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ASSESSMENT BOOKLET: KEY PERFORMANCE INDICATORS (KPIs)

Year 4

Year 4 Key Performance Indicators

This booklet outlines the Key Performance Indicators (KPIs) in each subject area of the National Curriculum. For pupils to have achieved the **expected** standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including written work, observations, discussion, performance and testing. For writing only, there are additional **greater depth** statements (which appear in green) to support the judgement for children working at this standard.

The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Year 4 Key Performance Indicators

	MATHS							
Number and Place Value	Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using partitioning							
Number and Place Value	Round any number to the nearest 10, 100 or 1000							
Addition	Use a formal written method to add numbers with up to 4 digits							
Subtraction	Use a formal written method to subtract numbers with up to 4 digits							
Addition and Subtraction	Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why							
Multiplication and Division	Recall multiplication and division facts up to 12×12							
Multiplication and Division	Multiply 2 and 3 digit numbers by a single digit using a formal written method							
Multiplication and Division	Divide up to 3 digit numbers by a single digit using a formal written method - interpret remainders appropriately according to the context							
Fractions	Add and subtract improper and mixed fractions with the same denominator.							
Fractions	recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$							
Measurement	Read, write and convert time between analogue and digital 12- and 24-hour clock							
Measurement	Measure and calculate the perimeter of a rectilinear figure in centimetres and find the area of rectilinear shapes by counting squares							
Measurement	Convert between different units of measure [for example, kilometre to metre; hour to minute]							
Geometry	compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes							
Geometry	identify acute and obtuse angles and compare and order angles up to two right angles by size							
Statistics	Describe positions on a 2-D grid as coordinates in the first quadrant							
Statistics	Interpret and present data using appropriate graphical methods, including bar charts and time graphs.							

Year 4 Key Performance Indicators

	READING			
Fluency	Read most words effortlessly and work out how to pronounce unfamiliar words.			
Form	Identifies themes and features in a wide range of books			
Vocabulary	Uses dictionaries to check the meaning of words that have been read			
Comprehension	Checks that the text makes sense, discussing understanding and explaining the meaning of words in context			
Comprehension	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies with evidence			
Comprehension	Predicts what might happen from details stated and implied			
Using the Text	Identifies main ideas drawn from more than one paragraph and summarises these			
Using the Text	Retrieves and records information from non-fiction			
Range & Purpose	Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			

Year 4 Key Performance Indicators

WRITING			
Write for a range of purposes and audiences (including writing to entertain, inform, argue and explain) across the curriculum.			
Develop settings and characters in narrative e.g. <i>describing characters' behaviour, thoughts, reactions to events</i>			
Use fronted adverbials for manner e.g. <i>shaking uncontrollably, with fear in her eyes</i> ; place e.g. <i>inside the castle, all over its back</i> and time e.g. <i>many years ago, after a while</i> .			
Use a range of subordinating conjunctions to form complex sentences e.g. <i>as, while, before, after, until, while although, since, even though, though</i> .			
Show some variety in complex sentence structure, positioning the subordinate clause at the start (e.g. <i>Although it was dangerous, Alex was determined to face the dragon.</i>) and at the end (e.g. <i>Alex was determined to face the dragon, although it was dangerous.</i>) of sentences			
Use noun phrases expanded by prepositional phrases e.g. <i>the dragon with a fire-breathing mouth; razor-sharp talons at the end of its arms</i> .			
Use the present perfect form of verbs e.g. <i>The villagers have been terrified. The dragon has been defeated.</i>			
Use present and past tense correctly and consistently throughout writing.			
Accurately manage tense changes where needed e.g. <i>a story written in the past tense with present tense for speech</i> .			
Organise content into relevant paragraphs across the text.			
Use headings and sub-headings appropriately in non-fiction writing.			
Maintain cohesion across a piece of writing, including through the use of a variety of nouns and pronouns e.g. <i>the dragon, the monster, the beast, it; Alex, she, the girl</i> .			
Use inverted commas and other punctuation accurately to indicate direct speech e.g. <i>"Help me," Alex screamed. "This dragon's going to burn me to a crisp!"</i>			
Use commas to mark fronted adverbials e.g. <i>Later that morning, From deep within the cave,</i>			
Revise and edit their writing in relation to the Year 4 grammar and spelling expectations.			
Spell most words from the Y3/4 spelling list correctly.			
Write in a legible, joined, consistent style, with increased quality and speed.			
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.			
Use commas to separate subordinate clauses.			
Consistently use editing and revising strategies to improve the quality and accuracy of their writing.			
Maintain the quality and accuracy of their writing when writing at greater length.			
Manipulate the language and grammar taught within Year 4 in a range of independent writing, drawing on shared and independent reading.			
Consistently use vocabulary from across the curriculum in their writing.			

Year 4 Key Performance Indicators

	SCIENCE			
Working Scientifically	Use scientific evidence to ask relevant questions, using different types of scientific enquiries to answer them			
	Set up simple practical enquiries, including comparative and fair tests			
	Make systematic, careful observations and take accurate measurements, using a range of equipment			
	Record and report findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables			
	Use results to draw simple conclusions; make predictions for new values, suggest improvements and raise further questions (Year 4 focus)			
Animals including Humans	Construct and interpret food chains			
	Name, locate and describe the functions of the main parts of the digestive system in humans including teeth			
Electricity	Construct a simple series electrical circuit, identifying and naming its basic parts and their functions			
	Recognise some common conductors and insulators and associate metals with being good conductors			
Living Things and their Habitats	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment			
	Explain how environmental changes may have an impact on living things			
Sound	Use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard			
	Describe the relationship between the pitch of a sound and the features of its source			
	Describe the relationship between the volume of a sound, the strength of the vibrations and the distance from its source			
States of Matter	Compare and group materials together, according to whether they are solids, liquids or gases			
	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)			
	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature			

Year 4 Key Performance Indicators

	COMPUTING			
Online Safety	Know that anything shared online can be seen by others and know ways that I can protect myself from harm online and identity theft.			
Online Safety	Use technology safely and responsibly, including being aware of plagiarism			
Programming	Design, write and simplify programs			
Programming	Continue to debug programs and recognise their use in to help solve problems in other areas of learning such as maths, science and design technology.			
Multimedia	Use software, including that for photos, video or sound to present to different audiences.			
Technology in our lives	Be able to create hyperlinks to resources on the World Wide Web			
Handling Data	Organise data in different ways and to plan, create and search databases to answer questions.			

	FRENCH			
Speaking & listening	Listen to & show understanding of words and short phrases (e.g. responding with an action; joining in songs)			
Speaking & listening	Ask and answer several familiar questions with a rehearsed response (e.g. <i>Quelle est la date?</i>).			
Reading	Read aloud familiar short sentences with fairly accurate pronunciation .			
Reading & writing	Recognise and use 1st, 2nd and 3rd person singular pronouns (<i>je, tu, il/elle</i>).			
Skills	Use a bilingual dictionary to translate a word. translation			
Skills	Suggest and use strategies to memorise vocabulary including making connections with other languages.			
Reading & writing	Write and say simple phrases to describe people, places, things and actions with scaffold/support (and sometimes without) (e.g. colour, size – <i>un ballon bleu</i>)			
Writing	Understand how to make sentences negative and use this when expressing an opinion (<i>J'aime</i> becomes <i>Je n'aime pas</i> ; <i>il pleut</i> becomes <i>il ne pleut pas</i>).			
Grammar	Understand and apply rules of agreement of adjectives with masculine and feminine nouns (e.g. <i>un manteau bleu</i> but <i>une écharpe bleue</i> ; <i>un éléphant grand</i> but <i>une tortue grande</i>).			

Year 4 Key Performance Indicators

	HISTORY			
Historical enquiry	Explore sources: Use documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.			
Chronological understanding	Describe the main changes in a period in history studied.			
Historical Interpretation	Compare different versions of the same event in history and understand how people represent events or ideas in a way that persuades others.			
Organisation and communication	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.			
Knowledge and understanding	Describe similarities and differences between people, events and artefacts studied.			
Knowledge and understanding	Describe how aspects of the past studied affects/influences life today .			

	GEOGRAPHY			
Geographical enquiry and fieldwork	Use fieldwork skills to observe and measure human and physical features in the local area using a range of methods, including sketch maps and digital technologies.			
Geographical enquiry and fieldwork	Use maps, atlases, globes and digital resources to locate and describe human and physical features studied.			
Geographical enquiry and fieldwork	Read and draw maps , using (8) compass points, four-figure grid references and keys.			
Locational knowledge	Locate European countries and cities using maps and atlases.			
Locational knowledge	Locate counties and cities within the UK and identify key human and physical characteristics.			
Human and physical geography	Describe and understand key aspects of physical geography, including: climate zones and biomes .			
Human and physical geography	Describe and understand key aspects of human geography including types of settlement and land use.			
Place knowledge	Compare the study of human and physical geography of a region of the United Kingdom and a region of another European country .			

Year 4 Key Performance Indicators

	PE			
Skills	Apply the movements of running, jumping, throwing and catching with success in isolation and in combination			
Games	Play competitive games, modified where appropriate (e.g. cricket, football, hockey, rounders and tennis) and apply basic principles suitable for attacking and defending.			
Gym	Show flexibility, technique, control and balance			
Dance	Perform and create dance routines using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve a personal best			

	MUSIC			
Singing	Sing with expression and dynamics.			
Rhythm & Pulse	Play repeating rhythm patterns.			
Composing	Improvise and compose atmospheric music.			
Instrumental	Use notation to represent musical ideas.			
Instrumental	Learn a part on a tuned instrument and play as part of a whole class performance.			
Listening & Responding	Listen and appraise, recognising elements of the music			

Year 4 Key Performance Indicators

	ART			
Sketchbook	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork			
Artists	Describe some of the key ideas, techniques and working practices of artists, architects or designers studied			
Techniques	Use a variety of tools and techniques e.g. sketching, printing, painting and computer-generated drawings			
Techniques	Work with a variety of medium including textiles and clay			

	DT			
Cooking and nutrition	Use a wider variety of ingredients and techniques to prepare and combine ingredients safely in a savoury dish			
Cooking and nutrition	Read and follow recipes which involve several processes, skills and techniques			
Design	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams			
Design	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,			
Make	select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately			
Make	Use textiles for their aesthetic qualities.			
Technical Knowledge	understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]			
Evaluate	Evaluate how existing products and own finished products might be improved and how well they meet the needs of the intended user			
Evaluate	Understand how key events and individuals in design and technology have helped shape the world			

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