



English

Writing

Organise paragraphs around a theme.
Proof-read for spelling and punctuation errors.
Increase legibility, consistency and quality of my handwriting.
Use conjunctions, adverbs and prepositions to express time and cause.
Use the grammar for years 3 and 4 (English Appendix 2).
Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.

Reading

Ask questions to improve my understanding of a text.
Discuss words and phrases that capture the reader's interest and imagination.
Identify themes and conceptions in a wide range of books.

Punctuation

Use full punctuation for direct speech, including punctuation within and before inverted commas, Secure use of apostrophes for possession
Consolidate four main punctuation marks (. , ! ?)
Use commas to mark fronted adverbials
Use commas to mark subordinate clauses
Use bullet points to list items
May begin to use () for additional information
Use dashes for emphasis

Maths

I can compare numbers with the same number of decimal places up to 2-decimal places.
I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes.
I know that angles are measured in degrees and can identify acute and obtuse angles.
I can compare and order angles up to two right angles by size.
I can read, write and convert between analogue and digital 12 and 24-hour times.
I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
I can estimate, compare and calculate different measures, including money in pounds and pence.
I can identify lines of symmetry in 2-D shapes presented in different orientations.
I can complete a simple symmetric figure with respect to a specific line of symmetry.
I can describe positions on a 2-D grid as coordinates in the first quadrant.
I can plot specified points and draw sides to complete a given polygon.
I can describe movements between positions as translations of a given unit to the left/right and up/down.
I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
I can convert between different units of measure (for example, kilometre to metre; hour to minute).

Spelling

I can spell words with the /ei/ sound spelt ei, eigh, or ey
I can use possessive apostrophe with plural words.
I can use Homophones or near-homophones in my writing.
I can spell words ending in -tion

Year 4 Summer



Art

To draw a face in proportion.
To sketch facial expressions.
To interpret expressions on Mayan masks.
To design a Mayan Mask.
To sculpt clay and/or mouldable materials.

Music

Singing

I can sing rounds and partner songs in different time signatures.

Listening

I can recognise and comment on features of music from the Classical Baroque period.

Composing

I can record my composition using simple staff notation.

Performing

I can perform in two parts from simple notation using tuned instruments.

Design & Technology

Design

I can analyse current products similar to that which I will create.
I can use computer-aided design to create packaging for my food product.

Make

I can prepare and cook a product from my own design.

Evaluate

I can evaluate my own designs and suggest improvements.

Technical Knowledge

I can show an understanding of how a variety of ingredients are grown.

Geography

Locational

I can accurately plot 4 points of a compass
I can recognise the 8 points of a compass.

Place

I can locate and name Mexico on a map and some countries in the Northern Hemisphere.

Human/physical

I can use the correct geographical words to describe a place including hills, mountains, coast, rivers

Skills/fieldwork

I can use basic ordinance survey map symbols and keys.

MFL

Speaking

I can ask and give simple directions.

Listening

I can respond to simple instructions for direction and movement.

Reading

I can read simple instructions and follow them.

Writing

I can write a phrase describing two or more places.

Grammar

I can use the verb to go in the first person.

History

Historical Chronology

I can construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how the Maya invented and used their calendars and number system.

Historical Concepts

I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.

Historical Interpretation

I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.

Historical Enquiry

I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Historical Communication

I can write sentences or a paragraph to describe some of the main events, people and affects this time period had on world history.

PSHE

Physical Health & Fitness

I know how to build regular exercise into daily and weekly routines.

I can understand the benefits of eating a balanced diet.
I understand the facts about smoking and its effects on health.

I understand the facts about alcohol and its effect on health.

I understand the importance of sufficient good quality sleep for good health.

Mental Health

I understand how the balance of physical, mental and emotional health affects my wellbeing.

Year 4 Summer



Computing

To identify that sound can be recorded
To explain that audio recordings can be edited
To recognise the different parts of creating a podcast project
To apply audio editing skills independently
To combine audio to enhance my podcast project
To evaluate the effective use of audio

Science

Scientific 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 can change and that this can sometimes pose dangers to living things.

Working Scientifically

I can ask relevant questions and using different types of scientific enquiries to answer them.

I can gather, record, classify and present data in a variety of ways to help in answering questions.

I can use straightforward scientific evidence to answer questions or to support their findings.

RE

Buddhism

I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice.

I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.

I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.

Christianity

I can explain some of the feelings my special place gives me and suggest why that is.

I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.



PE

Striking & Fielding

I can develop an overarm bowling technique.

I can bowl a ball in different ways with accuracy and consistency.

I can perform an appropriate batting technique.

I can field a ball effectively using a two-handed pick up.

I can communicate effectively with my team to gain positive outcomes.

I can play different roles in a game and begin to think tactically about each role.

OAA

I can accurately follow and give instructions.

I can confidently communicate ideas and listen to others.

I can use simple maps to follow a short trail, going from one place to another.

I can plan and apply strategies to solve problems.

I can reflect on when and why I was successful at solving challenges.

Athletics/Fitness

I can begin to adapt my running style and pace with confidence.

I can link running and jumping activities with some fluency, control and consistency.

I can throw a variety of objects, changing their action for accuracy and distance.

I can describe good athletic performance, using the key vocabulary.

I use effective techniques in relay.

Year 4 Summer