

# Key Objectives for Year 4



## *Reading, Writing & Maths*

### READING (Y3/4 Curriculum)

Expectations for Year 4 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Comprehension 1	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;</li> <li>• reading books that are structured in different ways and reading for a range of purposes;</li> <li>• using dictionaries to check the meaning of words that they have read;</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;</li> <li>• identifying themes and conventions in a wide range of books;</li> <li>• preparing poems and play scripts to read aloud and to perform;</li> <li>• showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination;</li> <li>• recognising some different forms of poetry;</li> </ul>
Comprehension 2	<p><b>Understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;</li> <li>• asking questions to improve their understanding of a text;</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</li> <li>• predicting what might happen from details stated and implied;</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these;</li> <li>• Identifying how language, structure, and presentation contribute to meaning.</li> </ul>
Comprehension 3	<p><b>Identifying how language, structure, and presentation contribute to meaning by:</b></p> <ul style="list-style-type: none"> <li>• Retrieving and recording information from non-fiction.</li> <li>• Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>

## WRITING & SPAG (Y4 Curriculum)

Expectations for Year 4 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Spelling & Vocabulary	<ul style="list-style-type: none"> <li>• Spell words that are often misspelt.</li> <li>• Use further prefixes and suffixes and understand how to add them.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
Punctuation & Grammar	<ul style="list-style-type: none"> <li>• Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</li> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases.</li> <li>• Use paragraphs around a theme.</li> <li>• Use fronted adverbials.</li> <li>• Use Standard English forms for verb inflections instead of local spoken forms.</li> </ul>
Composition	<p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• using simple organisational devices [for example headings and sub-headings] in non-narrative material</li> <li>• creating settings, characters and plot in narratives</li> <li>• proof-read for spelling, grammar and punctuation errors and suggest improvements</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>• Increase the legibility, consistency and quality of their handwriting [for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].</li> <li>• 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.</li> </ul>
Terminology	<ul style="list-style-type: none"> <li>• Use and understand: determiner, pronoun, possessive pronoun, adverbial.</li> </ul>

## MATHS (Y4 Curriculum)

Expectations for Year 4 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

<b>Number &amp; Place Value</b>	<ul style="list-style-type: none"> <li>• Count in multiples of 6, 7, 9, 25 and 1000.</li> <li>• Find 1000 more or less than a given number.</li> <li>• Count backwards through zero to include negative numbers.</li> <li>• Recognise the place value of each digit in a four-digit number.</li> <li>• Order and compare numbers beyond 1000.</li> <li>• Identify, represent and estimate numbers using different representations.</li> <li>• Round any number to the nearest 10, 100 or 1000.</li> <li>• Solve number and practical problems.</li> <li>• read Roman numerals to 100 (I to C).</li> </ul>
<b>Addition &amp; Subtraction</b>	<ul style="list-style-type: none"> <li>• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> <li>• Estimate and use inverse operations to check answers to a calculation.</li> <li>• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul>
<b>Multiplication &amp; Division</b>	<ul style="list-style-type: none"> <li>• Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>• 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.</li> <li>• Recognise and use factor pairs and commutativity in mental calculations.</li> <li>• Multiply 2 digit and 3 digit numbers by a 1 digit number using formal written layout.</li> <li>• Solve problems involving multiplying and adding.</li> </ul>
<b>Fractions, decimals and %</b>	<ul style="list-style-type: none"> <li>• Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>• Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>• Solve problems involving harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>• Add and subtract fractions with the same denominator.</li> <li>• Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>• Recognise and write decimal equivalent fractions to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math>.</li> <li>• Find the effect of dividing a one- or two-digit number by 10 and 100.</li> <li>• Round decimals with one decimal place to the nearest whole number.</li> <li>• Compare numbers with the same number of decimal places up to two decimal places.</li> <li>• Solve simple measure and money problems involving fractions and decimals (to 2dp).</li> </ul>
<b>Measurement</b>	<ul style="list-style-type: none"> <li>• Convert between different units of measure.</li> <li>• Measure and calculate the perimeter of a rectilinear figure in cm and m.</li> <li>• Find the area of rectilinear shapes by counting squares.</li> <li>• Estimate, compare and calculate different measures, including money in £ and p.</li> <li>• Read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> <li>• Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> </ul>
<b>Properties of shape</b>	<ul style="list-style-type: none"> <li>▪ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> <li>▪ Identify acute and obtuse angles and compare and order angles up to two right angles.</li> <li>▪ Identify lines of symmetry in 2-D shapes presented in different orientations.</li> <li>▪ Complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul>
<b>Position and direction</b>	<ul style="list-style-type: none"> <li>▪ Describe positions on a 2-D grid as coordinates in the first quadrant.</li> <li>▪ Describe movements between positions as translations of a given unit to the left/right and up/down.</li> <li>▪ Plot specified points and draw sides to complete a given polygon.</li> </ul>
<b>Statistics</b>	<ul style="list-style-type: none"> <li>• Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</li> <li>• Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>

*At the end of the year, your child will be judged against all the above objectives using the scale below.*

End-of-year assessments:	
1	Working beyond Year 4 expectations.
2	Working at Year 4 expectations.
3	Working towards Year 4 expectations
4	Working at an earlier stage of the curriculum

*In addition to this, Year 4 children have to sit the 'Multiplication Tables Check' at the end of the year. They need to know **all** their tables up to 12 x 12 and recall the facts **quickly**...*

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

