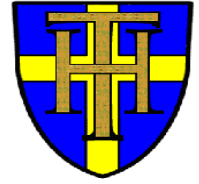
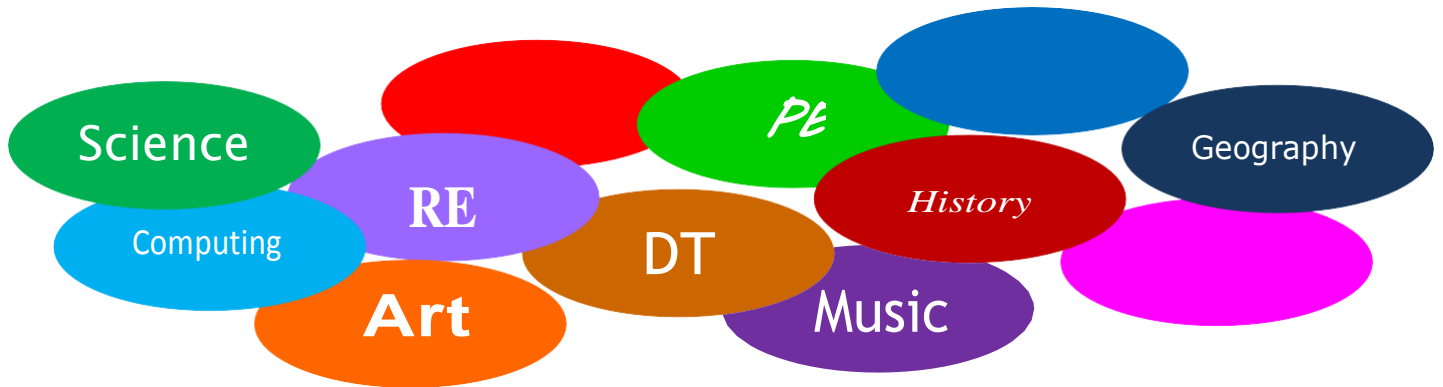


Age-related expectations

Year Four



In the tables below, you'll find a list of **end of year** expectations for...



We offer a relevant, purposeful, enjoyable curriculum which promotes the **core skills** of oral and written communication; application of maths and the **supporting skills** of information technology; working with others; improving own learning and performance; problem solving; thinking skills.

We use the following terms to help us think about our curriculum:

Core skills

Stemming from English and Maths, the skills of oral and written communication and the application of maths are central to life and central to learning. English and Maths are taught as discrete subjects whilst Science and the foundation subjects are usually taught as part of a topic.

Health and SMSC

Holy Trinity CE Primary is a happy and healthy place to learn. We want to promote, through topics and in lots of other ways, children's health and their social, moral, spiritual and cultural (SMSC) development.

The expectations listed below are based on **The national curriculum in England Key stages 1 and 2 framework document** (Department for Education, 2013). This sets out what teachers need to teach and what children are expected to learn, both for the core subjects (English, Maths and Science) and the foundation subjects. Here, we look at **Science and the foundation subjects**.

At Holy Trinity CE Primary, we have set out the expectations for each year group. Sometimes, you'll find examples of additional challenges, too.

Science

Science

Working scientifically

- Can your child ask relevant questions and use different types of scientific enquiries to answer them?
- Can your child use straightforward scientific evidence to answer questions or to support their findings?
- Can your child make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers?
- Can your child set up simple practical enquiries, comparative and fair tests?
- Can your child identify differences, similarities or changes related to simple scientific ideas and processes?
- Can your child use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions?
- Can your child record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables?
- Can your child gather, record, classify and present data in a variety of ways to help answer questions?
- Can your child report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?

History

History

- Can your child plot recent history on a timeline using centuries?
- Can your child use their mathematical skills to round up time differences into centuries and decades?
- Does your child recognise that the lives of wealthy people were very different from those of poor people?
- Does your child appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?
- Can your child explain how events from the past have helped shape our lives?
- Can your child research two versions of an event and say how they differ?
- Can your child research an aspect or theme in a given period from the past and use photographs and illustrations to present their findings?
- Can your child describe how their local area was different in the past and offer explanations for these changes?



Examples of additional challenge

- Can your child recognise that people's way of life in the past was dictated by the work they did?
- Does your child appreciate that lives were different because of the availability of resources? (eg food from foreign countries following the development of travel)
- Does your child appreciate the implications of developments / inventions within a given time period? (eg weapons after the discovery of bronze, gunpowder, etc)

Geography

Geography

Using an atlas, map or globe, can your child name and locate countries and major cities, with particular regard to the European Union, and show awareness of some human and physical features of these locations?
Including major towns and cities in Yorkshire, can your child name and locate UK cities using an atlas, map or globe, with awareness of features such as hills, rivers, coastlines?
Can your child identify human and physical characteristics from a map or aerial photograph?
Does your child know some global regions / features eg where the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic are?
Can your child compare a region in the UK with a region in Europe (eg the Yorkshire coast to a Mediterranean coast such as the Amalfi coast)?
Can your child describe and understand aspects of human geography (eg land use, types of settlement) and physical geography (eg rivers and mountains, volcanoes and earthquakes)?
Can your child use some basic OS map symbols and use the eight points of a compass?
Can your child use fieldwork to answer questions about the local area (eg observe, measure, record)?
Can your child name the areas of origin of the main ethnic groups in the UK and at Holy Trinity CE Primary?

Examples of additional challenge

Can your child explain why people may choose to live in a city such as Leeds rather than a seaside resort?
Can your child explain how a locality has changed over time with reference to physical features?
Can your child explain how people are trying to manage their environment?

Art and Design

Art and design

Can your child explore ideas and collect visual and other information to help them develop their work (eg by sketching)?
Showing increasing knowledge, confidence and experiences, can your child investigate and use a variety of materials and processes (eg drawing, painting, 3D work, collage, printing, e-art, textiles) to communicate ideas and make images / artefacts?
Can your child combine and organise visual and tactile elements (eg when using colour, shade, pattern, line, texture, form, shape, composition, scale, proportion and tone) to suit their intentions?
Does your child record their ideas, marks, experiments and examples in a sketch book, adapting and improving what they do?
Using ideas from the points above, can your child design and make images / artefacts for different purposes?
Can your child describe what they think or feel about their own and others' work (including that of artists and designers), and adapt and improve their own?
Can your child comment on similarities and differences between pieces of art, including art from different periods and cultures?
Is your child aware of different grades of pencil for drawing and know when to use them?

Design and Technology (DT)

Design and technology (DT)

Can your child research design criteria to inform the design of functional, appealing products that are aimed at a particular audience?
Can your child generate, develop and communicate their ideas through discussion and annotated sketches?
When making, can your child select from and use a wider range of tools and equipment to perform practical tasks? (eg cutting, shaping, joining, finishing)
When making, can your child choose and use a wider range of materials and components (including construction materials, textiles and ingredients) according to their properties?
Can your child investigate and analyse similar existing products?
Can your child evaluate their ideas and products against design criteria and consider the views of others to improve their work?
Can your child understand and use electrical systems in their products (eg series circuits, incorporating switches, bulbs, buzzers and motors)?
When learning about food and nutrition, can your child show they have knowledge, skills and understanding at an age-appropriate level: diet; food origins; food choice; food labelling; food safety? (see Change 4 Life Core Competencies)
When preparing and handling food, can your child show they can cut, weigh, measure, bake and use of skills at an age-appropriate level? (see Change 4 Life Core Competencies)



Music

Music

- Can your child sing in tune and with expression?
- Can your child perform rhythmically simple parts that use a limited range of notes?
- Can your child improvise repeated patterns and combine layers of sound with awareness of the effect?
- Can your child recognise how different musical elements are combined and used expressively?
- Can your child describe what they think or feel about music, with some reference to specific musical features eg pitch, tempo, structure?
- Can your child begin to identify with the style of work of at least one great composer?

Physical Education (PE)

Physical education (PE)

- Sometimes alone, with a partner or small group, can your child create a short dance piece that communicates a simple idea?
- Can your child perform clearly and fluently?
- Can your child work in a controlled way?
- Can your child plan, perform and repeat short sequences that include changes of speed and level, with clear shapes and quality of movement?
- Can your child accurately use hitting, kicking, throwing and catching in a game, with control, whilst moving?
- Can your child vary tactics such as use of space, pass and move and adapt skills within a game?
- Is your child beginning to have an influence on games by working collaboratively to keep or gain possession?
- Can your child work as part of a team to create simple activities/games?
- Can your child suggest improvement to theirs and others performance?
- Does your child recognise that different tasks make their body work in different ways?

Religious Education (RE)

Religious education (RE)

Use Discover RE/Understanding Christianity

Computing

Computing

Use Herts Scheme of Work

