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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.

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	Counts in multiples of a) six b) seven c) nine d) 25 and e) 1,000 f) hundredths							
Number	Counts backwards through zero to include negative numbers							
Number	Orders and compares numbers beyond 1,000							
Number	Rounds any number to the nearest 10, 100 or 1,000							
Add & Subtract	Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why							
Multiply & Divide	Recalls multiplication and division facts for multiplication tables up to 12 x 12 and applies these to problem solving							
Fractions	Recognises and shows, families of common equivalent fractions							
Fractions	Recognises that hundredths arise when dividing an object by 100 and dividing tenths by 10							
Fractions	Rounds decimals with one decimal place to the nearest whole number							
Fractions	Solves simple measure and money problems involving fractions and decimals to two decimal places							
Measure	Converts between different units of measure e.g. kilometre to metre; hour to minute							
Geometry	Compares and classifies shapes, including quadrilaterals and triangles, based on their properties and sizes							
Geometry	Identifies lines of symmetry in two dimensional shapes presented in different orientations							
Geometry	Plots specified points and draws sides to complete a given polygon							
Statistics	Solves comparison, sum and difference problems using information presented in a) bar charts b) pictograms c) tables and d) line graphs							

Year 4 Key Performance Indicators

	READING							
Fluency	Reads most words effortlessly and works out how to pronounce unfamiliar words							
Range	Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks							
Form	Identifies themes and features in a wide range of books such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions							
Vocabulary	Uses dictionaries to check the meaning of words that have been read							
Vocabulary	Reads further exception words, noting the unusual spellings e.g from the Y3/4 word list							
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							

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	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	Describe the simple functions of the basic parts of the digestive system in humans, including teeth							
	Construct and interpret a variety of food chains, identifying producers, predators and prey							
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							
	Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things							
Sound	Identify how sounds are made, recognising that vibrations from sound travel through a medium to the ear							
	Find patterns in sound, including pitch and volume							
	Recognise that sounds get fainter as the distance from the sound source increases							
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 to protect themselves from harm online							
Programming	Simplify a program and be able to keep testing it as they are putting it together							
Programming	Continue to debug programs recognising that they can be used to help solve problems in other areas of learning such as maths, science and design technology							
Multimedia	Use photos, video and sound to create atmosphere for different audiences							
Technology in our lives	Identify key words when searching for information online and 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 and show understanding of short phrases (e.g. responding with an action)							
Speaking & listening	Listen to, show understanding of and join in with words in songs, rhymes or stories							
Speaking & listening	Ask and answer simple questions with a (rehearsed) response (e.g. How are you? <i>Ca va?</i>)							
Reading	Read aloud short sentences with accurate pronunciation (silent letter rules, in particular)							
Reading	Read carefully, with understanding , simple words, phrases and sentences							
Reading & writing	Use a bilingual dictionary to find the meaning of a specific word or its translation							
Reading & writing	Write and say a simple phrase or sentence to give information (e.g. describe people, places, things and actions) (e.g. colour, size – <i>un ballon bleu</i>)							
Reading & writing	Write words and simple phrases from memory with understandable accuracy (e.g. colours, animals, numbers or days)							
Grammar	Apply the gender rules for singular and plural indefinite articles (i.e. use <i>un/une</i> for masculine/feminine nouns – <i>un garçon, une fille</i>)							
Grammar	Demonstrate an understanding of the correct position of most adjectives (e.g. <i>ballon bleu</i> not <i>bleu ballon</i> , but <i>grand chapeau</i>)							

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PE								
Swimming	Swim 25 metres using strokes effectively (children unable to do this will be invited to attend a swimming course)							
Skills	Use 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, control and balance [for example, through gymnastics]							
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							
Competition	Be able to communicate, collaborate and compete with each other							

MUSIC								
Listening	Use musical language to appraise a piece of music							
	Describe different purposes of music in history/ other cultures							
Performing	Perform in a group and alone using voices and instruments. Sing in a round and in canon							
Composing	Develop an understanding of formal written notation, which includes minim and quavers							
	Improvise and compose music for a range of purposes using different musical elements, e.g. timbre, pitch, texture							
Responding and reviewing	Comment on different works and composers							
	Provide constructive feedback to others							

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	ART							
Learning	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork							
Learning	Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied							
Techniques	Draw familiar objects with correct proportions							
Techniques	Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes							
Techniques	Use a variety of techniques e.g. marbling, silkscreen and cold-water paste							
Techniques	Print on fabrics using tie-dyes or batik							

	DT							
Cooking and nutrition	Understand what makes a healthy and balanced diet, and that different foods and drinks provide things the body needs to be healthy and active							
Cooking and nutrition	Read and follow recipes which involve several processes, skills and techniques							
Processes	Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience							
Processes	Consider how existing products and own finished products might be improved and how well they meet the needs of the intended user							
Processes	Apply techniques learnt to strengthen structures and explore my own ideas							
Processes	Create designs using exploded diagrams							

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