



End of Year Expectations: Year 4

This booklet provides information for parents/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 should meet each year.

All of the objectives will be taught throughout the year as part of our curriculum. At the end of the year, your child's report will indicate whether they are working towards the expected standard (have achieved some of the objectives), have met the expected standard (have achieved all / most of the objectives) or are working at greater depth (have achieved all the objectives and more). If you have any queries regarding these expectations please don't hesitate to speak to your child's class teacher.

A Year 4 Reader – Word 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.

A Year 4 Reader – Comprehension

- 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 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.

A Year 4 Speaker

- 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 meaning is clear.
- I can justify an answer by giving evidence.
- I can 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.

A Year 4 Writer – Vocabulary, Grammar and Punctuation

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and prepositional phrases.
- I can use fronted adverbials.
- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.
- I can use inverted commas and other punctuation to indicate direct speech.
- I can use apostrophes to mark plural possession.
- I use commas after fronted adverbials.

A Year 4 Writer – Transcription

Spelling

- I can spell words with prefixes and suffixes and can add them to root words.
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Yr3/4 word list.

Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.

A Year 4 Writer – Composition

Composition

- I can compose sentences using a range of sentence structures.
- I can orally rehearse a sentence or a sequence of sentences.
- I can write a narrative with a clear structure, setting and plot.
- I can improve my writing by changing grammar and vocabulary to improve consistency.
- I use a range of sentences which have more than one clause.
- I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- I can use direct speech in my writing and punctuate it correctly.

A Year 4 Mathematician – Number

- 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 zero to include negative numbers.
- I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- I can order and compare numbers beyond 1000.
- I can identify, represent and estimate numbers using different representations.
- I can round any number to the nearest 10, 100 or 1000.
- I can solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- 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 to a calculation .
- I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- I can recall multiplication and division facts for multiplication tables up to 12×12 .

- 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 can recognise and use factor pairs and commutativity in mental calculations .
- I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- I can recognise and show, using diagrams, families of common equivalent fractions.
- I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- I can add and subtract fractions with the same denominator.
- I can recognise and write decimal equivalents of any number of tenths or hundredths.
- I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and 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 two decimal places.
- I can solve simple measure and money problems involving fractions and decimals to two decimal places.

A Year 4 Mathematician – Measurement, Geometry and Statistics

- I can convert between different units of measure [for example, kilometre to metre; hour to minute].
- 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 convert time between analogue and digital 12- and 24-hour clocks.
- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- I can identify acute and obtuse angles and 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 describe positions on a 2-D grid as coordinates in the first quadrant.
- I can describe movements between positions as translations of a given unit to the left/right and up/down.

- I can plot specified points and draw sides to complete a given polygon.
- 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.

A Year 4 Scientist

Working scientifically

- I can ask relevant questions and use different types of scientific enquiries to answer them.
- I can set up simple practical enquiries, comparative and fair tests.
- I can make systematic and careful observations and, where appropriate, taking 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 simple 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 simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- I can identify differences, similarities or changes related to simple scientific ideas and processes.
- I can use straightforward scientific evidence to answer questions or to support their findings.

Living things and their habitats

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

Animals including humans

- 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.

States of matter

- I can compare and group materials together, according to whether they are solids, liquids or gases.
- I can 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 (°C).
- I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

- I can identify how sounds are made, associating some of them with something vibrating.
- I can recognise 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 recognise 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 recognise 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.

Living things and their habitats - conservation

- I can describe ecosystems and how they are affected by changes in the seasons.
- I can understand human impact on the environment through deforestation.
- I can explore air pollution.
- I can understand water pollution.
- I can explore methods that can be used to conserve water.
- I can understand that humans can have a positive impact on nature.