Beeston Hill St Luke's C of E Primary School – Year 4 Expectations and End Points

This document provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

Reading

- Give a personal point of view on a text
- Justify inferences with evidence, predicting what might happen from details stated or implied
- Explain why a writer has used different sentence types or a particular word order and the effect it has created
- Retrieve and record information from non-fiction texts
- Identify themes and conventions in a wide range of books
- Discuss words and phrases that capture interest and imagination
- To enjoy reading and to choose books to read for pleasure
- To read age appropriate texts fluently and for pleasure

Writing

- Plan and write in a variety of genres
- Vary sentence structure, using different openers
- Use adjectival phrases (e.g. biting cold wind)
- Use appropriate choice of noun or pronoun
- Use fronted adverbials
- Use apostrophe for plural possession
- Use a comma after fronted adverbial
(e.g. Later that day, I heard bad news.)
- Use commas to mark clauses
- Use inverted commas and other punctuation to punctuate direct speech
- Use paragraphs to organise ideas around a theme
- Use connecting adverbs to link
paragraphs
- Write with increasing legibility, consistency and fluency using cursive script
- Use drafting and editing to improve their writing

Mathematics

- Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.
- Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.
- Reason about the location of any four digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100 and rounding to the nearest of each.
- Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.
- Recall multiplication and division facts up to 12 x 12 and recognise products in multiplication tables as multiples of the corresponding number.
- Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders and interpret remainders appropriately.
- Scaling facts by 100 for example 8 + 6 = 14 so 800 + 600 = 1,400
- Multiply and divide whole numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size.
- Understand Commutative Law in multiplication: 6 x 4 = 24 so 4 X 6 = 24
- Understand Distributive Law in multiplication: 14 x 3 = 10 X 3 + 4 x 3
- Reason about the location of mixed numbers in the linear number system.
- Convert mixed numbers to improper fractions and vice versa.
- Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.
- Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.
- Identify regular polygons, including equilateral triangles.
- Find the perimeter of regular and irregular polygons.
- Identify line symmetry in 2D shapes presented in different orientations.
- Reflect shapes in a line of symmetry and complete a symmetrical pattern with respect to a specified line of symmetry.

Science

Biology

- Identify and name the parts of the human digestive system.
- Know the functions of the organs in the human digestive system.
- Identify and know the different types of human teeth.
- Know the functions of different human teeth.
- Use and construct food chains to identify producers, predators and prey.
- Use classification keys to group, identify and name living things.
- Know how changes to an environment could endanger lives.

Chemistry

- Know the temperature at which materials change state.
- Know about and explore how some materials can change state.
- Know the part played by evaporation and condensation in the water cycle.
- Group materials based on their state of matter.

Physics

- Identify and name appliances that require electricity to function.
- Construct a series circuit.
- Identify and name the components in a series circuit.
- Predict and test whether a lamp will light within a circuit.
- Know the function of a switch.
- Know the difference between a conductor and an insulator.
- Know how sound is made.
- Know how sound travels from a source to our ears.
- Know the correlation between pitch and the object making the sound.
- Know the correlation between the volume of a sound and the strength of the vibrations that produce it.
- Know what happens to a sound as it travels far from its source.

History

Chronology (Romans)

• Know how Britain changed from the Iron Age to the end of Roman Occupation.
• Know how the Roman occupation of Britain helped to advance British society.
• Know how there was resistance to the Roman occupation and know about Boudica.
• Know about at least one famous Roman Emperor.

Ancient Ancients (Ancient Egypt)

• Know about, and name, some of the advanced societies that were around 3000 years ago.
• Know about the key features of Ancient Egypt.

Historical Enquiry Skills

• Research to find answers to specific historical questions about their locality.
• Know how their locality has been shaped by what happened in the past.
• Know how historic items and artefacts have been used to help build up a picture of life in the past.
• Know about the impact that one period of history had on the world.

Computing

Create Programs

• Give an 'on-screen' robot specific instructions that takes them from A to B.

Develop Programs

• Experiment with variables to control models..

Reasoning

• Make an accurate prediction and explain why they believe something will happen.

Search Engines

• Select and use software to accomplish given goals.

Using Programs

• Produce and upload a podcast.

Safe use

• Recognise acceptable and unacceptable behaviour using technology.

Art

Using Sketchbooks

• Know how to integrate digital images into artwork.
• Use sketchbooks to help create facial expressions.
• Use sketchbooks to experiment with texture.
• Use photographs to help create reflections.

Drawing, painting and sculptures

• Know how to show facial expressions and body language in sketches and paintings.
• Know how to use marks and lines to show texture in art.
• Know how to use line, tone, shape and colour to represent figures and forms in movement.
• Know how to show reflections.
• Know how to print onto different materials using at least four colours.
• Know how to sculpt clay and other mouldable materials.

Study of great artists

• Experiment with the styles used by other artists.
• Explain some of the features of art from historical periods.
• Know how different artists developed their specific techniques.

Spanish

Speaking

• Name and describe people, a place and an object.
• Have a short conversation, saying 3-4 things.
• Give response using a short phrase.
• Start to speak, using a full sentence.

Reading

• Read and understand a short passage using familiar language.
• Explain the main points in a short passage.
• Use a bilingual dictionary or glossary to look up new words.

Writing

• Write phrases from memory.
• Write 2-3 short sentences on a familiar topic.
• Write what they like/dislike about a familiar topic.

Music

Performing

• Sing songs from memory with accurate pitch.

Compose

• Use notation to record compositions in a small group or individually.

Listen

• Explain why silence is often needed in music and explain it's effect.

Use and understand

• Use notation to record and interpret sequences of pitches.

Appreciate

• Identify and describe the different purposes of music.

History

•Begin to identify the style of work of Beethoven, Mozart and Elgar.

PE

Gymnastics

• Move in a controlled way.
• Include change of speed and direction in a sequence.
• Work with a partner to create, repeat and improve a sequence with at least 3 phases.

Dance

• Take the lead when working with a partner or group.
• Use dance to communicate an idea.

Outdoor A&A

• Follow a map in a (more demanding) familiar context.
• Follow a route within a time limit.

Evaluate

• Provide support and advice to others.
• Be prepared to listen to the ideas of others.