

Year 4 Curriculum expectations

Reading Y4
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; discuss with your child how features in books help the reader find information quickly
use a dictionary to find out the meaning of words they don't understand.
increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;
identifying books they have read that have similar themes and ideas.
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;
Recognise some different forms of poetry [for example, free verse, narrative poetry].
Comprehension
Ask questions to check your child understands the text.
Ask your child about characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
Can your child tell you what might happen next in a story and why they think this will happen?
identifying how language, structure, and presentation contribute to meaning.
Retrieve and record information from non-fiction texts. Find out more information about a subject that interests them.
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.

Maths Y4
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. Look at temperature and discuss how negative numbers are used.
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 & 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. 200-46= 154 so 154+ 46=200
Multiplication & Division
Recall multiplication and division facts for multiplication tables up to 12 x 12.
Use place value, known and derived facts to multiply and divide mentally:
including multiplying by 0 and 1;
including dividing by 1;
including 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.

Fractions (including Decimals & Percentages)
Recognise and show, using diagrams, families of common equivalent fractions. Recall equivalent facts such as 2 half being the same as 5 tenths.
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. For example- 2 tenths of 100.
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. (KPI)
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 Shape
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.
Complete a simple symmetric figure with respect to a specific line of symmetry
Geometry: Position & 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. For example- complete a traffic survey and represent this in different ways.

Grammar, Punctuation and Spelling Y4
Use further prefixes and suffixes and understand how to add them. Recognise when letters are omitted or added.
Spell further homophones.
Spell words that are often misspelt and use different strategies to learn them.
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.

Vocabulary, Grammar & Punctuation

The grammatical difference between plural and possessive -s.

Standard English forms for verb inflections instead of local spoken forms (eg, we were instead of we was, or I did instead of I done).

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg, the teacher expanded to: the strict maths teacher with curly hair).

Fronted adverbials (eg, Later that day, I heard the bad news.).

Use of paragraphs to organise ideas around a theme. Describe or identify the theme for each paragraph.

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Ask your child to check then they don't use a person's name repeatedly.

Use of inverted commas and other punctuation to indicate direct speech eg, a comma after the reporting clause; end punctuation within inverted commas (eg, The conductor shouted, "Sit down!").

Apostrophes to mark singular and plural possession (eg, the girl's name, the girls' names).

Use of commas after fronted adverbials.