

## National Standards Expected at the End of Year 4

**ENGLISH** – Children can articulate and justify their opinions. They can speak audibly in Standard English and can gain, monitor and maintain the interest of listeners. Children read for a range of purposes and can retell some stories orally. They discuss words and phrases that capture their imagination and can identify themes in their reading. They can retrieve and record information and can justify their predictions and summarise ideas. The children can recognise a variety of forms of poetry. Handwriting is joined and fluent. Writing is planned and organised into paragraphs. Children proof read for spelling and punctuation errors. In writing they use a wider range of conjunctions, perfect tense, select pronouns and nouns for clarity, punctuate speech and use commas after front adverbials.

**MATHEMATICS** – Children know their times tables up to 12 x12. They can work confidently with numbers up to four digits, ordering, comparing and rounding (including decimals), and adding and subtracting using written methods. They can also multiply and divide mentally, and use a formal written method to multiply. They can compare 2D shapes, identifying lines of symmetry, different types of angle and triangle. They can find perimeters and areas (counting squares) of simple rectilinear shapes, and convert from larger to smaller measures. They are able to locate and translate coordinates, and use and interpret data in several different formats. They can identify tenths and hundredths as decimals and fractions, recognise common equivalents, They can use problem solving skills of approximation and estimation in a variety of contexts, including money.

**SCIENCE** – Children classify living things and investigate teeth and how the digestive system works. They can create food chains and can explain changes of state and the water cycle. Children explore sound as vibrations and electricity by using simple circuits and conductors. Children can use equipment such as data loggers appropriately. They can look for naturally occurring patterns and decide what data to collect and what simple equipment to use.

**COMPUTING** – Children use technology safely & responsibly recognising acceptable/unacceptable behaviour; Can use sequence, selection, and repetition in programs; They are able to use search technologies effectively and be discerning in evaluating digital content.

**DESIGN & TECHNOLOGY** - Children are using research of existing products to inform their designs. They are able to select from a wider range of equipment and materials and are becoming more confident at evaluating their own work and suggesting technical improvements. Children can prepare healthy foods using a range of techniques and explore seasonality.

**RELIGIOUS EDUCATION** – The children can compare and contrast Judaism and Christianity. They investigate and consider the impact of religion and belief locally, nationally and globally. Through questioning, they can begin to consider the viewpoints of others, recognising that they may be different from their own.

**GEOGRAPHY** – Using a variety of maps and digital media, children have extended their knowledge of the location of countries in the world, naming their capital cities and key physical and human features including the use of water ways. They understand environmental reasons for settling and the impact of this on the

**HISTORY** – Children continue to develop a chronological knowledge through questions about change, cause, similarity and differences between the lives of the Vikings and World War 2. They have found answers to these questions through a variety of sources.

**MUSIC** – Children are able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing control. They are beginning to understand and explore how music is created through the interrelated dimensions of music. They are able to listen to and appraise music they hear.

**PE & GAMES** – The acquisition of new skills has continued, with an emphasis upon improving flexibility, strength and technique. They can talk about how to improve in a variety of different sporting activities and they should be able to give a fairly comprehensive evaluation of their own and others' performances.

**ART** – Children are now able to develop their techniques with creativity. They use their sketchbooks to record their observations and use them to review and revisit ideas. They are able to use a variety of materials including clay, pastels and painting work that is linked within their topics. They are having an increasing awareness of artists, architects and designers and are beginning to reflect the impact this has on society as well as their own work.

**FRENCH** – Children can listen and engage in French. They can ask and answer questions, speaking in sentences using familiar but broadening vocabulary. They can appreciate stories and songs, and write simple sentences.

**PSHE** – The children are beginning to understand the factors which positively and negatively affect their physical, mental and emotional health. They are equipped with the vocabulary to explain both the range and intensity of their feelings to others. They realise the consequences of anti-social and bullying behaviours and discrimination of individuals and communities. They understand what being part of a community means.