

Age-related expectations

Year Four

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

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**. We also include two additional areas which we consider important: **PSHCE** (which stands for Personal, Social, Health, Citizenship and Economic Education, not a statutory subject, but one acknowledged in the National Curriculum: "All schools should make provision for ...PSHE") and **E-Safety**.

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?

Animals, including humans

Can your child construct and interpret a variety of food chains, identifying producers, predators and prey?
Can your child describe the simple functions of the basic parts of the digestive system in humans?
Can your child identify the different types of teeth in humans and their simple functions?

Living things and their habitats

Can your child recognise that living things can be grouped in a variety of ways? Can your child explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment? Does your child recognise that environments can change and that this can sometimes pose dangers to living things?

States of matter

Can your child compare and group materials together, according to whether they are solids, liquids or gases? Can your child 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)?
Can your child identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature?

Sound

Can your child identify how sounds are made, associating some of them with something vibrating?
Can your child recognise that vibrations from sounds travel through a medium to the ear? Can your child find patterns between the pitch of a sound and features of the object that produced it?
Can your child find patterns between the volume of a sound and the strength of the vibrations that produced it?
Can your child recognise that sounds get fainter as the distance from the sound source increases?

Electricity

Can your child identify common appliances that run on electricity?
Can your child construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers?
Can your child 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?
Can your child recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit?
Can your child recognise some common conductors and insulators, and associate metals with being good conductors?

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 Moortown Primary?

Examples of additional challenge

Computing

Can your child design a sequence of instructions, including angles and turns?
Can your child write programs that accomplish specific goals?
Can your child write and de-bug the same program?
Can your child work with various forms of input?
Can your child work with various forms of output?
Can your child describe how he/she might use variables within their program?
Can your child look at an algorithm and make an accurate prediction, explaining why he/she believes something will happen?
Can your child design and create content (eg manipulate and improve digital images)?
Can your child select and use software to accomplish given goals?
Can your child collect and present data?

E-safety and digital literacy

(a guide to these points is included below)

Can your child recognise what is personal information and keep it private?
Does your child know what to do if they are concerned when they use the internet and other technology?
Does your child recognise acceptable and unacceptable behaviour when using the internet and other technology?
Does your child use technology appropriately, effectively and efficiently?

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 ageappropriate 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?

Foreign Languages

Foreign Languages

Can your child speak and listen in a foreign language (ie listen with some understanding; engage in a simple interaction; follow instructions; use recognisable pronunciation)?

Can your child read some words, phrases and simple writing?

Can your child begin to write with accuracy some phrases from memory?

Does your child appreciate and make links with patterns and sounds in songs and rhymes?

Can your child develop their vocabulary and show some skills in understanding new words?

Personal, Social, Health

Citizenship and Economic Education (PSHCE)

Personal, social, health and citizenship education (PSHCE)

- Can your child identify positive ways to face new challenges (for example the transition to secondary school)?
- Can your child demonstrate how to look after and save money?
- Can your child make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise)?
- Can your child identify some factors that affect emotional health and well-being (for example exercise or dealing with emotions)?
- Can your child list the commonly available substances and drugs and can describe some of the effects and risks of these (for example alcohol and tobacco)?
- Can your child identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring)?
- Can your child investigate topical issues and problems using a range of sources, including the media, to find answers to simple questions or information and advice?
- Can your child demonstrate understanding of values, for example honesty, tolerance, respect and concern for others?
- Can your child talk and write about their opinions explaining their views?
- Can your child take part in group and decision-making activities, demonstrating responsibility in their attitudes to themselves and others?

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)

Based on the Staffordshire Agreed Syllabus for Religious Education

- Can your child describe and begin to understand links between stories and other aspects of religions, responding thoughtfully?
- Can your child describe and make connections between different features of at least two religions?
- Can your child understand examples of religions and other world views so they can explain their meanings and significance for some choices people make?
- Can your child discuss views on questions such as those around belonging, purpose, truth?
- Does your child respond, with considered points, to ethical questions, including what is right and wrong, just and fair?
- Can your child consider ideas about ways in which diverse communities can live together for the wellbeing of all?

E-Safety and digital literacy

These expectations are based on a two year cycle so similar expectations apply in Y1 and Y2, Y3 and Y4, and in Y5 and Y6.

Parents / carers should support their child to be safe when using technology, whether computers, tablets, phones or gaming devices. The expectations act as an indicator for children's attainment in computing, but we've listed them separately here, under the heading of Health and SMSC (Social, Moral, Spiritual and Cultural development), because we think there is such a big overlap with these areas.

E-safety and digital literacy

Can your child use the internet and other technology safely and critically?

Does your child know that there are different search engines?

Can your child search for information on the web in different ways?

Does your child understand that the internet contains fact, fiction and opinion and begin to distinguish between them (eg wikis, blogs)?

Does your child understand that the outcome of internet searches at home may be different than at school?

Does your child understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?

Does your child recognise some different domain names and some common website extensions (eg .co.uk; .com; .sch; .gov)?

Does your child know the difference between online communication tools used in school and those used at home?

Can your child use strategies to verify information (eg cross-checking) if they felt they needed to?

Can your child recognise what is personal information and keep it private?

Does your child understand the potential risk of providing personal information online?

Does your child understand the benefits of developing a 'nickname' for online use?

Does your child understand that some malicious adults may use various techniques to make contact and elicit personal information?

Does your child understand they should not publish other people's pictures or tag them on the internet without permission?

Does your child understand the need to keep personal information and passwords private?

Does your child understand that online environments have security settings, which can be altered, to protect the user?

Does your child know what to do if they are concerned when they use the internet and other technology?

Does your child know how to report an incident of cyber-bullying?

Does your child understand that some messages may be unsafe and know how to deal with this?

Does your child understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?

Does your child know what to do if they discover something suspicious, malicious or inappropriate?

Does your child know they should only open email from a known source?

Does your child recognise acceptable and unacceptable behaviour when using the internet and other technology?

Does your child understand the need for rules to keep them safe?

Does your child recognise that cyber-bullying is unacceptable?

Does your child know how to respond if asked for personal information or feel unsafe about content of a message?

Does your child know that it is unsafe to arrange to meet unknown people met online?

Does your child use technology appropriately, effectively and efficiently?

Can your child discuss the positive and negative impact of ICT use in their life?