

*We at Gresham
succeed because
everyone is
happy, kind, inspired,
challenged
and
ready for the
future.*

Gresham Pupils Succeed



Learning Journal
Year 4

A Year 4 Learner

Reflectiveness: I can identify ways in which my work can be improved and apply this, e.g. set my own targets and know when I have achieved these.

Independence: I can think about problems and search for solutions before asking for help.

Communication: I can consider my audience when communicating, by adapting my speaking appropriately, as well as responding thoughtfully to the comments of others.

Risk Taking: I am prepared to do something new or different even if I risk making a mistake.

Resilience: I can lose myself in my learning by being absorbed and attentive.

Questioning: I can ask relevant and sensible questions of myself to move my learning on.

Collaboration: I can identify strengths in others and use them effectively for the success of the team.

Empathy: I can adapt my learning and behaviour style by taking into account other people's perspectives.

Creativity: I can confidently approach new and unfamiliar tasks, linking my knowledge of past experiences to come up with imaginative solutions to problems.

Perseverance: I can make several attempts at challenging tasks but know when to seek help.

Technology

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to identify the ways in which products in everyday use meet specific needs		
I can talk about what some different products are for and why people use them. If the product is something I haven't seen before I don't know what it is for or why people use it. I feel better talking about things that I have used or I have seen my family and friends use.	I can talk about what some different products are for and why people use them. I usually talk about things that I have used or seen my family and friends use, but when I see something new I find it quite easy to remember what it is for and how to use it.	I can talk about what lots of different products are for and why people use them. I find it quite easy to talk about products I haven't seen before and know that there are lots of different products that do the same thing.
Be able to suggest improvements to products in everyday use		
When I look at a product I have to think quite hard about things that I don't like or don't think work very well. I can't think of any ways to make it better. My teacher helps me.	When I look at a product I think of things about it that I don't like, or that I don't think work very well. I find it difficult to think of how to change these things to make them better. I get ideas from my teacher or friends.	When I look at a product I can think of some things that I would change to make it better. I have lots of ideas about what I could do to improve it, and my teacher tells me that lots of my ideas would work.

Technology

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to design and make products to meet specific needs		
I have some ideas about things I could make to do a particular thing. My teacher says my ideas are good and helps me to design and make my product.	I have some ideas about things I could make to do a particular thing, but sometimes my teacher tells me that some of my ideas won't work. I can design and make my product by myself and my teacher helps me to make sure my product does what I want it to.	I have lots of ideas about things I could make to do a particular thing. I can design and make my product by myself and it usually turns out the way I wanted it to. My teacher tells me that I couldn't have done any better.
Be able to make usable plans		
I can make a plan to use in class to make a product. My teacher helps me, as sometimes I forget to write down everything I will use and sometimes put things in the wrong order.	I can make a plan to use in the classroom to make a product. I write down everything I will use and the order I will do things in. Sometimes I put things in the wrong order and my teacher helps me to change it.	I can make a plan to use in the classroom to make a product. I always write down everything I will use and how I am going to do things. I write these things in the order that I am going to do them. I use my plan to make something and my teacher says my work is good.
Be able to use simple tools and equipment with some accuracy		
My teacher shows me how to use different tools and watches me work. I sometimes make mistakes and have to start again	I can use different materials and tools to make things. I sometimes have to change my work a bit and my teacher helps me do this.	I can use different materials and tools to make things. My work usually looks how I want it to and I don't need any help from my teacher.
Be able to identify and implement improvements to their designs and products		
I know if my work is good or if I need to change it to make it better. I find it difficult to think of how to make it better, so I ask my teacher for ideas. My teacher shows me how to make changes to my work to make it better.	I know if my work is good or if I need to change it to make it better. I have some ideas about how to make it better, but my teacher sometimes tells me that my ideas aren't possible. Sometimes when I make changes, I think my work looked better before.	I know if my work is good or if I need to change it to make it better. I have ideas about how to improve my work and when I try them out they do make my work better.

Prove It!

Reflectiveness

Independence

Communication

Risk Taking

Resilience

Questioning

Collaboration

Empathy

Creativity

Perseverance

A Year 4 Writer

- 1) I can spell words with additional **prefixes** and **suffixes** and add them to root words- e.g. ation, ous, ion, ian.
- 2) I can recognise and spell **homophones**.
- 3) I can use the first 2/3 letters of a word to locate it in a **dictionary**.
- 4) I can spell the often misspelt words on the **Y3/4 spelling list**.
- 5) My handwriting is **joined** well and consistently.
- 6) I can compose sentences using a range of **sentences structures**.
- 7) I can use a **range of sentences** which have more than one clause.
- 8) I can write a narrative with a **clear structure, setting and plot**.
- 9) I can **improve my writing**, checking correct grammar and improving vocabulary.
- 10) I can use **direct speech** in my writing and **punctuate it correctly**.
- 11) I can write in **paragraphs**.
- 12) I make **appropriate choices of pronoun** and noun within and across sentences.
- 13) I use **apostrophes to mark plural possession**.
- 14) I can use **noun phrases** and **expand** them.
- 15) I can use **fronted adverbials**.
- 16) I can use capital letters, full stops, questions marks, exclamation marks, inverted commas and apostrophes for contraction and possession.

International

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to identify activities and cultures which are different from but equal to their own		
I know what I prefer to eat, how I like to dress and how to organise my birthday and other similar celebrations. I don't like to do any of these things any other way. I also like the way we do things at home. People who do things differently to us are wrong.	I really like that I have favourite foods and clothes. Some of my friends like things a little different to me and that's alright - but not when they are too different. I know that the way I do things (and my friends, family and other people, too) is because of our backgrounds. But I don't like doing things differently and wish everyone would do things similarly to us.	I have favourite foods, clothes and games that I play and I really like them. But it's also great when I see people doing things quite differently to me. I think they like what they do just as much as I like what I do. I also know that the way I do lots of things) is because of our backgrounds. I can also explain how people who do things differently to me and my friends and family have had what they do handed down to them.

Art

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to use art as a means of self-expression		
I like my teacher to tell me exactly what to do when I am doing art. I follow the teacher's instructions and my work usually looks quite similar to other children's.	I can make a piece of art when my teacher tells me what to do. Sometimes I choose my own materials and processes, but I like to check with my teacher. I get ideas from other children.	I can make lots of different types of art and know that sometimes one style is better than another. I have my own ideas and when I do art I think about why I am doing it and try to show this in my work.
Be able to choose materials and techniques which are appropriate for their task		
When I choose what materials I want to use, my teacher often gives me a better idea of things to use. I often ask my teacher what type of art I should make, like a painting, or a drawing.	I like choosing how I will make my art, though I usually use the same materials and techniques. My teacher helps me with some different ideas.	I know that different materials and techniques are better for some things than for others and I can use lots of different things in my art. My teacher is usually happy with my choices.
Be able to explain their own work in terms of what they have done and why		
I can explain how I made something. My teacher or my friends usually tell me what to do to make a piece of art.	I can explain how I made something. When my teacher asks me why I did something I have to think hard about it. Sometimes I know why I did something, but sometimes I do what other people tell me.	I can explain how I made something and how I could have made it. I can explain why I did it this way: for example, mixing red and orange paint makes a more realistic fire colour than using red and yellow.
Be able to talk about works of art, giving reasons for their opinions		
When I look at art I know if I like it or dislike it, but I'm not sure why.	When I look at art I know if I like it or dislike it. My teacher helps me to explain this by giving me ideas about colour, design, shape and size and then I can explain why I like or dislike it.	When I look at art I know if I like it or dislike it. I can talk about the art in different ways, including the colour, the design and what type of art it is.

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Exceeding Year 4 Writing

- 1) I can make **vocabulary choices** that are specific to the subject being written about.
- 2) I can **improve my sentences** - reordering them for greater impact if necessary.
- 3) I include **short sentences** to speed up action sequences.
- 4) I use **dialogue** and **reactions from other characters** to make my character interesting.
- 5) I know that a combination of good **adjectives, similes and metaphors** help create powerful images of my characters.
- 6) I can vary the **choice of pronoun** correctly.
- 7) I can use **commas** or **ellipses** for clarity or effect.

Science

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to link evidence to broader scientific knowledge and understanding		
My teacher tells me that I have done some science in the past that might be connected to this investigation I can think of something but don't understand how it might help me now.	While I am doing an investigation and talking with my teacher I often realise I have done something in science before that is linked to this work. This gives me some more ideas.	When I am thinking about what has happened in my investigation I often think of some other science things that I know about. They help me think about what I have seen in this investigation. My friends and my teacher agree with me when I tell them.
Be able to use evidence to draw conclusions		
I can see what is happening in my investigation. I make some observations but I can't always work out whether they are helpful to me. I can't always explain what has happened or why. My teacher helps me a lot.	I can say what has happened and sometimes I think I can say why it happened. Sometimes, though, I don't know why. I don't always use the right observations and measurements in my explanation. My teacher helps me sometimes; then I'm better at it.	I make lots of good observations and notes. When someone asks me to talk about what I have found out I use my observations and notes to explain things to them. I do this on my own and my teacher doesn't really need to help me.

Science

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to carry out simple investigations		
My teacher gives me some ideas at the beginning. I can think of one way to collect evidence, but this is a bit difficult to do.	I can work on my own at the beginning. My teacher says that my ideas for collecting evidence are pretty good. He/she gives me a little help at the end to make my ideas work properly.	I can work on my own and think of two or three ways to collect evidence. When I talk about my ideas with my teacher he/she says that I couldn't do any better
Be able to prepare a simple investigation which is fair, with one changing factor		
My teacher helps me from the start, but I can come up with some ideas on how to find out what we want. My teacher gives me one or two suggestions to make the test fairer.	I work on my own most of the time. I can come up with a way to find out what we want. My teacher gives me some help at the end to make sure the test is fair.	I work on my own to find a way to find out what we want. When I talk about this with friends and my teacher no-one can think of a way in which the test isn't fair.
Be able to predict the outcome of investigations		
I have to think about what might happen when we carry out an investigation. I do this with my teacher. I have one or two ideas. I change them a little after talking to friends and to my teacher. My new ideas are a little better.	I work on my own to think about what might happen in an investigation. My teacher and friends think that most of my ideas might happen, although they aren't too sure about some of them.	I work on my own to think about two or three things that might happen in an investigation. I try my ideas out on my friends and teacher and we all think they are good.
Be able to use simple scientific equipment		
I can use some equipment to carry out an investigation. My teacher helps me decide what to use and helps me use it.	I usually choose what equipment to use for our science investigations. My teacher gives me some ideas on how to use the equipment properly.	I always choose my own equipment for science investigations. I use the equipment very carefully. My teacher says that all of my measurements are very accurate and that I see lots of detail.
Be able to test ideas using evidence from observation and measurement		
I try to find out whether the ideas I have about what might happen are true. Some things are hard to understand. I need some help from my teacher or a friend to work out how to do this.	I think about my ideas and I am sure about most of them. I use measuring and/or looking to find out whether they are true. My teacher gives me some help at the end to help me use my measurements and observations to see if my ideas are true or not.	I think about the ideas I have about what might happen. I am sure I know what they mean. By looking and measuring carefully I can say whether my ideas are good ones or not without any trouble. I can do all this on my own.

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A Year 4 Reader

- 1) I can **read and understand new words** by knowing about roots of words, prefixes and suffixes.
- 2) I can make good attempts at **pronouncing unfamiliar words**.
- 3) I can use a **dictionary to check meanings**.
- 4) I can identify **simple themes** in texts.
- 5) I can prepare **poems** to read aloud and perform, showing understanding through intonation and expression.
- 6) I can ask relevant **questions** to improve my understanding of the text.
- 7) I can identify some of the **organisational features and conventions of text types**, eg, story, explanation, poetry and persuasion.
- 8) I can **build on others ideas** and opinions about a text in discussion.
- 9) I can give / explain the **meaning of words** in context.
- 10) I can **retrieve and record** information / identify key details from fiction and non-fiction.
- 11) I can **summarise** main ideas from a text.
- 12) I can **make inferences** from the text / explain and **justify inferences** with evidence from the text.
- 13) I can **predict** what might happen from details stated and implied.
- 14) I can identify / explain how information / narrative content is **related** and contributes to **meaning as a whole**.
- 15) I can identify / explain how **meaning is enhanced through choice of words** and phrases (including idioms and figurative language)
- 16) I can make **comparisons** within the text.

Geography

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to express views on the features of an environment and the way it is being harmed or improved		
I can suggest what I like or dislike about a place or what is good or bad about certain features of the environment. My teacher helps me when I have to think about why I feel like this.	I can talk about what I feel about one part of the environment and how it is being harmed or improved. I work by myself most of the time.	I can talk about two or three different aspects about the environment and why I think it is being harmed or improved in each case. I like to work by myself.
Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features		
I can answer the questions my teacher gives me if I have some help. I find it difficult to think of questions of my own. My teacher tells me that I can give information in at least one way.	I can find answers to questions given by my teacher, but I need some help if I have to think of the questions myself. My teacher tells me I am able to give information in more than one way.	I can find answers to questions and I can present the information in at least three different ways. I have started to ask and answer my own questions.

Geography

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to use geographical terms		
My teacher says I use some good words to describe a country, place or geographical feature, but I need to learn more words and find out what they mean before I use them.	I usually work on my own at the beginning. My teacher says that the words I use are good but that I should try to describe places, countries and geographical features in more detail.	I can work on my own. I can describe a place, country or geographical feature in two or three different ways. I can use a lot of geographical words and my teacher says I couldn't do any better
Be able to describe the main geographical features of the area immediately surrounding the school		
I find it difficult to think about what to do until my teacher gives me some ideas. Then I can think of one idea for myself.	I work on my own most of the time. I can describe some different features in the area around my school and my teacher shows me how these all fit together.	I can work on my own. I can describe our local area in a lot of detail. I can show how some things affect other things are in our locality.
Be able to make simple maps and plans of familiar locations		
I can make a map using pictures to show different places and objects. I need some help from my teacher to put them in the right places on the map.	I can work on my own to draw a map. I use pictures and some symbols to show the different places and features. I know that I usually draw some of them in the correct place.	I can make a map by myself. I use symbols to show where different places are and a key to show what the symbols mean. I usually draw most of them in the correct place.
Be able to use maps a variety of scales to locate the position and geographical features of particular localities		
I can find some places on a world map or a globe after someone helps me. My teacher helps me to use different maps to find the same place.	I need some help to find places on maps at the start. I find some maps easier to use than others when I work by myself.	I can choose different maps to show different features. I am happy to work by myself and know how to use different types of maps.
Be able to use secondary sources to obtain geographical information		
I can find out some geographical information but I need some help from my teacher or a friend to work out how to do this.	I can find different information from at least two different places. I can say where I found the information so other people will know where to look. My teacher helps me to look at sources I wouldn't normally use.	I can find out information by myself and I can use at least three different sources. I look carefully at all the sources to check that the information I find in one source is also shown in another source.

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Exceeding Year 4 Reading

- 1) I can **locate and use information** from a range of fiction and non-fiction sources.
- 2) I can **compare** fictional accounts in **historical novels** with **factual accounts**.
- 3) I **appreciate bias** in persuasive writing , including articles and adverts.
- 4) I can **talk widely about different authors** and their writing.
- 5) I can use **inference** and **deduction** to work out the personalities of story characters.
- 6) I can compare the **language in older texts** with **modern standard English**.
- 7) I can **skim, scan and organise nonfiction** information under headings.
- 8) I can **refer to the text** to support my predictions and opinions.
- 9) I recognise **complex sentences**.
- 10) I **read aloud with effect** for the benefit of the listener.

ICT and Computing

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to search effectively, using and evaluating information from a variety of sources		
I know how to use search engines and websites to find information. I usually use the same source every time, but my teacher tells me about other places I could look. My teacher helps me to check if the information I have found is useful and correct.	I know how to use a few different search engines and websites to find information. I talk to my teacher about other places I could look to find information and sometimes he/ she tells me my ideas are good. Sometimes I check if the information I have found is useful and correct.	I know how to use search engines and websites to find information in lots of different places. I am good at checking if a website is useful to me or not and checking the information that I find is correct. I usually find what I am looking for and can use what I find out to help with my learning.
Be able to select and use a range of programs or apps to support and present learning in other subjects		
I don't use ICT and computing in other subjects unless my teacher tells me to. I'm not sure what to do and ask my teacher to show me and give me ideas.	I use ICT and computing in other subjects when my teacher tells me to. I have some ideas about different programs and apps I can use to present my learning.	I like using ICT and computing in other subjects and don't usually need my teacher to tell me what to do. I have lots of ideas about which programs and apps I could use to present my learning.
Be able to use CT and computing to control events and write programs that accomplish specific goals		
I have an idea of how to make an on-screen object move but I need help to write the instructions (algorithm). I find it hard to use my instructions to make into a program that I can run on my digital device. If my program does not work I find it hard to work out why and how to fix the problem.	I can design, plan and write a simple set of instructions (algorithm) to make an onscreen object move in the way I have been asked, but I sometimes need help to do this. I can use my instructions to make a program that I can then run and test to see if it works. If my program does not work I can sometimes find the errors (bugs) in the instructions I wrote and have a go at fixing them (debugging).	I can design, plan and write a simple algorithm that will make an on-screen object move in the way I have been asked. I can use my algorithm to make a program that I can run and test, and I can explain how my program works. If my program does not work I can identify the bugs in my algorithm and program and successfully debug them.
Be able to make choices to gather information and solve problems		
I work best when my teacher tells me exactly what I have to do. I don't like to decide things on my own and I prefer to learn with other children in a group. My teacher tells me how to solve problems and what information I need.	I like to make choices in my learning but I always check with my teacher. I prefer learning with other children in a group and am not sure if I am doing the right thing when I learn by myself. I sometimes need help to gather the right information to help me solve problems.	I like making decisions about my learning by myself. If I learn with other children I have lots of ideas that I like to share about what we should do, and I think my ideas are good. I can explain exactly what to look for when I'm finding information and I can begin to break problems into simpler steps when I'm trying to solve them

History

I'm Getting Used To It	I'm Getting Better	I'm Really Getting It
Be able to give some reasons for particular events and changes		
I can come up with an idea about why something happened or changed. My ideas are much better when the teacher gives me help or when I can talk to my friends.	I can come up with lots of different ideas about why something happened or changed. Not all of my ideas are good ones, but lots of them are possible reasons.	I can come up with lots of ideas about why something happened or changed. I am happy doing this without help from my teacher or other children. My answers are usually good ones and my teacher and friends can't think of any other better examples.
Be able to gather information from simple sources		
I can use one source to find out something if my teacher helps me with the questions. I also need some help to find the answers from the source.	I can use a few different sources to find the answers to my questions. Sometimes my teacher tells me what to find out and where to find it, but often I think of these things myself.	I can use many sources to answer lots of questions that my teacher has set. But I can also write and answer my own questions. I am beginning to discover which source is the most useful for each piece of research.
Know about the main similarities and differences between the past societies studied		
With some help I can find some basic similarities and differences between different societies we have studied.	I am able to find some similarities and differences between different societies studied.	I can compare and contrast a range of societies, identifying patterns and trends over time.
Understand that the past can be considered in terms of different time periods		
My teacher helps me to understand that time is separated into different periods and these will be different and similar to one another.	I understand that there are different time periods, identified by different names and characterised by particular events and people.	I understand that there are different time periods, identified by different names and characterised by particular events and people. I understand where they would be in relationship to each other on a time line.

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