

Marine Park First School



End of Year Expectations

Year 4

- We hope that parents will find the following information useful in supporting their child's progress throughout Y4.
- This booklet outlines the 2014 National Curriculum minimum expectations a child should meet by the end of Y4 in Maths.
- The Reading and Writing expectations in the National Curriculum are the same in Y3 and Y4. Here we show what we feel are the appropriate higher order skills required by our Y4 pupils in order for them to meet end of lower Key stage 2 age related expectations.

Reading

Word Reading

- I can decode automatically and fluently (from KS1)
- I can use my understanding of root words, prefixes (including re- , 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

Comprehension

- I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- I can show that I enjoy reading by reading lots of different types of books and for different reasons
- I can use a dictionary to check the meaning of words
- I can read a wide range of books, fairy stories, myths and legends and retell some of them to others
- I can discuss words and phrases in the books that I read that excite me
- I can discuss different types of poetry e.g. free verse and narrative poetry
- I can check what I have read and that I have understood it by telling someone else what has happened
- I can ask questions about what I have read to help me understand a complicated text
- I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this
- I can predict what will happen in a text using details I have already read to help me
- I can summarise what has happened in a text using themes from paragraphs to help me
- I can understand how the use of words in a text, how it is set out and its presentation add to its meaning
- I can find and record information from non-fiction texts over a wide range of subjects
- I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others

Writing

Transcription - Spelling

- I can use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-
- I can understand and add the suffixes -ation, -ous
- I can add endings which sound like "shun" spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician
- I can spell words ending with the "g" sound spelt "gue" and the "k" sound spelt -que e.g. rogue, tongue, antique, unique
- I can spell words which sound the same but have different meanings: accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's
- I can spell more complex words that are often misspelt e.g. caught, occasionally, interest
- I can spell words with the "s" sounds spelt "sc" e.g. science, scene
- I can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's
- I can use the first three or four letters of a word to check its spelling in a dictionary
- I can write accurately sentences from memory, dictated by the teacher, that include words and punctuation taught so far

[\(see this link for spelling details\)](#)

Transcription - Handwriting

- I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined
- I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.

Writing

Composition

- I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar
- I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times
- I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can
- I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together
- I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience
- I can organise my non narrative writing so that it has headings and sub headings
- I can assess my work and that of others and suggest improvements
- I can edit my work by changing the grammar to improve the way my work reads.
- I can proof read my writing for spelling and use of punctuation
- I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear

Writing

Vocabulary, Grammar and Punctuation

- I can explain the difference between the plural and possessive -s
- I can use the correct form of the verb inflection e.g. we were instead of we was
- I can make my writing interesting by using adjectives and other descriptive methods
- I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news
- I can use paragraphs to organise ideas around a theme
- I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated
- I can use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!'
- I can use apostrophes to mark plural possession e.g. the girl's name, the girls' names
- I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news
- I can understand and use the following terms: determiner; pronoun; possessive pronoun; adverbial

[\(see this link for grammar details\)](#)

Mathematics

Number, place value, approximation and estimation/rounding

- I can count in multiples of 6, 7, 9, 25 and 1000
- I can find 1000 more or less than a given number
- I can count backwards through 0 to include negative numbers
- I can recognise the place value of each digit of a 4 digit number (thousands, hundreds, tens and units)
- I can order and compare numbers beyond 1000
- I can identify, represent and estimate numbers using different representations including measures
- I can round numbers to the nearest 10, 100 or 1000
- I can solve number and practical problems that involve large positive numbers
- I can read Roman numerals to 100 and know that the number system has changed to include 0 and place value

Addition and Subtraction

- I can add and subtract numbers with up to four digits using formal column methods
- I can use estimating and inverse operations to check my answers
- I can solve two step addition and subtraction problems using different methods and explain why I used them

Multiplication and Division

- I can recall times tables facts up to 12×12
- I can use place value and number facts to multiply and divide mentally, including multiplying by 1 and 0; dividing by 1; and multiplying together 3 numbers
- I can use factor pairs in mental calculations
- I can multiply two digit and three digit numbers by a one digit number using a formal written method
- I can solve problems involving multiplication and addition, including the distributive law such as $3 \times (12 + 14) = 3 \times 12 + 3 \times 14$

Mathematics

Fractions, decimals and percentages

- I can recognise and show, using diagrams, families of common equivalent fractions
- I can count up and down in hundredths and know that dividing an object by 100 creates hundredths and by 10 creates tenths
- I can solve problems involving fractions to calculate quantities and fractions to divide quantities
- I can add and subtract fractions with the same denominator
- I can find and write decimal equivalents using tenths and hundredths
- I can find and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- I can divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value
- I can round decimals using tenths to the nearest whole number
- I can compare numbers with the same number of decimal places up to two decimal places
- I can solve simple money and measure problems involving fractions and decimals to two decimal places

Statistics

- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time charts
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Mathematics

Measurement

- I can convert different units of measurement e.g. I can convert kilometres into metres
- I can convert different units of measurement e.g. hours into minutes
- I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- I can find the area of rectilinear shapes by counting squares
- I can estimate, compare and calculate different measures, including money in pounds and pence
- I can read, write and compare time between analogue and digital 12-hour
- I can read, write and compare time between analogue and digital 24-hour clocks
- I can solve problems where I need to convert units of time such as hours to minutes, minutes to seconds, years to months or weeks to days
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Geometry – properties of shapes

- I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- I can identify acute and obtuse angles. I can compare and order angles up to two right angles by size
- I can identify lines of symmetry in 2-D shapes presented in different orientations
- I can complete a simple symmetric figure with respect to a specific line of symmetry
- I can recognise where angles are greater than two right angles. I know the term straight angle refers to two right angles together
- I can use line symmetry with two lines of symmetry

Geometry – position and direction

- I can plot positions on a 2-D grid as positive number coordinates
- I can describe movements between positions as translations of a given unit to the left/right and up/down
- I can plot points I am given and draw sides to complete a given polygon

Science

Working scientifically across all areas

- I can ask relevant questions and use different types of scientific enquiries to answer them
- I can set up practical enquiries, comparative and fair tests
- I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- I can gather, record, classify and present data in a variety of ways to help in answering questions
- I can record findings using scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- I can use results to draw conclusions, make predictions for new values, suggest improvements and raise further questions
- I can identify differences, similarities or changes related to scientific ideas and processes
- I can use straightforward scientific evidence to answer questions or to support my findings

Science

Biology

Living things and their habitats

- I can group living things in different ways
- I can explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment
- I can explain that environments can change and that this can sometimes pose dangers to living things

Animals, including humans

- I can identify and name the parts of the human digestive system.
- I can describe the simple functions of the basic parts of the digestive system in humans
- I can identify the different types of teeth in humans and their simple functions
- I can construct and interpret a variety of food chains, identifying producers, predators and prey

Chemistry

States of matter

- I can compare and group materials together, according to whether they are solids, liquids or gases
- I can describe how some materials change state when they are heated or cooled, and measure
- I can research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$)
- I can explain the part played by evaporation and condensation in the water cycle
- I can associate the rate of evaporation with temperature

Science

Physics

Sound

- I can identify how sounds are made, associating some of them with something vibrating
- I can explain 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
- I can find patterns between the volume of a sound and the strength of the vibrations that produced it
- I can explain that sounds get fainter as the distance from the sound source increases

Electricity

- 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 explain 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 recognise some common conductors and insulators, and associate metals with being good conductors