

READING TARGETS - A YEAR 4 READER

Word Reading

I can apply my 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.

WRITING TARGETS - A YEAR 4 WRITER

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 can use commas after fronted adverbials.

A YEAR 4 SPEAKER

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.

MATHEMATICS TARGETS - A YEAR 4 MATHEMATICIAN

Number, place value, approximation and estimation/rounding

I can count in multiples of 6, 7, 9, 25 and 1,000.

I can order and compare numbers beyond 1,000.

I can find 1,000 more or less than a given number.

I recognise the place value of each digit in a 4-digit number.

I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.

I can identify, represent and estimate numbers using different representations.

I can round any number to the nearest 10, 100 or 1,000.

I can count backwards through zero to include negative numbers.

I can solve number and practical problems with the above (involving increasingly large numbers).

Calculations

I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.

I can estimate and use inverse operations to check answers in a calculation.

I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.

I can recall multiplication and division facts up to 12x12.

I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

I recognise and use factor pairs and commutativity in mental calculations.

I can multiply 2-digit numbers by a 1-digit number using formal written layout.

I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions, decimals and percentages

I can count up and down in hundredths.

I recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.

I recognise and show using diagrams, families of common equivalent fractions.

I can add and subtract fractions within the same denominator.

I recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.

I recognise and write decimal equivalents of any number of tenths or 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 2 decimal places.

I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

I can solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.

Measurement

I can compare different measures, including money in £ and p.

I can estimate different measures, including money in £ and p.

I can calculate different measures. Including money in £ and p.

I can read, write and convert time between analogue and digital 12 hour clocks.

I can read, write and convert time between analogue and digital 24 hour clocks.

I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

I can convert between different units of measurements

I can measure and calculate the perimeter of a rectilinear figure in cm and m.

I can find the area of rectilinear shapes by counting squares.

I can calculate different measures

Geometry - properties of shapes

I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.

I can identify lines of symmetry in 2D shapes presented in different orientations.

I can complete a simple symmetric figure with respect to a specific line of symmetry,

I can identify acute and obtuse angles and compare and order angles up to two right angles by size.

Geometry - position and direction

I can describe movements between positions as translations of a given unit to the left/right and up/down.

I can describe positions on a 2D grid as coordinates in the first quadrant.

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 TARGETS - A YEAR 4 SCIENTIST

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.

COMPUTING TARGETS - A YEAR 4 COMPUTER USER

Algorithms and programming

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.

Information technology

I can select and use software to accomplish given goals.

I can collect and present data.

I can produce and upload a pod cast.

Digital literacy

I recognise acceptable and unacceptable behaviour using technology.

HISTORY TARGETS - 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.

GEOGRAPHY TARGETS - 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.

PHYSICAL EDUCATION TARGETS - 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.

ART & DESIGN TARGETS - 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.

DESIGN & TECHNOLOGY TARGETS - 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.

MUSIC TARGETS - 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.

FOREIGN LANGUAGE TARGETS - A YEAR 3 AND YEAR 4 INTERNATIONAL SPEAKER

Spoken language

- I can name and describe people.
- I can name and describe a place.
- I can name and describe an object.
- I can have a short conversation saying 3-4 things.
- I can give a response using a short phrase.
- I am starting to speak in sentences.

Reading

- I can read and understand a short passage using familiar language.
- I can explain the main points in a short passage.
- I can read a passage independently.
- I can use a bilingual dictionary or glossary to look up new words.

Writing

- I can write phrases from memory.
- I can write 2-3 short sentences on a familiar topic.
- I can say what I like/dislike about a familiar topic.