

# Outcomes Booklet

I am a Year 4 Learner

Below are the targets set for **your child** this **half term**. They will complete a range of tasks in school and through their homework to help achieve their targets.



## Reading:

### English Outcomes

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 listen to others ideas and opinions about a text and express a personal point of view. I can ask questions to improve the understanding of a text. I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.



## Writing:

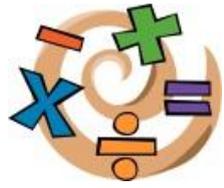
Transcription	Composition
I can spell words that have the prefixes in, il, im, ir. I can spell words that have the suffixes ing, er, en, ed. My writing is legible and consistent. I can use the diagonal and horizontal strokes that are needed to join letters.	I can use precise paragraphs I can make improvements to vocabulary and grammar I can use a range of fronted adverbials. I can use a comma after fronted adverbials.



## Spoken Language:

I know that language choices vary in different contexts.  
I can show that i understand the main point and details in a discussion.  
I can perform poems by memory, conveying ideas about characters and situations, adapting expression and tone where appropriate.

# Maths Outcomes

Number	Measure, Geometry & Statistics
<p>I can divide 3d by 1d using formal written methods.</p> <p>I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit.</p> <p>I can multiply 2d by 1d using formal methods.</p> <p>I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1</p> <p>I can add numbers with up to 4 digits using formal written methods where appropriate.</p> <p>I can solve addition problems in context.</p> <p>I can add and subtract fractions with the same denominator.</p> <p>I can subtract numbers with up to 4 digits using formal written methods where appropriate.</p> <p>I can solve - problems in context.</p>	<p>I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>I can describe positions on a 2-D grid as coordinates in the first quadrant.</p> 

# Science Outcomes

## Science Knowledge

- 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 you explain 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 a source.

## Working Scientifically

- I can use a range of equipment including data loggers.
- I can make and record a prediction before testing.
- I can draw conclusions and suggest improvements.

# Wider Curriculum Outcomes

Geography/History	Computing	Arts
<p>I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</p> <p>I can research two versions of an event and say how they differ.</p> <p>I can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p>	<p>I can experiment with variables to control models.</p> <p>I can give on screen robots specific directional instructions, taking them from x to y.</p> <p>I understand that copyright exists on most digital video, audio and music.</p>	<p>I can begin to identify the style of work of Beethoven, Elgar and Mozart.</p> <p>I can use notations to record compositions in a small group.</p> <p>I can perform a simple part rhythmically..</p>
<p>International Speaking</p>	<p>PE</p>	
<p>I can identify and give the main points of a passage.</p> <p>I can use a bilingual dictionary to look up unfamiliar words.</p>	<p>I can use dance to communicate an idea.</p> <p>I can take the lead when working with a partner or group.</p> <p>I can work on my movements and refine them, making sure the dance is clear and fluent.</p>	

## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	