Key Assessment Criteria: *Being a reader*

A year 4 reader	
Word reading	**Comprehension**
•I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. •I can read further exception words, noting the unusual correspondences between spelling and sound. •I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	•I know which books to select for specific purposes, especially in relation to science, geography and history learning. •I can use a dictionary to check the meaning of unfamiliar words. •I can discuss and record words and phrases that writers use to engage and impact on the reader. •I can identify some of the literary conventions in different texts. •I can identify the (simple) themes in texts. •I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. •I can explain the meaning of words in context. •I can ask relevant questions to improve my understanding of a text. •I can infer meanings and begin to justify them with evidence from the text. •I can predict what might happen from details stated and from the information I have deduced. •I can identify where a writer has used precise word choices for effect to impact on the reader. •I can identify some text type organisational features, for example, narrative, explanation and persuasion. •I can retrieve information from non-fiction texts. •I can build on others' ideas and opinions about a text in discussion.

Key Assessment Criteria: *Being a writer*

A year 4 writer		
Transcription Spelling •I can spell words with prefixes and suffixes and can add them to root words. •**I can recognise and spell homophones.** •I can use the first two or three letters of a word to check a spelling in a dictionary. •I can spell the commonly mis-spelt words from the Y3/4 word list. Handwriting •I can use the diagonal and horizontal strokes that are needed to join letters. •I understand which letters should be left unjoined. •My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	**Composition** •I can compose sentences using a range of sentence structures. •I can orally rehearse a sentence or a sequence of sentences. •I can write a narrative with a clear structure, setting and plot. •I can improve my writing by changing grammar and vocabulary to improve consistency. •I use a range of sentences which have more than one clause. •I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. •I can use direct speech in my writing and punctuate it correctly.	**Grammar and punctuation** Sentence structure •I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. •**I can use fronted adverbials.** Text structure •**I can write in paragraphs.** •I make an appropriate choice of pronoun and noun within and across sentences. Punctuation •I can use inverted commas and other punctuation to indicate direct speech. •I can use apostrophes to mark plural possession. •**I use commas after fronted adverbials.**

Key Assessment Criteria: *Being a mathematician (full version)*

A year 4 mathematician

Number, place value, approximation and estimation/rounding
•I can count in multiples of 6, 7, 9, 25 and 1,000.
•I can order and compare numbers beyond 1,000.
•I can find 1,000 more or less than a given number.
•I recognise the place value of each digit in a 4-digit number.
•I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.
•I can identify, represent and estimate numbers using different representations.
•I can round any number to the nearest 10, 100 or 1,000.
•I can count backwards through zero to include negative numbers.
•I can solve number and practical problems with the above (involving increasingly large numbers).

Calculations
•I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.
•I can estimate and use inverse operations to check answers in a calculation.
•I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.
•I an recall multiplication and division facts up to 12x12.
•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 recognise and use factor pairs and commutativity n mental calculations.
•I can multiply 2-digit numbers by a 1-digit number using formal written layout.
•I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions, decimals and percentages
•I an count up and down in hundredths.
•I recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
•I recognise and show using diagrams, families of common equivalent fractions.
•I can add and subtract factions within the same denominator.
•I recognise and write decimal equivalents to 1/4, 1/2 and ¾.
•I recognise and write decimal equivalents of any number of tenths or hundredths.
•I can round decimals with one decimal place to the nearest whole number.
•I can compare numbers with the same number of decimal places up to 2 decimal places.
•I can find the effect of dividing a 1-digit or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
•I can solve problems involving increasingly harder factions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
•I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.

Measurement
•I can compare different measures, including money in £ and p.
•I can estimate different measures, including money in £ and p.
•I can calculate different measures. Including money in £ and p.
•I can read, write and convert time between analogue and digital 12 hour clocks.
•I can read, write and convert time between analogue and digital 24 hour clocks.
•I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
•I can convert between different units of measurements
•I can measure and calculate the perimeter of a rectilinear figure in cm and m.
•I can find the area of rectilinear shapes by counting squares.
•I can calculate different measures

Geometry –properties of shapes
•I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.
•I can identify lines of symmetry in 2D shapes presented in different orientations.
•I can complete a simple symmetric figure with respect to a specific line of symmetry,
•I can identify acute and obtuse angles and compare and order angles up to two right angles by size.

Geometry –position and direction
•I can describe movements between positions as translations of a given unit to the left/right and up/down.
•I can describe positions on a 2D grid as coordinates in the first quadrant.
•I can plot specified points and draw sides to complete a given polygon.

Statistics
•I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
•I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Key Assessment Criteria: *Being a mathematician (consolidated)*

A year 4 mathematician	
Number	**Measurement, geometry and statistics**
•I can recall all multiplication facts to 12 x 12. •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 count backwards through zero to include negative numbers. •I can compare numbers with the same number of decimal places up to 2-decimal places. •I can recognise and write decimal equivalents of any number of tenths or hundredths. •I can add and subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction. •I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths. •I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout. •I can solve two step addition and subtraction problems in context. •I can solve problems involving multiplication.	•I can compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes. •I know that angles are measured in degrees and can identify acute and obtuse angles. •I can compare and order angles up to two right angles by size. •I can measure and calculate the perimeter of a rectilinear figure in cm and m. •I can read, write and convert between analogue and digital 12 and 24 hour times. •I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Key Assessment Criteria: *Being a scientist*

A year 4 scientist			
Working scientifically (Y3 and Y4) •I can ask relevant scientific questions. •I can use observations and knowledge to answer scientific questions. •I can set up a simple enquiry to explore a scientific question. •I can set up a test to compare two things. •I can set up a fair test and explain why it is fair. •I can make careful and accurate observations, including the use of standard units. •I can use equipment, including thermometers to make measurements. •I can gather, record, classify and present data in different ways to answer scientific questions. •I can use diagrams, keys, bar charts and tables; using scientific language. •I can use findings to report in different ways, including oral and written explanations, presentation. •I can draw conclusions and suggest improvements. •**I an make a prediction with a reason.** •I can identify differences, similarities and changes related to an enquiry.	**Biology** Living things and the inhabitants •I can group living things in different ways. •I can use classification keys to group, identify and name living things. •I can create classification keys to group, identify and name living things (for others to use). •I can describe how changes to an environment could endanger living things. Animals, including humans •I can identify and name the parts of the human digestive system. •I can describe the functions of the organs in the human digestive system. •I can identify and describe the different types of teeth in humans. •I can describe the functions of different human teeth. •I can use food chains to identify producers, predators and prey. •I can construct food chains to identify producers, predators and prey.	**Chemistry** States of matter •I can group materials based on their state of matter (solid, liquid, gas). •I can describe how some materials can change state. •I can explore how materials change state. •I can measure the temperature at which materials change state. •**I can describe the water cycle.** •I can explain the part played by evaporation and condensation in the water cycle.	**Physics** Sound •**I can describe how sound is made.** •I can explain how sound travels from a source to our ears. •I can explain the place of vibration in hearing. •I can explore the correlation between pitch and the object producing a sound. •I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it. •I can describe what happens to a sound as it travels away from its source. Electricity •I can identify and name appliances that require electricity to function. •**I can construct a series circuit.** •I can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). •**I can draw a circuit diagram.** •I can predict and test whether a lamp will light within a circuit. •I can describe the function of a switch in a circuit. •I can describe the difference between a conductor and insulators; giving examples of each.

Key Assessment Criteria: *Being a computer user*

A year 4 computer user	A year 5 computer user	A year 6 computer user
Algorithms and programming •I can experiment with variables to control models. •I can give an on-screen robot specific instructions that takes them from A to B. •I can make an accurate prediction and explain why I believe something will happen (linked to programming). Information technology •I can select and use software to accomplish given goals. •I can collect and present data. Digital literacy •I recognise acceptable and unacceptable behaviour using technology.	Algorithms and programming •I can combine sequences of instructions and procedures to turn devices on and off. •I can use technology to control an external device. •I can design algorithms that use repetition & 2-way selection. Information technology •I can analyse information. •I can evaluate information. •I understand how search results are selected and ranked. Digital literacy •I understand that you have to make choices when using technology and that not everything is true and/or safe.	Algorithms and programming •I can design a solution by breaking a problem up. •I recognise that different solutions can exist for the same problem. •I can use logical reasoning to detect errors in algorithms. •I can use selection in programs. •I can work with variables. •I can explain how an algorithm works. •I can explore 'what if' questions by planning different scenarios for controlled devices. Information technology •I can select, use and combine software on a range of digital devices. •I can use a range of technology for a specific project. Digital literacy •I can discuss the risks of online use of technology. •I can identify how to minimise risks.

Key Assessment Criteria: *Being a computer user*

A safe computer user in Y3 and Y4	
Knowledge and understanding •I understand the need for rules to keep me safe when exchanging learning and ideas online. •I recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion. •I understand that the internet contains fact, fiction and opinion and begin to distinguish between them. •I use strategies to verify information, e.g. cross-checking. •I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image. •I understand that copyright exists on most digital images, video and recorded music. •I understand the need to keep personal information and passwords private. •I understand that if I make personal information available online it may be seen and used by others. •I know how to respond if asked for personal information or feel unsafe about content of a message. •I recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy. •**I know how to report an incident of cyber bullying.** •I know the difference between online communication tools used in school and those used at home. •I understand the need to develop an alias for some public online use. •I understand that the outcome of internet searches at home may be different than at school.	Skills •I follow the school's safer internet rules. •I 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. •I can identify when emails should not be opened and when an attachment may not be safe. •**I can explain and demonstrate how to use email safely.** •**I can use different search engines.**