

Scott Wilkie Primary School

Year 4 Thinking

Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

**English Reading
Word**

Pupils should be taught to:

- *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*
- *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.*

Comprehension

Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:

- *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
- *reading books that are structured in different ways and reading for a range of purposes*
- *using dictionaries to check the meaning of words that they have read*
- *increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally*
- *identifying themes and conventions in a wide range of books*
- *preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*
- *discussing words and phrases that capture the reader's interest and imagination*
- *recognising some different forms of poetry [for example, free verse, narrative poetry]*

**English Reading
Comprehension**

understand what they read, in books they can read independently, by:

- *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
- *asking questions to improve their understanding of a text*
- *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
- *predicting what might happen from details stated and implied*
- *identifying main ideas drawn from more than one paragraph and summarising these*
- *identifying how language, structure, and presentation contribute to meaning*
- *retrieve and record information from non-fiction*
- *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.*

**Writing
Transcription
Composition**

Pupils should be taught to:

plan their writing by:

- *discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar*
- *discussing and recording ideas*

**Writing
Transcription
Composition**

draft and write by:

- *composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))*
- *organising paragraphs around a theme*
- *in narratives, creating settings, characters and plot*
- *in non-narrative material, using simple organisational devices [for example, headings and sub-headings]*

evaluate and edit by:

- *assessing the effectiveness of their own and others' writing and suggesting improvements*
- *proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences*
- *proof-read for spelling and punctuation errors*
- *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.*

Working Mathematically Y4

Solve one-step and two-step problems

involving numbers, money or measures, including time; choose and carry out appropriate calculations, methods where appropriate.

Represent a puzzle or problem using number sentences, statements or diagrams; use these to solve the problem; present and interpret the

solution in the context of the problem.

Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers

Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers

and test it with examples.

Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols.

Historical Enquiry

Can they research two versions of an event and say how they differ?

Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?

Can they give more than one reason to support an historical argument?

Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Challenging

Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?

Geographical Enquiry

Can they carry out a survey to discover features of cities and villages?

Can they find the same place on a globe and in an atlas?

Can they label the same features on an aerial photograph as on a map?

Can they plan a journey to a place in England?

Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?

Challenging

Can they give accurate measurements between 2 given places within the UK?

**Working Scientifically
Planning**

Can they set up a simple fair test to make comparisons?

Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated?

Can they suggest improvements and predictions?

Can they decide which information needs to be collected and decide which is the best way for collecting it?

Can they use their findings to draw a simple conclusion?

Challenging

Can they plan and carry out an investigation by controlling variables fairly and accurately?

Can they use test results to make further predictions and set up further comparative tests?

**Working Scientifically
Obtaining and presenting
Evidence.**

Can they take measurements using different equipment and units of measure and record what they have found in a range of ways?

Can they make accurate measurements using standard units?

Can they explain their findings in different ways (display, presentation, writing)?

Challenging

Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models?

**Working Scientifically
Considering evidence and
evaluating**

Can they find any patterns in their evidence or measurements?

Can they make a prediction based on something they have found out?

Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?

Can they use straightforward scientific evidence to answer questions to support their findings?

Can they identify differences, similarities or changes related to simple scientific ideas or processes?

Challenging

Can they report findings from investigations through written explanations and conclusions?

Can they use a graph or diagram to answer scientific questions?

E-safety**Knowledge and Understanding**

Do they understand the need for rules to keep them safe when exchanging learning and ideas online?

- Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?
- Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?
- Can they use strategies to verify information, e.g. cross-checking?
- Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?
- Do they understand that copyright exists on most digital images, video and recorded music?
- Do they understand the need to keep personal information and passwords private?
- Do they understand that if they make personal information available online it may be seen and used by others?
- Do they know how to respond if asked for personal information or feel unsafe about content of a message?
- Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?
- Do they know how to report an incident of cyber bullying?
- Do they know the difference between online communication tools used in school and those used at home?
- Do they understand the need to develop an alias for some public online use?
- Do they understand that the outcome of internet searches at home may be different than at school?

E safety**Skills**

Do they follow the school's safer internet rules?

- Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new?
- Can they begin to identify when emails should not be opened and when an attachment may not be safe?
- Can they explain how to use email safely?
- Can they use different search engines?

Physical Education**Acquiring and Developing Skills**

Can they select and use the most appropriate skills, actions or ideas?

- Can they move and use actions with co-ordination and control?
- Can they make up their own small-sided game?

Evaluating and improving

Can they explain how their work is similar and different from that of others?

- Can they use their comparison to improve their work?

Health and fitness

Can they explain why warming up is important?

- Can they explain why keeping fit is good for their health?

Thinking Creatively**Art****Sketchbooks**

Can they use their sketch books to express their feelings about various subjects and outline likes and dislikes?

- Can they produce a montage all about themselves?
- Do they use their sketch books to adapt and improve their original ideas?
- Do they keep notes about the purpose of their work in their sketch books?

Knowledge

Can they experiment with different styles which artists have used?

- Can they explain art from other periods of history?

Thinking Creatively**Design and Technology
Developing, planning and
communicating ideas**

Can they come up with at least one idea about how to create their product?

- Do they take account of the ideas of others when designing?
- Can they produce a plan and explain it to others?
- Can they suggest some improvements and say what was good and not so good about their original design?

**Working with tools, equipment,
materials and components to
make quality products**

Can they tell if their finished product is going to be good quality?

- Are they conscience of the need to produce something that will be liked by others?
- Can they show a good level of expertise when using a range of tools and equipment?
- Do they work at their product even though their original idea might not have worked?

**Evaluating processes and
products**

Have they thought of how they will check if their design is successful?

- Can they begin to explain how they can improve their original design?
- Can they evaluate their product, thinking of both appearance and the way it works?
- Do they take time to consider how they could have made their idea better?

Performing Arts**Music****Appraising**

Can they explain the place of silence and say what effect it has?

- Can they start to identify the character of a piece of music?
- Can they describe and identify the different purposes of music?
- Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?

Challenging

Can they identify how a change in timbre can change the effect of a piece of music?