



Y4 National Curriculum Objectives: Core Subjects

Scholarpack Statements

Reading

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| Reading | Word Reading | Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. | 4 |
| Reading | Word Reading | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | 4 |
| Reading | Word Reading | Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. | 4 |
| Reading | Reading Comprehension | Know which books to select for specific purposes, especially in relation to science, history and geography learning. | 4 |
| Reading | Reading Comprehension | Use dictionaries to check the meaning of unfamiliar words. | 4 |
| Reading | Reading Comprehension | Discuss and record words and phrases that writers use to engage and impact on the reader. | 4 |
| Reading | Reading Comprehension | Know and recognise some of the literary conventions in text types covered. | 4 |
| Reading | Reading Comprehension | Begin to understand simple themes in books. | 4 |
| Reading | Reading Comprehension | Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. | 4 |
| Reading | Reading Comprehension | Explain the meaning of words in context. | 4 |
| Reading | Reading Comprehension | Ask questions to improve understanding of a text. | 4 |
| Reading | Reading Comprehension | Infer meanings and begin to justify them with evidence from the text. | 4 |
| Reading | Reading Comprehension | Predict what might happen from details stated and deduced information. | 4 |
| Reading | Reading Comprehension | Identify how the writer has used precise word choices for effect to impact on the reader. | 4 |

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| Reading | Reading Comprehension | Identify some text type organisational features, for example, narrative, explanation, persuasion. | 4 |
| Reading | Reading Comprehension | Retrieve and record information from non-fiction. | 4 |
| Reading | Reading Comprehension | Make connections with prior knowledge and experience. | 4 |
| Reading | Reading Comprehension | Begin to build on others' ideas and opinions about a text in discussion. | 4 |
| Reading | Reading Comprehension | Explain why text types are organised in a certain way. | 4 |

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| Reading | Reading Exceeding Statements | Locate and use information from a range of sources, both fiction and non-fiction. | 4 |
| Reading | Reading Exceeding Statements | Compare fictional accounts in historical novels with the factual account. | 4 |
| Reading | Reading Exceeding Statements | Appreciate the bias in persuasive writing, including articles and advertisements. | 4 |
| Reading | Reading Exceeding Statements | Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce. | 4 |
| Reading | Reading Exceeding Statements | Use inference and deduction to work out the characteristics of different people from a story. | 4 |
| Reading | Reading Exceeding Statements | Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary);. | 4 |
| Reading | Reading Exceeding Statements | Skim, scan and organise non-fiction information under different headings. | 4 |
| Reading | Reading Exceeding Statements | Refer to the text to support predictions and opinions. | 4 |
| Reading | Reading Exceeding Statements | Recognise complex sentences. | 4 |
| Reading | Reading Exceeding Statements | Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest. | 4 |

Writing

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| Writing | Transcription | Spell words with additional prefixes and suffixes and understand how to add them to root words. for example - ation, ous, ion, ian. | 4 |
| Writing | Transcription | Recognise and spell additional homophones, for example -accept and except, whose and who's. | 4 |
| Writing | Transcription | Use the first two or three letters of a word to check its spelling in a dictionary. | 4 |
| Writing | Transcription | Spell identified commonly misspelt words from Year 3 and 4 wordlist. | 4 |
| Writing | Transcription | Use the diagonal and horizontal strokes that are needed to join letters. | 4 |
| Writing | Transcription | Understand which letters, when adjacent to one another, are best left unjoined. | 4 |
| Writing | Transcription | Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | 4 |
| Writing | Composition | Compose sentences using a wider range of structures, linked to the grammar objectives. | 4 |
| Writing | Composition | Orally rehearse structured sentences or sequences of sentences. | 4 |
| Writing | Composition | Begin to open paragraphs with topic sentences. | 4 |
| Writing | Composition | Write a narrative with a clear structure, setting, characters and plot. | 4 |
| Writing | Composition | Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. | 4 |
| Writing | Composition | Use a range of sentences with more than one clause. | 4 |
| Writing | Composition | Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. | 4 |
| Writing | Composition | Use fronted adverbials, for example, 'Later that day, I went shopping.' | 4 |
| Writing | Composition | Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'. | 4 |
| Writing | Composition | Use other punctuation in direct speech, including a comma after there porting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials. | 4 |

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| Writing | Writing Exceeding Statements | Prepared to carry out a little research to find words that are specific to the event being written about. | 4 |
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| Writing | Writing Exceeding Statements | Check to see if there are any sentences that can be re-organised so as to give my writing a greater impact. | 4 |
| Writing | Writing Exceeding Statements | Consciously use short sentences to speed up action sequences. | 4 |
| Writing | Writing Exceeding Statements | Use dialogue and reactions from other characters to make my character interesting. | 4 |
| Writing | Writing Exceeding Statements | Recognise when a simile may generate more impact than a metaphor, and vice versa. | 4 |
| Writing | Writing Exceeding Statements | Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality. | 4 |
| Writing | Writing Exceeding Statements | Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about. | 4 |
| Writing | Writing Exceeding Statements | Know how to re-order sentences so that they create maximum effect. | 4 |
| Writing | Writing Exceeding Statements | Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural. | 4 |
| Writing | Writing Exceeding Statements | Use commas or ellipses in order to create greater clarity and effect in my writing. | 4 |

Spoken Language

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| Spoken Language | Spoken Language | Ask questions to clarify or develop understanding. | 4 |
| Spoken Language | Spoken Language | Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required. | 4 |
| Spoken Language | Spoken Language | Show understanding of the main points and significant details in a discussion. | 4 |
| Spoken Language | Spoken Language | Increasingly adapt what is said to meet the needs of the audience/listener. | 4 |
| Spoken Language | Spoken Language | Vary the use and choice of vocabulary dependent on the audience and purpose. | 4 |
| Spoken Language | Spoken Language | Show understanding of how and why language choices vary in different contexts. | 4 |
| Spoken Language | Spoken Language | Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | 4 |
| Spoken Language | Spoken Language | Justify answers with evidence. | 4 |
| Spoken Language | Spoken Language | Understand when the context requires the use of Standard English. | 4 |

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| Spoken Language | Spoken Language | Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. | 4 |
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| Spoken Language | Spoken Language Exceeding Statements | Prepare and deliver a talk to the class on an aspect of learning in science, history or geography. | 4 |
| Spoken Language | Spoken Language Exceeding Statements | Present a strong argument in a formal debate on an issue, using the language and procedures of debating. | 4 |
| Spoken Language | Spoken Language Exceeding Statements | Propose and discuss possible explanations and questions (eg. re phenomena in science, history or geography) as a basis for planning an investigation with roles, activities and resources. | 4 |
| Spoken Language | Spoken Language Exceeding Statements | Develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject. | 4 |
| Spoken Language | Spoken Language Exceeding Statements | Listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing. | 4 |
| Spoken Language | Spoken Language Exceeding Statements | Comment on the language used in the arguments presented in the debate. | 4 |
| Spoken Language | Spoken Language Exceeding Statements | Take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement. | 4 |
| Spoken Language | Spoken Language Exceeding Statements | Reflect on and evaluate dramatic presentations and those of others. | 4 |
| Spoken Language | Spoken Language Exceeding Statements | Explain the advantages and disadvantages of the formal rules of debating. | 4 |
| Spoken Language | Spoken Language Exceeding Statements | Show good understanding of what has been said and introduce new ideas that are valid. | 4 |

Maths

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| Mathematics | Number, Place Value and Calculation | I can count backwards through zero to include negative numbers | 4 |
| Mathematics | Number, Place Value and Calculation | I can count in multiples of 6, 7, 9, 25 and 1000 | 4 |
| Mathematics | Number, Place Value and Calculation | I can find 1000 more or less than a given number | 4 |
| Mathematics | Number, Place Value and Calculation | I can order and compare numbers beyond 1000 | 4 |
| Mathematics | Number, Place Value and Calculation | I can identify, represent and estimate numbers using different representations | 4 |
| Mathematics | Number, Place Value and Calculation | I can read Roman numerals to 100 (C) and know that over time, the numeral system changed to include the concept of zero and place value | 4 |
| Mathematics | Number, Place Value and Calculation | I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) | 4 |
| Mathematics | Number, Place Value and Calculation | I can round any number to the nearest 10, 100 or 1000 | 4 |
| Mathematics | Number, Place Value and Calculation | I can solve number and practical problems that involve all of the above and with increasingly large positive numbers | 4 |
| Mathematics | Number, Place Value and Calculation | I can add and subtract numbers with up to 4 digits using suitable methods that lead to vertical methods of addition and subtraction | 4 |
| Mathematics | Number, Place Value and Calculation | I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why | 4 |
| Mathematics | Number, Place Value and Calculation | I can multiply two-digit and three-digit numbers by a one-digit number using suitable methods that lead to vertical methods of multiplication and division | 4 |
| Mathematics | Number, Place Value and Calculation | I can recall multiplication and division facts for all multiplication tables up to 12×12 | 4 |
| Mathematics | Number, Place Value and Calculation | I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers | 4 |

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| Mathematics | Number, Place Value and Calculation | I can recognise and use factor pairs and commutativity in mental calculations | 4 |
| Mathematics | Number, Place Value and Calculation | I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as <i>n</i> objects are connected to <i>m</i> objects | 4 |
| Mathematics | Number, Place Value and Calculation | I can estimate and use inverse operations to check answers to a calculation | 4 |
| Mathematics | Number, Place Value and Calculation | I can count up and down in hundredths | 4 |
| Mathematics | Number, Place Value and Calculation | I recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten | 4 |
| Mathematics | Number, Place Value and Calculation | I can compare and order numbers with the same number of decimal places up to two decimal places | 4 |
| Mathematics | Number, Place Value and Calculation | I know the effect of dividing a one- or two-digit number by 10 and 100. I can identify the value of the digits in the answer as ones, tenths and hundredths | 4 |
| Mathematics | Number, Place Value and Calculation | I can round decimals with one decimal place to the nearest whole number | 4 |
| Mathematics | Number, Place Value and Calculation | I can recognise and write decimal equivalents of any number of tenths or hundredths | 4 |
| Mathematics | Number, Place Value and Calculation | I can recognise and show, using diagrams, families of common equivalent fractions | 4 |
| Mathematics | Number, Place Value and Calculation | I can add and subtract fractions with the same denominator | 4 |
| Mathematics | Number, Place Value and Calculation | 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 | 4 |
| Mathematics | Number, Place Value and Calculation | I can solve simple measure and money problems involving fractions and decimals to two decimal places | 4 |
| Mathematics | Number, Place Value and Calculation | I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, tenths | 4 |
| Mathematics | Measurement | I can measure and calculate the perimeter of a rectangle (including squares) in centimetres and metres | 4 |
| Mathematics | Measurement | I can find the area of rectangles by counting squares | 4 |

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| Mathematics | Measurement | I can estimate, compare and calculate different measures, including money in pounds and pence | 4 |
| Mathematics | Measurement | I can convert between different units of measure [for example, kilometre to metre] | 4 |
| Mathematics | Measurement | I can read, write and convert time between analogue and digital 12- and 24-hour clocks | 4 |
| Mathematics | Measurement | I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days | 4 |
| Mathematics | Geometry | I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes | 4 |
| Mathematics | Geometry | I can identify acute and obtuse angles and compare and order angles up to two right angles by size | 4 |
| Mathematics | Geometry | I can identify lines of symmetry in 2-D shapes presented in different orientations | 4 |
| Mathematics | Geometry | I can complete a simple symmetric figure with respect to a specific line of symmetry | 4 |
| Mathematics | Geometry | I can describe positions on a 2-D grid as coordinates in the first quadrant | 4 |
| Mathematics | Geometry | I can plot specified points and draw sides to complete a given polygon | 4 |
| Mathematics | Geometry | I can describe movements between positions as translations of a given unit to the left/right and up/down | 4 |
| Mathematics | Statistics | I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs | 4 |
| Mathematics | Statistics | I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs | 4 |

Science

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| Science | Working Scientifically | Ask relevant questions and use different types of scientific enquiries to answer them. | 4 |
| Science | Working Scientifically | Set up simple practical enquiries, comparative and fair tests. | 4 |
| Science | Working Scientifically | Decide which information needs to be collected and decide which is the best way for collecting it. | 4 |
| Science | Working Scientifically | Take measurements using different equipment and units of measure and record what they have found in a range of ways. | 4 |

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| Science | Working Scientifically | Make accurate measurements using standard units. | 4 |
| Science | Working Scientifically | Explain their findings in different ways, for example, display, presentation, writing. | 4 |
| Science | Working Scientifically | Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. | 4 |
| Science | Working Scientifically | Make predictions based on something they have found out. | 4 |
| Science | Working Scientifically | Record and present what they have found using scientific language, drawings, labelled diagrams, keys, bar charts and tables. | 4 |
| Science | Working Scientifically | GD: Plan and carry out scientific enquiry by controlling variables fairly and accurately. | 4 |
| Science | Working Scientifically | GD: Use test results to make further predictions and set up further comparative tests. | 4 |
| Science | Working Scientifically | GD: Record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models. | 4 |
| Science | Working Scientifically | GD: Report findings from scientific enquiries through written explanations and conclusions. | 4 |
| Science | Animals including Humans | Identify and describe the simple functions of the basic parts of the human digestive system. | 4 |
| Science | Animals including Humans | Describe the simple functions of the organs of the human digestive system. | 4 |
| Science | Animals including Humans | Identify the different types of human teeth and their simple functions. | 4 |
| Science | Animals including Humans | Construct and interpret a variety of food chains, identifying producers, predators and prey. | 4 |
| Science | Living Things and their Habitats | Recognise that living things can be grouped in a variety of ways. | 4 |
| Science | Living Things and their Habitats | Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. | 4 |
| Science | Living Things and their Habitats | Recognise that environments can change and this can sometimes pose dangers to living things. | 4 |
| Science | Living Things and their Habitats | GD: Explain how people, weather and the environment can affect living things. | 4 |
| Science | Living Things and their Habitats | GD: Explain how certain living things depend on one another to survive. | 4 |
| Science | Sound | Identify how sounds are made, associating some of them with something vibrating. | 4 |
| Science | Sound | Recognise that vibrations from sounds travel through a medium to the ear. | 4 |
| Science | Sound | Find patterns between the pitch of a sound and features of the object that produced it. | 4 |
| Science | Sound | Find patterns between the volume of a sound and the strength of the vibrations that produced it. | 4 |
| Science | Electricity | Recognise that sounds get fainter as the distance from the sound source increases. | 4 |
| Science | Electricity | Identify common appliances that run on electricity. | 4 |
| Science | Electricity | Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. | 4 |

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| Science | Electricity | Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. | 4 |
| Science | Electricity | Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. | 4 |
| Science | Electricity | Recognise some common conductors and insulators, and associate metals with being good conductors. | 4 |
| Science | Electricity | GD: Recognise if all metals are conductors of electricity. | 4 |
| Science | Electricity | GD: Work out which metals can be used to connect across a gap in a circuit. | 4 |
| Science | States of Matter | Compare and group materials together, according to whether they are solids, liquids or gases. | 4 |
| Science | States of Matter | 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 (oC). | 4 |
| Science | States of Matter | Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | 4 |
| Science | States of Matter | GD: Group and classify a variety of materials according to the impact of temperature on them. | 4 |
| Science | States of Matter | GD: Relate temperature to change of state of materials. | 4 |