

Year 4 – 2014 Curriculum

YEAR 4 READING
END OF YEAR EXPECTATIONS

Note re. Bold Objectives:

The objectives in bold are ‘Key Performance Indicators’ (KPIs) ; they are the fundamental objectives that MUST be achieved each year in order for them to be considered as ‘secure’ within their age band

| WORD READING |
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| Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1) |
| Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1) |
| COMPREHENSION |
| Maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks |
| Maintain positive attitudes to reading and understanding of what they read by reading for a range of purposes |
| Maintain positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they has read |
| Maintain positive attitudes to reading and understanding of what they read by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally |
| Maintain positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination |
| Maintain positive attitudes to reading and understanding of what they read by recognising some different forms of poetry (e.g. free verse, narrative poetry) |
| Understand what they read by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context |
| Understand what they read by asking questions to improve their understanding of text with increasing complexity |
| Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text |
| Understand what they read by predicting what might happen from details stated and implied |
| Maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks |
| Understand what they read by identifying main ideas drawn from more than one paragraph and summarise these |
| Understand what they read by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials |
| Retrieve and record information from non-fiction over a wide range of subjects |
| Participate in clear reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say |

YEAR 4 MATHS
END OF YEAR EXPECTATIONS

| NUMBER AND PLACE VALUE |
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| Count in multiples of 6, 7, 9, 25 and 1000 |
| Find 1000 more or less than a given number |
| Count backwards through zero to include negative numbers |
| Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) |
| Order and compare numbers beyond 1000 |
| Identify, represent and estimate numbers using different representations including measures |
| Round any number to the nearest 10, 100 or 1000 |
| Solve number and practical problems that involve all of the above and with increasingly large positive numbers |
| Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. |
| ADDITION AND SUBTRACTION |
| Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate |
| Estimate and use inverse operations to check answers to a calculation |
| Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why |
| MULTIPLICATION AND DIVISION |
| Recall multiplication and division facts for multiplication tables up to 12×12 |
| 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 |
| Recognise and use factor pairs and commutativity in mental calculations |
| Multiply two-digit and three-digit numbers by a one-digit number using formal written layout |
| Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects |
| FRACTIONS |
| Recognise and show, using diagrams, families of common equivalent fractions |
| Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten |
| Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number |
| Add and subtract fractions with the same denominator |
| Recognise and write decimal equivalents of any number of tenths or hundredths |
| Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ |
| Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths |
| Round decimals with one decimal place to the nearest whole number |
| Compare numbers with the same number of decimal places up to two decimal places |
| Solve simple measure and money problems involving fractions and decimals to two decimal places |
| MEASUREMENT |
| Convert between different units of measure (e.g. kilometre to metre; hour to minute) |
| Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres |
| Find the area of rectilinear shapes by counting squares |
| Estimate, compare and calculate different measures, including money in pounds and pence |
| Read, write and convert time between analogue and digital 12- and 24-hour clocks |

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

GEOMETRY: PROPERTIES OF SHAPES

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

Identify acute and obtuse angles and compare and order angles up to two right angles by size

Identify lines of symmetry in 2-D shapes presented in different orientations

Complete a simple symmetric figure with respect to a specific line of symmetry

Begin to recognise where angles are greater than two right angles. Know the term straight angle referring to two right angles together

Begin exploring line symmetry with two lines of symmetry.

GEOMETRY: POSITION & DIRECTION

Describe positions on a 2-D grid as coordinates in the first quadrant

Describe movements between positions as translations of a given unit to the left/right and up/down

Plot specified points and draw sides to complete a given polygon

STATISTICS

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs

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

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YEAR 4 WRITING END OF YEAR EXPECTATIONS

| COMPOSITION |
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| Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar |
| Plan his/her writing by discussing and recording ideas |
| Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (See English Appendix) |
| Draft and write by organising paragraphs around a theme |
| Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose |
| Draft and write non-narrative material, using simple organisational devices (for example, headings and sub-headings) |
| Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements |
| Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials |
| Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials |
| Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear |
| HANDWRITING |
| Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined |
| Increase the legibility, consistency and quality of his/her handwriting (by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch) |
| VOCABULARY, PUNCTUATION AND GRAMMAR |
| Understands the grammatical difference between plural and possessive -s |
| Use standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) |
| Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) |
| Use fronted adverbials (e.g. Later that day, I heard the bad news.) |
| Use paragraphs to organise ideas around a theme |
| Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition |
| Use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, Sit down!) |
| Use apostrophes to mark plural possession (e.g. the girl's name, the girls' names) |
| Use commas after fronted adverbials |
| Understand the following terminology: Determiner. Pronoun, possessive pronoun. Adverbial |
| SPELLING |
| Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto- |
| Understand and add suffixes -ation, -ous |
| Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian <eg>invention, discussion, tension, magician</eg> |
| Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que (rogue, tongue, antique, unique) |
| Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's |
| Spell more complex words that are often misspelt (English Appendix 1) |
| Spell words with the 's' sounds spelt 'sc' (science, scene) |
| Place the possessive apostrophe accurately in words with regular plurals (girls', boys') and in words with irregular plurals (children's) |

Use the first three or four letters of a word to check its spelling in a dictionary

Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far