



Year 4

This booklet provides information for parents and carers on the end of year expectations for children in our school for English and Mathematics that we have updated for September 2017.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. The end of year objectives can be discussed with teachers at Parents Evenings or by making an appointment at anytime during the year to speak to your child's teacher.

Any extra support you can provide in helping your children to achieve these objectives, is greatly valued.

Parents can find additional information about our curriculum on the school website.

READING

Word reading

- ◆ I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- ◆ I can read further exception words, noting the unusual correspondences between spelling and sound.
- ◆ I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Comprehension

- ◆ I know which books to select for specific purposes, especially in relation to science, geography and history learning.
- ◆ I can use a dictionary to check the meaning of unfamiliar words.
- ◆ I can discuss and record words and phrases that writers use to engage and impact on the reader.
- ◆ I can identify some of the literary conventions in different texts.
- ◆ I can identify the (simple) themes in texts.
- ◆ I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- ◆ I can explain the meaning of words in context.
- ◆ I can ask relevant questions to improve my understanding of a text.
- ◆ I can infer meanings and begin to justify them with evidence from the text.
- ◆ I can predict what might happen from details stated and from the information I have deduced.
- ◆ I can identify where a writer has used precise word choices for effect to impact on the reader.
- ◆ I can identify some text type organisational features, for example, narrative, explanation and persuasion.
- ◆ I can retrieve information from non-fiction texts.
- ◆ I can build on others' ideas and opinions about a text in discussion.

WRITING

Composition

- ◆ I can group related material together to form simple paragraphs.
- ◆ I can write a non-narrative using simple organisational features such as headings and sub-headings.
- ◆ I can use a topic sentence to open paragraphs.
- ◆ I can vary my sentence starters.
- ◆ I can write a narrative with clear structure, setting, characters and plot.
- ◆ I can annotate plans with key language/words/phrases.
- ◆ I can self-assess the effectiveness of my writing.
- ◆ I can assess writing with peers and suggest improvements.
- ◆ I can proof-read to check for errors in spelling and punctuation.

Vocabulary & Grammar

- ◆ I can use conjunctions, adverbs and prepositions.
- ◆ I can develop my verb choices for use in dialogue and with characters.
- ◆ I can use nouns or pronouns for clarity and cohesion, avoiding repetition.
- ◆ I can use the perfect form of verbs.
- ◆ I can use a wide range of sentence structures.
- ◆ I can use a range of sentences with more than one clause by using a wider range of conjunctions.

WRITING

Punctuation

- ◆ I can use capital letters, full stops, question marks and exclamation marks mostly correctly.
- ◆ I can begin to use inverted commas to punctuate direct speech.
- ◆ I can use a colon to introduce a list.
- ◆ I can begin to use the possessive apostrophe with singular and plural nouns.
- ◆ I can use commas with adverbial phrases.

Spelling

- ◆ I can recognise and spell homophones I can identify the root in longer words.
- ◆ I can spell words with additional prefixes and suffixes and understand how to add them to root words.
- ◆ I can spell words correctly which are in a family.
- ◆ I can spell the words from the Year 3/4 word list.
- ◆ I can use the first two or three letters of a word to check its spelling in a dictionary.
- ◆ I can begin to use the possessive apostrophe when spelling plural words.

Handwriting & Presentation

- ◆ I can increase the legibility, consistency and quality of my handwriting.

SPELLING—YR 3/4 WORDS

accident
accidentally
actual
actually
address
although
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy
business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight
eighth
enough
exercise
experience

experiment
extreme
famous
favourite
February
forwards
fruit
grammar
group
guard
guide
heard
heart
height
history
Imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion
occasionally
often
opposite
ordinary

particular
peculiar
perhaps
popular
position
possess
possession
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
Regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though
thought
through
various
weight
woman
women

SPEAKING

- ◆ I ask questions to clarify or develop my understanding. I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.
- ◆ I show that I understand the main point and the details in a discussion.
- ◆ I increasingly adapt what I am saying to the needs of the listener or audience.
- ◆ I show that I know that language choices vary in different contexts.
- ◆ I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
- ◆ I can justify an answer by giving evidence.
- ◆ I use Standard English when it is required.
- ◆ I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.

MATHEMATICS

Number, place value, approximation & estimation/rounding

- ◆ I can count in multiples of 6, 7 & 9
- ◆ I can count in multiples of 25 & 1,000
- ◆ I can order and compare numbers beyond 1,000.
- ◆ I can find 1,000 more or less than a given number.
- ◆ I recognise the place value of each digit in a 4-digit number.
- ◆ I can read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.
- ◆ I can identify, represent and estimate numbers using different representations.
- ◆ I can round any number to the nearest 10 or 100
- ◆ I can round any number to the nearest 1,000.
- ◆ I can count backwards through zero to include negative numbers.
- ◆ I can solve number and practical problems with the above (involving increasingly large numbers).

Calculations

- ◆ I can add numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.
- ◆ I can subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.
- ◆ I can estimate and use inverse operations to check answers in a calculation.
- ◆ I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.
- ◆ I can recall multiplication and division facts for 2, 5 & 10 x tables
- ◆ I can recall multiplication and division facts up to 3, 4 & 6 x tables
- ◆ I can recall multiplication and division facts up to 7 & 9 x tables
- ◆ I can recall multiplication and division facts up to 11 & 12 x tables
- ◆ I can use place value, known & derived facts to multiply and divide mentally, including: multiplying by 0 & 1; dividing by 1; multiplying together three numbers.

MATHEMATICS

Calculations continued

- ◆ I recognise and use factor pairs and commutativity in mental calculations.
- ◆ I can multiply 2-digit numbers by a 1-digit number using formal written layout.
- ◆ I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit & integer scaling problems
- ◆ I can solve problems involving multiplying and adding including correspondence problems such as n objects are connected to m objects.

Fractions, decimals and percentages

- ◆ I can count up and down in hundredths.
- ◆ I recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- ◆ I recognise and show using diagrams, families of common equivalent fractions.
- ◆ I can add and subtract fractions within the same denominator.
- ◆ I recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
- ◆ I recognise and write decimal equivalents of any number of tenths or hundredths.
- ◆ I can round decimals with one decimal place to the nearest whole number.
- ◆ I can compare numbers with the same number of decimal places up to 2 decimal places.
- ◆ I can find the effect of dividing a 1-digit or 2-digit number by 10 & 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- ◆ I can solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- ◆ I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.

MATHEMATICS

Measurement

- ◆ I can compare different measures, including money in £ and p.
- ◆ I can estimate different measures, including money in £ and p.
- ◆ I can calculate different measures. Including money in £ and p.
- ◆ I can read, write and convert time between analogue and digital 12 hour clocks.
- ◆ I can read, write and convert time between analogue and digital 24 hour clocks.
- ◆ I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- ◆ I can convert between different units of measurements
- ◆ I can measure and calculate the perimeter of a rectilinear figure in cm and m.
- ◆ I can find the area of rectilinear shapes by counting squares.
- ◆ I can calculate different measures.

Geometry – properties of shapes

- ◆ I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.
- ◆ I can identify lines of symmetry in 2D shapes presented in different orientations.
- ◆ I can complete a simple symmetric figure with respect to a specific line of symmetry,
- ◆ I can identify acute and obtuse angles and compare and order angles up to two right angles by size.

MATHEMATICS

Geometry – position and direction

- ◆ I can describe movements between positions as translations of a given unit to the left/right and up/down.
- ◆ I can describe positions on a 2D grid as coordinates in the first quadrant.
- ◆ I can plot specified points and draw sides to complete a given polygon.

Statistics

- ◆ I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- ◆ I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

A copy of the full national curriculum can be found at :-

<https://www.gov.uk/government/collections/national-curriculum>