



SS Peter & Paul Catholic Primary School
National Curriculum 2014 – Reading Age Related Expectations
KEY STAGE 2 – YEAR 4



Strand	Objective
Word	1 [KEY] Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
	2 [KEY] Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Comprehension	3 [KEY] Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	4 Reading books that are structured in different ways and reading for a range of purposes.
	5 [KEY] Using dictionaries to check the meaning of words that they have read.
	6 Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
	7 [KEY] Identifying themes and conventions in a wide range of books.
	8 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
	9 Discussing words and phrases that capture the reader's interest and imagination.
	10 Recognising some different forms of poetry [for example, free verse, narrative poetry].
	11 [KEY] Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
	12 Asking questions to improve their understanding of a text.
	13 [KEY] Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	14 [KEY] Predicting what might happen from details stated and implied [based on content, simple themes or text types].
	15 [KEY] Identifying main ideas drawn from more than one paragraph and summarising these.
	16 Identifying how language, structure, and presentation contribute to meaning.
	17 [KEY] Retrieve and record information from non-fiction.
	18 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.



SS Peter & Paul Catholic Primary School

National Curriculum 2014 – Writing Age Related Expectations

KEY STAGE 2 – YEAR 4



Strand	Objective	
Transcription	1	Use further prefixes and suffixes and understand how to add them (English Appendix 1).
	2	Spell further homophones.
	3	Spell words that are often misspelt (English Appendix 1).
	4	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
	5	Use the first two or three letters of a word to check its spelling in a dictionary.
	6	[KEY] Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Hand writing	7	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
	8	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Composition	9	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
	10	Discussing and recording ideas.
	11	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
	12	[KEY] Organising paragraphs around a theme.
	13	[KEY] Creating settings, characters and plot in narratives.
	14	Using simple organisational devices in non-narrative material [for example, headings and sub-headings].
	15	Assessing the effectiveness of their own and others' writing and suggesting improvements.
	16	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
	17	[KEY] Proof-read for spelling and punctuation errors.
	18	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary Grammar Punctuation	19	Using commas after fronted adverbials.
	20	[KEY] Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
	21	[KEY] Using fronted adverbials.
	22	[KEY] Understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].
	23	Indicating possession by using the possessive apostrophe with plural nouns.
	24	[KEY] Using and punctuating direct speech.
	25	Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.
	26	Using expanded noun phrases to convey complicated information concisely.



SS Peter & Paul Catholic Primary School

National Curriculum 2014 – Mathematics Age Related Expectations

KEY STAGE 2 – YEAR 4



Strand	Objective
Number & Place Value	1 [KEY] Count in multiples of 6, 7, 9, 25 and 1000.
	2 Find 1000 more or less than a given number.
	3 [KEY] Count backwards through zero to include negative numbers.
	4 Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
	5 [KEY] Order and compare numbers beyond 1000.
	6 Identify, represent and estimate numbers using different representations.
	7 [KEY] Round any number to the nearest 10, 100 or 1000.
	8 Solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.
	9 Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
Addition & Subtraction	10 Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
	11 Estimate and use inverse operations to check answers to a calculation.
	12 [KEY] Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
Multiplication & Division	13 [KEY] Recall multiplication and division facts for multiplication tables up to 12×12 .
	14 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1.
	15 Use place value, known and derived facts to multiply and divide mentally, including: Dividing by 1.
	16 Use place value, known and derived facts to multiply and divide mentally, including: multiplying together three numbers.
	17 Recognise and use factor pairs and commutativity in mental calculations.
	18 Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
Fractions	19 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 n objects are connected to m objects.
	20 [KEY] Recognise and show, using diagrams, families of common equivalent fractions.
	21 [KEY] Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
	22 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.
	23 Add and subtract fractions with the same denominator.
	24 Recognise and write decimal equivalents of any number of tenths or hundredths.
	25 Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
	26 Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
	27 [KEY] Round decimals with one decimal place to the nearest whole number.
	28 Compare numbers with the same number of decimal places up to two decimal places.
29 [KEY] Solve simple measure and money problems involving fractions and decimals to two decimal places.	
Measurement	30 [KEY] Convert between different units of measure [for example, kilometre to metre; hour to minute].
	31 Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
	32 Find the area of rectilinear shapes by counting squares.
	33 Estimate, compare and calculate different measures, including money in pounds and pence.
	34 Read, write and convert time between analogue and digital 12- and 24-hour clocks.
	35 Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Shape	36	[KEY] Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
	37	Identify acute and obtuse angles and compare and order angles up to two right angles by size.
	38	[KEY] Identify lines of symmetry in 2-D shapes presented in different orientations.
	39	Complete a simple symmetric figure with respect to a specific line of symmetry.
Position	40	Describe positions on a 2-D grid as coordinates in the first quadrant.
	41	Describe movements between positions as translations of a given unit to the left/right and up/down.
	42	[KEY] Plot specified points and draw sides to complete a given polygon.
Statistics	43	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
	44	[KEY] Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



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National Curriculum 2014 – Science Age Related Expectations

KEY STAGE 2 – YEAR 4



Strand	Objective
Working Scientifically	1 Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
	↳ GD objective: Independently using results to draw deeper conclusions, make predictions for new values, suggest improvements and raise further, secondary questions.
	2 Identifying differences, similarities or changes related to simple scientific ideas and processes.
	↳ GD objective: Evaluating differences, similarities or changes related to scientific ideas and processes.
	3 Using straightforward scientific evidence to answer questions or to support their findings.
	↳ GD objective: Using a range of straightforward scientific evidence from more than one source to answer questions or to support their findings.
	4 Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
	↳ GD objective: Independently report in detail on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
	5 Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
	↳ GD objective: Confidently gather, record, classify and present more complex data in a variety of ways to help in answering questions.
	6 Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
	↳ GD objective: Recording independent findings using specific scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
	7 Setting up simple practical enquiries, comparative and fair tests.
	↳ GD objective: Setting up practical enquiries, comparative and fair tests.
	8 Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
	↳ GD objective: Confidently make systematic and careful observations and, where appropriate, independently taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
	9 Asking relevant questions and using different types of scientific enquiries to answer them.
	↳ GD objective: Independently asking specific and relevant questions and using different types of scientific enquiries to answer them.
Living Things Habitats	10 Recognise that living things can be grouped in a variety of ways.
	↳ GD objective: Recognise that living things can be organised in a variety of scientific ways and suggest valid reasons why.
	11 Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
	↳ GD objective: Explore and independently use more complex classification keys to help organise, identify independently and name a variety of living things in their local and wider environment.
	12 Recognise that environments can change and that this can sometimes pose dangers to living things.
↳ GD objective: Recognise that environments can change and that this can sometimes pose dangers to living things if the change is too rapid, using specific examples.	

Animals	13	Describe the simple functions of the basic parts of the digestive system in humans.
		↳ GD objective: Describe the functions of the parts of the digestive system in humans.
	14	Identify the different types of teeth in humans and their simple functions.
		↳ GD objective: Identify and compare the different types of teeth in humans and explain their functions, comparing them with animal examples.
	15	Construct and interpret a variety of food chains, identifying producers, predators and prey.
	↳ GD objective: Organise, construct and interpret a variety of more complex food chains independently, identifying producers, predators and prey.	
States of Matter	16	Compare and group materials together, according to whether they are solids, liquids or gases.
		↳ GD objective: Compare, contrast and organise materials together, according to whether they are solids, liquids or gases.
	17	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 (°C).
		↳ GD objective: Explain how some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
	18	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
	↳ GD objective: Identify and give examples of the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature using scientific vocabulary.	
Sound	19	Identify how sounds are made, associating some of them with something vibrating.
		↳ GD objective: Describe and explain how sounds are created, identifying for some of them what is vibrating.
	20	Recognise that vibrations from sounds travel through a medium to the ear.
		↳ GD objective: Recognise and explain how vibrations from sounds need a medium to travel the ear.
	21	Find patterns between the pitch of a sound and features of the object that produced it.
		↳ GD objective: Observe, test and evaluate patterns between the pitch of a sound and features of the object that produced it.
	22	Find patterns between the volume of a sound and the strength of the vibrations that produced it.
		↳ GD objective: Observe and explain patterns between the volume of a sound and the strength of the vibrations that produced it.
23	Recognise that sounds get fainter as the distance from the sound source increases.	
	↳ GD objective: Justify with scientific explanations why sounds get fainter as the distance from the sound source increases.	
Electricity	24	Identify common appliances that run on electricity.
		↳ GD objective: Identify a wide range of appliances that run on electricity.
	25	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
		↳ GD objective: Independently plan and construct series electrical circuits, identifying and naming its parts, including cells, wires, bulbs, switches and buzzers.
	26	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.
		↳ GD objective: Identify, predict and explain whether or not a lamp will light in a series circuit, based on whether or not the lamp is part of a complete loop with a battery and fix a disconnected circuit.
	27	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
		↳ GD objective: #Explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a series circuit using scientific terminology.
28	Recognise some common conductors and insulators, and associate metals with being good conductors.	
	↳ GD objective: Recognise many common conductors and insulators, and explain using scientific vocabulary how metals are good conductors.	