By the end of Y4, a child should be able to:

Reading:

Objectives	To read words accurately	To understand texts
Skills required to meet achieve the objective	• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). • Read further exception words, noting the spellings.	• Draw inferences from reading. • Predict from details stated and implied. • Recall and summarise main ideas. • Discuss words and phrases that capture the imagination. • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. • Prepare poems and plays to read aloud with expression, volume, tone and intonation. • Identify recurring themes and elements of different stories (e.g. good triumphing over evil). • Recognise some different forms of poetry. • Explain and discuss understanding of reading, maintaining focus on the topic. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Identify main ideas drawn from more than one paragraph and summarise these. • Identify how language, structure and presentation contribute to meaning. • Ask questions to improve understanding of a text.

Writing:

Objectives	To write with purpose	To use imaginative description	To organise writing appropriately	To use paragraphs	To use sentences appropriately

Skills required to meet achieve the objective	• Write for a wide range of purposes using the main features identified in reading.
	• Use techniques used by authors to create characters and settings.
	• Compose and rehearse sentences orally.
	• Plan, write, edit and improve.
		• Create characters, settings and plots.
		• Use alliteration effectively.
		• Use similes effectively.
		• Use a range of descriptive phrases including some collective nouns.
			• Use organisational devices such as headings and sub headings.
			• Use the perfect form of verbs to mark relationships of time and cause.
			• Use connectives that signal time, shift attention, inject suspense and shift the setting.
				• Organise paragraphs around a theme.
				• Sequence paragraphs.
					• Use a mixture of simple, compound and complex sentences.
					• Write sentences that include:
					  • conjunctions
					  • adverbs
					  • direct speech, punctuated correctly
					  • clauses
					  • adverbial phrases.

Objectives	To present neatly	To spell correctly	To punctuate accurately		To analyse and present writing

Skills required to meet achieve the objective	• Join letters, deciding which letters are best left un-joined.
	• Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.
		• Use prefixes and suffixes and understand how to add them.
		• Spell further homophones.
		• Spell correctly often misspelt words.
		• Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
		• Use the first two or three letters of a word to check its spelling in a dictionary.
		• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
			• Develop understanding of writing concepts by:
			  • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
			  • Using the present perfect form of verbs in contrast to the past tense.
			  • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
			  • Using conjunctions, adverbs and prepositions to express time and cause.
			  • Using fronted adverbials.
			• Indicate grammatical and other features by:
			  • Using commas after fronted adverbials.
			  • Indicating possession by using the possessive apostrophe with plural nouns.
			  • Using and punctuating direct speech.
					• Use and understand grammatical terminology when discussing writing and reading:
					Year 3
					  • word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.
					Year 4
					  • pronoun, possessive pronoun, adverbial.
					• Read aloud writing to a group or whole class, using appropriate intonation.

Maths:

Area	To know and use numbers	To add and subtract	To multiply and divide
Skills required	• Count in multiples of 2 to 9, 25, 50, 100 and 1000. • Find 1000 more or less than a given number. • Count backwards through zero to include negative numbers. • Identify, represent and estimate numbers using different representations. • 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. • Order and compare numbers beyond 1000. • Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones) • Round any number to the nearest 10, 100 or 1000. • Solve number and practical problems with increasingly large positive numbers.	• Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why. • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Add and subtract numbers mentally, including: • A three-digit number and ones. • A three-digit number and tens. • A three-digit number and hundreds. • Estimate and use inverse operations to check answers to a calculation. • • Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.	• 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 problems (such as n objects are connected to m objects). • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • 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. • Recognise and use factor pairs and commutativity in mental calculations. • Recognise and use the inverse relationship between multiplication and division and use this to check calculations and solve missing number problems. • Recall multiplication and division facts up to 12 × 12.

Area	Fractions	To understand the properties of shapes
Skills required	• Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. • Round decimals with one decimal place to the nearest whole number. • Compare numbers with the same number of decimal places up to two decimal places. • Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. • Compare and order unit fractions and fractions with the same denominators • Recognise and show, using diagrams, families of common equivalent fractions. • Recognise and write decimal equivalents of any number of tenths or hundredths. • Recognise and write decimal equivalents to 1/4, 1/2, 3/4.	• Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. • Recognise angles as a property of shape or a description of a turn. • Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. • Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. • 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. • Identify lines of symmetry in 2-D shapes presented in different orientations. • Complete a simple symmetric figure with respect to a specific line of symmetry.

Area	To describe position, direction and movement	To use measures	To use statistics	To use algebra
Skills required	- Recognise angles as a property of shape and as an amount of rotation. - Identify right angles, recognise that 2 right angles make a half turn and 4 make a whole turn. - Identify angles that are greater than a right angle. - 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. •Plot specified points and draw sides to complete a given polygon.	- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). - Measure the perimeter of simple 2-D shapes. - Add and subtract amounts of money to give change. (£ and p) - Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. - Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use appropriate vocabulary. - Know the number of seconds in a minute and the number of days in each month, year and leap year. - Compare durations of events. - Convert between different units of measure. (for example, kilometre to metre; hour to minute) - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. - Find the area of rectilinear shapes by counting squares. - Estimate, compare and calculate different measures, including money in pounds and pence. - Read, write and convert time between analogue and digital 12- and 24-hour clocks. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	- Interpret and present data using bar charts, pictograms and tables. - Solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts, pictograms and tables. - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	• Solve addition and subtraction, multiplication and division problems that involve missing numbers.