

End of year expectation for Year 4



This page provides information for parents and carers on the end of year expectations for children at St Barnabas.

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

I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.

I am aware that some words sound different to how they are spelt.

I can show you I have understood an increasing wide range of texts I have read.

I am able to choose from a range of books that are set out differently but give me the information I require.

I can use a dictionary to check the meaning of new words.

I can talk about different types of stories I have read.

I can identify different themes and conventions in a wide range of books I read.

I will perform poems and play scripts to read aloud to keep the listener interested.

I will discuss words and phrases that interest me.

I can recognise different types of poetry.

I check what I have read to ensure it makes sense.

I ask questions to help me understand more about a book.

I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.

I can predict events in stories from what I have read.

I can tell what the main ideas in a book are from reading a number of paragraphs.

I understand that the way books are set out help the reader to identify the meaning.

I can use non-fiction books to find out about things.

I can take turns when discussing books I have read, or had read to me and listen to what others have to say.

Writing

<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>
<i>I can spell an increasing number of homophones.</i>
<i>I am able to spell words that are often misspelt.</i>
<i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i>
<i>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</i>
<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>
<i>In handwriting, I know which letters are appropriate to join.</i>
<i>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i>
<i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i>
<i>I am able to use ideas to plan my writing.</i>
<i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>
<i>I can draft my work into paragraphs.</i>
<i>I can organise my writing using different settings, characters and plot.</i>
<i>I can organise my writing by using headings and sub-headings.</i>
<i>I can edit my own work and that of others and add improvements to the texts.</i>
<i>I can edit written work to improve the use of grammar.</i>
<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>
<i>I can read my writing out to an audience in an interesting and clear manner.</i>
<i>I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.</i>
<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</i>
<i>I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.</i>
<i>I know I should not write in the same way that I talk.</i>
<i>I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.</i>
<i>I can punctuate speech in a text.</i>
<i>I can talk about my work using the learning from my Year 4 grammar list.</i>
<i>I describe nouns in careful detail when I need to write about a complex object. For</i>

example, I use 'a dripping, shaggy dog' instead of 'a dog'.

Spoken Language

I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 4.

I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 4.

I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 4.

I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 4.

I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 4.

I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 4.

I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 4.

I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 4.

I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 4.

I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 4.

I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 4.

I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 4.

Mathematics

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 to negative numbers below zero.

I know what each digit means in four-digit numbers such as 2024.

I can order and compare numbers above 1000.

I can makes estimates of a range of things - such as how many small objects there are

<i>in a large jar, how long in cm an object is, how heavy an object may weigh in kg.</i>
<i>I can round a number to the nearest 10, 100 or 1000.</i>
<i>I can solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.</i>
<i>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>
<i>I can add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction).</i>
<i>I can estimate an answer and check my answer using inverse operations.</i>
<i>I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did.</i>
<i>I know all my times table up to the 12 times tables.</i>
<i>I know what the outcome is when I multiply a number by 1 or by zero.</i>
<i>I know what the outcome is when I divide a number by 1.</i>
<i>I can multiply three numbers together, such as $3 \times 6 \times 9$.</i>
<i>I know what factor pairs are how I can multiply numbers in any order and use my knowledge to work out questions in my head.</i>
<i>I can multiply a two-digit or a three-digit number by a one-digit number using written methods.</i>
<i>I can solve maths problems such as - how many different outfits can I make from 3 hats and 4 coats.</i>
<i>I can show in drawings why a number of fractions equal each other (such as $\frac{3}{5}$ and $\frac{6}{10}$) and are called equivalent fractions.</i>
<i>I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten.</i>
<i>I can work out the fractions of numbers such as $\frac{4}{5}$ of 25 or $\frac{7}{10}$ of 700.</i>
<i>I can add and subtract fractions with the same denominator.</i>
<i>I can tell you the decimal equivalents of any number of tenths or hundredths - such as $\frac{1}{10} = 0.1$ and $\frac{23}{100} = 0.23$.</i>
<i>I know what the decimal equivalents are for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.</i>
<i>I can divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point.</i>
<i>I can round decimals with one decimal place to the nearest whole number.</i>
<i>I can compare numbers such as 0.26 and 0.56 to say which is bigger or lower.</i>
<i>I can solve measure and money problems involving fractions and decimals to two decimal places.</i>
<i>I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm.</i>

<i>I can measure and calculate the perimeter of a rectangle (including a square).</i>
<i>I can find the area of a rectangular shape by counting the number of squares the shape takes up.</i>
<i>I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money.</i>
<i>I can read, write and convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.</i>
<i>I can convert hours to minutes, minutes to seconds, years to months and weeks to days.</i>
<i>I can group 2-D shapes based on their properties (such as the number of sides) and sizes.</i>
<i>I can find acute and obtuse angles and order a set of given angles by size.</i>
<i>I can find all the lines of symmetry in 2-D shapes.</i>
<i>If I have been given one half of a symmetrical shape, I can complete the other half based on the position of the line of symmetry.</i>
<i>I can find the coordinates of a point on a grid.</i>
<i>I can move (translate) a point on a grid by a given set of jumps either up/down or left/right.</i>
<i>I can plot points using coordinates and join up the points to create a shape.</i>
<i>I can take continuous and discrete data and create a bar chart or time graph.</i>
<i>I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.</i>

Science

<i>I use my results to draw a conclusion and make predictions or suggest improvements for answering a different question or repeating my test.</i>
<i>I can identify differences, similarities or changes when making comparisons in my experiments or scientific learning.</i>
<i>I support my answers or conclusions by pointing out the scientific evidence.</i>
<i>I can report my conclusion from the data I have measured.</i>
<i>I can gather the data I need to answer a scientific question and then present them in an appropriate way (such as a table, grid or graph).</i>
<i>I can record my findings in labelled diagrams, keys, bar charts or tables.</i>
<i>I can set up a practical fair test experiment to answer a scientific question.</i>
<i>I can make careful observations and record accurate measurements (for example in mm or g) using equipment or a data logger.</i>
<i>I can ask relevant questions and use different types of scientific enquiries to answer</i>

them.

I can group living things in many ways - such as their size, their appearance, their habitat or needs.

I know how to use a classification key in science to identify an animal or plant.

I know that an environment may change over time, and this can be dangerous for the living things in the environment.

I can describe some of the ways food is digested in the digestive system in humans.

I know humans have different types of teeth and how each tooth type has a different job when eating.

When I build a food chain, I can tell you what are the producers, predators and prey.

I can describe the differences between solids, liquids or gases and use this to group materials.

I know that some materials change to a different state when they are heated.

I can talk about evaporation and condensation as parts of the water cycle and I know that more water evaporates when the temperature is higher.

I know how sounds are made.

I know that sounds travel through air (or water) to reach the ear.

I can talk about how the size or shape of an object creating a sound can affect what the sound will be like.

I can talk about how the strength of the vibrations of an object creating a sound can affect how loud the sound will be.

I know that sounds get fainter as you move away from the place where the sound is being made.

I can list a number of common objects that need electricity to function.

I can build a series circuit, naming the cells, wires, bulbs, switches and buzzers.

I can tell whether a bulb will light when I look at a circuit as I know the circuit must be a complete loop with a battery.

I know what a switch can do when I build or look at a circuit.

I know metals are good conductors of electricity - and can name some more and also name some good insulators.