



YEAR 4

End of Year Expectations

This document provides information for parents and carers on the end of year expectations for children in our school. 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 and revised 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 received.

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

MATHS

Number:

- ☐ 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
- ☐ 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
- ☐ 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
- ☐ 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 in mental calculations
- ☐ multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- ☐ solve problems involving addition, subtraction, multiplying and adding, 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 fractions
- ☐ 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 (for example: kilometre to metre)
- ☐ measure and calculate the perimeter of a rectangles and squares
- ☐ find the area of 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:

- ☐ 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.
- ☐ 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.

READING

- ☐ To listen to/discuss a range of texts (fiction, poetry, plays, non-fiction, reference books or text books)
- ☐ To identify themes and conventions within a wide range of books
- ☐ To use context to decode unknown words
- ☐ To comment on the way characters relate to one another
- ☐ To make predictions from details stated or implied
- ☐ To identify how language, structure and presentation contribute to meaning
- ☐ To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify with evidence
- ☐ To recognise how commas are used to clarify meaning
- ☐ To recognise inverted commas
- ☐ To recognise:
plurals
pronouns and how they are used
collective nouns
adverbs
- ☐ To apply knowledge of prefixes and suffixes to unknown words

WRITING

Sentence:

- ☐ To use expanded noun phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- ☐ To use fronted adverbials [for example, Later that day, I heard the bad news. (not all –ly words)]
- ☐ To use conjunctions (after, because, while, when, so),
- ☐ To use adverbs (before, after, during, in, because of), and prepositions (then, next, soon, therefore) to express time and cause

Word:

- ☐ To know the grammatical difference between plural and possessive –s
- ☐ To use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
- ☐ To use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
- ☐ To use determiners (article) correctly (the, a, an, this, those, my your, some, every)

Text and Composition:

- ☐ To use paragraphs to organise ideas around a theme (indented NOT line space)
- ☐ To use lead in sentences before elaborating on a main point within a paragraph
- ☐ To use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- ☐ To start using some of the diagonal and horizon strokes needed to join letters and understand which letters are best left un-joined
- ☐ To organise ideas, key words, new vocabulary and required skills ready for writing (planning)
- ☐ To proof read for punctuation, grammar and spelling errors
- ☐ To use correct tense consistently (past, present and future)

Punctuation:

- ☐ To use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
- ☐ To use apostrophes to mark plural possession [for example, the girl's name, the girls' names]
- ☐ To use commas after fronted adverbials
- ☐ To use commas to mark clauses (subordinate and embedded)

Spelling:

- ☐ To use further prefixes and suffixes and understand how to add them
- ☐ To spell further homophones
- ☐ To spell words that are often misspelt
- ☐ To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ☐ To use the first two or three letters of a word to check its spelling in a dictionary
- ☐ To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far