

End of Year Expectations for Year 4

By the end of Year 4, pupils will have reached the expected level if they can, with increasing independence ...

Reading

Word reading

- ▣ Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.
- ▣ Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.

Comprehension

- ▣ Develop a positive attitude to reading and develop a good understanding of what they read by:
 - *listening to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks*
 - *read books that are structured in different ways and read for a range of purposes*
 - *use dictionaries to check the meaning of words that they have read*
 - *increase their familiarity with a wide range of books, including fairy stories myths, legends and retell some orally*
 - *prepare poems and playscripts to read aloud; discuss words and phrase which capture the readers interest*
 - *recognise some different forms of poetry.*
- ▣ Understand what they read in books that they can read independently by:
 - *checking the text makes sense to them, discussing their understanding and explain the meaning of words in context*
 - *asking questions to improve their understanding of a text*
 - *drawing inference form a characters feelings, thoughts and motives and justifying inference*
 - *predicting what might happen from details*
 - *identifying the main ideas from more than one paragraph*
 - *identify how language, structure presentation can contribute to meaning.*
- ▣ Retrieve and record information from non-fiction.
- ▣ Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- ▣ Recognise themes in what they read.
- ▣ Learn the conventions of different types of writing.
- ▣ To use the skills they have learnt earlier and apply the skills for different reason

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Writing

Spelling

- ✎ Use further prefixes and suffixes, extended from the year 2 word list, and understand how to add them.
- ✎ Spell further homophones
- ✎ Spell words that are often misspelt.
- ✎ Place the possessive apostrophe accurately in words with regular plurals and irregular plurals.
- ✎ Use the first two or three letters of a word to check its spelling in a dictionary.
- ✎ Write from memory simple sentences dictated.

Handwriting

- ✎ Use diagonal and horizontal strokes to join letters.
- ✎ Increase the legibility, consistency and quality of their handwriting.

Composition

- ✎ Plan their writing by:
 - *discussing writing similar to that which they are planning to write*
 - *discuss and record ideas*
- ✎ Draft and write by:
 - *composing and rehearsing sentences orally, progressively building a varied and rich vocabulary with increasing range of sentence structures.*
 - *organising paragraphs around a theme*
 - *in narratives, creating settings, characters and plot*
 - *in non-narrative materials, using simple organisational devices*
- ✎ Evaluate and edit their writing by:
 - *assessing the effectiveness of their own and others' writing and suggesting improvements*
 - *proposing changes to grammar and vocabulary including the accurate use of pronouns in sentences*
- ✎ Proof read for spelling and punctuation errors.
- ✎ Read aloud their own writing .

Vocabulary, grammar and punctuation

- ✎ Develop their understanding of the concepts of grammar by:
 - *extending the range of sentences with more than one clause by using a wider range of conjunctions*
 - *using the present perfect form of verbs in contrast to present tense*
 - *choosing nouns or pronouns appropriately*
 - *using conjunctions, adverbs and prepositions*
 - *using fronted adverbials; learning grammar for year 3 and 4*
- ✎ Indicate grammatical and other features by:
 - *using the comma after fronted adverbials*
 - *using possessive apostrophe*
 - *using and punctuating direct speech*
- ✎ Use and understand the appropriate grammatical terminology for year 3 and 4

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Mathematics

Number - Place Value

- 1) Count in multiples of 6, 7, 9, 25 and 1000
- 2) Find 1000 more or less than a given number
- 3) Count backwards through zero to include negative numbers
- 4) Recognise the place value in a four-digit number
- 5) Order and compare numbers beyond 1000
- 6) Identify, represent and estimate numbers
- 7) Round any number to the nearest 10, 100 or 1000
- 8) Solve number and practical problems
- 9) Read Roman numerals to 100 (I to C)

Number addition and subtraction

- 10) Add and subtract numbers with up to 4 digits using the formal written methods
- 11) Estimate and use inverse operations
- 12) Solve addition and subtraction two-step problems

Number Multiplication and division

- 13) Recall multiplication and division facts for multiplication tables up to 12×12
- 14) Use place value, known and derived facts to multiply and divide mentally
- 15) Recognise and use factor pairs and commutativity in mental calculations
- 16) Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- 17) 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.

Fractions

- 18) Recognise and show, using diagrams, families of common equivalent fractions
- 19) Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- 20) 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
- 21) Add and subtract fractions with the same denominator
- 22) Recognise and write decimal equivalents of any number of tenths or hundredths
- 23) Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- 24) 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
- 25) Round decimals with one decimal place to the nearest whole number
- 26) Compare numbers with the same number of decimal places up to two decimal places
- 27) Solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

- 28) Convert between different units of measure
- 29) Measure and calculate the perimeter of a rectilinear figure in centimetres and metres
- 30) Find the area of rectilinear shapes by counting squares
- 31) Estimate, compare and calculate different measures
- 32) Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Geometry - properties of shape

- 33) Compare and classify geometric shapes
- 34) Identify acute and obtuse angles and compare and order angles up to two right angles by size
- 35) Identify lines of symmetry in 2-D shapes presented in different orientations
- 36) Describe positions on a 2-D grid as coordinates in the first quadrant
- 37) Describe movements between positions as translations of a given unit to the left/right and up/down
- 38) Plot specified points and draw sides to complete a given polygon.

Statistics

- 39) Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- 40) Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

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Science

Working scientifically

-  Ask relevant questions and use different types of scientific enquiries to answer them.
-  Set up a simple practical enquiry, comparative and fair test.
-  Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
-  Gather, record, classify and present data in a variety of ways to help answer a question.
-  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
-  Report findings from enquiries, including oral and written explanations or present results and conclusions.
-  Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
-  Identify differences, similarities or changes related to simple scientific ideas and processes.
-  Use straightforward scientific evidence to answer questions or to support their findings.

Living things and their habitats

-  Recognise that living things can be grouped in a variety of ways.
-  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
-  Recognise that environments can change and this can sometimes pose dangers to living things.

Animals including Humans

-  Describe the simple functions of the basic parts of the digestive system in humans
-  Identify the different types of teeth in humans and their simple functions.
-  Construct and interpret a variety of food chains, identifying producers, predators and prey.

States of Matter

-  Compare and group materials together, according to whether they are solids, liquids or gases.
-  Observe that some materials change state when they are heated or cooled and measure or research the temperature at which this happens in degrees Celsius.
-  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

-  Identify how sounds are made, associating some of them with something vibrating.
-  Recognise that vibrations from sounds travel through a medium to the ear.
-  Find patterns between the pitch of a sound and the features of the object that produce it.
-  Find patterns between the volume of a sound and the strength of the vibrations that produce it.
-  Recognise that a sound gets fainter as the distance from the sound and the sound source increases.

Electricity

-  Identify common appliances that run on electricity.
-  Construct simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
-  Identify whether or not a lamp will light in a simple series circuit.
-  Recognise that a switch opens and closes a circuit.
-  Recognise some common conductors and insulators and associate metals with being good conductors.