

Key End Points - for end of year

Year 4



Ready to Progress Criteria...

The Humanities

Humanities	Knowledge	Skills
History	<ul style="list-style-type: none"> I identify where people and events fit into a chronological framework. I recognise what happened as a result of events that happened a long time ago around the world and locally. 	<ul style="list-style-type: none"> I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. I can use sources to address historically valid questions and hypotheses.
RE	<ul style="list-style-type: none"> I can describe some of the things Jews do to show respect to God. I can describe some of the things that Humanists believe are important and some of the actions that a Humanist might take to demonstrate empathy. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. 	<ul style="list-style-type: none"> I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel. I can start to understand the impact a Christian's special place has on him/her.
Geography	<ul style="list-style-type: none"> I can name and locate key counties and cities of the United Kingdom, different geographical regions and key topographical features (including hills, mountains, coasts and rivers) and their identifying human and physical characteristics I can describe and understand key aspects of physical geography, including: the water cycle. 	<ul style="list-style-type: none"> I can use the eight points of a compass. I can use four-figure grid references to build my knowledge of the United Kingdom. I can describe, understand and map types of settlements and land use patterns.

Sciences	
Maths	<p>Number and Place Value</p> <ul style="list-style-type: none">● Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.● Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.● Reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.● Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts. <p>Number Facts</p> <ul style="list-style-type: none">● Recall multiplication and division facts up to 12×12, and recognise products in multiplication tables as multiples of the corresponding number.● Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.● Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100). <p>Multiplication and Division</p> <ul style="list-style-type: none">● Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.● Manipulate multiplication and division equations, understand and apply the commutative property of multiplication.● Understand and apply the distributive property of multiplication. <p>Fractions</p> <ul style="list-style-type: none">● Reason about the location of mixed numbers in the linear number system.● Convert mixed numbers to improper fractions and vice versa.● Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers. <p>Geometry</p> <ul style="list-style-type: none">● Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.● Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.● Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.

Sciences	Knowledge	Skills
Science	<ul style="list-style-type: none"> • Animals Including Humans: I can describe the simple functions of the basic parts of the digestive system in humans. • Electricity: I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Living things and their habitats: I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Sound: I recognise that vibrations from sounds travel through a medium to the ear. • States of Matter: I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<ul style="list-style-type: none"> • Recording Data: I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Conclusions: I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
Sciences	Knowledge	Skills
Computing	<p>Computer Systems & Networks</p> <ul style="list-style-type: none"> • I can explain the function of networks including the internet. <p>Programming</p> <ul style="list-style-type: none"> • I know a range of tools that I can use to create a program. <p>Multimedia</p> <ul style="list-style-type: none"> • I recognise that not all images are real. <p>Handling Data</p> <ul style="list-style-type: none"> • I know how to use data loggers. 	<p>Programming</p> <ul style="list-style-type: none"> • I can use a variety of tools to create a program using Scratch and simplify a programme when needed. <p>Multimedia</p> <ul style="list-style-type: none"> • I can use text, photo and sound editing tools to enhance my work. <p>Handling Data</p> <ul style="list-style-type: none"> • I can collect and organise data and use it to answer questions.
Sciences	Knowledge	Skills
DT	<ul style="list-style-type: none"> • Make: I can understand and use mechanical systems in my products [for example, gears, pulleys, cams, levers and linkages]. • Evaluate: I can investigate and analyse a range of existing products. • Technical Knowledge: I can understand and use electrical systems in my products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. • Cooking and Nutrition: I can understand and apply the principles of a healthy and varied diet. 	<ul style="list-style-type: none"> • I can build working mechanical systems using a variety of different equipment safely.

The Arts

Arts	Knowledge	Skills
Art	<ul style="list-style-type: none"> They understand that using different techniques with the same medium will create different effects. 	<ul style="list-style-type: none"> They use light and dark within painting and show understanding of complementary colours They can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). LKS. They can begin to independently decide which technique would be best to complete a final piece after exploration and modelling of skills

Arts	Knowledge	Skills
Music	<p><u>Singing and Playing</u></p> <ul style="list-style-type: none"> To know how and why you must warm up your voice. To know how many beats in a minim, crotchet and semibreve and recognise their symbols. <p><u>Performing</u></p> <ul style="list-style-type: none"> To reflect on their own performance with what went well and how to improve next time. 	<p><u>Improvisation and Composing</u></p> <ul style="list-style-type: none"> To listen to and reflect when composing and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.

Communication and Language

Communication and Language	
Writing	<p>Handwriting</p> <ul style="list-style-type: none"> I can write legibly and consistently in every piece of writing. <p>Spelling</p> <ul style="list-style-type: none"> Spells most of the Y3/4 common exception words. <p>Composition</p> <ul style="list-style-type: none"> I can create and develop detailed plot lines which move my narrative on. I can plan and write pieces using organisational devices which support the genre. <p>Grammar</p> <ul style="list-style-type: none"> I can use standard English most of the time. I can use a subordinate clause to make a complex sentence, which adds additional information. <p>Punctuation</p> <ul style="list-style-type: none"> Most of my sentences are correctly demarcated. (. ! ? CL and commas in a list, comma after a fronted adverbial, comma in a subordinate clause and a comma for a reported clause).

Communication and Language	
Reading	<p>Word Reading</p> <ul style="list-style-type: none"> • Reads all of the Y3/4 common exception words by sight noting unusual correspondence between spelling and sound. • Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4. • Read almost all common exception words automatically, noting unusual correspondence between spelling and sound. <p>Comprehension</p> <ul style="list-style-type: none"> • Without prompting, draw inferences & justify with evidence e.g. characters' feelings, thoughts & motives, from their actions or words. Draw comparisons. • Identify how language, structure & presentation contribute to meaning e.g. 'threatening' means that a storm is close & could be dangerous. • Provide explanations which show their high level of understanding of the text.

Communication and Language	Knowledge	Skills
MFL	<ul style="list-style-type: none"> • Identify key phonemes in French that are new to them and incorporate this into their knowledge of spelling and reading French. • Confidently use simple first person present tense verbs in speech. • Notice when verbs are written in the 1st and 3rd person present. 	<ul style="list-style-type: none"> • Identify key words in a series of sentences when the target language is spoken at a faster rate. • Build and recite full sentences from memory using increasingly accurate pronunciation.

Mental Wealth and Physical Health

Mental Wealth and Physical Health	Knowledge	Skills
Online Safety	<ul style="list-style-type: none"> • Online Reputation: I can explain ways that some of the information about me online could have been created, copied or shared by others. • Online Bullying: I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation). • Managing Online Information: I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online • Privacy and security: I can explain that others online can pretend to be me or other people, including my friends. 	<ul style="list-style-type: none"> • Managing Online Information: I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites)

Mental Wealth and Physical Health	Knowledge	Skills
PE	<ul style="list-style-type: none"> • I understand why exercise is good for my fitness, health and wellbeing. 	<ul style="list-style-type: none"> • I can describe and evaluate the effectiveness of performance and recognise aspects that need improving. • I can evaluate how successful my tactics have been, use appropriate language to describe performance and identify what I do that makes things difficult for their opponents. • I can control actions and combine them fluently.