



Curriculum Coverage
Year 4
Information for Parents

September 2017

A year 4 reader**A year 4 speaker****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.

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 to 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.

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

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 Y3/4 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.
- My 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.

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.

Grammar and punctuation

Sentence structure

- I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.
- I can use fronted adverbials.

Text structure

- I can write in paragraphs.
- I make an appropriate choice of pronoun and noun within and across sentences.

Punctuation

- 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.

Number

- I can recall all multiplication facts to 12×12 .
- I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.
- I can count backwards through zero to include negative numbers.
- I can compare numbers with the same number of decimal places up to 2-decimal places.
- I can recognise and write decimal equivalents of any number of tenths or hundredths.
- I can add and subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction.
- I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.
- I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.
- I can solve two step addition and subtraction problems in context.
- I can solve problems involving multiplication.

Measurement, geometry and statistics

- I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.
- I know that angles are measured in degrees and can identify acute and obtuse angles.
- I can compare and order angles up to two right angles by size.
- I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- I can read, write and convert between analogue and digital 12 and 24 hour times.
- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Working scientifically

(Y3 and Y4)

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can gather, record, classify and present data in different ways to answer scientific questions.
- I can use diagrams, keys, bar charts and tables; using scientific language.
- I can use findings to report in different ways, including oral and written explanations, presentation.
- I can draw conclusions and suggest improvements.
- I can make a prediction with a reason.
- I can identify differences, similarities and changes related to an enquiry.

Biology

Living things and their habitats

- I can group living things in different ways.
- I can use classification keys to group, identify and name living things.
- I can create classification keys to group, identify and name living things (for others to use).
- I can describe how changes to an environment could endanger living things.

Animals, including humans

- I can identify and name the parts of the human digestive system.
- I can describe the functions of the organs in the human digestive system.
- I can identify and describe the different types of teeth in humans.
- I can describe the functions of different human teeth.
- I can use food chains to identify producers, predators and prey.
- I can construct food chains to identify producers, predators and prey.

Chemistry

States of matter

- I can group materials based on their state of matter (solid, liquid, gas).
- I can describe how some materials can change state.
- I can explore how materials change state.
- I can measure the temperature at which materials change state.
- I can describe the water cycle.
- I can explain the part played by evaporation and condensation in the water cycle.

Physics

Sound

- I can describe how sound is made.
- I can explain how sound travels from a source to our ears.
- I can explain the place of vibration in hearing.
- I can explore the correlation between pitch and the object producing a sound.
- I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.
- I can describe what happens to a sound as it travels away from its source.

Electricity

- I can identify and name appliances that require electricity to function.
- I can construct a series circuit.
- I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).
- I can draw a circuit diagram.
- I can predict and test whether a lamp will light within a circuit.
- I can describe the function of a switch in a circuit.
- I can describe the difference between a conductor and insulators; giving examples of each.

A year 4 historian

- I can plot events on a timeline using centuries.
- I can use my mathematical skills to round up time differences into centuries and decades.
- I can explain how the lives of wealthy people were different from the lives of poorer people.
- I can explain how historic items and artefacts can be used to help build up a picture of life in the past.
- I can explain how an event from the past has shaped our life today.
- I can research two versions of an event and explain how they differ.
- I can research what it was like for children in a given period of history and present my findings to an audience.

A year 4 geographer

- I can carry out research to discover features of villages, towns or cities.
- I can plan a journey to a place in England.
- I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).
- I can explain why people may be attracted to live in cities.
- I can explain why people may choose to live in one place rather than another.
- I can locate the Tropic of Cancer and Tropic of Capricorn.
- I can explain the difference between the British Isles, Great Britain and the United Kingdom.
- I know the countries that make up the European Union.
- I can find at least six cities in the UK on a map.
- I can name and locate some of the main islands that surround the United Kingdom.
- I can name the areas of origin of the main ethnic groups in the United Kingdom and in our school.

A year 4 artist

- I can show facial expressions and body language in sketches and paintings.
- I can use marks and lines to show texture in my art.
- I can use line, tone, shape and colour to represent figure and forms in movement.
- I can show reflections in my art.
- I can print onto different materials using at least four colours.
- I can sculpt clay and other mouldable materials.
- I can integrate my digital images into my art.
- I can experiment with the styles used by other artists.
- I can explain some of the features of art from historical periods.

A year 4 designer

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

A year 4 musician

- I can perform a simple part rhythmically.
- I can sing songs from memory with accurate pitch.
- I can improvise using repeated patterns.
- I can use notation to record and interpret sequences of pitches.
- I can use notation to record compositions in a small group or on my own.
- I can explain why silence is often needed in music and explain what effect it has.
- I can identify the character in a piece of music.
- I can identify and describe the different purposes of music.
- I can begin to identify the style of work of Beethoven, Mozart and Elgar.

A year 4 sports person

Games

- I can catch with one hand.
- I can throw and catch accurately.
- I can hit a ball accurately with control.
- I can keep possession of the ball.
- I can vary tactics and adapt skills depending on what is happening in a game.

Gymnastics

- I can work in a controlled way.
- I can include change of speed and direction.
- I can include a range of shapes.
- I can work with a partner to create, repeat and improve a sequence with at least three phases.

Dance

- I can take the lead when working with a partner or group.
- I can use dance to communicate an idea.

Athletics

- I can run over a long distance.
- I can sprint over a short distance.
- I can throw in different ways.
- I can hit a target.
- I can jump in different ways.

Outdoor and adventurous

- I can follow a map in a (more demanding) familiar context.
- I can follow a route within a time limit.

A year 4 computer user	A safe computer user in Y4	
<p><u>Algorithms and programming</u></p> <ul style="list-style-type: none"> • I can experiment with variables to control models. • I can give an on-screen robot specific instructions that takes them from A to B. • I can make an accurate prediction and explain why I believe something will happen (linked to programming). • I can de-bug a program. <p><u>Information technology</u></p> <ul style="list-style-type: none"> • I can select and use software to accomplish given goals. • I can collect and present data. • I can produce and upload a pod cast. <p><u>Digital literacy</u></p> <ul style="list-style-type: none"> • I recognise acceptable and unacceptable behaviour using technology. 	<p><u>Knowledge and understanding</u></p> <ul style="list-style-type: none"> • I understand the need for rules to keep me safe when exchanging learning and ideas online. • I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion. • I understand that the internet contains fact, fiction and opinion and begin to distinguish between them. • I use strategies to verify information, e.g. cross-checking. • I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image. • I understand that copyright exists on most digital images, video and recorded music. • I understand the need to keep personal information and passwords private. • I understand that if I make personal information available online it may be seen and used by others. • I know how to respond if asked for personal information or feel unsafe about content of a message. • I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy. • I know how to report an incident of cyber bullying. • I know the difference between online communication tools used in school and those used at home. • I understand the need to develop an alias for some public online use. • I understand that the outcome of internet searches at home may be different than at school. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> • I follow the school's safer internet rules. • I recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new. • I can identify when emails should not be opened and when an attachment may not be safe. • I can explain and demonstrate how to use email safely. • I can use different search engines.