

# English

## Writing

I can openly discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can use a range of models and scaffold to inform and enhance our own writing.

I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures using words for emphasis.

I can write from memory, simple, compound and complex sentences, dictated by the teacher, that include words and punctuation taught so far.

I can continue to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant] so it is becoming autonomous.

I can create purposeful settings, characters and plots in descriptions and narratives.

I can read aloud my own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

I can use paragraphs to organise writing in time sequences and link with greater cohesion.

## Grammar and Punctuation

I can extend the range of sentences with more than one clause by using a wider range of conjunctions – both coordinating and subordinating) including: when, if, because, although, whenever I can use full punctuation for direct speech, including punctuation within and before inverted commas, manipulating the position of the dialogue within the sentence.

I can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.

I can use adverbs to convey how an action is done through manner, place and time.

I can use expanded noun phrases succinctly to add detail and description to the genre.



## Reading - Word reading

I can consistently apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in spelling objectives per year group, both to read aloud and to understand the meaning of new words I meet

I am independently reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

## Reading – Word Comprehension

develop positive attitudes to reading and understanding of what they read by:

I can listen to and discuss a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks

I can read a variety of books that are structured in different ways and reading for a range of purposes

I can independently use dictionaries to check the meaning of words that I have read and apply these within my answers

I can increase my familiarity with a wider range of books, including fairy stories, myths and legends, and retelling some of these orally with expression and intonation

## Spelling

I can use further prefixes and suffixes and understand how to add them to words to change their meaning.

I can spell further homophones

I can spell words that are often misspelt (English Appendix 1)

I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

# Year 4 Autumn

# Maths

## Place Value

I can count from 0 in multiples of 1000.

I can 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.

I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).

I can identify, represent and estimate numbers using different representations.

I can order and compare numbers beyond 1000.

I can find 1000 more or less than a given number.

I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.

I can solve number and practical problems that involve ordering, comparing, rounding and estimating and with increasingly large positive numbers.

## Addition and Subtraction

I can add or subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction.

I can solve two-step addition and subtraction problems in context

## Area

I can find the area of rectilinear shapes by counting squares.

## Multiplication and Division

I can count in multiples of 6, 7, 9, 25 and 100.

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.

I can recall all multiplication facts to 12 x 12.



# Science

## Animals Including Humans

### Scientific Knowledge

I can describe the simple functions of the basic parts of the digestive system in humans.

I can identify the different types of teeth in humans and their simple functions.

I can construct and interpret a variety of food chains, identifying producers, predators and prey.

### Working Scientifically

I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

I can identify differences, similarities or changes related to simple scientific ideas and processes.

## States of Matter

### Scientific Knowledge

I can compare and group materials together, according to whether they are solids, liquids or gases.

I can 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 ( $^{\circ}\text{C}$ ).

I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

### Working Scientifically

I can use straightforward scientific evidence to answer questions or to support their findings.

I can ask relevant questions and using different types of scientific enquiries to answer them.

I can set up simple practical enquiries, comparative and fair tests.

I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.



# Year 4 Autumn