



*Hursthead Junior School Year 4 End of Year Expectations*



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## Mathematics

### **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 where appropriate.
- 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  $12 \times 12$ .
- 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 and 3 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.

### **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.

### **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.



## Physical Education

### 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.

### 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.

### Dance

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

### 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.

## Languages

### SPOKEN LANGUAGE

- I can listen to others speaking a different language.
- I can join in with songs and rhymes.
- I can answer questions.
- I can ask questions.
- I can give an opinion.
- I can build simple sentences.
- I can speak with accurate pronunciation and intonation.
- I can describe people / places orally.
- I can describe things orally (colour / size / number).
- I can apply previously taught words/phrases in new contexts.
- I can use accurate grammar when I am speaking (masculine/feminine & plural/1<sup>st</sup> v. 3<sup>rd</sup> person/position of adjectives).
- I can have a short conversation saying 3-4 things.

### READING

- I can read and understand a short passage/story using familiar language.
- I can explain the main points in a short passage in English.
- I can read and show that I understand words and phrases.

### WRITING

- I can use phrases to create sentences in writing.
- I can describe people / places in writing.
- I can describe things in writing.
- I can say what I like/dislike about a familiar topic.



## Science

### **Working scientifically** (in Years 3 and 4)

- 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**

#### Animals, including humans

- I can describe and explain the skeletal system of a human.
- I can describe and explain the muscular system of a human.
- I can describe the purpose of the skeleton in humans and animals.

#### 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.

### **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 compare and group materials based on their properties [electrical & thermal], and response to magnets)

### **Physics**

#### Forces and magnets

- I can explore and describe how objects move on different surfaces.
- I can explain how some forces require contact and some do not, giving examples.

#### 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.



## Geography

- 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 identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.
- 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.

## History

- 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.

### Pupils should be taught about the following historical content

- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

## Design and Technology

- 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 persevere and adapt my work when my original ideas do not work.
- I can work accurately to measure, make cuts and make holes.
- I can make a product which uses both electrical and mechanical components.

### **Food Technology Skills**

- Read and write recipe instructions, supported by images
- Make changes to a recipe by swapping its main ingredients, e.g. apple instead of pear in a fruit salad
- Weigh foods in 25g and 50g increments, using weighing scales
- Measure foods using cups and measuring spoons, e.g. 1 cup, 1 x 5ml spoon (a teaspoon)
- Wash fruit and vegetables or use a damp cloth to wipe away dirt, grit and other debris, to remove dirt
- Use hands to: remove the seeds from a red pepper, shell a boiled egg,
- Rub fat into flour to make a crumble topping, form dough into simple shapes
- Use a juice squeezer to press juice e.g. lemon
- Use a vegetable peeler to peel vegetables, e.g. carrot or potato
- Use a knife to: cut away the top of a strawberry using a knife
- Use an egg separator to separate the yolk from the white
- Crush foods in a bowl using a rolling pin or hands, e.g. biscuits for cheese cake
- Use an upright grater to grate foods, e.g. carrot for a winter salad
- Use a spoon to scoop out, e.g. ripe avocado flesh from the skin
- Sift flour into a bowl using a sieve
- Combine wet and dry ingredients together uniformly, e.g. gingerbread mixture
- Use a hand whisk to whisk together a savoury all-in-one sauce
- Use a rolling pin to roll out dough
- Brush edges of pastry with water or egg and press together to make a seal
- Melt or warm foods, e.g. butter, baked beans
- Place foods under a hot grill to toast or melt, e.g. welsh rarebit
- Stir-fry vegetables and/or noodles on the hob
- Place cooked dishes in the fridge to chill when cool (appropriately covered)
- Dip food into a sauce, e.g. fresh fruit in chocolate and nuts
- Clear area, wipe down work surfaces and wash dirtier and different pieces of equipment



## Computing

### 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.

## Art

- 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 – Seurat and Lowry
- I can explain some of the features of art from historical periods.

## Music

- 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.

## Religious Education (non-statutory)

- I can use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences.
- I can begin to identify the impact religion has on believers' lives.
- I can make links between values and commitments, and their own attitudes and behaviour.



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# English

### Reading

- I can apply 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.
- 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

### Writing

#### Vocabulary, grammar and punctuation

- I can create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.*
- I can create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.*
- I can create sentences with fronted **adverbials** for where e.g. *In the distance, a lone wolf howled.*
- I can use commas to mark clauses in complex sentences
- I can use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."*
- I can identify, select and effectively use **pronouns**
- I can explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.*
- I can explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was*. *I was* instead of *I were*, *I did* instead of *I done*. *She saw it* instead of *she seen it*.
- I can use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones*

#### Composition

I can plan my writing by:

- Reading and analysing narrative, non-fiction and poetry in order to plan and write my own versions
- Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing
- Discussing and recording ideas for planning e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan*

I can draft and write by:

- Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense
- Planning and writing an opening paragraph which combines the introduction of a setting and character/s
- Organising paragraphs in narrative and non-fiction
- Linking ideas within paragraphs e.g. *fronted adverbials for when and where*
- Generating and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration* appropriate to text type

I can evaluate and edit by:

- Proofreading to check for errors in spelling, grammar and punctuation in my own and others' writing
- Discussing and proposing changes with partners and in small groups
- Improving writing in light of evaluation

I can perform my own compositions for different audiences

- Use appropriate intonation, tone and volume to present my writing to a range of audiences.

### Spelling

I can use further prefixes and suffixes and understand how to add them

I can spell further homophones

I can spell words that are often misspelt

I can use the first three letters of a word to check its spelling in a dictionary

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

I learn to spell new words correctly and have plenty of practice in spelling them.

I can understand how to place the apostrophe in words with irregular plurals (e.g. children's).

I can spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology

### Handwriting

I can write with consistency in size and proportion of letters, e.g. *by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch*

### Speaking and Listening

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.



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