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# ASSESSMENT BOOKLET: KEY PERFORMANCE INDICATORS (KPIs)

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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

	<b>MATHS</b>			
<b>Number</b>	Counts in multiples of <b>a)</b> six <b>b)</b> seven <b>c)</b> nine <b>d)</b> 25 and <b>e)</b> 1,000 <b>f)</b> hundredths			
<b>Number</b>	Orders and compares numbers beyond 1,000			
<b>Number</b>	Rounds any number to the nearest 10, 100 or 1,000			
<b>Add &amp; Subtract</b>	Add and subtract 4 digit numbers using a formal written method			
<b>Add &amp; Subtract</b>	Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why			
<b>Multiply &amp; Divide</b>	Multiply 2 and 3 digit numbers by a single digit using a formal written method			
<b>Multiply &amp; Divide</b>	Recalls multiplication and division facts for multiplication tables up to 12 x 12 and apply these to problem solving			
<b>Fractions</b>	Recognises and shows, families of common equivalent fractions			
<b>Fractions</b>	Add and subtract fractions with the same denominator			
<b>Fractions</b>	Rounds decimals with one decimal place to the nearest whole number			
<b>Fractions</b>	Solves simple measure and money problems involving fractions and decimals to two decimal places			
<b>Measure</b>	Converts between different units of measure e.g. kilometre to metre; hour to minute			
<b>Geometry</b>	Compares and classifies shapes, including quadrilaterals and triangles, based on their properties and sizes			
<b>Geometry</b>	Identifies lines of symmetry in two dimensional shapes presented in different orientations			
<b>Geometry</b>	Identifies acute and obtuse angles and compares angles by size			
<b>Statistics</b>	Solves comparison, sum and difference problems using information presented in <b>a)</b> bar charts <b>b)</b> pictograms <b>c)</b> tables and <b>d)</b> line graphs			

### Year 4 Key Performance Indicators

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

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	<b>WRITING</b>			
<b>Form</b>	Organises paragraphs around a theme			
<b>Form</b>	Write narratives by creating settings, characters and plot			
<b>Form</b>	Write non-fiction by using simple organisational devices e.g. sub headings			
<b>SPAG</b>	Use apostrophes to mark singular and plural possession (eg girls', children's)			
<b>SPAG</b>	Uses standard English forms for verb inflections instead of local spoken forms e.g. 'we were' /'we was'			
<b>SPAG</b>	Uses fronted adverbials			
<b>SPAG</b>	Can choose an appropriate pronoun or noun in sentences to aid cohesion and avoid repetition			
<b>SPAG</b>	Uses inverted commas to indicate direct speech e.g. The conductor shouted, "Sit down!"			
<b>HW</b>	Uses legible, consistent joined-up writing			
<b>Process</b>	Proof-reads and edits for spelling and punctuation errors checking the meaning is clear in writing			
<b>Process</b>	Can explore and collect ideas, making a plan, writing and re reading.			
<b>Range &amp; Purpose</b>	Writes for a range of real purposes, audiences and genres			
<b>Form</b>	Write well-structured and well-paced fiction and non-fiction texts			
<b>Form</b>	Create atmosphere in their narrative writing through detailed settings, characters and plots			
<b>SPAG</b>	Use all necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas			
<b>SPAG</b>	Expand noun phrases through the addition of ambitious modifying adjectives and prepositional phrases			

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	SCIENCE			
<b>Working Scientifically</b>	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)			
<b>Animals including Humans</b>	<b>Construct and interpret food chains</b>			
	<b>Name, locate and describe the functions of the main parts of the digestive system in humans</b> including teeth			
<b>Electricity</b>	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			
<b>Living Things and their Habitats</b>	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment			
	<b>Explain how environmental changes may have an impact on living things</b>			
<b>Sound</b>	<b>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</b>			
	<b>Describe the relationship between the pitch of a sound and the features of its source</b>			
	<b>Describe the relationship between the volume of a sound, the strength of the vibrations and the distance from its source</b>			
<b>States of Matter</b>	<b>Compare and group materials together, according to whether they are solids, liquids or gases</b>			
	<b>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)</b>			
	<b>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</b>			

### Year 4 Key Performance Indicators

	<b>COMPUTING</b>			
<b>Online Safety</b>	Know that anything shared online can be seen by others and know ways that I can protect myself from harm online.			
<b>Programming</b>	Simplify a program and be able to keep testing it as it is put together.			
<b>Programming</b>	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.			
<b>Multimedia</b>	Use software, including that for photos, video or sound to present to different audiences.			
<b>Technology in our lives</b>	Identify key words when searching for information online and be able to create hyperlinks to resources on the World Wide Web.			
<b>Handling Data</b>	Organise data in different ways and to plan, create and search databases to answer questions.			

	<b>FRENCH</b>			
<b>Speaking &amp; listening</b>	Listen to & show <b>understanding of short phrases</b> (e.g. responding with an action)			
<b>Speaking &amp; listening</b>	Listen to, <b>show understanding of</b> and join in with <b>words</b> in songs, rhymes or stories			
<b>Speaking &amp; listening</b>	Ask & answer <b>simple questions</b> with a (rehearsed) response (e.g. How are you? <i>Ca va?</i> )			
<b>Reading</b>	<b>Read aloud</b> short sentences with accurate <b>pronunciation</b> (silent letter rules, in particular)			
<b>Reading</b>	<b>Read</b> carefully, with <b>understanding</b> , simple words, phrases and sentences			
<b>Reading &amp; writing</b>	Use a bilingual <b>dictionary</b> to find the meaning of a specific word or its translation			
<b>Reading &amp; writing</b>	<b>Write</b> and say a <b>simple phrase</b> or sentence to give information (e.g. describe people, places, things and actions) (e.g. colour, size – <i>un ballon bleu</i> )			
<b>Reading &amp; writing</b>	<b>Write</b> words and simple phrases <b>from memory</b> with understandable accuracy (e.g. colours, animals, numbers or days)			
<b>Grammar</b>	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> )			
<b>Grammar</b>	Demonstrate an understanding of the correct <b>position of most adjectives</b> (e.g. <i>ballon bleu</i> not <i>bleu ballon</i> , but <i>grand chapeau</i> )			

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<b>HISTORY</b>				
<b>Historical enquiry</b>	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.			
<b>Chronological understanding</b>	Describe the main changes in a period in history.			
<b>Historical Interpretation</b>	Look at different versions of the same event in history and identify differences and understand how people represent events or ideas in a way that persuades others.			
<b>Organisation and communication</b>	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.			
<b>Knowledge and understanding</b>	Describe similarities and differences between people, events and artefacts studied.			
<b>Knowledge and understanding</b>	Describe how some of the things I have studied from the past affect/influence life today.			

<b>GEOGRAPHY</b>				
<b>Geographical enquiry and fieldwork</b>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			
<b>Geographical enquiry and fieldwork</b>	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world			
<b>Geographical enquiry and fieldwork</b>	Use ordnance survey maps, recognise symbols and read coordinates.			
<b>Locational knowledge</b>	Locate the world's countries, using maps to focus on Europe and contrast with a region in the UK.			
<b>Locational knowledge</b>	Locate countries and cities within the UK and identify human and physical characteristics.			
<b>Human and physical geography</b>	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.			
<b>Place knowledge</b>	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a study of India.			

### Year 4 Key Performance Indicators

	PE			
<b>Swimming</b>	Swim 25 metres using strokes effectively (children unable to do this will be invited to attend a swimming course)			
<b>Skills</b>	Use running, jumping, throwing and catching with success in isolation and in combination			
<b>Games</b>	Play competitive games, modified where appropriate (e.g. cricket, football, hockey, rounders and tennis) and apply basic principles suitable for attacking and defending.			
<b>Gym</b>	Show flexibility, control and balance [for example, through gymnastics]			
<b>Dance</b>	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			
<b>Competition</b>	Be able to communicate, collaborate and compete with each other			

	MUSIC			
<b>Listening</b>	Use musical language to appraise a piece of music.			
	Describe different purposes of music in history/ other cultures.			
<b>Performing</b>	Perform in a group and alone using voices and instruments. Sing in a round and in canon.			
<b>Composing</b>	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.			
<b>Responding and reviewing</b>	Comment on different works and composers.			
	Provide constructive feedback to others.			

### Year 4 Key Performance Indicators

	<b>ART</b>			
<b>Learning</b>	Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork			
<b>Learning</b>	Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied			
<b>Techniques</b>	Draw familiar objects with correct proportions			
<b>Techniques</b>	Use a variety of tools and techniques e.g. marbling, silkscreen and cold-water paste; scratches and washes			
<b>Techniques</b>	Work with a variety of mediums e.g. printing on fabrics using tie-dyes or batik			

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

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