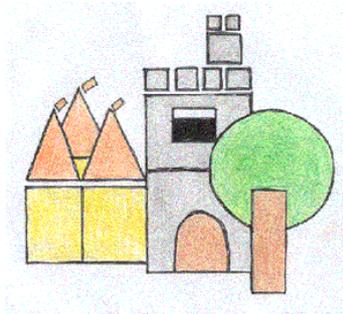


Miers Court Primary School



End of Year Expectations for Year 4

This booklet 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.

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 class teacher.

Reading

- Give a personal point of view on a text.
- Re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Recognise apostrophe of possession (plural).
- Identify how sentence types can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim and scan to locate information and/or answer a question.

Writing

- Vary sentence structure, using different openers.
- Use adjectival phrases (eg. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbial (eg. 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.

Mathematics

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1,000.
- Recall and use multiplication and division facts in all tables to 12x12.
- Recognise place value of any 4-digit number.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1 decimal point to the nearest whole number.
- Add and subtract numbers with up to 4-digits using written columnar method.
- Multiply 2-digit numbers by 1-digit numbers and 3-digit numbers by 1-digit numbers.
- Count up/down in hundredths.
- Recognise and write equivalent fractions.
- Add and subtract fractions with the same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.

Science

Living things and their habitats

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Animals, including humans

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

States of matter

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

- Identify how sounds are made, associating some of them with something vibrating.

- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound increases.

Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- 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.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

PE

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, such as: badminton, basketball, cricket, football, hockey, netball, rounders and tennis.
- Apply basic principles for attacking and defending.
- Develop flexibility, strength, control and balance, for example through gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Art

- Use sketch books to collect, record and evaluate ideas.
- Improve mastery of techniques – painting, printing and sculpture.
- Learn about great artists, architects and designers.

Geography

- Describe where the UK is located and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. Locate and describe some human and physical characteristics of the UK.
- Locate some countries in Europe and North and South America on a map or atlas. Relate continent, country, state, city. Identify states in North America using a map.
- Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.
- Identify and sequence a range of settlement sizes from a village to a city. Describe the characteristics of settlements with different functions, eg coastal towns. Use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas.
- Describe and compare similarities and differences between some regions in Europe and North or South America. Understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special.
- Use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK.

History

- Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.
- Sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.
- Make valid statements about the main similarities, differences and changes occurring within topics.
- Comment on the importance of causes and events for some of the key events and developments within topics.
- Explain why some aspects of historical, themes or periods are significant.
- Comment on a range of possible reasons for differences in a number of accounts.
- Devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.
- Recognise possible uses of a range of sources for answering historical enquiries.

Modern Foreign Languages

- Describe people, places, things, and actions orally and in writing.
- Appreciate songs and rhymes in the language.
- Read carefully and show understanding of words, phrases and simple writing.
- Present ideas and information orally to a range of audiences.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond.

Music

- Play and perform in solo and ensemble contexts using voice and instruments.
- Manipulate ideas within musical structures.
- Use voice with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Computing

- Design and write a program using a block language to a given brief, including simple interaction.
- Develop their own simulation of a simple physical system on screen.
- Work with others to plan a project.
- Use sequence and repetition in programs.
- Write a program that accepts keyboard input and produces onscreen output.
- Explain an algorithm using sequence and repetition in their own words.
- Use logical reasoning to detect and correct errors in programs.
- Understand that the internet transmits information as packets of data.
- Understand how the internet makes the web possible.

Information Technology

- Use and combine a range of programs on a computer.
- Design and create content on a computer in response to a given goal.
- Collect and present data.
- Use a standard search engine to find information.
- Understand that search engines rank pages according to relevance.

Digital Literacy

- Demonstrate that they can act responsibly when using computers.
- Understand the difference between acceptable and unacceptable behaviours when using digital technology.
- Know who to talk to about concerns and inappropriate behaviour at home or in school.
- Decide whether digital content is relevant for a given purpose or question.
- Work collaboratively with classmates on a shared wiki.

RE

- Use and interpret information about religions from a range of sources.
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them (eg. a range of live and recorded music from different times and cultures).
- Identify and begin to describe the similarities and differences within and between religions.
- Reflect on ideas of right and wrong and their own and others' responses to them.

Design and Technology

- Use research and criteria to develop products which are fit for purpose
- Select from and use a wide range of materials or ingredients
- Use annotated sketches and prototypes to explain ideas
- Evaluate existing products and improve own work
- Understand how key events and individuals have helped shape the world
- Uses electrical systems in products – series circuits, switches, bulbs, buzzers and motors
- Prepare and cook mainly savoury dishes for a healthy, varied diet.