

Science

	Emerging	Developing	Expected	Mastery
<p>Living Things and their Habitats I can recognise that living things can be grouped in a variety of ways. I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. I can recognise that environments can change and that this can sometimes pose dangers to living things.</p>				
<p>Animals, including Humans I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can construct and interpret a variety of food chains, identifying producers, predators and prey.</p>				
<p>States of Matter I can compare and group materials together, according to whether they are solids, liquids or gases. I can 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). I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>				
<p>Sound I can identify how sounds are made, associating some of them with something vibrating. I can recognise that vibrations from sounds travel through a medium to the ear. I can find patterns between the pitch of a sound and features of the object that produced it. I can find patterns between the volume of a sound and the strength of the vibrations that produced it. I can recognise that sounds get fainter as the distance from the sound source increases.</p>				
<p>Electricity I can identify common appliances that run on electricity. I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can 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. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can recognise some common conductors and insulators, and associate metals with being good conductors.</p>				
<p>Working Scientifically I can ask relevant questions and use different types of scientific enquiries to answer them. I can set up simple practical enquiries, comparative and fair tests. I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. I can gather, record, classify and present data in a variety of ways to help in answering questions. I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. I can identify differences, similarities or changes related to simple scientific ideas and processes. I can use straightforward scientific evidence to answer questions or to support their findings.</p>				

Student Comment

Class Teacher _____ **Head Teacher** _____



St Joseph's Catholic Primary School

PUPIL'S ANNUAL REPORT

NAME: _____ **DATE:** July 2016 **YEAR:** 4

ATTENDANCE: Number of sessions attended Number of possible attendances
 Red (below 93%)/Amber (93-95.9%)/Green (96%+) Percentage of unauthorised absences

Learning attitude (motivation, engagement, perseverance, listening and contributing, self- organisation)

Social interaction (communication in pair/group work, playtimes, respect for others, tolerance)

Contribution to school life (care for others, service to the school, consideration for school environment)

General Comment

(to include: specific subject comments, non-core subjects, attitude to learning, social interaction, contribution to school life)

Religious Education

English	Emerging	Developing	Expected	Mastery
Spoken Language (age appropriate): I can listen and respond appropriately to adults and my peers; ask relevant questions to extend my understanding and knowledge. I can use relevant strategies to build my vocabulary; articulate and justify answers, arguments and opinions. I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. I can speak audibly and fluently with an increasing command of Standard English; participate in discussions, presentations, performances, role play, improvisations and debates. I can gain, maintain and monitor the interest of the listener(s). I can consider and evaluate different viewpoints, attending to and building on the contributions of others. I can select and use appropriate registers for effective communication.				
Reading – Word: I can apply my growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words I meet. I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.				
Reading – Comprehension: I have developed positive attitudes to reading and understanding of what I 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 I have read, increasing my 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. I can understand what I read, in books. I can read independently by: checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context, asking questions to improve my 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. I can retrieve and record information from non-fiction. I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.				
Writing – Spelling: I can spell the words on the Year 3&4 word list. I can use further prefixes and suffixes and understand how to add them. I can spell further homophones. I can spell words that are often misspelt. I can place the possessive apostrophe accurately in words with regular plurals /and in words with irregular plurals. I can use the first two or three letters of a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.				
Writing – Handwriting: I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. I can increase the legibility, consistency and quality of my handwriting.				
Writing – Composition: I can plan my 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. I can 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]. I can evaluate and edit by: assessing the effectiveness of my 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 my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.				
Writing – Vocabulary, Grammar and Punctuation: I can develop my understanding of the concepts set out in English Curriculum by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> , using the 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 & 4. I can indicate grammatical and other features by: using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns, using and punctuating direct speech. I can use and understand the grammatical terminology in English Curriculum accurately and appropriately when discussing my writing and reading.				

Mathematics – including problem solving	Emerging	Developing	Expected	Mastery
Number and place value I can count in multiples of 6, 7, 9, 25 and 1000. I can find 1000 more or less than a given number. I can count backwards through zero to include negative numbers. I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). I can order and compare numbers beyond 1000. I can identify, represent and estimate numbers using different representations. I can round any number to the nearest 10, 100 or 1000. I can solve number and practical problems that involve all of the above and with increasingly large positive numbers. I can 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.				
Addition and Subtraction I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. I can estimate and use inverse operations to check answers to a calculation. I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.				
Multiplication and Division I can recall multiplication and division facts for multiplication tables up to 12×12 . 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 can recognise and use factor pairs and commutativity in mental calculations. I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout. I can 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.				
Fractions I can recognise and show, using diagrams, families of common equivalent fractions. I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. I can 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. I can add and subtract fractions with the same denominator. I can recognise and write decimal equivalents of any number of tenths or hundredths. I can recognise and write decimal equivalents to $1/4$, $1/2$, $3/4$. I can 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. 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 two decimal places. I can solve simple measure and money problems involving fractions and decimals to two decimal places.				
Measurement I can convert between different units of measure [for example, kilometre to metre; hour to minute]. I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. I can find the area of rectilinear shapes by counting squares. I can estimate, compare and calculate different measures, including money in pounds and pence. I can read, write and convert time between analogue and digital 12- and 24-hour clocks. I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.				
Geometry I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. I can identify acute and obtuse angles and compare and order angles up to two right angles by size. I can identify lines of symmetry in 2-D shapes presented in different orientations. I can complete a simple symmetric figure with respect to a specific line of symmetry. I can describe positions on a 2-D grid as coordinates in the first quadrant. I can describe movements between positions as translations of a given unit to the left/right and up/down. 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.				