

# Scotts Primary School



## End of Year Expectations for Year 4

Imagine....

Believe....

Achieve....

This booklet provides information for parents and carers on the end of year expectations for children in our school. Staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

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

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

Child's name \_\_\_\_\_

## Writing

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Widen the variety of sentence openers used to include fronted adverbials.
- Make an appropriate choice of whether to use a noun or pronoun (e.g. Mr Kinnear or he).
- Use apostrophes for singular & plural possession.
- Use a comma after a fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Extend a range of sentences with more than one clause by using a wider range of conjunctions, including: when; if; because; although.
- Use and punctuate direct speech consistently.
- Legibly join handwriting of consistent quality.
- Proof-read their own writing for spelling and punctuation errors.
- Edit and improve their work to include more appropriate or ambitious language choices.

## Reading

Develop positive attitudes to reading and understanding of what they have 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.

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.
- Participating 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.
- Skimming and scanning to locate information and/or answer a question.

## **Mathematics**

### **Number and Place Value:**

- Count backwards through zero to include negative numbers.
- Compare & order numbers beyond 1000.
- Compare & order numbers with 2 decimal places.
- Read Roman numerals to 100.
- Find 1000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Recall and use multiplication / division facts for all tables to 12x12.
- Recognise the place value of any digit within a 4-digit number.
- Round any number to the nearest 10, 100 or 1000.
- Round decimals with 1 decimal place to nearest whole number.
- Solve 2 step word problems using the below skills.

### **Addition & subtraction:**

- Add and subtract numbers with up to 4-digits using formal written method (column).
- Add and subtract numbers with up to 2 decimal places.

### **Multiply and Division:**

- Multiply 2-digit numbers by 1-digit numbers.
- Multiply 3-digit numbers by 1-digit numbers.
- Divide 3-digit numbers by 1-digit numbers.

### **Fractions, Shape, Space and Measure:**

- Count up/down in hundredths.
- Find and write equivalent fractions.
- Add and subtract fractions with same denominator.
- Read, write & convert time between analogue & digital 12 & 24 hour clocks.
- Interpret and present data using bar charts.
- Identify acute and obtuse, compare and order angles.
- Identify lines of symmetry in 2-D shapes presented in different orientation.
- Describe movements between positions as translations of a given unit to the left/right and up/down.