Mathematics

 Recognise the place value of each digit in 4-digit numbers.

* Compare & order numbers up to and beyond 1000
* Place any 4 digit number on a number line identifying the previous and next multiple of 1000 and 100.
* Round numbers to the nearest 10 100 & 1000.
* Find 1, 10, 100 or 1000 more/less than a given 4 digit number.
* Instant recall of multiplication and division facts for all times tables facts up to 12 x 12.
* Recall number bonds to 100.
* Add and subtract numbers with up to 4 digits using efficient written method (column method).
* Understand the inverse relationship between addition and subtraction.
* Solve problems including missing number problems using number facts, place value and more complex addition and subtraction
* Multiply and divide whole numbers by 10 or 100.
* Multiply and divide 2/3 digit numbers by 1 digit.
* Count in hundredths.
* Find unit fractions of a set of objects using division facts.
* Begin to understand mixed numbers as fractions that are greater than 1 whole.
* Convert mixed numbers into improper fractions and vice versa.
* Reason about the position of any fraction on a number line, including fractions greater than 1 whole.
* Begin to find equivalent fractions, using models and images to help understanding.
* Add and subtract fractions with the same denominator, including bridging through whole numbers.
* Recognise fraction and decimal equivalents.
* Identify, name and draw different polygons, including equilateral triangles and squares.
* Find the perimeter of regular and irregular polygons.
* Use coordinates to draw and translate polygons.
* Identify symmetry in 2d shapes presented in different orientations.
* Reflect or complete shapes according to a given line of symmetry.

Have the Courage to succeed.

End of Year Expectations for Year 4.

This booklet provides a summary of the core end of year expectations for children in Year 4 for reading, writing and mathematics.

All of the end of year expectation objectives will be worked on throughout the year and will be the focus of direct teaching, reinforcement and further practice. Any extra support you can provide in helping your children to achieve these is greatly valued.



If you have any queries or want support in knowing how best to help your child, please talk to your child’s teacher.

# Reading

* Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud fluently and to understand the meaning of new words they meet.
* Identify common themes in books eg hero/villain, good/evil
* Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words.
* Discuss words and phrases that capture their interest and imagination.
* Identify the main ideas drawn from more than one paragraph and summarise these.
* Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions.
* Asking questions to improve their understanding of what they are reading.
* Predicting what might happen from details stated and implied.
* Identify how language, structure and presentation contribute to meaning. (eg knows which words are essential in a sentence to retain meaning.).
* Retrieve and record information from fiction and non-fiction, participate 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.
* Aim to read at independent high Ruby Band by the end of Year 4.

Writing

* Spell most words from the year 3 / 4 spelling list.
* Spell words with additional prefixes and suffixes and understand how to add them to root words.
* Use the 2nd/3rd letter of the alphabet to check spellings.
* Use diagonal joins to join letters (up the hill).
* Use horizontal joins to join letters (washing line).
* Ensure down strokes and up strokes are parallel.
* Writing is legible, fluent and joined.
* Use fronted adverbials of time, place and manner.
* Use expanded noun phrases (with the addition of modifying nouns)
* Ensure appropriate choice of noun or pronoun.
* Correctly use verbs in 1st, 2nd & 3rd person.
* Use speech punctuation and layout accurately.
* Consistently use a comma after a fronted adverbial eg Later that day,
* Secure apostrophe for single and plural possession.
* Understand the grammatical difference between plural and possessive apostrophes.
* Use commas to mark clauses
* Organise paragraphs around a theme-character, setting & plot.
* Write under headings and subheadings in non-narrative writing.

