



End of Year Expectations

Year 4

This booklet provides information for parents and carers on the end of year expectations for Year 4 children in our school.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher. Your child will be assessed at working at the expected level for their year group, if they have attained the majority of objectives in a subject area.

Reading

Children know which books to select for specific purposes, especially in relation to science, geography and history learning. They can discuss and record words and phrases that writers use to engage and impact on the reader and can identify the simple themes in texts. They are able to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. They can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words and use a dictionary to check the meaning of unfamiliar words. They are able to prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume. They can also explain the meaning of words in context and ask relevant questions to improve their understanding of a text. They can infer meanings and begin to justify them with evidence from the text and can predict what might happen from details stated and from the information they have deduced. They can also identify where a writer has used precise word choices for effect to impact on the reader and are also able to retrieve information from non-fiction texts.

Writing

Children can compose sentences using a range of sentence structures. They are able to write a narrative with a clear structure, setting and plot, improving their writing by changing grammar and vocabulary to improve consistency. They are also able to use a range of sentences which have more than one clause. They can use appropriate nouns and pronouns within and across sentences to avoid repetition and can also use direct speech in their writing, punctuating it correctly. They are able to organise paragraphs around a theme in narratives, creating settings, characters and plot. In non-narrative material, they are able to use simple organisational devices such as headings and sub-headings. They are able to evaluate and edit, by assessing the effectiveness of their own and others' writing. They can proof-read for spelling and punctuation errors

Grammar, punctuation, spelling and handwriting

Children are able to write in paragraphs. They are also able to use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. They can also use fronted adverbials. They can use inverted commas and other punctuation to indicate direct speech and use apostrophes accurately. They can spell words with prefixes and suffixes and can add them to root words. They can recognise and spell homophones and can use the first two or three letters of a word to check a spelling in a dictionary. They can spell the commonly mis-spelt words from the Y3/4 word list (see Appendix). In their handwriting they are able to use the diagonal and horizontal strokes that are needed to join letters. Their 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.

Speaking and listening

Children are able to ask questions to clarify or develop their understanding. They can also sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. They also show that they understand the main point and the details in a discussion. They are increasingly able to adapt what they are saying to the needs of the listener or audience, showing that they know that language choices vary in different contexts. They are able to present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. They can justify an answer by giving evidence and use Standard English when it is required. They are also able to perform in front of an audience, adapting their expression and tone.

Mathematics

Children can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) and order and compare numbers beyond 1000. They can also round any number to the nearest 10, 100 or 1000. They are able to count backwards through zero to include negative numbers and read Roman numerals to 100 and are able to add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate. They can also estimate and use inverse operations to check answers to a calculations. They are able to recall multiplication and division facts for multiplication tables up to 12×12 . They can multiply two-digit and three-digit numbers by a one-digit number using formal written methods. They recognise and show, using diagrams, families of common equivalent fractions. They count up and down in hundredths and solve problems involving increasingly harder fractions to calculate quantities. They can add and subtract fractions with the same denominator and recognise and write decimal equivalents of any number of tenths or hundredths. They recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$. They are able to convert between different units of measure and can calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres and find the area of rectilinear shapes by counting squares. They are able to read, write and convert time between analogue and digital 12- and 24-hour clocks and solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days They are able to compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes, identify acute and obtuse angles and compare and order angles up to two right angles by size. They can also interpret and present data using bar charts and time graphs.

Science

Children are able to ask relevant scientific questions. They can also use observations and knowledge to answer scientific questions. They can set up a simple test to compare two things and explain why a test is fair. They can make careful and accurate observations, including the use of standard units. They can use equipment, including thermometers, to make measurements. They can gather, record, classify and present data in different ways to answer scientific questions. They are also able to use diagrams, keys, bar charts and tables; using scientific language. They can use findings to report in different ways, including oral and written explanations and to draw conclusions. They are able to group living things in different ways and use classification keys to group, identify and name living things. They can describe how changes to an environment could endanger living things. They can use food chains to identify producers, predators and prey. They can identify and name the parts of the human digestive system and describe the functions of the major organs in the human body. They can group materials based on their state of matter (solid, liquid, gas) and can describe how some materials can change state. They can identify the part played by evaporation and condensation in the water cycle.

Computing

Children can experiment with variables to control models. They can give an on-screen robot specific instructions that takes them from A to B. They are able to make an accurate prediction and explain why they believe something will happen. They are also able to de-bug a program, can select and use software to accomplish given goals and collect and present data. They recognise acceptable and unacceptable behaviour when using technology. They can discuss the positive and negative impact of the use of ICT in their own life and understand the potential risk of providing personal information online.

R.E.

Children can identify religious artefacts and explain how and why they are used. They can describe religious buildings and explain how they are used and identify religious symbolism in literature and the arts. They can also give some reasons why religious figures may have acted as they did. They can explain how beliefs about right and wrong affect people's behaviour and describe how some of the values held by communities affect behaviour and actions. Stories involving moral dilemmas are discussed. They begin to understand the special relationship between Jews and God and the promises they make to each other. They understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. They also understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. They can explain how Jesus' life, death and resurrection teaches Christians about forgiveness. They understand how important going to church is to show someone is a Christian.

Geography

Children can explain their own views about locations, giving reasons. They can also use maps, atlases, globes and digital maps to locate countries and describe features studied. They are able to name and locate counties and cities of the U.K., geographical regions and identify some of their human and physical characteristics. They understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom. They can use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. They can describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes and the water cycle.

History

Children can place events, artefacts and historical figures on a timeline using centuries and understand the concept of change over time, representing this, along with evidence, on a timeline. They can explain how the lives of wealthy people were different from the lives of poorer people. They can explain how historic items and artefacts can be used to help build up a picture of life in the past and how an event from the past has shaped our life today. They are also able to research two versions of an event and explain how they differ and research what it was like for children in a given period of history and present their findings to an audience. They can use appropriate historical vocabulary to communicate, including: time period, era, change, chronology. They can use literacy, numeracy and computing skills in order to communicate information about the past.

Art

Children are able to show facial expressions and body language in sketches and paintings. They can also use marks and lines to show texture in their art, as well as line, tone, shape and colour to represent figure and forms in movement. They are able to sculpt clay and other mouldable materials. They can integrate digital images into their art. They can experiment with the styles used by other artists and can explain some of the features of art from historical periods.

Design and Technology

Children are able to use ideas from other people when designing. They can produce a plan and explain it. They can also evaluate and suggest improvements for their designs and evaluate products for both their purpose and appearance. They can explain how they have improved their original design and can present a product in an interesting way. They are able to measure accurately and can persevere and adapt their work when their original ideas do not work. They also know how to be both hygienic and safe when using food.

French

Children can understand the main points from spoken passages. They can ask others to repeat words or phrases if necessary. They can ask and answer simple questions and talk about interests and take part in discussions and tasks. They also demonstrate a growing vocabulary.

Personal, Social and Health Education

Children can tell you a time when their first impression of someone changed as they got to know them. They can also explain why it is good to accept people for who they are. They know how to make a new plan and set new goals even if they have been disappointed. They also know what it means to be resilient and to have a positive attitude. They can recognise when people are putting them under pressure and can explain ways to resist this when they want to. They can identify feelings of anxiety and fear associated with peer pressure. They can identify what they are looking forward to when they are in Year 5, reflect on the changes they would like to make and describe how to go about this.

P.E.

Children are able to throw and catch accurately and catch with one hand. They can hit a ball accurately with control and keep possession of the ball. They are able to vary tactics and adapt skills depending on what is happening in a game. In gymnastics they are able to work in a controlled way. They can include changes of speed and direction and a range of shapes. They are able to work with a partner to create, repeat and improve a sequence with at least three phases. In dance they can take the lead when working with a partner or group and use dance to communicate an idea. They are able to run over a long distance and sprint over a short distance. They can throw in different ways and hit a target. They can also jump in different ways. They are able to follow a map in a familiar context and follow a route within a time limit.

Music

Children can perform a simple part rhythmically. They can also sing songs from memory with accurate pitch. They can improvise using repeated patterns and use notation to record and interpret sequences of pitches. They can also use notation to record compositions in a small group or on their own. They can identify the character in a piece of music and describe the different purposes of music.

Appendix

Spelling list –Years 3 and 4			
accident(ally)	calendar	early	group
actual(ly)	caught	earth	guard
address	centre	eight/eighth	guide
answer	century	enough	heard
appear	certain	exercise	heart
arrive	circle	experience	height
believe	complete	experiment	history
bicycle	consider	extreme	imagine
breath	continue	famous	increase
breathe	decide	favourite	important
build	describe	February	interest
busy/business	different	forward(s)	island
learn	difficult	fruit	knowledge
length	disappear	grammar	special
library	opposite	probably	straight
material	ordinary	promise	strange
medicine	particular	purpose	strength
mention	peculiar	quarter	suppose
minute	perhaps	question	surprise
natural	popular	recent	therefore
naughty	position	regular	though/although
notice	possess(ion)	reign	thought
occasion(ally)	possible	remember	through
often	potatoes	sentence	various
	pressure	separate	weight
			woman/women

