

# NC2014 CORE SUBJECTS, Y4 LIST

## OBJECTIVES and CHILD SPEAK TARGETS

KS Year	Subject	Objective	Child Speak Target	Notes
KS2 Y3,4	Reading	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.	<i>I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.</i>	
KS2 Y3,4	Reading	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	<i>I am aware that some words sound different to how they are spelt.</i>	
KS2 Y3,4	Reading	Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	<i>I can show you I have understood an increasing wide range of texts I have read.</i>	
KS2 Y3,4	Reading	Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.	<i>I am able to choose from a range of books that are set out differently but give me the information I require.</i>	
KS2 Y3,4	Reading	Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read.	<i>I can use a dictionary to check the meaning of new words.</i>	
KS2 Y3,4	Reading	Develop positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	<i>I can talk about different types of stories I have read.</i>	
KS2 Y3,4	Reading	Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.	<i>I can identify different themes and conventions in a wide range of books I read.</i>	
KS2 Y3,4	Reading	Develop positive attitudes to reading and understanding of what they read by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	<i>I will perform poems and play scripts to read aloud to keep the listener interested.</i>	
KS2	Reading	Develop positive attitudes to reading and understanding of what	<i>I will discuss words and phrases that interest me.</i>	

Y3,4		they read by discussing words and phrases that capture the reader's interest and imagination.		
KS2 Y3,4	Reading	Develop positive attitudes to reading and understanding of what they read by recognising some different forms of poetry [for example, free verse, narrative poetry].	<i>I can recognise different types of poetry.</i>	
KS2 Y3,4	Reading	Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	<i>I check what I am reading makes sense by talking about it.</i>	
KS2 Y3,4	Reading	Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text.	<i>I ask questions to help me understand more about a book.</i>	
KS2 Y3,4	Reading	Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	<i>I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</i>	
KS2 Y3,4	Reading	Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied.	<i>I can predict events in stories from what I have read.</i>	
KS2 Y3,4	Reading	Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.	<i>I can tell what the main ideas in a book are from reading a number of paragraphs.</i>	
KS2 Y3,4	Reading	Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning.	<i>I understand that the way books are set out help the reader to identify the meaning.</i>	
KS2 Y3,4	Reading	Retrieve and record information from non-fiction.	<i>I can use non-fiction books to find out about things.</i>	
KS2 Y3,4	Reading	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.	<i>I can take turns when discussing books I have read, or had read to me and listen to what others have to say.</i>	
KS2 Y3,4	Writing	Use further prefixes and suffixes and understand how to add them (English Appendix 1).	<i>I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.</i>	
KS2 Y3,4	Writing	Spell further homophones.	<i>I can spell an increasing number of homophones.</i>	
KS2	Writing	Spell words that are often misspelt (English Appendix 1).	<i>I am able to spell words that are often misspelt.</i>	

Y3,4				
KS2 Y3,4	Writing	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	<i>I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.</i>	
KS2 Y3,4	Writing	Use the first two or three letters of a word to check its spelling in a dictionary.	<i>When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning.</i>	
KS2 Y3,4	Writing	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	<i>I can write simple sentences from memory that have been dictated to me, using the correct punctuation.</i>	
KS2 Y3,4	Writing	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	<i>In handwriting, I know which letters are appropriate to join.</i>	
KS2 Y3,4	Writing	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	<i>My joined handwriting is legible with all letters the same height and the correct distance apart from each other.</i>	
KS2 Y3,4	Writing	Plan their 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.	<i>I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.</i>	
KS2 Y3,4	Writing	Plan their writing by discussing and recording ideas.	<i>I am able to use ideas to plan my writing.</i>	
KS2 Y3,4	Writing	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).	<i>I am using an increasing range of sentence structures and richer vocabulary in my writing.</i>	
KS2 Y3,4	Writing	Draft and write by organising paragraphs around a theme.	<i>I can draft my work into paragraphs.</i>	
KS2 Y3,4	Writing	Draft and write by creating settings, characters and plot in narratives.	<i>I can organise my writing using different settings, characters and plot.</i>	
KS2 Y3,4	Writing	Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings].	<i>I can organise my writing by using headings and sub-headings.</i>	
KS2 Y3,4	Writing	Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.	<i>I can edit my own work and that of others and add improvements to the texts.</i>	
KS2 Y3,4	Writing	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	<i>I can edit written work to improve the use of grammar.</i>	

KS2 Y3,4	Writing	Proof-read for spelling and punctuation errors.	<i>When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.</i>	
KS2 Y3,4	Writing	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<i>I can read my writing out to an audience in an interesting and clear manner.</i>	
KS2 Y4	Writing	Indicate grammatical and other features by using commas after fronted adverbials.	<i>I use commas after fronted adverbial - such as 'Later that day, I heard the bad news'.</i>	
KS2 Y4	Writing	Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	<i>I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.</i>	
KS2 Y4	Writing	Develop their understanding of the concepts set out in English Appendix 2 by using fronted adverbials.	<i>I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.</i>	
KS2 Y4	Writing	Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done].	<i>I know I should not write in the same way that I talk.</i>	
KS2 Y4	Writing	Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns.	<i>I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.</i>	
KS2 Y4	Writing	Indicate grammatical and other features by using and punctuating direct speech.	<i>I can punctuate speech in a text.</i>	
KS2 Y4	Writing	Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.	<i>I can talk about my work using the learning from my Year 4 grammar list.</i>	
KS2 Y4	Writing	Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely.	<i>I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.</i>	
KS2 Y4	Spoken Language	At a level appropriate to Year 4: listen and respond appropriately to adults and their peers.	<i>I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 4.</i>	
KS2 Y4	Spoken Language	At a level appropriate to Year 4: ask relevant questions to extend their understanding and knowledge.	<i>I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 4.</i>	
KS2 Y4	Spoken Language	At a level appropriate to Year 4: use relevant strategies to build their vocabulary .	<i>I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the</i>	

			<i>end of Year 4.</i>	
KS2 Y4	Spoken Language	At a level appropriate to Year 4: articulate and justify answers, arguments and opinions.	<i>I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 4.</i>	
KS2 Y4	Spoken Language	At a level appropriate to Year 4: give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings .	<i>I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 4.</i>	
KS2 Y4	Spoken Language	At a level appropriate to Year 4: maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments .	<i>I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 4.</i>	
KS2 Y4	Spoken Language	At a level appropriate to Year 4: use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	<i>I use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas up to the standard of spoken language expected by the end of Year 4.</i>	
KS2 Y4	Spoken Language	At a level appropriate to Year 4: speak audibly and fluently with an increasing command of Standard English.	<i>I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 4.</i>	
KS2 Y4	Spoken Language	At a level appropriate to Year 4: participate in discussions, presentations, performances, role play, improvisations and debates.	<i>I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 4.</i>	
KS2 Y4	Spoken Language	At a level appropriate to Year 4: gain, maintain and monitor the interest of the listener(s).	<i>I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 4.</i>	
KS2 Y4	Spoken Language	At a level appropriate to Year 4: consider and evaluate different viewpoints, attending to and building on the contributions of others.	<i>I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 4.</i>	
KS2 Y4	Spoken Language	At a level appropriate to Year 4: select and use appropriate registers for effective communication.	<i>I can choose to talk in different manners depending on the person I am talking to or the situation I am in, up to the standard of spoken language expected by the end of Year 4.</i>	
KS2 Y4	Mathematics	Count in multiples of 6, 7, 9, 25 and 1000.	<i>I can count in multiples of 6, 7, 9, 25 and 1000.</i>	
KS2 Y4	Mathematics	Find 1000 more or less than a given number.	<i>I can find 1000 more or less than a given number.</i>	

KS2 Y4	Mathematics	Count backwards through zero to include negative numbers.	<i>I can count backwards to negative numbers below zero.</i>	
KS2 Y4	Mathematics	Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).	<i>I know what each digit means in Thousands, Hundreds Tens and Unit numbers such as 2024.</i>	
KS2 Y4	Mathematics	Order and compare numbers beyond 1000.	<i>I can order and compare numbers above 1000.</i>	
KS2 Y4	Mathematics	Identify, represent and estimate numbers using different representations.	<i>I can makes estimates of a range of things - such as how many small objects there are in a large jar, how long in cm an object is, how heavy an object may weigh in kg.</i>	
KS2 Y4	Mathematics	Round any number to the nearest 10, 100 or 1000.	<i>I can round a number to the nearest 10, 100 or 1000.</i>	
KS2 Y4	Mathematics	Solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.	<i>I can solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.</i>	
KS2 Y4	Mathematics	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.	<i>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.</i>	
KS2 Y4	Mathematics	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	<i>I can add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction).</i>	
KS2 Y4	Mathematics	Estimate and use inverse operations to check answers to a calculation.	<i>I can estimate an answer and check my answer using inverse operations.</i>	
KS2 Y4	Mathematics	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	<i>I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did.</i>	
KS2 Y4	Mathematics	Recall multiplication and division facts for multiplication tables up to 12 x 12.	<i>I know all my times table up to the 12 times tables.</i>	
KS2 Y4	Mathematics	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1.	<i>I know what the outcome is when I multiply a number by 1 or by zero.</i>	
KS2 Y4	Mathematics	Use place value, known and derived facts to multiply and divide mentally, including: Dividing by 1.	<i>I know what the outcome is when I divide a number by 1.</i>	
KS2 Y4	Mathematics	Use place value, known and derived facts to multiply and divide mentally, including: multiplying together three numbers.	<i>I can multiply three numbers together, such as 3 x 6 x 9.</i>	
KS2 Y4	Mathematics	Recognise and use factor pairs and commutativity in mental calculations.	<i>I know what factor pairs are how I can multiply numbers in any order and use my knowledge to work</i>	

			<i>out questions in my head.</i>	
KS2 Y4	Mathematics	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	<i>I can multiply a two-digit or a three-digit number by a one-digit number using written methods.</i>	
KS2 Y4	Mathematics	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.	<i>I can solve maths problems such as - how many different outfits can I make from 3 hats and 4 coats.</i>	
KS2 Y4	Mathematics	Recognise and show, using diagrams, families of common equivalent fractions.	<i>I can show in drawings why a number of fractions equal each other (such as 3/5 and 6/10) and are called equivalent fractions.</i>	
KS2 Y4	Mathematics	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	<i>I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten.</i>	
KS2 Y4	Mathematics	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>I can work out the fractions of numbers such as 4/5 of 25 or 7/10 of 700.</i>	
KS2 Y4	Mathematics	Add and subtract fractions with the same denominator.	<i>I can add and subtract fractions with the same denominator.</i>	
KS2 Y4	Mathematics	Recognise and write decimal equivalents of any number of tenths or hundredths.	<i>I can tell you the decimal equivalents of any number of tenths or hundredths - such as <math>1/10 = 0.1</math> and <math>23/100 = 0.23</math>.</i>	
KS2 Y4	Mathematics	Recognise and write decimal equivalents to $1/4$ , $1/2$ , $3/4$ .	<i>I know what the decimal equivalents are for <math>1/4</math>, <math>1/2</math> and <math>3/4</math>.</i>	
KS2 Y4	Mathematics	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>I can divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point.</i>	
KS2 Y4	Mathematics	Round decimals with one decimal place to the nearest whole number.	<i>I can round decimals with one decimal place to the nearest whole number.</i>	
KS2 Y4	Mathematics	Compare numbers with the same number of decimal places up to two decimal places.	<i>I can compare numbers such as 0.26 and 0.56 to say which is bigger or lower.</i>	
KS2 Y4	Mathematics	Solve simple measure and money problems involving fractions and decimals to two decimal places.	<i>I can solve measure and money problems involving fractions and decimals to two decimal places.</i>	
KS2 Y4	Mathematics	Convert between different units of measure [for example, kilometre to metre; hour to minute].	<i>I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm.</i>	

KS2 Y4	Mathematics	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.	<i>I can measure and calculate the perimeter of a rectangle (including a square).</i>	
KS2 Y4	Mathematics	Find the area of rectilinear shapes by counting squares.	<i>I can find the area of a rectangular shape by counting the number of squares the shape takes up.</i>	
KS2 Y4	Mathematics	Estimate, compare and calculate different measures, including money in pounds and pence.	<i>I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money.</i>	
KS2 Y4	Mathematics	Read, write and convert time between analogue and digital 12- and 24-hour clocks.	<i>I can read, write and convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.</i>	
KS2 Y4	Mathematics	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	<i>I can convert hours to minutes, minutes to seconds, years to months and weeks to days.</i>	
KS2 Y4	Mathematics	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	<i>I can group 2-D shapes based on their properties (such as the number of sides) and sizes.</i>	
KS2 Y4	Mathematics	Identify acute and obtuse angles and compare and order angles up to two right angles by size.	<i>I can find acute and obtuse angles and order a set of given angles by size.</i>	
KS2 Y4	Mathematics	Identify lines of symmetry in 2-D shapes presented in different orientations.	<i>I can find all the lines of symmetry in 2-D shapes.</i>	
KS2 Y4	Mathematics	Complete a simple symmetric figure with respect to a specific line of symmetry.	<i>If I have been given one half of a symmetrical shape, I can complete the other half based on the position of the line of symmetry.</i>	
KS2 Y4	Mathematics	Describe positions on a 2-D grid as coordinates in the first quadrant.	<i>I can find the coordinates of a point on a grid.</i>	
KS2 Y4	Mathematics	Describe movements between positions as translations of a given unit to the left/right and up/down.	<i>I can move (translate) a point on a grid by a given set of jumps either up/down or left/right.</i>	
KS2 Y4	Mathematics	Plot specified points and draw sides to complete a given polygon.	<i>I can plot points using coordinates and join up the points to create a shape.</i>	
KS2 Y4	Mathematics	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	<i>I can take continuous and discrete data and create a bar chart or time graph.</i>	
KS2 Y4	Mathematics	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	<i>I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.</i>	
KS2 Y3,4	Science	Asking relevant questions and using different types of scientific enquiries to answer them.	<i>I can ask relevant questions and use different types of scientific enquiries to answer them.</i>	



KS2 Y3,4	Science	Setting up simple practical enquiries, comparative and fair tests.	<i>I can set up a practical fair test experiment to answer a scientific question.</i>	
KS2 Y3,4	Science	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	<i>I can make careful observations and record accurate measurements (for example in mm or g) using equipment or a data logger.</i>	
KS2 Y3,4	Science	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	<i>I can gather the data I need to answer a scientific question and then present them in an appropriate way (such as a table, grid or graph).</i>	
KS2 Y3,4	Science	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	<i>I can record my findings in labelled diagrams, keys, bar charts or tables.</i>	
KS2 Y3,4	Science	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	<i>I can report my conclusion from the data I have measured.</i>	
KS2 Y3,4	Science	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	<i>I use my results to draw a conclusion and make predictions or suggest improvements for answering a different question or repeating my test.</i>	
KS2 Y3,4	Science	Identifying differences, similarities or changes related to simple scientific ideas and processes.	<i>I can identify differences, similarities or changes when making comparisons in my experiments or scientific learning.</i>	
KS2 Y3,4	Science	Using straightforward scientific evidence to answer questions or to support their findings.	<i>I support my answers or conclusions by pointing out the scientific evidence.</i>	
KS2 Y4	Science	Recognise that living things can be grouped in a variety of ways.	<i>I can group living things in many ways - such as their size, their appearance, their habitat or needs.</i>	
KS2 Y4	Science	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	<i>I know how to use a classification key in science to identify an animal or plant.</i>	
KS2 Y4	Science	Recognise that environments can change and that this can sometimes pose dangers to living things.	<i>I know that an environment may change over time, and this can be dangerous for the living things in the environment.</i>	
KS2 Y4	Science	Describe the simple functions of the basic parts of the digestive system in humans.	<i>I can describe some of the ways food is digested in the digestive system in humans.</i>	
KS2 Y4	Science	Identify the different types of teeth in humans and their simple functions.	<i>I know humans have different types of teeth and how each tooth type has a different job when eating.</i>	
KS2 Y4	Science	Construct and interpret a variety of food chains, identifying	<i>When I build a food chain, I can tell you what are the</i>	

		producers, predators and prey.	<i>producers, predators and prey.</i>	
KS2 Y4	Science	Compare and group materials together, according to whether they are solids, liquids or gases.	<i>I can describe the differences between solids, liquids or gases and use this to group materials.</i>	
KS2 Y4	Science	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>I know that some materials change to a different state when they are heated.</i>	
KS2 Y4	Science	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<i>I can talk about evaporation and condensation as parts of the water cycle and I know that more water evaporates when the temperature is higher.</i>	
KS2 Y4	Science	Identify how sounds are made, associating some of them with something vibrating.	<i>I know how sounds are made.</i>	
KS2 Y4	Science	Recognise that vibrations from sounds travel through a medium to the ear.	<i>I know that sounds travel through air (or water) to reach the ear.</i>	
KS2 Y4	Science	Find patterns between the pitch of a sound and features of the object that produced it.	<i>I can talk about how the size or shape of an object creating a sound can affect what the sound will be like.</i>	
KS2 Y4	Science	Find patterns between the volume of a sound and the strength of the vibrations that produced it.	<i>I can talk about how the strength of the vibrations of an object creating a sound can affect how loud the sound will be.</i>	
KS2 Y4	Science	Recognise that sounds get fainter as the distance from the sound source increases.	<i>I know that sounds get fainter as you move away from the place where the sound is being made.</i>	
KS2 Y4	Science	Identify common appliances that run on electricity.	<i>I can list a number of common objects that need electricity to function.</i>	
KS2 Y4	Science	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	<i>I can build a series circuit, naming the cells, wires, bulbs, switches and buzzers.</i>	
KS2 Y4	Science	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>I can tell whether a bulb will light when I look at a circuit as I know the circuit must be a complete loop with a battery.</i>	
KS2 Y4	Science	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>I know what a switch can do when I build or look at a circuit.</i>	
KS2 Y4	Science	Recognise some common conductors and insulators, and associate metals with being good conductors.	<i>I know metals are good conductors of electricity - and can name some more and also name some good insulators.</i>	

KS2 Y3,4,5,6	Computing	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.		
KS2 Y3,4,5,6	Computing	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.		
KS2 Y3,4,5,6	Computing	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.		
KS2 Y3,4,5,6	Computing	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.		
KS2 Y3,4,5,6	Computing	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.		
KS2 Y3,4,5,6	Computing	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.		
KS2 Y3,4,5,6	Computing	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		