Year 4 FLOs Covered Autumn Term

Reading:

I can decode words using phonic knowledge.

I can read Year 3 / 4 common exception words (non-decodable).

I can pause for full stops and change pitch for exclamation and question marks.

I can retrieve and record information from a range of texts.

I can orally retell stories that I have read, summarising key events.

I can explain the meaning of words in context.

I can infer character feelings and thoughts.

I can make inferences with evidence from the text.

I can predict what might happen next from details stated.

I can recognise fiction and non-fiction texts, identifying the type of text, e.g. fairy tale, newspaper.

Writing :

I can use **pronoun**s in my writing.

I can use **conjunctions to** begin a sentence and extend (e.g. when, because, if, after, while).

I can use conjunctions, adverbials and prepositions (including fronted adverbials).

I can use the **correct verb tense**.

I can use the correct form of 'a' and 'an'.

Mathematics:

I know the place value of each digit in a 4 digit-number (thousands, hundreds, tens, ones).

I can order and compare numbers bigger than 1000.

I can find 1000 more or less than a given number

I can count in multiples of 25, 1000.

I can count backwards through 0 into negative numbers.

I can round whole numbers to the nearest 10, 100 or 1000.

I can use addition and subtraction facts to 100 and can use this for known facts up to 1000.

I can add 4 digit numbers using the written column method.

I can subtract 4 digit-numbers numbers using the written column method.

I can solve word problems for addition and subtraction.

I can estimate and use inverse operations to check answers to calculations.

I am learning multiplication and division facts up to 12 × 12.

I can recognize and use factor pairs.

I can multiply 4 digit-numbers by a 1 digit-number using a written method.

I can divide 4 digit-numbers by a 1 digit-number using a written method.

Science:

I can suggest questions that can be tested and make predictions.

I can design a fair test, plan how to collect evidence, choose appropriate apparatus and decide what to measure.

I can make observations and comparisons.

I can present results in a variety of ways.

I can identify simple patterns in results, suggest explanations for some of these and begin to think about the importance of repeated measurement.

I know that humans (and some animals) have skeletons that grow as humans grow, support and protect the body.

I know that muscles act in pairs.

I can identify how sounds are made.

I know that vibrations from sound travel through a medium to the ear.

I can find patterns in the pitch and volumes of sound.