



Copley Junior School

Parent/Carer Guide to the National Curriculum and the expected level of attainment for English and Maths in Year 4

National Curriculum expectations for other year groups are available at [www.copley.doncaster.sch.uk/Learning/Curriculum/National Curriculum Expectations](http://www.copley.doncaster.sch.uk/Learning/Curriculum/NationalCurriculumExpectations)

Maths Year 4

Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1000.
- Find 1000 more or less than a given number.
- Count backwards through zero to include negative numbers.
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- Order and compare numbers beyond 1000.
- Identify, represent and estimate numbers using different representations.
- Round any number to the nearest 10, 100 or 1000.
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- 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

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

Multiplication and Division

- Recall multiplication and division facts for multiplication tables up to 12×12 .
- 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.
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- 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.

Fractions (including decimals)

- Recognise and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- 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.
- Add and subtract fractions with the same denominator.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- 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.
- 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.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

- 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.

Geometry: Properties of Shapes

- 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.

Geometry: Position and Direction

- 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.

Statistics

- 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.

** Underlined objectives are Key Performance Indicators and it is important that these are achieved by the end of Year 4.

A one page overview of the Year 4 Maths Curriculum is also provided on our website. Visit [www.copley.doncaster.sch.uk/Learning/Curriculum/Maths Curriculum](http://www.copley.doncaster.sch.uk/Learning/Curriculum/Maths%20Curriculum)

Reading Years 3 and 4

- Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1 (also see our Spelling Scheme of Work for Year 4 and the Year 3 /4 word list (pages 41-42 of the Spelling Scheme of Work), both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.
- Develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
 - reading books that are structured in different ways and reading for a range of purposes;
 - using dictionaries to check the meaning of words that they have read;
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;
 - identifying themes and conventions in a wide range of books;
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;
 - discussing words and phrases that capture the reader's interest and imagination;
 - recognising some different forms of poetry (for example, free verse, narrative poetry).
- Understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;
 - asking questions to improve their understanding of a text;
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
 - predicting what might happen from details stated and implied;
 - identifying main ideas drawn from more than one paragraph and summarising these;
 - identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from 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.

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Our Spelling Scheme of Work is also provided on our website. Visit [www.copley.doncaster.sch.uk/Learning/Curriculum/English Curriculum/Spelling](http://www.copley.doncaster.sch.uk/Learning/Curriculum/English%20Curriculum/Spelling)

Writing Years 3 and 4 - Transcription and Composition

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
- Plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;
 - discussing and recording ideas.
- Draft and write by:
 - composing and rehearsing sentences orally (including dialogue);
 - progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2);
 - organising paragraphs around a theme;
 - in narratives, creating settings, characters and plot;
 - in non-narrative material, using simple organisational devices (for example, headings and sub-headings).
- Evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements;
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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Writing Year 4 - Spelling, Punctuation and Grammar

Spelling

- Review and revise spelling work from Year 3.
- Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Y3/4)). Also see our Spelling Scheme of Work for Year 4 and the Year 3 /4 word list, pages 41-42 of the Spelling Scheme of Work, available on the school website.
- Spell words that are often misspelt (English Appendix 1 (Year 3/4)).
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (e.g. 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 their understanding of the concepts set out in English Appendix 2 (Year 4) by:

Word

- The grammatical difference between plural and possessive -s.
- Standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').

Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. 'the teacher' expanded to: 'the strict Maths teacher with curly hair').
- Fronted adverbials (e.g. Later that day, I heard the bad news.).

Text

- Use of paragraphs to organise ideas around a theme.
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

Punctuation

- Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!").
- Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names).
- Use of commas after fronted adverbials.

Terminology for pupils

Use and understand the grammatical terminology in English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity).

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