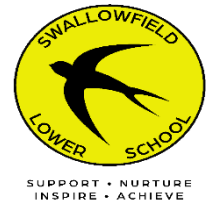


# KEY SKILLS – END OF YEAR 4

## MATHS EXPECTATIONS



### Number and Place Value

- Count from 0 in steps of 6, 7, 9, 25 and 1000
- Find 1000 more or less than a given number
- Count backwards to negative numbers below 0
- Say what each digit means in a 4-digit number (thousands, hundreds, tens and ones, e.g. 2645)
- Compare and order numbers above 1000
- Make estimates such as how many objects in a jar, how long an object is in cm, or how heavy an object is in g or kg
- Round a number to the nearest 10, 100 or 1000
- Solve number and practical problems that involve rounding, ordering and exploring negative numbers

### Number: Addition, Subtraction, Multiplication, Division

- Add and Subtract numbers with up to 4 digits using written methods
- Estimate an answer, and use the inverse operation to check my answer is correct
- Solve longer addition and subtraction problems and explain the steps I took to work out the answer
- Recall all my times tables up to 12
- Say what the outcome will be when I multiply or divide any number by 0 or 1
- Multiply 3 numbers together, e.g.  $3 \times 6 \times 9$
- Identify factor pairs and multiply numbers in any order to work out answers in my head
- Multiply a 2-digit or 3-digit number by a 1-digit number using written methods
- Solve problems that require a systematic approach, such as how many different outfits can be made using 3 hats and 4 coats

### Fractions & Decimals

- Show in drawings why a number of fractions equal each other (e.g.  $\frac{3}{5}$  and  $\frac{6}{10}$ ) and are called equivalent fractions
- Count up and down in hundredths and know that a hundredth is made by dividing an object or number by one hundred, and a tenth is made by dividing by 10
- Work out fractions of numbers such as  $\frac{4}{5}$  of 25 or  $\frac{7}{10}$  of 100
- Tell you the decimal equivalents of any number of tenths or hundredths, such as  $\frac{1}{10} = 0.1$  or  $\frac{23}{100} = 0.23$

- Add or subtract fractions with the same denominator
- Say what the decimal equivalents are for  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$
- Divide a 1 or 2-digit number by 10 or 100 and know what the tenths and hundredths mean after the decimal point
- Round decimals with one decimal place to the nearest whole number
- Compare numbers such as 0.26 and 0.53 to say which is bigger or smaller
- Solve measure and money problems involving fractions and decimals to 2 decimal places

### Measurement

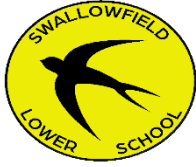
- Convert one unit of measurement to another, such as km to m, hour to minute and cm to mm
- Measure and calculate the perimeter of a rectangle, including a square
- Find the area of a rectangular shape by counting the number of squares the shape takes up
- Estimate and compare a range of measurements and money
- Read, write and compare time between analogue clocks and digital 12 and 24 hour clocks
- Convert hours to minutes, minutes to seconds, years to months and weeks to days

### Shape

- Group 2D shapes based on their properties and sizes
- Recognise acute and obtuse angles and order a set of given angles by their size
- Find all the lines of symmetry in a 2D shape
- Draw a symmetrical shape when given one half of the shape, based on the position of the line of symmetry
- Find the coordinates of a point on a grid
- Move (translate) a point on a grid by a given set of jumps, either up/down or left/right
- Plot points using coordinates and join up the points to create a shape

### Statistics

- Use continuous or discrete data to create a bar chart or line graph
- Solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs



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## KEY SKILLS – END OF YEAR 4 READING EXPECTATIONS



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### Spoken Language

I can:

- Listen and respond appropriately to adults and friends
- Ask questions to extend my understanding and knowledge
- Use strategies to build my vocabulary
- Give reasons for my answers, arguments and opinions
- Create descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in conversations, staying on topic and responding to what others say
- Speak loudly enough with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Keep my listener(s) attention while I'm talking
- Listen to and consider other people's viewpoints
- Use the correct tone of voice in different situations

### Word Level

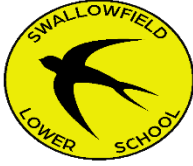
I can:

- Use my existing knowledge of a range of different words, to read aloud and understand the meaning of new words
- Notice that some words sound different to how they are spelt

### Comprehension

I can:

- Understand what I have read in an increasingly wide range of texts
- Choose from a range of books that are set out differently but give me the information I require
- Use a dictionary to check the meaning of new words and discuss words that interest me
- Talk about different stories I have read and identify their main themes
- Perform poetry and play scripts aloud to keep the listener interested
- Recognise different forms of poetry
- Use evidence from different parts of the text to support my inferences, such as characters' feelings, thoughts and motives from their actions across the story
- Predict events in stories from what I have read
- Tell what the main idea of the text is by reading a number of paragraphs
- Use non-fiction texts to find information
- Take turns when discussing books I have read, or had read to me, and listen to what others



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## KEY SKILLS – END OF YEAR 4 WRITING EXPECTATIONS



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### Transcription

I can confidently:

- Add prefixes and suffixes to root words to spell new words and use them correctly in my writing
- Spell a range of homophones and use them correctly in sentences
- Spell some words that can often be misspelt
- Use the possessive apostrophe correctly, including for regular and irregular plurals
- Write simple sentences that have been dictated, using the correct punctuation
- Use the first 2-3 letters of a word to check it's meaning in a dictionary

### Handwriting

I can confidently:

- Join my letters and write in a fluent style, making sure the letters are the correct size and height
- Understand which letters are best left unjoined

### Composition

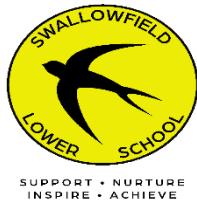
I can confidently:

- Plan my writing using examples of a similar text and style
- Make notes to help me remember what I will write about
- Use different types of sentences and make exciting vocabulary choices in my writing
- Group my ideas and write them in paragraphs effectively
- Organise my writing using headings
- Include setting, characters and plot in my stories
- Check my writing for spelling and punctuation errors
- Edit my work to make any improvements
- Read my writing to an audience in a clear voice

### Vocabulary, Grammar and Punctuation

I can confidently:

- Write complex sentences using a range of conjunctions, such as when, if, because etc
- Use different tenses in my writing, including the present perfect
- Use conjunctions, adverbs and prepositions to describe time or reason in my sentences
- Choose whether to use the word 'a' or 'an' depending which letter the next word starts with
- Identify word families and use that knowledge to understand what words could mean
- Sometimes use inverted commas to open and close speech in my writing



# KEY SKILLS – END OF YEAR 4

## SCIENCE EXPECTATIONS



### Working Scientifically

I can:

- Ask relevant questions and use different types of scientific enquiries to answer them
- Set up practical enquiries, comparative and fair tests
- Make systematic and careful observations & take accurate measurements using equipment
- Gather, record, classify & present data in a variety of ways to help in answering questions
- Record findings using scientific language, drawings, diagrams, keys, charts & tables
- Report findings using oral & written explanations, displays or presentations of results & conclusions
- Use results to draw simple conclusions, make predictions, suggest improvements & ask more questions
- Identify differences, similarities or changes related to simple scientific ideas or processes
- Use straightforward scientific evidence to answer questions or support their findings

### Sound

I can:

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sound gets fainter as the distance from the sound source increases

### Electricity

I can:

- Identify common appliances that run on electricity
- Construct a simple circuit, identifying and naming the basic parts
- Identify whether or not a lamp will light in a simple series circuit
- Recognise that a switch opens and closes a circuit and associate this with the lamp being on or off
- Recognise some common conductors and insulators and associate metal with being a good conductor

### States of Matter

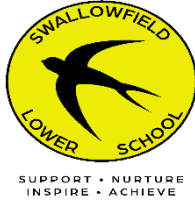
I can:

- Compare and group materials according to whether they are solid, liquid or gas
- Observe that some materials change state and record the temperature at which this occurs
- Identify the part played by evaporation and condensation in the water cycle and associate evaporation with temperature

### Plants & Animals

I can:

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to group, identify and name living things in local and wider environments
- Recognise that environments can change and that this can sometimes pose danger to living things
- Describe the simple functions of the basic parts of the human digestive system
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey



## KEY SKILLS – END OF YEAR 4 FOUNDATION SUBJECTS



These are the National Curriculum objectives for KS2 in all of the Foundation Subjects. This means that your child should have a full understanding of them by the time they reach the end of Year 6. All of these objectives will be included in each year group's planning and teaching, but at an appropriate level for that year group to help the child progress towards a full understanding at the end of the Key Stage. Where possible we have included only objectives relevant to this year group. There is a brief description of how this is delivered in Year 3 underneath each subject.

### Computing (full KS2 objectives):

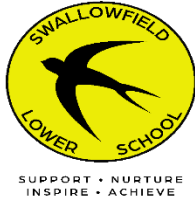
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

In Year 3, Computing is taught using programmes such as: Scratch, Superlogo, Purple Mash and Hour of Code and the children also use Microsoft Office products and the Internet.

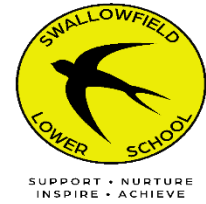
### History (some of the KS2 objectives)

A local history study that could include:

- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain



## KEY SKILLS – END OF YEAR 4 FOUNDATION SUBJECTS



- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

### Geography (full KS2 objectives)

#### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)

#### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

#### Human and physical geography

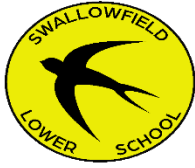
##### Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork

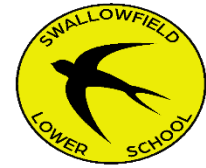
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

In Year 3, Geography is taught with some lessons in relation to the Stone Age and the Romans, in the Rainforest topic and with some standalone lessons.



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## KEY SKILLS – END OF YEAR 4 FOUNDATION SUBJECTS



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### PE (full KS2 objectives)

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

In Year 3, PE involves Tennis, Hockey, OAA, Dance, Gymnastics, Athletics and Swimming.

### Art (full KS2 objectives)

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

In Year 3, we sketch Stone Age animals and rainforest leaves, use pastels to create rainforest animal pictures, use paint for cave paintings and roman mosaic designs, create clay pots and bone necklaces and learn about the artist Henri Rousseau.

### DT

#### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities



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## KEY SKILLS – END OF YEAR 4 FOUNDATION SUBJECTS



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### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

*In Year 3, we design and create necklaces, clay pots, roman weapons and rainforest totem poles.*

### Music (full KS2 objectives)

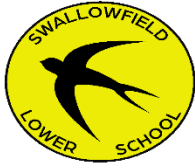
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

*In Year 3, we use Sing Up and Charanga websites. This allows us to sing, play and compose music ourselves. We also listen to music from different countries and times in history. We compose and create our own rainforest music.*

### R.E. (LKS2 Bedfordshire Agreed Syllabus)

- identify and describe the core beliefs and concepts studied
- make clear links between texts/sources of wisdom and authority and the core concepts studied
- offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers
- make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- describe how people show their beliefs in how they worship and in the ways they live





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## KEY SKILLS – END OF YEAR 4 FOUNDATION SUBJECTS



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- identify some differences in how people put their beliefs into practice
- raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- give good reasons for the views they have and the connections they make

In Year 3, we concentrate on the religions of Sikhism, Islam and Hinduism and compare them to Christianity. We ask the following questions in our studies:

- Where, how and why do people worship?
- Why do some people think life is like a journey? How and why do people mark the significant events of life?
- What are the deeper meanings of festivals?
- How and why do people try to make the world a better place?

### PHSE (full KS2 objectives)

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing
- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships
- respect for self and others and the importance of responsible behaviours and actions
- rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect diversity and equality and how to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- the part that money plays in people's lives
- a basic understanding of enterprise

In Year 3, PHSE is taught as standalone lessons, but is also included across many other areas of the curriculum as and when it is appropriate.



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## KEY SKILLS – END OF YEAR 4 FOUNDATION SUBJECTS



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### French (full KS2 objectives)

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing

In Year 3 we learn new words and short phrases orally. We do not read or write in French although written French is displayed while the oral learning takes place. We cover numbers, colours, greetings, family, pets, home and food.