



English

Reading

Read books that are structured in different ways.
Identify the main ideas drawn from more than one paragraph and summarise these.
Identify how language, structure and presentation contribute to meaning.
Check that the text makes sense, explaining the meaning of words in context.
Participate in discussions about the books I have read taking in turns and listening to what others say.

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Punctuation:

Use commas after fronted adverbials.
Use commas to mark relative clauses
Use commas after fronted adverbials and subordinate clauses
Use dashes for emphasis
Indicate possession by using the possessive apostrophe with plural nouns.
Use inverted commas for direct speech.

Maths

I can recall all multiplication facts to 12×12 .
commutativity in mental calculations.
I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.
I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.
I can solve problems involving multiplication and addition, including using the distributive law to multiply two-digit number by one digit, integer scaling problems and correspondence problems such as n objects are connected to m objects.
I can recognise and show, using diagrams, families of common equivalent fractions.
I can count up and down in hundredths.
I can recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
I can add and subtract fractions with the same denominator.
I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
I can round decimals with one decimal place to the nearest whole number.
I can recognise and use factor pairs and
I can solve simple measure and money problems involving fractions and decimals to two decimal places.
I can recognise and write decimal equivalents of any number of tenths or hundredths.
I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
I can measure and calculate the perimeter of a rectilinear figure in cm and m.

Spelling

I can spell words ending with the /g/ sound
I can spell -gue and the /k/ sound spelt -que (French in origin)
I can spell words with the /s/ sound spelt sc (Latin in origin)
I can use the possessive apostrophe (singular nouns)

Year 4 Spring



Art

To distinguish between textures.
To create rubbings of different textures and patterns.
To recreate patterns in print and malleable materials.
To cut, roll and coil materials

Geography

Locational

I can name and locate Egypt on map.

Place

I can explain why people may be attracted to live in the UK or Egypt – trade links, natural resources.

Human/Physical

I can explain why people may choose to live in one place rather than another by comparing Egypt and the UK.

Skills/fieldwork

I can carry out a survey to discover features of countries.

History

Historical Chronology

I can plot ancient history on a timeline to show that I know and understand significant aspects of the history of the wider world: the nature of ancient civilisations.

Historical Concepts

I can recognise the part that archaeologists have had in helping us understand more about what happened in the past.

Historical Interpretation

I can explain how the specific beliefs the Egyptians had affected their way of life.

Historical Enquiry

I can use my 'information finding' skills, primary and secondary sources to find out about a specific part of Ancient Egyptian life.

Historical Communication

I can construct informed response that involve thoughtful selection and organisation of relevant historical information.

PSHE

Being Safe (including internet and safety harms)

I can help the people keeping me safe and healthy by letting them know about any problems I have.
I understand what sorts of boundaries are appropriate in friendships with peers and others.
I understand that each person's body belongs to them.
I understand why rules and laws are made and understand the school rules for safety.

Mental Health

I can realise and understand the consequences of anti-social behaviour on individuals and communities.
I can realise and understand the consequences of aggressive and harmful behaviours on individuals and communities.

Music

Singing

I can sing a wide range of call and response songs.

Listening

I can change with the speed of the beat as the tempo of the music changes.

Composing

I can create musical sound effects and short sequences of sounds.

Performing

I can create, retain and perform my own word-pattern chants and rhythm patterns.

Musical Notation

I can explore and invent my own symbols to represent sounds.

MFL

Speaking

I can use adjectives to describe family members.

Listening

I listen to a short passage about a family and answer questions.

Reading

I can answer questions on a short passage.

Writing

I can write a phrase to name and describe a person.

Grammar

I can begin to use adjectives.

Design & Technology

Design

I can analyse current products similar to that which I will create.

I can use computer-aided design to create a design for a product.

Make

I can select and use a range of materials and tools to perform practical tasks accurately.

Evaluate

I can research and understand how key engineers have developed technology.

I can evaluate my own designs and suggest improvements.

Technical Knowledge

I can understand and use electrical systems in my product.

Year 4 Spring



Computing

To explain how a sprite moves in an existing project
To create a program to move a sprite in four directions
To adapt a program to a new context
To develop my program by adding features
To identify and fix bugs in a program
To design and create a maze-based challenge
To identify that accuracy in programming is important
To create a program in a text-based language
To explain what 'repeat' means
To modify a count-controlled loop to produce a given outcome
To decompose a task into small steps
To create a program that uses count-controlled loops to produce a given outcome

Science

Scientific Knowledge

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 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.

Working Scientifically

I can use straightforward scientific evidence to answer questions or to support their findings.
I can ask relevant questions and using different types of scientific enquiries to answer them.
I can set up simple practical enquiries, comparative and fair tests.
I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
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I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
I can identify differences, similarities or changes related to simple scientific ideas and processes.

PE

Games (Invasion)

I can use ball skills including throwing, catching, dribbling and passing with accuracy and control.
I can use a variety of movement skills to lose a defender.
I can use a variety of movement skills to stop attacking players.
I can find and use space within a game situation.
I can work well in a group to develop a game and rules.
I can apply tactics to a game situation.

Net and Wall Games

I can return to the ready position to defend my own court.
I can sometimes play in a competitive continuous game with others and against an opponent, within set boundaries (court).
I can use a range of basic racket skills.
I can return a served ball when playing against an opponent.
I can communicate with my team mates to apply simple tactics.

Gymnastics

I can plan and perform longer sequences that include a change of speed, level and pathway with a partner.
I can perform gymnastics actions, balances, shapes and rolls with confidence, fluency and control.
I can use unison, cannon, symmetry and asymmetry.
I can describe and evaluate my own and others performance using gymnastics vocabulary.
I understand that strength and flexibility can improve my performance.

Swimming

I can swim competently, confidently and proficiently over a distance of at least 25 metres.
I can use a range of strokes effectively.
I can perform safe self-rescue in different water-based situations.

RE

Buddhism

I can suggest why there may be problems in the world and how people could help solve them.
I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.
I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.

Christianity

I can talk about what sort of help I might need to show forgiveness.
I can describe what a Christian might learn about forgiveness from a Biblical text.
I can show an understanding of how Christians believe God can help them show forgiveness.

Year 4 Spring