

## Mathematics:

### Place Value:

1. Count in multiples of 6, 7, 9, 25 and 1000.
2. Find 1000 more or less than a given number. Round any number to the nearest 10, 100 or 1000.
3. Count backwards through zero to include negative numbers.
4. Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens, and ones). Order and compare numbers beyond 1000
5. 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.

### Addition and Subtraction:

1. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
2. Estimate and use inverse operations to check answers to a calculation.
3. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

### Multiplication and Division:

1. Recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .
2. Recognise and use factor pairs and commutativity in mental calculations.
3. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
4. Solve problems involving  $\times$  and  $\div$ , including using the distributive law to multiply 2 digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.

### Measures:

1. Convert between different units of measure (e.g. kilometre to metre). Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days).
2. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares.
3. Estimate, compare and calculate different measures, including money in pounds and pence.
4. Read, write and convert time between analogue and digital 12 and 24-hour clocks.

### Geometry and Statistics:

5. 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.
6. Identify lines of symmetry in 2-D shapes presented in different orientations.
7. Complete a simple symmetric figure with respect to a specific line of symmetry.
8. 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.
9. Plot specified points and draw sides to complete a given polygon
10. Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
11. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

# National Expectations Year 4

The National Curriculum (2014) sets key milestones and expectations that **most** children are expected to achieve at the end of each age and stage of their development. **By the end of Year 2 most children should be able to:**

## Reading:

### Word Reading:

1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
2. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

### Comprehension:

#### **Develop positive attitudes to reading and understanding of what they read by:**

1. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and referenc
2. Reading books that are structured in different ways and reading for a range of purposes
3. Using a dictionary to check the meaning of words that they have read
4. Increasing their familiarity with a wide range of books, including fairy stories, myths and of these orally
5. Identifying themes and conventions in a wide range of books
6. Preparing simple poems and play scripts to read aloud and to perform, showing understa tone, volume and action
7. Discussing words and phrases that capture the reader's interest and imagination
8. Recognising some different forms of poetry (e.g. free verse, narrative poetry)

#### **Understand what they have read, in books they can read independently by:**

9. Checking that the text makes sense to them, discussing their understanding and explaini context
10. Asking questions to improve their understanding of a text
11. Drawing inferences such as inferring characters' feelings, thoughts and motives from the inferences with evidence
12. Predicting what might happen from details stated and implied
13. Identifying main ideas drawn from more than one paragraph and summarise these
14. Identifying how language, structure and presentation contribute to meaning
15. Retrieve and record information from non-fiction
16. Participate in discussion about both books that are read to them and those they can reac and listening to what others say

## Writing:

### Handwriting:

1. Understand which letters, when adjacent to one another, are best left unjoined  
Increase the legibility, consistency and quality of their handwriting (*lines of writing are spaced so that ascenders and descenders of letters do not touch*)

### Spelling:

1. Use further prefixes and suffixes and understand how to add them
2. Spell further homophones
3. Spell words that are often misspelt
4. Use the first two or three letters of a word to check its spelling in a dictionary
5. Write from memory simple sentences that include words and punctuation taught so far

### Writing Composition:

6. Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar
7. Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures (*pupil prompts LKS2; GH 4:9-11*)
8. Organise paragraphs around a theme (*text type prompts, planning scaffolds LKS2*)
9. In narratives, create settings, characters and plot (*text type prompts and plans LKS2*)
10. In non-narrative material, using simple organisational devices such as headings and sub-headings (*text type prompts and planning scaffolds LKS2*)
11. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements (*'up-stage' prompts LKS2*)
12. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences (*'up-stage' prompts LKS2*)
13. Proof-read for spelling and punctuation errors (*'up-stage' prompts LKS2*)
14. Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

### Vocabulary, Grammar and Punctuation:

1. Extend the range of sentences with more than one clause by using a wider range of conjunctions, adverbs or prepositions Choose nouns or pronouns appropriately for clarity & cohesion & to avoid repetition *e.g. Harry (the noun) is appropriately replaced by the pronoun 'he', 'him', 'his' etc*
2. Use conjunctions, adverbs and prepositions to express time and cause
3. Y4 Grammar: plural and possessive -s, verb inflections
4. Use fronted adverbials followed by commas
5. Indicate possession by using the possessive apostrophe with plural nouns
6. Use and punctuate direct speech using inverted commas and other punctuation: a comma after the reporting clause, end punctuation within inverted commas
7. Use and understand the grammatical terminology for Stage 4