals so that you child.

ENGLISH:

Reading: 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.

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.

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.

The children also need to read on sight and learn to spell common and exception words that are listed in the National Curriculum Document.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Each year the information for the various assessments, including key, common and exception words will be passed onto the next class teacher so that they can continue to target learning appropriate to the needs of each child.

The Y1 and Y2 common exception words have been included in this booklet so that you can reinforce and continue to learn these, in addition to providing the Year 3 and Year 4 word list.

Year 1 Common Exception Words (to read AND spell)

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our

Year 2 Common Exception Words (to read AND spell)

floor	break	eye	path	parents	class
poor	steak	could	bath	Christmas	grass
because	pretty	should	hour	every	pass
find	beautiful	would	move	everybody	water
kind	after	who	prove	both	again
mind	fast	whole	improve	people	great
behind	last	any	sure	old	half
child	past	many	plant	cold	money
children	father	clothes	only	gold	Mr
wild	climb	busy	most	hold	Mrs
told					

Year 3 and Year 4 words to learn to read and spell

accident	busy	difficult	forwards	island
accidentally	business	disappear	fruit	knowledge
actual	calendar	early	grammar	
actually	caught	earth	group	
address	centre	eight	guard	
answer	century	eighth	guide	
appear	certain	enough	heard	
arrive	circle	exercise	heart	
although	complete	extreme	height	
believe	consider	experience	history	
bicycle	continue	experiment	imagine	
breath	decide	famous	increase	
breathe	describe	favourite	important	
build	different	February	interest	

MATHEMATICS: A Year 4 Mathematician

Number, place value, approximation and estimation/rounding

I can count in multiples of 6, 7, 9, 25 and 1,000.

I can order and compare numbers beyond 1,000.

I can find 1,000 more or less than a given number.

I recognise the place value of each digit in a 4-digit number.

I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.

I can identify, represent and estimate numbers using different representations.

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

I can count backwards through zero to include negative numbers.

I can solve number and practical problems with the above (involving increasingly large numbers).

Calculations

I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.

I can estimate and use inverse operations to check answers in a calculation.

I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.

I can recall multiplication and division facts up to 12×12 .

I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

I recognise and use factor pairs and commutativity in mental calculations.

I can multiply 2-digit numbers by a 1-digit number using formal written layout.

I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions, decimals and percentages

I can count up and down in hundredths.

I recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.

I recognise and show using diagrams, families of common equivalent fractions.

I can add and subtract fractions within the same denominator.

I recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.

I recognise and write decimal equivalents of any number of tenths or hundredths.

I can round decimals with one decimal place to the nearest whole number.

I can compare numbers with the same number of decimal places up to 2 decimal places.

I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

I can solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.

MATHEMATICS TARGETS - A YEAR 4 MATHEMATICIAN

Measurement

I can compare different measures, including money in £ and p.

I can estimate different measures, including money in £ and p.

I can calculate different measures. Including money in £ and p.

I can read, write and convert time between analogue and digital 12 hour clocks.

I can read, write and convert time between analogue and digital 24 hour clocks.

I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

I can convert between different units of measurements

I can measure and calculate the perimeter of a rectilinear figure in cm and m.

I can find the area of rectilinear shapes by counting squares.

I can calculate different measures

Geometry – properties of shapes

I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.

I can identify lines of symmetry in 2D shapes presented in different orientations.

I can complete a simple symmetric figure with respect to a specific line of symmetry,

I can identify acute and obtuse angles and compare and order angles up to two right angles by size.

Geometry – position and direction

I can describe movements between positions as translations of a given unit to the left/right and up/down.

I can describe positions on a 2D grid as coordinates in the first quadrant.

I can plot specified points and draw sides to complete a given polygon.

Statistics

I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Art & Design Targets - A Year 4 Artist

I can show facial expressions and body language in sketches and paintings.

I can use marks and lines to show texture in my art.

I can use line, tone, shape and colour to represent figure and forms in movement.

I can show reflections in my art.

I can print onto different materials using at least four colours.

I can sculpt clay and other mouldable materials.

I can integrate my digital images into my art.

I can experiment with the styles used by other artists.

I can explain some of the features of art from historical periods.

Design & Technology Targets - A Year 4 Designer

I can use ideas from other people when I am designing.

I can produce a plan and explain it.

I can evaluate and suggest improvements for my designs.

I can evaluate products for both their purpose and appearance.

I can explain how I have improved my original design.

I can present a product in an interesting way.

I can measure accurately.

I can persevere and adapt my work when my original ideas do not work.

I know how to be both hygienic and safe when using food.

Targets in *Safe Computing*

A Year 3 and 4 *Safe Computer User*

Knowledge and understanding

I understand the need for rules to keep me safe when exchanging learning and ideas online.

I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion.

I understand that the internet contains fact, fiction and opinion and begin to distinguish between them.

I use strategies to verify information, e.g. cross-checking.

I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image.

I understand that copyright exists on most digital images, video and recorded music.

I understand the need to keep personal information and passwords private.

I understand that if I make personal information available online it may be seen and used by others.

I know how to respond if asked for personal information or feel unsafe about content of a message.

I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy.

I know how to report an incident of cyber bullying.

I know the difference between online communication tools used in school and those used at home.

I understand the need to develop an alias for some public online use.

I understand that the outcome of internet searches at home may be different than at school.

Skills

I follow the school's safer internet rules.

I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new.

I can identify when emails should not be opened and when an attachment may not be safe.

I can explain and demonstrate how to use email safely.

Computing Targets - A Year 4 Computer User

Algorithms and programming

I can experiment with variables to control models.

I can give an on-screen robot specific instructions that takes them from A to B.

I can make an accurate prediction and explain why I believe something will happen (linked to programming).

I can de-bug a program.

Information technology

I can select and use software to accomplish given goals.

I can collect and present data.

I can produce and upload a pod cast.

Digital literacy

I recognise acceptable and unacceptable behaviour using technology.

History and Geography

History Targets - A Year 4 Historian

I can plot events on a timeline using centuries.

I can use my mathematical skills to round up time differences into centuries and decades.

I can explain how the lives of wealthy people were different from the lives of poorer people.

I can explain how historic items and artefacts can be used to help build up a picture of life in the past.

I can explain how an event from the past has shaped our life today.

I can research two versions of an event and explain how they differ.

I can research what it was like for children in a given period of history and present my findings to an audience.

Geography Targets - A Year 4 Geographer

I can carry out research to discover features of villages, towns or cities.

I can plan a journey to a place in England.

I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).

I can explain why people may be attracted to live in cities.

I can explain why people may choose to live in one place rather than another.

I can locate the Tropic of Cancer and Tropic of Capricorn.

I can explain the difference between the British Isles, Great Britain and the United Kingdom.

I know the countries that make up the European Union.

I can find at least six cities in the UK on a map.

I can name and locate some of the main islands that surround the United Kingdom.

I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.

Music: A Year 4 Musician

I can perform a simple part rhythmically.

I can sing songs from memory with accurate pitch.

I can improvise using repeated patterns.

I can use notation to record and interpret sequences of pitches.

I can use notation to record compositions in a small group or on my own.

I can explain why silence is often needed in music and explain what effect it has.

I can identify the character in a piece of music.

I can identify and describe the different purposes of music.

I can begin to identify the style of work of Beethoven, Mozart and Elgar.

Foreign Language Targets - A Year 3 and Year 4 International Speaker

Spoken language

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 saying 3-4 things.

I can give a response using a short phrase.

I am starting to speak in sentences.

Reading

I can read and understand a short passage using familiar language.

I can explain the main points in a short passage.

I can read a passage independently.

I can use a bilingual dictionary or glossary to look up new words.

Writing

I can write phrases from memory.

I can write 2-3 short sentences on a familiar topic.

I can say what I like/dislike about a familiar topic.

Physical Education (PE)

Physical Education: A Year 4 Sports Person

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 on what is happening in a 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 with at least three phases.

Dance

I can take the lead when working with a partner or group.

I can use dance to communicate an idea.

Athletics

I can run over a long distance.

I can sprint over a short distance.

I can throw in different ways.

I can hit a target.

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.

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.

**Don't forget, the Curriculum Leaflet for the term should be referred to as this sets the learning in a context that the pupils can relate to and understand. Please remember that the above should not be used as a checklist but as a reference tool to aid understanding and enhancement. For us, it enables us to plan and structure an appropriate curriculum over the course of the whole year, not only introducing skills but also revisiting, consolidating and reinforcing them, and extending as appropriate.*

Please let us know what you think of this booklet, passing on your constructive comments (written or verbal) to the class teacher or to Mrs Barron.

Many thanks