

My Learning Journey



Name:

Year: 4

A Year 4 Mathematician

Place Value:

1. I can count in multiples of 6,7,9,25,1000.
2. I can round any number to the nearest whole number, ten, hundred and thousand.
3. I can count backwards through zero, including negative numbers to 100.
4. I can recognise the place value of 4 digit numbers.
5. I can order and compare numbers beyond 1000.
6. I can read Roman numerals to 100.

Addition and subtraction:

7. I can use mental and written methods to add and subtract up to 4 digit numbers including exchanging.
8. I can solve 2 step addition and subtraction problems in context.
9. I can estimate and use the inverse to check answers.

Multiplication and Division:

10. I can recall all multiplication facts to 12×12 .
11. I can divide a 1 or 2 digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.
12. I can multiply 2 digit and 3 digit numbers by a 1 digit number, using a formal written method.
13. I can multiply and divide mentally using factor pairs and commutativity.
14. I can solve problems involving multiplication and division .
15. I can divide 2 or 3 digit numbers by a 1 digit number, using a formal written method.

Fractions:

16. I can add and subtract fractions with the same denominator.
17. I can compare numbers with the same number of decimal places (up to 2 places).
18. I can recognise and write decimal equivalents of any number of tenths or hundredths including $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
19. I can add or subtract up to 4 decimal places using formal written column methods.

Autumn

Spring

Summer

A Year 4 Mathematician-cont

Measurement:

20. I can convert between different units of measure.
21. I can read, write and convert between 12 and 24 hour clocks and solve time problems.
22. I can measure and calculate the perimeter and area of rectangles.
23. I can compare duration of events e.g. calculate the time taken by particular events or tasks.

Geometry:

24. I can identify, compare and accurately measure angles.
25. I can compare and classify shapes, including quadrilaterals and triangles, based on their properties and size.
26. I can identify lines of symmetry in 2D shapes and draw lines of symmetry.
27. I can describe positions on a 2D grid using co-ordinates in the 1st quadrant.
28. I can describe movements using translations.
29. I can plot specified points and draw sides to complete a given polygon.

Statistics:

30. I can interpret and present data in graphs, including bar charts and time graphs .

Autumn

Spring

Summer

Exceeding Year 4 Maths

1. I understand values of tenths, hundredths and thousandths and use them to solve addition and subtraction problems.
2. I can round any number to 100,000 to the nearest 10,100,1000 or 10,000.
3. I can match tenths and hundredths to fractional values.
4. I can rapidly recall the answer when multiplying or dividing by a whole or decimal number by 10.
5. I can solve multi step problems involving more than one operation.
6. I can apply my maths skills in topic work, working out simple percentages etc.
7. I can compare and add fractions whose denominators are all multiples of the same number.
8. I can use a 24hr clock to work out journey times.
9. I can use my knowledge of perimeter to work out measurements of large areas around school using metres and centimetres.
10. I can collect my own data and present information in graph format of my own choosing.

Autumn

Spring

Summer

A Year 4 Reader

Word Reading

1. I can read and understand new words by knowing about roots of words, prefixes and suffixes from the spelling list.
2. I can make good attempts at pronouncing unfamiliar words.
3. I can retrieve and summarise information I have researched.
4. I can use a dictionary to check meanings.

Comprehension

5. I can identify and discuss words and phrases that writers use for impact with the reader.
6. I can identify simple themes in texts.
7. I can prepare poems and Play scripts to read aloud and perform, showing understanding through intonation and expression.
8. I can explain the meaning of words in context.
9. I can ask relevant questions to improve my understanding of the text.
10. I can infer meanings about characters thoughts, feelings and motives and begin to justify them with evidence from the text.
11. I can predict what may happen from information I have read and deduced.
12. I can identify some of the organisational features and conventions of text types eg, story, explanation, poetry and persuasion.
13. I can build on others' ideas and opinions about a text in discussion.

Autumn

Spring

Summer

Exceeding Year 4 Reader

- 1.I can locate and use information from a range of fiction and nonfiction sources.
- 2.I can compare fictional accounts in historical novels with factual accounts.
- 3.I appreciate bias in persuasive writing , including articles and adverts.
- 4.I can talk widely about different authors and their writing.
- 5.I can use inference and deduction to work out the personalities of story characters.
- 6.I can compare the language in older texts with modern standard English.
- 7.I can skim, scan and organise nonfiction information under headings.
- 8.I can refer to the text to support my predictions and opinions.
- 9.I recognise complex sentences.
- 10.I read aloud with effect for the benefit of the listener.

Speaking and Listening Descriptors

1. I ask questions to clarify or develop my understanding.
2. I can sequence, develop and communicate ideas in an organized and logical way, always using complete sentences
3. I show that I understand the main point and the details in a discussion.
4. I adapt what I am saying to the needs of the listener or audience (increasingly)
5. I show that I know that language choices vary in different contexts
6. I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
7. I can justify an answer by giving evidence.
8. I use Standard English when it is required.
9. I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

A Year 4 Writer

Full stops/Capital letters	?,!	Spell common words correctly
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Spelling and Handwriting

- 1.I can spell words with additional prefixes and suffixes and add them to root words- e.g. ation, ous, ion, ian.
- 2.I can recognise and spell homophones.
- 3.I can use the first 2/3 letters of a word to locate it in a dictionary to improve my spelling.
- 4.I can spell the often misspelt words on the Y3/4 spelling list.
- 5.My handwriting is consistent in size and legible

Composition

6. I can compose sentences using a range of sentences structures.
7. I can use a range of sentences which have more than one clause by using a wider range of conjunctions including when, if, although
- 8.I can write a narrative with a clear structure, setting and plot.
- 9.I can up level my writing, checking correct grammar and improving Vocabulary.

Vocabulary, Grammar and Punctuation

- 10.I can use direct speech in my writing and punctuate it correctly.
- 11.I can write in paragraphs around a theme.
12. I can use noun phrases and expand them making appropriate choices of pronoun and noun within and across sentences
13. I can use apostrophes appropriately in my writing.
14. I can write non-narrative texts using simple organisational features (sub headings, headings)
15. I can use fronted adverbials ensuring commas are placed after.

Autumn

Spring

Summer

Exceeding Year 4 Writing

1. I can make vocabulary choices that are specific to the subject being written about .
2. I can up-level my sentences- reordering them for greater impact if necessary.
3. I include short sentences to speed up action sequences.
4. I use dialogue and reactions from other characters to make my character interesting.
5. I know that a combination of good adjectives, similes and metaphors help create powerful images of my characters.
6. I can vary the choice of pronoun correctly.
7. I can use commas or ellipses for clarity or effect.

Autumn

Spring

Summer

Science skills

Skill 1: Questioning

1. I can ask questions which have a clear scientific purpose.

Skill 2: Planning an enquiry

2. I can use different types of scientific enquiry to answer questions eg observing changes over time, grouping and classifying objects and carrying out comparative tests.
3. I can plan in detail the main steps in an enquiry, making systematic and careful observations.
4. I can set up a fair test, knowing what to change and what to keep the same.
5. I can predict outcomes and suggest reasons using scientific knowledge and understanding.

Skill 3: Recording information

6. I can make accurate measurements using standard units and a range of equipment.
7. I can gather, record and present data in a variety of ways eg drawings, diagrams, bar charts and tables.
8. I can report on my findings including oral and written explanations, displays and presentations of results.

Skill 4: Interpreting information

9. I can use my results to draw conclusions, make predictions for a new test and suggest improvements.
10. After completing a test, I can identify differences, similarities or changes, related to scientific processes, eg "This has happened because....."

Science Knowledge

Autumn 1- Sound

1. I can describe how sounds are made.
2. I can describe how sound is transmitted to the ear.
3. I can compare the pitch of sounds made by different musical instruments and suggest reasons why this could be the case.
4. I can describe why sound gets fainter as the distance from the sound increases.

Autumn 2 - Electricity

1. I can accurately sort appliances that run on electricity from those that do not.
2. I can construct a simple circuit, and identify and name its basic parts.
3. I can identify if a circuit is complete.
4. I can understand that a switch opens and closes a circuit, and can build a circuit that includes a switch.

Spring 1 - States of Matter

1. I can compare and group solids, liquids and gases.
2. I can explain, with examples, that different materials change state at different temperatures.
3. I can explain the role of evaporation and condensation in the water cycle.

Spring 2 - Living Things and their Habitats

1. I can sort a wide variety of plants and animals into a range of groups.
2. I can develop a simple key to classify a variety of living things.
3. I can give examples of positive and negative effects on the local environment, and say how these affect living things.

Summer 1 and 2- Animals including Humans

1. I can identify and describe the basic parts of the human digestive system.
2. I can identify the different kinds of human teeth and describe their functions.
3. I can construct and interpret simple food chains.

What a performance/Go Berserk!

Big Questions

What goes on behind the scenes at a theatre?

Why do people still visit the theatre?

How has theatre changed throughout the ages?

How is music used in the theatre?

Who were the Vikings?

Why did Vikings decide to come to England?

Who designed the first Viking longboat?

English Outcomes

To read and write play scripts, write newspaper reports and create character descriptions from Hugo Cabret. To write a narrative piece of writing and diary entries from a Viking!

STEM Outcomes

To research how theatre has changed over the years and create a programme to control sound or lights on a stage.

To look closely at the mechanisms used in the systems to open stage curtains.

To look at the science behind sound. To learn about electrical circuits and the materials used.

Arts Outcomes

To develop my skills in art, including responding to music and emotions and understand the systems that curtains use when they open at the theatre.

To design, create and evaluate our own Viking longboat.

Wellbeing Outcomes

To understand the world around me and to learn to work more effectively as part of a team.

To have a bank of strategies to overcome conflict ourselves.

To explore how beliefs about right and wrong affect peoples behaviour

KUW Outcomes

To understand how theatre has changed throughout the years.

To learn about the Viking invasions in England and where they originated from.

Enrichment

In Autumn 1 we are fortunate enough to be visited by the National theatre to learn more about the theatre. We will participate in a technical Workshop. We will learn how different aspects of both lighting and sound work in theatre with practical



demonstrations and a task, working to a brief, to create our own designs. We will also be working with Hinchingsbrooke Performing Arts Centre to continue to develop our understanding of processes in the theatre.

During Autumn 2 our focus will be on the Vikings. We will have an exciting day where we learn all things Viking, taking part in lots of different activities to learn more about the vicious Vikings. There will be opportunities to design, create and evaluate our own long boats and test them out.



Meander through the mountains

Big Questions

How has nature shaped our world?

Where do rivers go?

How are rivers made?

Why are mountains so high?

English Outcome

To write a non-chronological report about rivers. To create descriptive writing and write a comparison of landscapes.

STEM Outcomes

To digitally edit photos of my own art work. To turn these edits into an online gallery with sounds. To learn about states of matter in science. To look closely at living things and their habitats.

Arts Outcomes

To create our own Andy Goldsworthy inspired natural art. To photograph our art-work . To digitally edit these photos ourselves to create our online gallery.

Wellbeing Outcomes

To understand different methods of payment. To practically explore managing budgets. To understand how values held can affect behaviour in communities.

KUW Outcomes

To understand the different features of a river and where a river begins and ends.

To compare the physical geography of mountainous areas and Huntingdon.

Enrichment



River Ouse

We will be visiting the River Ouse in Huntingdon to help us learn all about the features of a river.

We will also be using natural materials to create some art inspired by Andy Goldsworthy.



After we have created our amazing art work we will be taking a digital photo of this and editing them to create our very own online gallery!

Science labs!

We are lucky enough to be able to visit a secondary school to use their fully equipped science laboratory. We are learning all about states of matter and will use our knowledge to investigate using real scientist's equipment.



It's a wonderful world/ Dash to the Dynasty!

Big Questions

How did the world begin?

If God exists, then why is the world not perfect?

Can the Wall of China be seen from space?

How long did it take to build the Great Wall of China?

What was the purpose of the Great Wall?

What was The Night of the Sevens?

English Outcome

To write a newspaper report and use this to create our own visual news report. To write a persuasive piece and to create our own explanation text.

STEM Outcomes

To create our own mindfulness vlog to share with another primary school. To explore transformation and tessellation of shapes, to explore shape further using nets. To understand the digestive system and functions of teeth.

Arts Outcomes

To create some art inspired by religion, such as stained glass windows and paintings of Buddha. To explore mindfulness and meditation sounds. To create a magpie picture following Andy Worhal's themes.

Wellbeing Outcomes

To understanding the different drugs and the effects they can have on the body. To explore the human lifecycle and how responsibilities may change as we grow up.

KUW Outcomes

To be able to say and write phrases in French. To understand the religious timeline for Buddhism. To know the similarities and differences between Buddhism and Christianity. To read a map of China and locate areas of interest. To explore the Night of the Sevens festival and create own festival day.

Enrichment



It's a Wonderful world

During this topic we will be looking closely at the religions of both Buddhism and Christianity. We will be having a visitor in from both religions to tell us more about what it means to be a Buddhist or a Christian. We are also lucky enough to be visiting a Buddhist centre and a local church.



Dash to the Dynasty!

We will be learning all about an Ancient Chinese festival called 'Night of the Sevens'. Following this, we will learn about Andy Warhol and create some Chinese art inspired by his work.

We are also going to cook and try some Chinese food!



Computing and e-safety

e-Safety

I choose a secure password when I am using a website.

I can talk about the ways I can protect myself and my friends from harm online.

I use the safety features of websites as well as reporting concerns to an adult

I know that anything I post online can be seen by others

I choose websites and games that are appropriate for my age.

I can help my friends make good choices about the time they spend online.

I comment positively and respectfully online.

Programming

I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts.

I can use an efficient procedure to simplify a program

I can use a sensor to detect a change which can select an action within my program.

I know that I need to keep testing my program while I am putting it together

I can use a variety of tools to create a program

I can recognise an error in a program and debug it.

I recognise that an algorithm will help me to sequence more complex programs.

I recognise that using algorithms will help solve programs in other learning such as Maths, Science and DT

Handling Data

I can organise data in different ways and choose the best way to present data.

I can collect data and identify where it could be inaccurate

I can plan, create and search a database to answer questions.

I can use a data-logger to record and share my readings with my friends.

Cont.

Multimedia

I can use photos, video and sound to create an atmosphere when presenting to different audiences

I am confident to explore new media to extend what I can achieve

I can change the appearance of text to increase its effectiveness

I can create, modify and present documents for a particular purpose

I can use a keyboard confidently and make use of a spellchecker to write and review my work.

I can use an appropriate tool to share my work and collaborate online.

I can give constructive feedback to my friends to help them improve their work and refine my own work.

Technology in our Lives

I can tell you whether a resource I am using is on the Internet, the school network or my own device.

I can identify key words to use when searching safely on the World Wide Web.

I think about the reliability of information I read on the World Wide Web

I can tell you how to check who owns photos, text and clipart.

I can create a hyperlink to resource on the World Wide Web

Music

1. I can sing from memory with accurate pitch and stay in tune.
2. I can play notes on an instrument with care so they are clear.
3. I can perform with control and awareness of others.
4. I can improvise and compose music for a range of purposes.
5. I can choose, order, combine and control sounds to create an effect.
6. I can use digital technologies to compose pieces of music.
7. I can recognise the notes EGBDF and FACE on the musical staff.
8. I can recognise the symbols for a minim, crochet and semi-breve and say how many beats they represent.
9. I can describe music using the terms: duration, timbre, pitch, beat, tempo, texture.
10. I can develop an understanding of the history of music.

PE

1. I can throw and catch with control and accuracy.
2. I can strike a ball and field with control.
3. I can choose appropriate tactics and cause problems for the opposition.
4. I can follow the rules of the game and play fairly.
5. I can maintain possession.
6. I can lead others and act as a respectful team member.
7. I can plan, perform and repeat sequences to create a dance.
8. I can move in a clear, fluent and expressive manner.
9. I can travel in a variety of ways and change direction.
10. I can sprint over a short distance and conserve energy over a long distance.
11. I can throw with accuracy.
12. I can jump in a number of ways.
13. I can compete with others and aim to improve personal best performances.

Art and DT

1. I can use a number of brush techniques.
2. I can experiment creating mood with colour.
3. I can mix colours effectively.
4. I can sketch lightly.
5. I can use shading to show light and shadow.
6. I can measure, mark and cut materials accurately.
7. I can prepare ingredients hygienically.
8. I can measure ingredients accurately to nearest gram.
9. I can follow a recipe

MFL — French

1. I can read and understand the main points of a short written texts.
2. I can write a few short sentences using familiar expressions.
3. I can write short phrases from memory.
4. I understand the main points from spoken passages.
5. I can ask and answer simple questions and talk about interests.
6. I can take part in discussions.
7. I can make comparisons between life in countries and communities where the language is spoken.

ASSERTIVE MENTORING



How well are you doing?

Being Ready (to learn)	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			
Uniform	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			
Behaviour	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			
Effort	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			
Attendance	Autumn	Spring	Summer
Self-assessment			
Teacher assessment			

	Target	Assessment			Signature	
Autumn						
Spring						
Summer						