



Year 4 Standards for Writing

- Vary sentence structure using different openers including: fronted adverbials with a comma after (In the morning, firstly, secondly), prepositions e.g. in front, next to, behind.
- Introduce possessive apostrophe for singular and plural nouns.
- Use adjectival phrases (two adjectives before a noun) e.g. wrinkly, gaunt skin.
- Appropriate choice of pronoun for cohesion avoiding repetition e.g. I
- Consider quality of noun choose e.g. burglar rather than man, terraced house rather than house.
- Use apostrophe for possession correctly.
- Introduce commas to mark clauses e.g. Even though it was raining, During the hot weather,...
- Use connectives: **although, however, eventually, finally, meanwhile** as cohesive devices.
- Indent for a new paragraph.
- Introduce correctly punctuated direct speech.
- Introduce the use of synonyms for *said*.
- Read own writing aloud both individually and as a group using appropriate intonation and controlling the tone and volume so that meaning is clear.
- Vary and increase the range of sentence structure appropriate for Year 4 genres.
- Assess the effectiveness of their own and others writing and suggesting improvements.



Year 4 Standards for Reading

- Explain, in writing, with reference to the text, a personal feeling about a text, e.g. a character, an event.
- Select words and phrases from a text to justify a response.
- Identify the main points in a narrative text, recount or report.
- Summarise the main points in a text in a given number of sentences, points or phrases.
- Use inference and deduction to answer questions such as, “What will a character do next?”
- Know what inference and deduction mean.
- Use punctuation to read with expression and correct intonation.
- Skim-read a text for the main idea(s).
- Scan a text for specific information.
- Know the features of specific text types, e.g. recounts, reports, fantasy story, letter etc.
- Know the features of the agreed set texts for Y4.
- Know features of different genres related to the agreed set texts for Y4.
- Know how to re-read, read on, read back and use cloze procedure to gain understanding.
- Generate and ask questions about the text.
- Enjoy and discuss a range of books by different authors using, for example, guided reading texts and ‘Tell a Tale’.



Year 4 Standards for Maths

- Recognise the value of any digit in a 4-digit number.
- Recognise the place value of a number in any decimal fraction to two decimal places.
- Understand the role of zero as a place holder in a 4-digit number.
- Round any number up to 10,000 to the nearest 10, 100 or 1000.
- Compare and order numbers up to and beyond 10,000, including numbers to two decimal places.
- Read and write numbers up to 10,000.
- Add two 4-digit numbers using column addition, with carrying, including changing, e.g. $1365 + 2491$ to

$$\begin{array}{r} 1365 \\ + 2491 \\ \hline \end{array}$$

- Add numbers up to two decimal places using column addition with carry figure.
- Subtract any two 4 digit numbers with exchange, using zero as a place holder.
- Solve two-step word problems using addition and subtraction.
- Solve algebraic problems using addition and subtraction, e.g. $36 = \square + 30$.
- Have quick recall of all multiplication table facts and the inverse operation, e.g. answer 10 random questions within 1 minute.
- Multiply a 3-digit number by a 1-digit number, e.g. 176×8
- Divide a 3-digit number by a 1-digit number using the 'bus stop' method, including calculations involving remainders.
- Count on and back in multiples of 25, 50, 100 and 1000 from a given number.
- Find 10, 100 or 1,000 more than or less than any given number, including crossing boundaries.
- Understand the simple fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{10}$, $\frac{1}{100}$ and identify equivalents.



Year 4 Standards for Art

EXPLORING AND DEVELOPING IDEAS

- Question and make observations about starting points and select ideas to use in their work.
- Compare the work of artists, craftspeople and designers from different times and cultures and look for similarities and differences.

EVALUATING AND DEVELOPING WORK

- Adapt their work following peer or self-assessment and describe how they might develop it further.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

DRAWING

- Develop close observation skills using a variety of view finders.
 - Make informed choices in drawing including use of paper and media.
-

DIGITAL MEDIA

- Present visual images using software e.g. Photostory, Powerpoint.
- Understand that digital images can be created by layering.

TEXTILES

- Use different grades of threads/ needles and use a combination of weaving, knotting and stitching techniques.
- Understand how the colour of a fabric can be changed by dyeing, painting or staining.

3D/ SCULPTURE

- Use recycled, natural and man-made materials to create sculptures e.g. papier maché.
- Develop clay skills including joining and hollowing skills, joining with slip, slabs, coils, removal of air bubbles and adding indentations by pressing objects into clay.



Year 4 Standards for Computing

INFORMATION TECHNOLOGY

- Use search technologies effectively.
- Collect and present data.
- Analyse and evaluate information.
- Use a range of devices to capture still and moving images for a purpose e.g. digital cameras, video cameras, iPads, microscopes and webcams.
- Use basic tools in a software package to change images according to purpose.

DIGITAL LITERACY

- Use technology safely, respectfully and responsibly.
- Understand the opportunities computer networks offer for communication.
- Understand what acceptable online behaviour is.
- Understand what unacceptable online behaviour is.
- Identify a range of ways to report a concerns about content and contact.

COMPUTER SCIENCE

- Design and debug programs that accomplish specific goals.
- Use sequence, selection, and repetition in programs.
- Control or simulate physical systems.



Year 4 Standards for DT

DESIGN

- To come up with at least one idea about how to create their product.
- Take account of others when designing their product.
- Produce a plan and explain it to others.
- Suggest ways to improve their design and share strengths and weaknesses about their original idea.

MAKE

- Share their ideas about the quality of their product.
- Understand the need for their product to be liked by others.
- Show a good level of expertise when using a range of tools and equipment.

EVALUATE

- Suggest ways to check if their design is successful.
 - Explain how they can improve their original design.
 - Evaluate their product thinking of both the appearance and the way it works.
 - Present their product in an interesting way.
-

COOKING AND NUTRITION

- Understand and apply the principles of a healthy diet.
- Prepare and cook a savoury dish using a range of cooking techniques.
- Understand seasonality.
- Demonstrate their understanding of what it means to be hygienic and safe.
- Present their product in an interesting way.

TEXTILES

- Think carefully about what the user would want when choosing the textiles.
- Demonstrate how they will make their product stronger.
- Devise a template.
- Explain how to join things in different ways.

MATERIALS

- Measure materials accurately.
- Demonstrate how they will make their product stronger.



Year 4 Standards for Geography

MAPPING

- Make a simple scaled drawing e.g. of the classroom.
- Create more detailed maps with titles and be able to show their purpose and recognise key features.

FIELDWORK

- Use the eight points of a compass.
- Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.
- Identify human and physical features in the environment and identify these on maps and aerial photos.

ENQUIRY AND INVESTIGATION

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes

COMMUNICATION

- Identify and describe geographical features, processes (changes) and patterns.
- Communicate geographical information through a range of methods including graphs and presentations.
- Express opinions and personal views about what they like and don't like about specific geographical features and situations.

ICT

- Make use of geography in the news - online reports & websites.

LOCATIONAL KNOWLEDGE

- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).



Year 4 Standards for History

CHRONOLOGY

- Making links between and across periods, such as the differences between clothes, food, buildings or transport.
- Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

EVENTS, PEOPLE AND CHANGES

- Describe how Britain has influenced and been influenced by the wider world.
- Understand some significant aspects of history - nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.

COMMUNICATION

- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

ENQUIRY, INTERPRETATION AND USING SOURCES

- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).
- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.



Year 4 Standards for MFL

ORACY

- Memorise and present a short spoken text
- Listen for specific words and phrases
- Listen for sounds, rhyme and rhythm
- Ask and answer questions on several topics

LITERACY

- Read and understand a range of familiar written phrases
- Follow a short familiar text, listening and reading at the same time
- Read some familiar words and phrases aloud and pronounce them accurately
- Write simple words and phrases using a model and some words from memory

INTERCULTURAL UNDERSTANDING

- Learn about festivals and celebrations in different cultures
- Know about some aspects of everyday life and compare them to their own
- Compare traditional stories
- Learn about ways of travelling to the country/countries



Year 4 Standards for Music

PERFORMING

- Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
- Compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music.
- Perform with an awareness of different parts that others are playing or singing.

LISTENING

- Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.
- Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.
- Recognise the difference between thick (*many sounds*) and thin (*few sounds*) textures.
- Recognise changes in texture.
- Recognise the difference between unison (*one same pitched sound*) and harmony (*various pitched sounds at the same time*).

CREATING

- Improvise simple tunes based on the pentatonic scale.
- Explore, recall and plan sounds using symbols and ICT.
- Combine several layers of sound, observing the combined effect.



Year 4 Standards for PE

GAMES

- Able to throw and catch to a partner accurately and consistently
- Beginning to strike a moving ball (cricket, tennis, rounders)
- Follows the rules fairly in a game situation
- Able to apply some tactics to the game

GYMNASTICS

- Performs a sequence involving a small piece of apparatus.
- Able to balance independently and with a partner
- Movements are controlled and fluent

DANCE

- Explores a range of actions and movements
- Able to repeat moves accurately
- Able to use dance to communicate an idea

SWIMMING

- Swim between 50 and 100 metres
- Uses three different strokes, swimming on their front and back with controlled breathing
- Recognises how swimming affects their body



Year 4 Standards for PSHCE

CELEBRATING DIFFERENCE

- Explain why it is good to accept people for who they are.
- Tell you a time when my first impression of someone changed as I got to know them.

DREAMS AND GOALS

- Know how to make a new plan and set new goals even if I have been disappointed.
- Know what it means to be resilient and to have a positive attitude.

HEALTHY ME

- Recognise when people are putting me under pressure and can explain ways to resist this when I want to.
- Identify feelings of anxiety and fear associated with peer pressure.

RELATIONSHIPS

- Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally.
- Reflect on the impact of people's actions on others and the environment, including animal rights issues.

MAKING CHOICES

- Explore facts which influence choosing.
- Consider what the risks are before doing something.
- Understand that risk taking can be good when it means trying something new that I might like.



Year 4 Standards for RE

LEARNING ABOUT RELIGION AND BELIEF

- Use religious words to describe features of religions.
- Recognise that people can have different beliefs, practices and ways of belonging.
- Suggest meanings for celebrations, worship or rituals.
- Describe similarities and differences between religions.

LEARNING FROM RELIGION AND BELIEF

- Ask questions about religion and beliefs.
- Respond to questions about religion and beliefs.
- Make links between their own and others' responses.



Year 4 Standards for Science

INVESTIGATION

- Set up and carry out simple practical enquiries, comparative and fair tests.
- Put forward ideas about testing and make predictions.

OBSERVATION

- Make close observations and comparisons.
- Observe patterns and suggest explanations.
- Collect data.
- Recognise and explain why a test is fair or unfair.
- Identify simple trends to answer questions.

APPLICATION

- Make accurate measurements using standard units and begin to think about why measurements should be repeated.
- Use scientific evidence to answer questions.
- Use a range of equipment, including data loggers and thermometers.
- Gather and record findings in a variety of ways e.g. through drawings, photographs, labelled diagrams, keys, models, tables or graphs
- Report on what the evidence shows through written explanations of results, conclusions and reports.
- Use results to draw simple conclusions, suggest improvements and raise further questions.