



Y4 National Curriculum Objectives: Core Subjects

Scholarpack Statements

Reading

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

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

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

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

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

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

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

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

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

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

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

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

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