Simonside Primary School

Year 4 Curriculum Expectations

Including Non-Negotiables

A guide for Parents/Carers

End of Year Expectations – Year 4

This booklet provides information for Parents/Carers about the End of Year Expectations for children in Year 4, based on the requirements of the National Curriculum, 2014. These requirements have been outlined as the minimum expectation for your child, in order to ensure they make progress in the following year.

All of 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 child to achieve these, is greatly valued.

If you have any queries regarding the content of this booklet, or you would like support in knowing how best to help your child, please see your child's teacher and they will be more than happy to help.

SCIENCE

- Can ask relevant questions and use different types of scientific enquiries to answer them.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- I can use straightforward scientific evidence to answer questions or to support my findings.
- I can work with a small group to carry out an experiment and ensure that the principles of fair testing are in place.
- I can direct the work of others during an investigation.
- I can work well with a partner to construct a variety of electrical circuits.
- I can work in a small group to collect data.
- I am good at putting my point of view across.
- I am always prepared to listen to the ideas of others
- I can use a range of processes to separate a mixture of different sized solids.
- I can construct a range of electrical circuits and choose the resources independently.
- I can set up an investigation to test what happens e.g. when a material is melted or cooled.
- I can use the results of my investigations to make predictions.
- I can find out information about habitats using reference books and search engine.

Essential Skills and Knowledge

- I can recognise that living things can be grouped in a variety of ways.
- I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- I can recognise that environments change and that this can sometimes pose dangers to living things.
- I can describe the simple functions of the basic parts of the digestive system in humans.
- I can identify the different types of teeth in humans and their simple functions.
- I can construct and interpret a variety of food chains, identifying producers, predators and prey.
- I can compare and group materials together, according to whether they are solids, liquids or gases.
- I can 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).
- I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- I can identify how sounds are made, associating some of them with something vibrating.
- I can recognise that vibrations from sounds travel through a medium to the ear.
- I can find patterns between the pitch of a sound as well as features of the object which produced it.
- I can find patterns between the volume of a sound and the strength of the vibrations that produced it.
- I can recognise that sounds get fainter as the distance from the sound source increases.
- I can identify common appliances that run on electricity.

- I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- I can identify if 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.
- I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- I can recognise some common conductors and insulators, and associate metals with being good conductors.
- I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- I can identify if 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.

MATHEMATICS

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

WRITING

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

READING

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