



Year 4

End of year expectations



This booklet is aimed to provide parents and carers with information about the end of year expectations in Year 4. All of the objectives will be directly taught, but your support at home is vital in helping your child throughout this year. If you have any questions about the content then your child's teacher will be happy to answer them.

What does this year involve?
(A few words from the year group teachers)]

Welcome to Year 4! This year you will be challenging yourself to be the best that you can be and learning lots of new things. You will be working hard, but we promise that we will make it as fun as possible.

We look forward to teaching you and learning lots of new things together.

English



Reading

I know which books to select for specific purposes, especially in relation to science, geography and history learning.

I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

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 write a narrative with a clear structure, setting and plot.

I can improve my writing by changing grammar and vocabulary to improve consistency.

I can compose sentences using a range of sentence structures.

I can orally rehearse a sentence or a sequence of sentences.

I use a range of sentences which have more than one clause.

I can use direct speech in my writing and punctuate it correctly.

I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.

Writing

Spelling

I can use the first two or three letters of a word to check a spelling in a dictionary.

I can recognise and spell homophones.

I can spell words with prefixes and suffixes and can add them to root words.

I can spell the commonly misspelt words from the Y3/4 word list.

Handwriting

I can use the diagonal and horizontal strokes that are needed to join letters.

I understand which letters should be left un-joined.

My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Grammar and punctuation

Sentence structure

I can use fronted adverbials.

I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.

Text structure

I can write in paragraphs.

I make an appropriate choice of pronoun and noun within and across sentences.

Punctuation

I can use apostrophes to mark plural possession.

I use commas after fronted adverbials.

I can use inverted commas and other punctuation to indicate direct speech.

Maths



Number, place value, approximation and estimation/rounding

I can order and compare numbers beyond 1,000.

I can find 1,000 more or less than a given number.

I can count in multiples of 6, 7, 9, 25 and 1,000.

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, 100 or 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 recall multiplication and division facts up to 12×12 .

I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.

I can add and 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 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

I can multiply 2-digit numbers by a 1-digit number using formal written layout.

I recognise and use factor pairs and commutatively in mental calculations.

I can solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions, decimals and percentages

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 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 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 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.

I can solve problems involving increasingly harder fractions and fractions to divide quantities, including non-unit fractions where the answer is a whole number.

Measurement

I can calculate different measures. Including money in £ and p.

I can compare different measures, including money in £ and p.

I can estimate 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 calculate different measures

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.

Geometry –properties of shapes

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 compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.

I can identify acute and obtuse angles and compare and order angles up to two right angles by size.

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 solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.



A few words from previous Year 4 pupils...



You can always get 15 out of 15 on spelling tests as long as you practise them.

Don't be afraid to give an answer, even if you aren't sure. You never know you might be right.

Don't get worked up or sad if you can't do something, just ask the teacher. They are really nice and will help you if you struggle.

If you ever think a test was really hard, don't worry, it's so the teachers know what you need to recap.

It's ok to make mistakes, everyone makes mistakes.
(Sometimes even the teachers make them!)