



Year Four

End of Year Expectations

"This is our school. Together we worship. Together we learn. Together we belong. With the love of God, our dreams and ambitions come true."

This booklet is designed to help parents to support your child to meet the end of year expectations for each year group. This booklet contains the expectations towards which your child will be working during this year. To help your child achieve, you should talk to them about their work in school and we hope this booklet will provide a starting point. We believe that you will find it useful in supporting your child at home but it is not expected that you teach these topics.

Expectations in Math

Counting & ordering	Count backwards through zero to include negative numbers. Compare & order numbers beyond 1000. Compare & order numbers with 2 decimal places. Read Roman numerals to 100.
Numbers & more/less	Find 1000 more/less than a given number.
Tables & multiples	Count in multiples of 6, 7, 9, 25 & 1000. Recall & use multiplication & division facts all tables to 12x12.
Place value & rounding	Recognise Place value of any 4-digit number. Round any number to the nearest 10, 100 or 1000. Round decimals with 1 decimal place to nearest whole number.
Calculations +/-	Add & subtract: o Numbers with up to 4-digits using efficient written method (column). o Numbers with up to 1decimal place.
Calculations x/÷	Multiply 2 o 3 number by 1-digit Divide 3-digit by 1-digit
Fractions & percentages	Count up/down in hundredths. Write equivalent fractions +/- fractions with same denominator.
Time	Read, write & convert time between analogue & digital 12 & 24 hour clocks.

Expectations in Reading

Comprehension and Understanding	Give a personal point of view on a text. Can re-explain a text with confidence.
Prediction, inference & deduction	Justify inferences with evidence, predicting what might happen from details stated or implied.
Intonation and Expression	Use appropriate voices for characters within a story.
Grammatical Features	Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
Research	Skims & scans to locate information and/or answer a question.

Expectations in Writing

Sentence & text structure	Vary sentence structure, using different openers. Use adjectival phrases (e.g. biting cold wind). Appropriate choice of noun or pronoun.
Punctuation	Apostrophe for singular & plural possession. Comma after fronted adverbial (e.g. Later that day, I heard bad news.). Use commas to mark clauses.
Paragraphing	Use connectives to link paragraphs.
Handwriting	Legible, joined handwriting of consistent quality.

Expectations as a Learner

Self Managers	Enjoy challenges, especially open ended or deeper thinking ones. Try different ways to solve a problem. Prioritise the most important things that need doing. Welcome opportunities to take on added responsibility. Organise own time. Not put off by changes that may occur to normal routine. Describe own strengths and weaknesses.
Effective Participators	Persuade others to accept a proposal even though others may not at first agree with the suggestion. Know that their ideas can help other people. Decide when they need 'time out' or 'thinking time' to deal with emotions. Determined not to 'give in' too easily. Manage disappointments and keep emotions in check.
Resourceful Thinkers	Ask questions to check understanding. Tenacious when things get difficult. Sort and classify information and check it for clarity. Draw inference and make deductions from a range of sources. Give alternative solutions or explanations. Describe effective learning and compare to own learning.
Reflective Learners	Value and use feedback that helps to improve quality of work and learning. Review learning and identify a factor that could help make them a more effective learner. Use more than one piece of evidence to support their learning.
Independent Enquirers	Follow up a question to gain clarification. Use more than one piece of evidence to support their findings. Complete a task without reminders from others.

	<p>Break down complex ideas into steps.</p> <p>Make lists when helpful to do so.</p> <p>Sort information and choose what is most relevant.</p>
Team Workers	<p>Take on a specific allocated role in a group.</p> <p>Respect and tolerate values and beliefs of others in a joint activity.</p> <p>Communicate capably as a team member.</p> <p>Keep focused on a task and avoid distractions.</p> <p>Respect opinion of others when different from their own.</p>

Expectations in Science

<p>Environment – Living Things and Their Habitats</p> <ul style="list-style-type: none"> ▪ <u>Recognise that living things can be grouped in a variety of ways.</u> ▪ <u>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</u> ▪ <u>Recognise that environments can change and that this can sometimes pose dangers to living things.</u> <ul style="list-style-type: none"> ▫ Use and make identification keys for plants and animals. 	<p>Animals – Teeth, Eating and Digestion</p> <ul style="list-style-type: none"> ▪ <u>Describe the simple functions of the basic parts of the digestive system in humans.</u> ▪ <u>Identify the different types of teeth in humans and their simple functions.</u> ▪ <u>Construct and interpret a variety of food chains, identifying producers, predators and prey (NB Link with types of teeth and eating in this unit but this concept could be developed further in the yr4 Environment / habitats unit).</u> <ul style="list-style-type: none"> ▫ Describe how teeth and gums have to be cared for in order to keep them healthy. 	
<p>Material Properties and Changes – States of Matter</p> <ul style="list-style-type: none"> ▪ <u>Compare and group materials together, according to whether they are solids, liquids or gases.</u> ▪ <u>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).</u> ▪ <u>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</u> <ul style="list-style-type: none"> ▫ Solids, liquids and gases can be identified by their observable properties. ▫ Solids have a fixed size and shape (the size and shape can be changed but it remains the same after the action). ▫ Liquids can pour and take the shape of the container in which they are put. ▫ Liquids form a pool not a pile. ▫ Solids in the form of powders can pour as if they were liquids but make a pile not a pool. ▫ Gases fill the container in which they are put. ▫ Gases escape from an unsealed container. ▫ Gases can be made smaller by squeezing/pressure. ▫ Liquids and gases can flow. 	<p>Sound</p> <p>Vibrations</p> <ul style="list-style-type: none"> ▪ <u>Identify how sounds are made, associating some of them with something vibrating.</u> ▪ <u>Recognise that vibrations from sounds travel through a medium to the ear.</u> ▪ <u>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</u> ▪ <u>Recognise that sounds get fainter as the distance from the sound source increases.</u> <ul style="list-style-type: none"> ▫ Recognise that sounds can be made in a variety of ways (pluck, bang, shake, blow) using a variety of things (instruments, everyday materials, body). ▫ Sounds travel away from their source in all directions. ▫ Vibrations may not always be visible to the naked eye. <p>Pitch</p> <ul style="list-style-type: none"> ▪ <u>Find patterns between the pitch of a sound and features of the object that produced it.</u> <ul style="list-style-type: none"> ▫ Sounds can be high or low pitched. ▫ The pitch of a sound can be altered. ▫ Pitch can be altered either by changing the material, tension, thickness or length of vibrating objects or changing the length of a vibrating air column. <p>Muffling/blocking sounds</p> <ul style="list-style-type: none"> ▪ <u>Recognise that vibrations from sounds travel through a medium to the ear.</u> <ul style="list-style-type: none"> ▫ Sounds are heard when they enter our ears (although the structure of the ear is not important key learning at this age phase). ▫ Sounds can travel through solids, liquids and air/gas by making the materials vibrate. ▫ Sound travel can be reduced by changing the material that the vibrations travel through. ▫ Sound travel can be blocked. 	<p>Electricity</p> <ul style="list-style-type: none"> ▪ Identify common appliances that run on electricity. ▪ <u>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</u> ▪ <u>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.</u> ▪ <u>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</u> ▪ <u>Recognise some common conductors and insulators, and associate metals with being good conductors.</u> <ul style="list-style-type: none"> ▫ Electricity can be dangerous. ▫ Electricity sources can be mains or battery. ▫ Batteries ‘push’ electricity round a circuit and can make bulbs, buzzers and motors work. ▫ Faults in circuits can be found by methodically testing connections. ▫ Drawings, photographs and diagrams can be used to represent circuits (although standard symbols need not be introduced until UKS2).

Expectations in Art & Design

<ul style="list-style-type: none"> ▶ Investigate different starting points for their work, and choose which idea to develop further. ▶ Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these. ▶ Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art. ▶ Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette. 	<ul style="list-style-type: none"> ▶ Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work. ▶ Understand the historical and / or cultural significance of the work of a chosen artist / art form. 	<ul style="list-style-type: none"> ▶ Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of weaving to create a willow sculpture. ▶ Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone. 	<ul style="list-style-type: none"> ▶ Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work. ▶ Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.
<p>Produce creative work, exploring their ideas and recording their experiences</p>	<p>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</p>	<p>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>	<p>Evaluate and analyse creative works using the language of art, craft and design</p>

Expectations in Computing

<ul style="list-style-type: none">▶ Use technology respectfully, responsibly and safely, knowing how to keep their information and passwords secure.▶ Know different ways of reporting concerns about content and contact involving the internet and other communication technologies.▶ Have a greater understanding of what is acceptable and unacceptable online behaviour.▶ Start to develop strategies to verify the reliability and accuracy of information on the internet and develop an awareness of copyright.	<ul style="list-style-type: none">▶ Use and combine a variety of software and devices with increasing independence, to create a range of digital assets such as programs, databases, systems and multimedia content.▶ Understand how Boolean operators can change searches and select appropriate information for their tasks.▶ Use models and simulations to produce graphs and explore patterns and relationships.	<ul style="list-style-type: none">▶ Design and write more complex algorithms and programs using sequence, repetition and selection.▶ Further develop their computational thinking to help debug their programs and design and solve problems and tasks.▶ Have a simple understanding of how search engines work.▶ Develop their understanding of inputs and outputs further, demonstrating how they can use programs to control external devices such as sensors, motors and robots.▶ Understand the difference between the internet and World Wide Web.
Digital Literacy	Information Technology	Computer Science

Expectations in Design & Technology

<ul style="list-style-type: none"> ▶ Record the plan by drawing using annotated sketches. ▶ Use prototypes to develop and share ideas. ▶ Consider aesthetic qualities of materials chosen. ▶ Use CAD where appropriate. 	<ul style="list-style-type: none"> ▶ Prepare pattern pieces as templates for their design. ▶ Select from techniques for different parts of the process. 	<ul style="list-style-type: none"> ▶ Draw / sketch existing products in order to analyse and understand how products are made. ▶ Identify the strengths and weaknesses of their design ideas in relation to purpose / user. ▶ Consider and explain how the finished product could be improved. ▶ Investigate key events and individuals in design and technology. 	<ul style="list-style-type: none"> ▶ Use an increasingly appropriate technical vocabulary for tools materials and their properties. ▶ Understand seam allowance. ▶ Prototype a product. ▶ Sew on buttons and make loops. ▶ Strengthen frames with diagonal struts. ▶ Measure and mark square section, strip and dowel accurately to 1cm. ▶ Incorporate a circuit into a model. ▶ Use electrical systems such as switches bulbs and buzzers. ▶ Use ICT to control products. ▶ Use linkages to make movement larger or more varied. 	<ul style="list-style-type: none"> ▶ Make healthy eating choices – use the <i>Eatwell plate</i>. ▶ Understand seasonality. ▶ Know where and how ingredients are reared and caught. ▶ Prepare and cook using different cooking techniques.
Design	Make	Evaluate	Technical Knowledge (Select as appropriate to the focus of the design and technology focuses in the year group)	Cooking and Nutrition

Expectations in Geography

<ul style="list-style-type: none"> ▶ Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. 	<ul style="list-style-type: none"> ▶ Use geographical language to identify and explain some aspects of human and physical features and patterns. ▶ Describe how features and places change and the links between people and environments. 	<ul style="list-style-type: none"> ▶ Ask and respond to more searching geographical questions including 'how?' and 'why?' ▶ Identify and describe similarities, differences and patterns when investigating different places, environments and people. 	<ul style="list-style-type: none"> ▶ Observe, record, and explain physical and human features of the environment. 	<ul style="list-style-type: none"> ▶ Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. ▶ Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. 	<ul style="list-style-type: none"> ▶ Express their opinions on environmental issues and recognise that other people may think differently. ▶ Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.
Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information

Expectations in History

<ul style="list-style-type: none"> ▶ Use dates and historical terms when ordering events and objects. ▶ Identify where people and events fit into a chronological framework. ▶ Explore links and contrasts within and across different periods of time. 	<ul style="list-style-type: none"> ▶ Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. ▶ Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. ▶ Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066. 	<ul style="list-style-type: none"> ▶ Use sources to address historically valid questions and hypotheses. ▶ Recognise how sources of evidence are used to make historical claims. ▶ Recognise why some events happened and what happened as a result. ▶ Identify historically significant people and events in different situations. 	<ul style="list-style-type: none"> ▶ Discuss significant aspects of, and connections between, different historical events. ▶ Select and organise relevant historical information to present in a range of ways. ▶ Use relevant and appropriate historical terms and vocabulary linked to chronology.
Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication

Expectations in Languages

<ul style="list-style-type: none"> ▶ Understand a range of familiar spoken phrases e.g. classroom instructions. 	<ul style="list-style-type: none"> ▶ Ask and answer simple questions and give basic information (including a simple negative statement) based on topics covered in Y4. ▶ Take part in a simple conversation and their pronunciation and confidence is improving. ▶ Observe social conventions when speaking to someone i.e. formal and informal greetings and use of 'you'. 	<ul style="list-style-type: none"> ▶ Understand simple written phrases and match sounds to familiar written words as they become more aware of spelling patterns. 	<ul style="list-style-type: none"> ▶ Write simple, familiar phrases accurately using a writing frame or scaffold. 	<ul style="list-style-type: none"> ▶ Understand some basic aspects of language structure e.g. question words, how to use the negative, the position of the adjective in a sentence and an awareness of word order.
<p style="text-align: center;">Understand and respond to spoken language from a variety of resources (Listening)</p>	<p style="text-align: center;">Speak with increasing fluency, confidence and spontaneity continually improving the accuracy of their pronunciation and intonation (speaking)</p>	<p style="text-align: center;">Understand and respond to written language from a variety of authentic resources and develop an appreciation of a range of writing (reading)</p>	<p style="text-align: center;">Write at varying length for different purposes and audiences (writing)</p>	<p style="text-align: center;">Use a variety of grammatical structures</p>

Expectations in Music

<ul style="list-style-type: none"> ▶ Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression. ▶ Identify contrasting sections of a song, such as the verse and refrain (chorus). 	<ul style="list-style-type: none"> ▶ Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary. ▶ Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own. 	<ul style="list-style-type: none"> ▶ Improvise and develop rhythmic and melodic material when composing. ▶ Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same. ▶ Combine a variety of musical elements when composing using staff and other musical notations. 	<ul style="list-style-type: none"> ▶ Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments. ▶ Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic. ▶ Sequence various famous composers on a timeline. 	<ul style="list-style-type: none"> ▶ Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing. ▶ Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part. ▶ Recognise pitch movement by step, leaps or as repeats.
Performing	Listening and Reviewing	Creating and Composing	Understanding and Exploring	Inter-Related Dimensions: (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)

Expectations in Physical Education

<ul style="list-style-type: none"> ▶ Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities. ▶ Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment. ▶ Perform movements, shapes and balances that are matched and / or mirrored. ▶ Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment. ▶ Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls. ▶ Work cooperatively with others to solve challenges. 	<ul style="list-style-type: none"> ▶ Examples of developing sport specific skills may include: <ul style="list-style-type: none"> ○ Chest bounce pass, swing pass, catching. ○ Bouncing a ball, running with a ball. ○ Underarm bowl. ○ Throwing overarm. ○ Strike a ball with implement. ○ Matched and mirrored balances. 	<ul style="list-style-type: none"> ▶ Develop attacking skills in a 4V2 invasion game. ▶ Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities. ▶ Use simple motifs and movement patterns to structure dance phrases on their own and with a partner. 	<ul style="list-style-type: none"> ▶ Describe what is successful in their own performances. ▶ Identify aspects of their game that needs improving and say how they could go about improving them.
Developing Skills	Examples of Skills	Application of Skills: Attacking and Defending Strategies	Application of Skills: Linking Actions and Sequences of Movement	Evaluating Success