

EPS Endpoints

WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE **YEAR 4**

HISTORY	GEOGRAPHY	SCIENCE
To use chronology; Complete the construction of a simple timeline identifying and describing events in the order in which they occurred using a pre-existing scale of equidistant intervals; Understand key concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. Use words and phrases, vocabulary to communicate including-Dates, era, century, continuity, legacy, time period, chronology, change, decade. Explain why the Romans invaded Britain; Use dates and terms to describe events. To identify and place events, artefacts and historical figures on a time line using dates. Describe and explain why we know so much about the towns the Romans built in Britain; Explain why things happened in history. Compare knowledge of Romans with that of Year 3 learning about Ancient Greece. What is the same? What is different? Use evidence to ask questions and find answers to questions about the Ancient Sumerians. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of the ancient Sumerians: Understand that no single source of evidence gives the full answer to questions about the past Describe different accounts of a historical events, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of different eras and lives in history. Evaluate, reach a judgement, Describe the main changes in periods of history (using such terms as: social, religious, political, technological and cultural) Use original ideas and ways to present information. To use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices.	Describe in simple terms using labelled diagrams what causes an earthquake and how the magnitude of an earthquake is measured; Explain in basic terms why some earthquakes cause more destruction than others; Recognise and give reasons for why most earthquakes and volcanoes tend to occur at the same locations around the world; Locate the <i>Disney Magic Kingdom</i> theme park on a map of the states and main cities of the United States in the continent of North America and explain why it is so popular with visitors from countries around the world; Identify and describe a number of important physical and human features of Florida other than the <i>Magic Kingdom</i> such as the Everglades and the Kennedy Space Centre; Explain why sea turtles along the Atlantic coast of Florida are endangered and what the Florida Turtle Conservation Society is doing to protect them; Identify, describe and explain using information they have observed, recorded and presented graphically and on maps and plans, some of the ways in which places in their local area are changing currently or have changed in the past;	WORKING SCIENTIFICALLY • Ask relevant questions and use different types of experiments to answer these. • Make careful observations and take accurate measurements using: Thermometers/Data loggers/ruler. • Classify results and present the data (written and oral) using charts/ graphs/diagrams • Make conclusions based on the evidence • Evaluate experiments to suggest improvements. Vocabulary – scientific enquiry, comparative, fair test, systematic, careful observation, thermometer, data logger, gather, record, conclusion, predictions, evidence, secondary sources. ELECTRICITY Identify whether or not a lamp, light or buzzer will work in a simple series circuit, based on whether or not it is part of a complete loop with a battery. Associate the brightness of a lamp or the volume of a buzzer with the number (and voltage) of cells used in the circuit. Use recognised symbols when representing a simple circuit in a diagram. Recognise some common conductors and insulators, and associate metals with being good conductors. ROCKS Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties: Igneous, sedimentary, metamorphic rocks. Talk about the effects of physical or chemical weathering. Describe in simple terms how fossils are formed when things that have lived are trapped. Recognise that soils are made from rocks and organic matter. LIVING THINGS & EVOLUTION Discuss the evidence which shows how living things have changed over time, identify ways extinction of a species can happen. Identify how adaptation may lead to evolution, and explain some reasons why evolution is important for survival in different environments Recognise and explain why offspring of the same species can vary. Describe what classification is, knowing that living things can be classified. Recognise that fossils provide information about living things from millions of years ago.
ART & DESIGN	DESIGN AND TECHNOLOGY	COMPUTING
Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Paint with expression. Analyse painting by artists. Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. Analyse and describe colour and painting techniques in artists work. Manipulate colour for print Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work. Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work. Use a range of materials to express complex textures. Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work. Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives. Study the work of male and female artists.	I can use ideas from other people when I am designing. I can produce a plan and explain my design decisions. I can consider the user of my product when designing and evaluate my product against their criteria. Evaluate and suggest improvements for my product for both its purpose and appearance. I can work hygienically and safely when preparing food products. I can create electrical systems including circuits and switches. I can create shell structures.	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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concern about content and contact.

CORE SKILLS		
Essential skills to be used, applied, and consolidated across the wider curriculum, including speaking and listening skills.		
READING	WRITING	MATHS
The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 are similar: the complexity of the text increases the level of challenge. WORD READING 1. 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 2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. DISCUSSION ABOUT BOOKS 1. 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 2. Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 3. Read books that are structured in different ways and reading for a range of purposes 4. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 5. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 2A VOCABULARY AND UNDERSTANDING 1. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 2. Use dictionaries to check the meaning of words that they have read 3. Discuss words and phrases that capture the reader's interest and imagination 4. Ask questions to improve their understanding of a text 2B KEY ASPECTS AND EVENTS 1. Retrieve and record information from non-fiction 2C IDENTIFICATION OF MAIN THEMES 1. Identify themes and conventions in a wide range of books 2. Identify main ideas drawn from more than one paragraph and summarising these 2D INFERENCES 1. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 2E PREDICTIONS 1. Predict what might happen from details stated and implied 2F SEQUENCES 1. Identify / explain how information / narrative content is related and contributes to meaning as a whole 2G LANGUAGE STRUCTURE AND PRESENTATION 1. Recognising some different forms of poetry [for example, free verse, narrative poetry] 2. Identify / explain how meaning is enhanced through choice of words and phrases, structure and presentation 2H COMPARISONS 2. Make comparisons across texts that are accurate and appropriate	COMPOSITION: APPLYING VOCABULARY, GRAMMAR AND PUNCTUATION <i>A pupil can write for a range of purposes and audiences, including some correct use of:</i> 1. nouns and noun phrases modified by prepositional phrases to expand and develop ideas (e.g. the red car parked at the bottom of the road) 2. fronted adverbials (with succeeding comma) 3. standard form for verb inflections (e.g. we were instead of we was; I did instead of I done; my teacher and I instead of my teacher and me) 4. possessive apostrophes for singular and plural nouns (e.g. boy's coat and the boys' coats) 5. correctly punctuated direct speech 6. a range of punctuation including capital letters; • full stops; • exclamation marks • questions marks • commas to separate items in a list • apostrophes for contractions COMPOSITION: STRUCTURING AND ORGANISING <i>The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of</i> 1. paragraphs to group related ideas or material 2. pronouns and nouns are used to aid cohesion and clarity and avoid repetition 3. subordinating conjunctions 4. coordinating conjunctions 5. adverbs to express time; • place (prepositions); • manner; • frequency COMPOSITION: PLANNING, DRAFTING, EVALUATING, EDITING AND PROOF READING Writing demonstrates most features of the selected form, as appropriate to audience, purpose and context, arising from discussions of models of writing with similar structure, vocabulary and grammar. Pupils can: 1. Plan, draft, write, proof-read and edit work 2. Proof-read work for spelling and punctuation errors TRANSCRIPTION: SPELLING The full range of spelling rules and patterns as listed in the 'English Programmes of Study: Key Stages 1 and 2 National Curriculum in England – Appendix 1 for Year 3 & 4' are consistently applies, including: 1. most prefixes and suffixes are used correctly (un-, dis-, re-, ly) 2. most common homophones e.g. accept/except; grate/great; scene/seen) TRANSCRIPTION: HANDWRITING Correct use of: 1. Handwriting is usually legible and consistent, including correct choice of letter shape, but may not be maintained when writing at speed.	Count in multiples of six, seven, nine, 25 and 1000 Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) and find 1000 more or less than a given number Round any number to the nearest ten, hundred or thousand Solve addition and subtraction two-step problems in contexts, including measures and money, deciding which operations and methods to use and why including columnar addition and subtraction where appropriate Solve multiplication and division problems using recall of the multiplication tables up to 12 × 12 including integer scaling and correspondence problems Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit and record using formal written layout where appropriate 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 Recognise equivalent fractions and write decimal equivalents to and any number of tenths or hundredths including in the context of simple measure and money problems Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Read, write and convert time between analogue and digital 12- and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days Identify lines of symmetry in 2-D shapes presented in different orientations Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Interpret and present data using bar charts, pictograms and tables.

MUSIC	PHYSICAL EDUCATION	LANGUAGES
Know and can sing/rap four songs off by heart! To perform • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. To compose • Compose and perform melodic songs. • Use sound to create effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect. To transcribe • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave.	Dance can take the lead when working with a partner or group. I can use dance to communicate an idea. GAMES Catch with one hand. Throw and catch accurately. Hit a ball accurately with control. Jeep possession of the ball. Can vary tactics and adapt skills. GYMNASTICS Can work in a controlled way. Can include change of speed and direction. Can include a range of shapes. I can work with a partner to create, repeat and improve sequence with 3+ phases. ATHLETICS: Run over a long & sprint over short distance Throw in different ways and hit a target I can jump in different ways.	With more confidence name and describe people, places and objects from memory. Join in with the words of a song, rhyme, story sometimes from memory. Listen and understand a simple sentence with high frequency verb, noun and maybe colour adjective Have a short conversation on a familiar topic giving a verbal response to a question (s) using a short phrase (s) or speaking in sentences saying 3-4 things with support. Say what I like/dislike about a familiar topic Read aloud sentences on a familiar topic and explain the main points in a short passage. Write a simple phrase or sentence on a familiar topic using a model and some from memory independently. Use a bilingual dictionary or glossary to look up new words
RE	PSHE	VALUES
Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Myself & My relationships – On line and offline behaviours of good friends. Emotions in successful relationships using respect and empathy, manages change over time, conflict resolutions & personal boundaries networks of support types of /reasons for bullying RSE – Understands the human life cycle and self-hygiene. Managing change. Citizenship Understand respect, rights and responsibility Understands democracy, voting and decision making Developing awareness of rights a& responsibilities Healthy Lifestyles Early warning systems, trusted adults, safe and unsafe secrets Continued development of safe and unsafe feelings & drug education Economic Wellbeing Understanding of large amounts of money, saving and spending, impact of choices, & charity. Keeping track of money.	BRITISH VALUES: • Democracy • Rule of Law • Individual Liberty • Respect & Tolerance SCHOOL VALUES: Ambitious, Creative, Resilient, High expectations, Positive attitude, Persevere, Responsibility, Respect. School Vision: Empowering and preparing for success in a changing world. Link Learning through topics and subjects. Ensure progression of skills and knowledge. Consolidate & revise skills and knowledge. Reinforce Key specific vocabulary. 

