



# Thornhill Primary School Annual Pupil Report

Subject	Year 4 National Curriculum Statements	Not yet achieved
<b>Maths</b>	<b>Number: Place Value</b>	
	Count in multiples of 6, 7, 9, 25 and 1000	
	Find 1000 more or less than a given number	
	Count backwards through zero to include negative numbers	
	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	
	Order and compare numbers beyond 1000	
	Identify, represent and estimate numbers using different representations	
	Round any number to the nearest 10, 100 or 1000	
	Solve number and practical problems that involve all of the above and with increasingly large positive numbers	
	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.	
	<b>Addition, Subtraction, Multiplication and Division</b>	
	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate	
	Estimate and use inverse operations to check answers to a calculation	
	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	
	Recall multiplication and division facts for multiplication tables up to $12 \times 1$	
	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.	
	Recognise and use factor pairs and commutativity in mental calculations	
	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	
	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	
	<b>Fractions</b>	
	Recognise and show, using diagrams, families of common equivalent fractions	
	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	
	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	
	Add and subtract fractions with the same denominator	
	Recognise and write decimal equivalents of any number of tenths or hundredths	
	Recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$	
	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	
	Round decimals with one decimal place to the nearest whole number	
	Compare numbers with the same number of decimal places up to two decimal places	
	Solve simple measure and money problems involving fractions and decimals to two decimal places.	
	<b>Measurement</b>	
Convert between different units of measure ( kilometre to metre; hour to minute)		
Measure and calculate perimeter of a rectilinear figure in centimetres and metres.		

	Find the area of a rectilinear shapes by counting squares.	
	Estimate, compare and calculate different measures (pounds to pence, kilograms to grams)	
	Read, write and convert time between analogue and digital 12- and 24-hour clocks (7:15am=0715hrs)	
	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days (2 hours = 120 minutes)	
	<b>Geometry</b>	
	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	
	Identify acute and obtuse angles and compare and order angles up to two right angles by size	
	Identify lines of symmetry in 2-D shapes presented in different orientations	
	Complete a simple symmetrical figure with respect to a specific line of symmetry	
	Describe positions on a 2D grid as co-ordinates in the first quadrant	
	Describe movements between positions as translations of a given unit to the left/right and up/down	
	Plot specified points and draw sides to complete a given polygon	
	<b>Statistics</b>	
	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	
	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	
<b>English</b>	<b>Reading: Word Reading</b>	
	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	
	Read further expectation words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	
	<b>Reading: Comprehension</b>	
	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.	
	Reading books that are structured in different ways and reading for a range of purposes.	
	Using dictionaries to check the meaning of words they have read.	
	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling 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]	
	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 the text.	
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidences.	
	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.	
	<b>Writing</b>	
	Use prefixes and suffixes and under how to use them.	
Spell further homophones.		
Spell words that are often misspelt		

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	Place possessive apostrophes accurately on words with regular plurals [ for example, boys', girls] and in words with irregular plurals [ for example, children's]	
	Use the first two or three letters of a word to check its spelling in a dictionary	
	Write simple sentences from memory, dictated by the teacher, that include words and punctuation taught so far.	
	<b>Handwriting</b>	
	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.	
	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that the lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].	
	<b>Composition</b>	
	<i>Plan their writing by:</i>	
	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.	
	<i>Draft and write by:</i>	
	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.	
	Draft and write by organising paragraphs around a theme: in narratives, creating settings, characters and plot.	
	Draft and write by organising paragraphs around a theme: in non-narrative material, using simple organisational devices [for example, headings]	
	<i>Evaluate and edit by:</i>	
	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.	
	<b>Vocabulary, Punctuation and Grammar</b>	
	<i>Develop their understanding of the concepts set out in English Appendix 2 by:</i>	
	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	
	Using present perfect form of verbs in contrast to the past tense.	
	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	
	Using conjunctions, adverbs and prepositions to express time and cause.	
	Using fronted adverbials.	
	Learning the grammar for years 3 and 4.	
	Using commas after fronted adverbials.	
	Indicating possession by using possessive apostrophe with plural nouns.	
	Using and punctuating direct speech.	
	Use and understand the grammatical terminology for years 3 and 4 accurately and appropriately when discussing their writing and reading.	
<b>Science</b>	<b>Working Scientifically</b>	
	Asking relevant questions and using different types of scientific enquiries to answer them.	
	Setting up some simple practical enquiries, comparatives and fair tests.	
	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	
	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	

	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	
	<b>Living things and their Habitats</b>	
	Recognise that living things can be grouped in a variety of ways	
	Explore and use classification keys to help group, identify and name things in their local and wider environment	
	Recognise that environments can change and that this can sometimes pose dangers to living things	
	<b>Animals, including Humans</b>	
	describe the simple functions of the basic parts of the digestive system in humans	
	Identify the different types of teeth in humans and their simple functions	
	Construct and interpret a variety of food chains, identify producers, predators and prey	
	<b>States of Matter</b>	
	Compare and group materials together, according to whether they are solids, liquids or gases	
	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	
	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	
	<b>Sound</b>	
	Identify how sounds are made, associating some of them with something vibrating	
	Recognise that vibrations from sounds travel through a medium to the ear	
	Find patterns between the pitch of a sound and features of the object that produce it	
	Recognise that sounds get fainter as the distance from the sound source increases	
	<b>Electricity</b>	
	Identify common appliances that run on electricity	
	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	
	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	
	Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	
	Recognise some common conductors and insulators, and associate metals with being good conductors	
<b>Art and Design</b>	To create sketch books to record their observations and use them to review and revisit ideas.	
	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
	Learn about great artists, architects and designers in history.	
<b>Computing</b>	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	
	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	
	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	
	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	
	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	
	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	

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	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
<b>Design and Technology</b>	<b>Design</b>	
	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	
	Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	
	<b>Make</b>	
	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	
	Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	
	<b>Evaluate</b>	
	Investigate and analyse a range of existing products.	
	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	
	Understand how key events and individuals in design and technology have helped shape the world.	
	<b>Technical Knowledge</b>	
	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	
	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].	
	Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].	
Apply their understanding of computing to program, monitor and control their products.		
<b>Geography</b>	<b>Locational Knowledge</b>	
	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	
	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	
	<b>Place Knowledge</b>	
	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	
	<b>Human and physical geography</b>	
Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		

	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	
	<b>Geographical skills and fieldwork</b>	
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
<b>History</b>	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	
	They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	
	They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	
	They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	
<b>Languages</b>	Listen attentively to spoken language and show understanding by joining in and responding.	
	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	
	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	
	Speak in sentences, using familiar vocabulary, phrases and basic language structures.	
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	
	Present ideas and information orally to a range of audiences.	
	Read carefully and show understanding of words, phrases and simple writing.	
	Appreciate stories, songs, poems and rhymes in the language.	
	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	
	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	
	Describe people, places, things and actions orally* and in writing.	
<b>Music</b>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	
	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	
	Listen with attention to detail and recall sounds with increasing aural memory.	
	Use and understand staff and other musical notations.	
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
	Develop an understanding of the history of music.	
	Use running, jumping, throwing and catching in isolation and in combination.	

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<b>P.E.</b>	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.	
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	
	Perform dances using a range of movement patterns.	
	Take part in outdoor and adventurous activity challenges both individually and within a team.	
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	