

# DEAN VALLEY PRIMARY SCHOOL

## END OF YEAR EXPECTATIONS YEAR 4



### Reading

- I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- I can identify themes and conventions in a wide range of books
- I can read books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read
- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- I can discuss words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry]
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- I can identify main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning
- I can retrieve and record information from non-fiction books
- I can participate in discussions about books that are read to me and those I can read for myself, taking turns and listening to what others say.

### Writing

- I can choose words or phrases to both engage the reader and support the purpose
- I can include details to interest, persuade, explain and instruct
- I can use precise vocabulary that is lively and imaginative showing an awareness of audience
- I am familiar with a range of word classes including adverbs and prepositions
- I can use different types of sentences and related verb type (e.g. imperatives in commands)
- I can use adverbial phrases and noun phrases to give clarity to the account
- I can choose appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- I can use and experiment with a range of punctuation, although not always accurately (e.g. brackets, semi-colon, colon and dash)
- In narrative I can use paragraphs for a change in action, settings and time
- In non-fiction writing I can use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion
- I can evaluate and edit my writing by assessing the effectiveness of my own and others' writing and amend accordingly
- I can plan ensuring events are well paced in writing
- My characters are developed through describing how they look, react, talk or behave
- I can provide background information to create the context for the writing
- I can adopt a viewpoint through narrator comments on characters or events

- I can begin to use an appropriate style of writing (e.g. formal or informal)

Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
	Fronted adverbials [for example, Later that day, I heard the bad news.]
Text	Use of paragraphs to organise ideas around a theme
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct
Punctuation	speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
	Use of commas after fronted adverbials

## Maths

### *Number and Place Value*

- 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)
- I know that over time, the numeral system changed to include the concept of zero and place value

### *Calculation*

- I can add and subtract numbers with up to 4 digits
- I can use the formal written methods of columnar addition and subtraction where appropriate
- I can estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts
- I can decide which operations and methods to use and why.
- I can recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- I can use place value, known and derived facts to multiply and divide mentally

- I can multiply by 0 and 1; dividing by 1; multiplying together three numbers
- I can recognise and use factor pairs
- I understand 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,
- I can use the distributive law to multiply two digit numbers by one digit
- I can solve integer scaling problems
- I can solve harder correspondence problems such as n objects are connected to m objects

### *Fractions and Decimals*

- I can recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths;
- I can 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, use 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 recognise and write decimal equivalents of any number of tenths or hundredths
- I 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.

### *Measurement*

- 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
- I can estimate, compare and calculate different measures, including money in pounds and pence

### *Geometry*

- 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.

### *Statistics*

- 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*

## **SCIENCE**

### *Animals and 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.

### *Materials*

- 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

### *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

### *Electricity*

- 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.

## Sound

- I am able to recognise that sounds get fainter as the distance from the sound source increases.
- I am able to identify how sounds are made, associating some of them with something vibrating.
- I am able to recognise that vibrations from a sound travel through a medium to the ear.
- I am able to find patterns between the volume of a sound and the strength of the vibrations that produced it.
- I am able to find patterns between the pitch of a sound and features of the object that produced it.

## Computing

- I can design programs that accomplish specific goals
- I can design and create programs
- I can debug programs that accomplish specific goals
- I can use repetition in programs
- I can use control or simulate physical systems
- I can use logical reasoning to detect and correct errors in programs
- I understand how computer networks can provide multiple services, such as the World Wide Web Appreciate how search results are selected
- I can select a variety of software to accomplish given goals
- I can select, use and combine internet services
- I can analyse information
- I can evaluate information
- I can collect and present data
- I can understand the opportunities computer networks offer for communication Identify a range of ways to report concerns about content
- I can recognise acceptable/unacceptable behaviour

## History

- I know and understand how Britain has influenced the wider world.
- I know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires.
- I can gain and deploy a historically- grounded understanding of the abstract term: empire through Romans.
- I understand the historical concept of cause and consequence. Frame historically- valid questions and create own structured accounts, including narratives and analyses.
- I understand the methods of historical enquiry including how evidence is used.
- I can gain historical perspective by placing growing knowledge into different contexts, understanding the connections between national and international history and between military and social history.
- I can chronologically sequence historical events that I have knowledge of - Roman Empire, Industrial Revolution and Victorian Britain.

## **Geography**

### *Location:*

- I can name and locate counties and cities of the United Kingdom, geographical regions and identifying their globally significant human and physical characteristics e.g. key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- I can identify the position and significance of Greenwich Meridian and time zones (including day and night).

### *Human geography:*

- I can investigate, understand and describe: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- I understand how places change, reasons for similarities and differences, and the links between people and environments. Geographical skills and fieldwork:
- I can ask and respond to geographical questions, make observations and use resources such as maps, atlases, globes, images and aerial photographs to inform conclusions.

### *Geographical skills and fieldwork*

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

## **Art & Design**

- I can use sketch books to collect, record and evaluate ideas
- I can use different hardness of pencils to investigate mark making including exploring texture
- I can use shading to show light and dark and cross hatching for texture and tone
- I can comment on my drawing
- I can use a range of brush techniques when painting to produce shape and line
- I can experiment with colour, mixing colours effectively
- I can use a range of materials to create collages and a range of techniques
- I can use shapes and mouldable resources to create recognisable forms
- I can use layers when printing and a range of techniques
- I can use basic shape and stitch materials
- I can improve mastery of techniques - digital media (computing link), textiles and collage learn about great artists, architects and designers

## **Design & Technology**

- I can use research and criteria to develop products which are fit for purpose
- I can select from and use a wide range of materials - ingredients
- I can use annotated sketches and prototypes to explain ideas
- I can evaluate existing products and improve own work
- I can understand how key events and individuals have helped shape the world

- I can use electrical systems in products – series circuits, switches, bulbs, buzzers and motors
- I understand seasonality, prepare and cook mainly savoury dishes

## **PE**

- I can use running, jumping, throwing and catching in isolation and in combination
- I can play competitive games, modified where appropriate such as: badminton, basketball, cricket, football, hockey, netball, rounders and tennis
- I can apply basic principles for attacking and defending
- I can develop flexibility, strength, control and balance, for example through gymnastics and athletics
- I can perform dances using a range of movement patterns
- I can compare their performances with previous ones and demonstrate improvement to achieve their personal best

## **Music**

- I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression
- I can improvise and compose music for a range of purposes using the inter-related understand dimensions of music
- I can listen with attention to detail and recall sounds with increasing aural memory
- I can use and understand staff and other musical notations
- I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- I can develop an understanding of the history of music

## **Modern Foreign Languages**

- I can describe people, places, things and actions orally and in writing
- I can appreciate stories, songs, poems and rhymes in the language
- I can read carefully and show understanding of words, phrases and simple writing
- I can present ideas and information orally to a range of audiences
- I can develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- I can listen attentively to spoken language and show understanding by joining in and responding
- I can explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- I can engage in conversations; ask and answer questions; express opinions and respond too

## **Religious Education**

### *Christianity:*

- I can explain that Christians see God as ‘three in one’, (Father, Son and Holy Spirit known as the Trinity).
- I can explain what Christians can learn about Jesus from the nativity stories.

- I can describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied.
- I can explain with reference to the creative arts how God has a salvation plan for humans.
- I can explain how the bible is used in the local church by Christians for guidance, devotion & inspiration.
- I can compare & contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians.
- I can describe and explain how Christians live their life as disciples, making links between: New Testament Bible stories/teaching; examples from local/global church communities and church worship.

### *Islam:*

- I can explain how Muslims describe Allah.
- I know all Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God).
- I can recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation.
- I can recognise a Qur'an and identify it with Islam. I can explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God).
- I can make a link between two Muslim artefacts.
- I can explain how Muslims organisations help people in need.

### *Judaism:*

- I can describe three key ways in which Jews celebrate, explaining why at least one festival is important.
- I can explain the key events in a Jew's life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews.
- I can explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts.
- I can describe and explain why the Torah is important to Jews.
- I can identify ways in which the Jews show respect for the Torah.

### *Cross Religious/Non-Religious Viewpoints:*

- I can explain how Jews, Muslims & Christians welcome babies, suggesting differences & similarities between them and comparing and contrasting non-religious ceremonies.
- I can explain why the 10 commandments are important to both Jews & Christians.
- I can describe what Christians & Jews can learn about God from Old Testament stories:
- I can ask simple questions about the decisions people make and suggest what might happen as a result of different decisions.
- I can raise relevant questions in response to material studied and suggest answers using reasons to support my views.



