

Reading Y4

- Explain the meaning of key vocabulary within the context of the text.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Demonstrate active reading strategies e.g. *generating questions, finding answers, refining thinking, modifying questions, constructing images*.
- Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Identify main ideas drawn from more than one paragraph and summarise these *e.g. character is evil because…1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.*
- Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.
- Scan for dates, numbers and names.

Other important aspects of reading in Year 4

- Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. *fairy tales, folk tales, classic poetry, advertisements, formal speeches, magazines, electronic texts*
- Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.
- Learn a range of poems by heart and rehearse for performance.
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
- Orally retell a range of stories, including less familiar fairy stories, myths and legends.
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes.*
- Record information from a range of non-fiction texts.
- Explain how paragraphs are used to order or build up ideas, and how they are linked.





BEAUMONT SCHOOL

This booklet provides information for parents and carers on the end of year key learning indicators of performance for pupils in our school. The statements in this booklet have been identified as **Key Learning Indicators of Performance** as these have the greatest impact on the further development of skills and subsequent learning. They are not the full curriculum we teach in school. You can find this in the National Curriculum by following this link

https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

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.
If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Mathematics Y4

- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Describe positions on a 2-D grid as coordinates in the first quadrant.
- Estimate, compare and calculate different measures, including money in pounds and pence.
- Know area is a measure of surface within a given boundary.
- Convert between different units of measure [e.g. kilometre to metre; hour to minute].
- Read, write and convert time between analogue and digital 12- and 24-hour clocks.
- Write amounts of money using decimal notation.
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs.
- Write amounts of money using decimal notation.
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs.

POWER MATHS

Mathematics Y4

- Read and write numbers to at least 10 000.
- Recognise the place value of each digit in a four-digit number.
- Identify the value of each digit to two decimal places.
- Partition numbers in different ways (e.g. 2.3 = 2+0.3 & 1+1.3).
- Identify, represent and estimate numbers using different representations (including the number line).
- Order and compare numbers beyond 1000.
- Order and compare numbers with the same number of decimal places up to two decimal places.
- Find 0.1, 1, 10, 100 or 1000 more or less than a given number.
- Round any number to the nearest 10, 100 or 1000.
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer.
- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
- Recall and use addition and subtraction facts for 100.
- Recall and use +/- facts for multiples of 100 totalling 1000.
- Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place.
- Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate; use inverse operations to check answers to a calculation.
- Recall multiplication and division facts for multiplication tables up to 12 × 12.
- Use partitioning to double or halve any number, including decimals to one decimal place.
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators.
- Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Recognise and show, using diagrams, families of common equivalent fractions.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Add and subtract fractions with the same denominator (using diagrams).

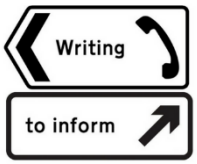
Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties an

Writing Y4

- Use commas to mark clauses in complex sentences
- Create sentences with fronted **adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.*
- Create sentences with fronted **adverbials** for where e.g. *In the distance, a lone wolf howled.*
- Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."*
- Explore, identify, collect and use noun phrases e.g. *the crumbly cookie with tasty marshmallow pieces.*
- Discuss and record ideas for planning e.g. *story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan*
- Use paragraphs to organise writing in fiction and nonfiction texts.
- Proofread to check for errors in spelling, grammar and punctuation
- Use the first three letters of a word to check its spelling in a dictionary.
- Write with consistency in size and proportion of letters, e.g. *by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.*

Other important aspects of writing in Year 4

- Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.*
- Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.*
- Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones.*
- Use organisational devices in non-fiction writing, e.g. *captions, text boxes, diagram, lists.*



Science

Working Scientifically Ask questions such as, "Why are steam and ice the same thing?"	Working Scientifically Ask questions such as, "Why is the liver important in the digestive systems?"	Working Scientifically Ask questions such as, "What do we mean by 'pitch' when it comes to sound?"	Working Scientifically Use research to find out how much time it takes to digest most of our food
Working Scientifically Use research to find out which materials make effective conductors and insulators of electricity	Working Scientifically Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water	Working Scientifically Set up a fair test with more than one variable e.g. using different materials to cut out sound	Working Scientifically Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures
Working Scientifically Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning	Working Scientifically Use a data logger to check on the time it takes ice to melt to water in different temperatures	Working Scientifically Use a thermometer to measure temperature and know there are two main scales used to measure temperature	Working Scientifically Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
Working Scientifically Group information according to common factors e.g. materials that make good conductors or insulators	Working Scientifically Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings	Working Scientifically Present findings using written explanations and include diagrams, when needed	Working Scientifically Write up findings using a planning, doing and evaluating process
Working Scientifically Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned	Working Scientifically When making predictions there are plausible reasons as to why they have done so	Working Scientifically Able to amend predictions according to findings	Working Scientifically Prepared to change ideas as a result of what has been found out during a scientific enquiry
All living things and their habitats Use classification keys to group, identify and name living things	All living things and their habitats Know how changes to an environment could endanger living things	All living things and their habitats Group materials based on their state of matter (solid, liquid, gas	Animals, including humans Identify and name the parts of the human digestive system
Animals, including humans Know the functions of the organs in the human digestive system	Animals, including humans Identify and know the different types of human teeth	Animals, including humans Know the functions of different human teeth	Animals, including humans Use and construct food chains to identify producers, predators and prey
States of matter Know the temperature at which materials change state	States of matter Know about and explore how some materials can change state	States of matter Know the part played by evaporation and condensation in the water cycle	Sound Know how sound is made, associating some of them with vibrating
Sound Know how sound travels from a source to our ears	Sound Know the correlation between pitch and the object producing a sound	Sound Know the correlation between the volume of a sound and the strength of the vibrations that produced it	Sound Know what happens to a sound as it travels away from its source
Electricity Identify and name appliances that require electricity to function	Electricity Construct a series circuit	Electricity Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)	Electricity Predict and test whether a lamp will light within a circuit
Electricity Know the function of a switch	Electricity Know the difference between a conductor and an insulator; giving examples of each		

Computing

Information Technology I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online	Information Technology I can explain that some people I 'meet online' (e.g. through social media) may be computer programmes pretending to be real people	Information Technology I can explain what a strong password is	Information Technology I understand that there are multiple platforms and the differences between these e.g. Windows / Apple / Android
Information Technology I can describe what a URL (web address) is	Information Technology I can identify the most relevant results from a search engine - not just 'sponsored' links	Digital Literacy I can select appropriate tools to add emphasis and effect to my work	Digital Literacy I can explain why I have chosen my layout and formatting
Digital Literacy I can extend the use of multimedia packages to include importing images, hyperlinks and the use of sounds recorded independently	Digital Literacy I can effectively plan for an animation or film and use purposefully	Digital Literacy I can take a series of pictures to form an a short film clip / animation /eBook	Digital Literacy I can enter a basic mathematical formula into Excel
Digital Literacy I can change the look of a spreadsheet by using different formats e.g. text styles, colour, number format inc, currency and date, row and column heights	Digital Literacy I can insert and delete columns and rows in a spreadsheet	Digital Literacy I can use SUM to calculate the total of a set of numbers in a range of cells	Digital Literacy I can use spreadsheets to create a graph
Digital Literacy I can decide on the most appropriate form of graph for a data set giving reasons for my choice	Computer Science I can use sequence and loops (repetition) in programs confidently	Computer Science I can detect and debug errors in algorithms and programs	Computer Science I can independently select and sequence code to make my own program
Computer Science I know that a 'loop is used to repeat a set of instructions	Digital Citizenship I can give examples of how to be respectful to others online	Digital Citizenship I can explain ways that some of the information about me online could have been created, copied or shared by others	Digital Citizenship I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat)
Digital Citizenship I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation)	Digital Citizenship I can identify times or situations when I might need to limit the amount of time I use technology		

Art

Drawing, painting and sculpture Know how to show facial expressions and body language in sketches and paintings	Study of great artists Experiment with the styles used by other artists	Using Sketchbooks Know how to integrate digital images into artwork	Drawing, painting and sculpture Know how to use marks and lines to show texture in art
Study of great artists Explain some of the features of art from historical periods	Using Sketchbooks Use sketchbooks to help create facial expressions	Drawing, painting and sculpture Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections	Study of great artists Know how different artists developed their specific techniques
Using Sketchbooks Use sketchbooks to experiment with different texture	Drawing, painting and sculpture Know how to print onto different materials using at least four colours	Using Sketchbooks Use photographs to help create reflections	Drawing, painting and sculpture Know how to sculpt clay and other mouldable materials

Design Technology

Designing Use ideas from other people when designing	Designing Produce a plan and explain it	Designing Persevere and adapt work when original ideas do not work	Designing Communicate ideas in a range of ways, including by sketches and drawings which are annotated
Making Know which tools to use for a particular task and show knowledge of handling the tool	Making Know which material is likely to give the best outcome	Making Measure accurately	Evaluating Evaluate and suggest improvements for design
Evaluating Evaluate products for both their purpose and appearance	Evaluating Explain how the original design has been improved	Evaluating Present a product in an interesting way	Technical Knowledge Links scientific knowledge by using lights, switches or buzzers
Technical Knowledge Use electrical systems to enhance the quality of the product	Technical Knowledge Use IT, where appropriate, to add to the quality of the product	Food Technology Know how to be both hygienic and safe when using food	Food Technology Bring a creative element to the food product being designed

Geography

Geographical skills and fieldwork Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc	Geographical skills and fieldwork Know what most of the ordnance survey symbols stand for	Geographical skills and fieldwork Know how to use six-figure grid references	Locational knowledge Know the names of and locate at least eight major capital cities across the world
Locational knowledge Know, name and locate the main rivers in the UK	Human and physical geography Label the different parts of a volcano	Human and physical geography Know and label the main features of a river	Human and physical geography Know the name of and locate a number of the world's longest rivers
Human and physical geography Know why most cities are located by a river	Human and physical geography Know what causes an earthquake	Human and physical geography Explain the features of a water cycle	

History

Chronology Know how Britain changed from the iron age to the end of the Roman occupation	Chronology Know how the Roman occupation of Britain helped to advance British society	Chronology Know how there was resistance to the Roman occupation and know about Boudicca	Chronology Know about at least one famous Roman emperor

Ancient Greece Know some of the main characteristics of the Athenians and the Spartans
Ancient Greece Know about the influence the gods had on Ancient Greece
Ancient Greece Know at least five sports from the Ancient Greek Olympics

Music

Compose Use notation to record compositions in a small group or individually	History of Music Begin to identify the style of work of Beethoven, Mozart and Elgar	Listening and appreciate Explain why silence is often needed in music and explain what effect it has	Listening and appreciate Identify and describe the different purposes of music
Performing Sing songs from memory with accurate pitch	Use and understand Use notation to record and interpret sequences of pitches		

PE – By the end of KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best