



End of Year Expectations for Year 4 for New National Curriculum – EXPECTED (At National Standard)

Maths

Number and Place Value

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number. <input type="checkbox"/> Count backwards through zero to include negative numbers. <input type="checkbox"/> Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). <input type="checkbox"/> Order and compare numbers beyond 1000. <input type="checkbox"/> Identify, represent and estimate numbers using different representations. <input type="checkbox"/> Round any number to the nearest 10, 100 or 1000. <input type="checkbox"/> Solve number and practical problems that involve all of the above and with increasingly large positive numbers. <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. <input type="checkbox"/> Estimate and use inverse operations to check answers to a calculation. <input type="checkbox"/> Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall multiplication and division facts for multiplication tables up to 12×12. <input type="checkbox"/> 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. <input type="checkbox"/> Recognise and use factor pairs and commutativity in mental calculations. <input type="checkbox"/> Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Add and subtract fractions with the same denominator. <input type="checkbox"/> Recognise and write decimal equivalents of any number of tenths or hundredths. <input type="checkbox"/> Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. <input type="checkbox"/> 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. <input type="checkbox"/> Round decimals with one decimal place to the nearest whole number. <input type="checkbox"/> Compare numbers with the same number of decimal places up to two decimal places. <input type="checkbox"/> Solve simple measure and money problems involving fractions and decimals to two decimal places.

Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ Convert between different units of measure [for example, 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> ❑ 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

Word Reading	Comprehension
<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding. ❑ Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. ❑ Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. ❑ Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous. ❑ Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud. 	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> ❑ Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. ❑ Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments. ❑ Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features. ❑ Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books. ❑ Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences. ❑ Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. ❑ Predict what might credibly happen from details stated and implied. ❑ Explain the meaning of words in context; use dictionaries to check meanings. ❑ Check the text makes sense, reading to the punctuation and habitually re-reading. ❑ Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake. ❑ Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish. ❑ Retrieve and record information from non-fiction texts. ❑ Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character. ❑ Discuss words and phrases that capture the reader's interest and imagination. ❑ During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

Writing

Transcription

Composition

<p>Spelling Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. <input type="checkbox"/> Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-. <input type="checkbox"/> Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes –sion, –ous, –cian and –ly e.g. completely, basically. <input type="checkbox"/> Write words spelt ch e.g. scheme, chemist, chef. <input type="checkbox"/> Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen. <input type="checkbox"/> Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags. <input type="checkbox"/> Spell the majority of words from the YR 3-4 word list. 	<p>Handwriting Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing is legible. <input type="checkbox"/> All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. <input type="checkbox"/> Writing is spaced sufficiently so that ascenders and descenders do not meet. <input type="checkbox"/> Appropriate letters are joined consistently. 	<p>Composition: structure and purpose Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Discuss and develop initial ideas in order to plan and draft before writing. <input type="checkbox"/> Write to suit purpose and with a growing awareness of audience, using some appropriate features. <input type="checkbox"/> Organise writing into sections or paragraphs, including fiction and non-fiction. <input type="checkbox"/> Appropriately use a range of presentational devices, including use of title and subheadings. <input type="checkbox"/> Use dialogue, although balance between dialogue and narrative may be uneven. <input type="checkbox"/> Describe characters, settings and plot, with some interesting details. <input type="checkbox"/> Evaluate own and others' writing; proof read, edit and revise. 	<p>Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause. <input type="checkbox"/> Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives. <input type="checkbox"/> Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he... <input type="checkbox"/> Use expanded noun phrases and adverbial phrases to expand sentences. <input type="checkbox"/> Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials. <input type="checkbox"/> Use inverted commas accurately for direct speech. <input type="checkbox"/> Identify the correct determiner e.g. a, an, these, those. <input type="checkbox"/> Usually use the past or present tense, and 1st/3rd person, consistently.
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