

Mathematics

- ⇒ Count backwards through zero to include negative numbers
- ⇒ Recognise the place value of each digit in a four-digit number
- ⇒ Round any number to the nearest 10, 100 or 1000
- ⇒ 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
- ⇒ Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- ⇒ Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- ⇒ 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
- ⇒ Convert between different units of measure; estimate, compare and calculate different measures, including money in pounds and pence
- ⇒ Find the area of rectilinear shapes by counting squares
- ⇒ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
- ⇒ Compare and classify geometric shapes, including quadrilaterals and triangles, based on properties and sizes
- ⇒ Complete a simple symmetric figure with respect to a specific line of symmetry.
- ⇒ 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
- ⇒ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs



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End of Year Expectations for Year 4

This booklet provides information for parents and carers on the end of year expectations for children in our academy. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

Reading

- ⇒ Apply their growing knowledge of root words, prefixes and suffixes to read aloud
- ⇒ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- ⇒ Retelling some of these (fairy tales, traditional tales, etc.) orally
- ⇒ Identifying themes and conventions in a wide range of books
- ⇒ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- ⇒ Recognising some different forms of poetry
- ⇒ Using dictionaries to check the meaning of words that they have read
- ⇒ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ⇒ Identifying main ideas drawn from more than one paragraph and summarising these
- ⇒ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
- ⇒ Justify inferences with evidence
- ⇒ Discussing words and phrases that capture the reader's interest and imagination
- ⇒ Identifying how language contributes to meaning
- ⇒ Identifying how structure and presentation contribute to meaning
- ⇒ Retrieve and record information from non-fiction

Writing

- ⇒ spell words that are often misspelt
- ⇒ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- ⇒ Use the first 2 or 3 letters of a word to check its spelling in a dictionary
- ⇒ 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
- ⇒ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ⇒ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- ⇒ Organising paragraphs around a theme
- ⇒ In narratives, creating settings, characters and plot
- ⇒ In non-narrative material, using simple organisational devices (headings & subheadings)
- ⇒ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ⇒ Proofread for spelling and punctuation errors
- ⇒ Read their 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.
- ⇒ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- ⇒ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- ⇒ Using conjunctions, adverbs and prepositions to express time and cause (and place)
- ⇒ Using fronted adverbials
- ⇒ Difference between plural and possessive -s
- ⇒ Standard English verb inflections (I did vs. I done)
- ⇒ Extended noun phrases, including with prepositions
- ⇒ Using and punctuating direct speech (including punctuation within and surrounding inverted commas)