

By the end of Year 4, pupils will have reached the expected level if they can, with increasing independence ...	
Reading	
<p>Word reading</p> <p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words.</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</p>	<p>Comprehension</p> <p>Develop a positive attitude to reading and develop a good understanding of what they read by:</p> <ul style="list-style-type: none"> 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. <p>Understand what they read in books that they can read independently by:</p> <ul style="list-style-type: none"> 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 from a character's 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. <p>Retrieve and record information from non-fiction.</p> <p>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.</p> <p>Recognise themes in what they read.</p> <p>Learn the conventions of different types of writing.</p> <p>To use the skills they have learnt earlier and apply the skills for different reason</p>

End of Year Expectations for Year 4

By the end of Year 4 pupils will have reached the expected level if they can in a greater variety of situations...		
Writing		
<p>Spelling</p> <ul style="list-style-type: none"> 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. <p>Handwriting</p> <ul style="list-style-type: none"> Use diagonal and horizontal strokes to join letters. Increase the legibility, consistency and quality of their handwriting. 	<p>Composition</p> <ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write discuss and record ideas Draft and write by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 . 	<p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> Develop their understanding of the concepts of grammar by: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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		
<p>Number - Place Value</p> <p>1) Count in multiples of 6, 7, 9, 25 and 1000</p> <p>2) Find 1000 more or less than a given number</p> <p>3) Count backwards through zero to include negative numbers</p> <p>4) Recognise the place value in a four-digit number</p> <p>5) Order and compare numbers beyond 1000</p> <p>6) Identify, represent and estimate numbers</p> <p>7) Round any number to the nearest 10, 100 or 1000</p> <p>8) Solve number and practical problems</p> <p>9) Read Roman numerals to 100 (I to C)</p> <p>Number addition and subtraction</p> <p>10) Add and subtract numbers with up to 4 digits using the formal written methods</p> <p>11) Estimate and use inverse operations</p> <p>12) Solve addition and subtraction two-step problems</p> <p>Number Multiplication and division</p> <p>13) Recall multiplication and division facts for multiplication tables up to 12×12</p> <p>14) Use place value, known and derived facts to multiply and divide mentally</p> <p>15) Recognise and use factor pairs and commutativity in mental calculations</p> <p>16) Multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>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.</p>	<p>Fractions</p> <p>18) Recognise and show, using diagrams, families of common equivalent fractions</p> <p>19) Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>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</p> <p>21) Add and subtract fractions with the same denominator</p> <p>22) Recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>23) Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$</p> <p>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</p> <p>25) Round decimals with one decimal place to the nearest whole number</p> <p>26) Compare numbers with the same number of decimal places up to two decimal places</p> <p>27) Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>Measurement</p> <p>28) Convert between different units of measure</p> <p>29) Measure and calculate the perimeter of a rectilinear figure in centimetres and metres</p> <p>30) Find the area of rectilinear shapes by counting squares</p> <p>31) Estimate, compare and calculate different measures</p> <p>32) Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</p> <p>Geometry - properties of shape</p> <p>33) Compare and classify geometric shapes</p> <p>34) Identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>35) Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>36) Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>37) Describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>38) Plot specified points and draw sides to complete a given polygon.</p> <p>Statistics</p> <p>39) Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>40) Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>

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Science		
<p>Working scientifically</p> <ul style="list-style-type: none"> 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. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> 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. <p>Animals including Humans</p> <ul style="list-style-type: none"> 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. <p>States of Matter</p> <ul style="list-style-type: none"> 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. 	<p>Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations form 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. <p>Electricity</p> <ul style="list-style-type: none"> 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.