

Girton Glebe Primary School
End of Year Expectations: Year 4



MATHEMATICS

NUMBER AND PLACE VALUE
<ul style="list-style-type: none">▪ count in multiples of 2, 3, 4, 5, 6, 8, 7, 9, 10, 11, 12, 25 and 1000▪ find 10, 100 or 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
CALCULATION
<ul style="list-style-type: none">▪ add and subtract numbers with up to 4 digits using numberlines and 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▪ 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 AND DECIMALS
<ul style="list-style-type: none">▪ 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

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MEASUREMENT
<ul style="list-style-type: none"> ▪ convert between different units of measure [for example, kilometre to metre; gram to kilogram, centimetre 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
<ul style="list-style-type: none"> ▪ compare and classify geometric shapes, including quadrilaterals (parallelogram, rhombus, trapezium, rectangle, square) and triangles (isosceles, equilateral, scalene), 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 ▪ describe positions on a 2-D grid as coordinates in the first quadrant eg (3,4) ▪ 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
<ul style="list-style-type: none"> ▪ 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

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READING

COMPREHENSION

- Take pleasure in reading and show understanding of what they read by:
 - Confidently reading aloud and performing with clear intonation to show understanding.
 - When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases.
 - Reading books that are structured in different ways and reading for a range of purposes
 - Beginning to choose from a wider range of books including new authors not previously chosen
 - Widening the recognition of a variety of genres such as first person writing for diaries and numbering for instructions
- Understand what they read, in books they can read independently, by:
 - Discussing the style and type of vocabulary used by the author to support comprehension of texts
 - Identifies main ideas drawn from more than one paragraph and summarises these
 - Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text
 - Justifying predictions with evidence from the text
 - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books
- Use dictionaries to check the meaning of words they have read
- Confidently record and retrieve information from non-fiction using contents and indexes
- Recognise an increasing range of different forms of poetry

WORD READING

- Read most words effortlessly and attempt to decode unfamiliar words with confidence
- Read further exception words, noting the unusual correspondences between spelling and sound where these occur in the word

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WRITING

<ul style="list-style-type: none"> ▪ Choose words or phrases to both engage the reader and support the purpose ▪ Include details to interest, persuade, explain and instruct ▪ Use precise vocabulary that is lively and imaginative showing an awareness of audience ▪ Be familiar with a range of word classes including adverbs and prepositions ▪ Make more confident use of different types of sentences and related verb type (e.g. imperatives in commands) ▪ Use adverbial phrases and noun phrases to give clarity to the account ▪ Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition ▪ Use and experiment with a range of punctuation, although not always accurately (e.g. brackets, semi-colon, colon and dash) ▪ In narrative use paragraphs for a change in action, settings and time ▪ In non-fiction use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion ▪ Evaluate and edit by assessing the effectiveness of their own and others' writing and amending accordingly ▪ Planning ensures events are well paced in writing ▪ Develop characters through describing how they look, react, talk or behave ▪ Provide background information to create the context for the writing ▪ Adopt viewpoint through narrator comments on characters or events ▪ Begin to use an appropriate style of writing (e.g. formal or informal)
<p>SENTENCE</p> <ul style="list-style-type: none"> ▪ 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 [for example, <u>Later that day</u>, I heard the bad news.]
<p>TEXT</p> <ul style="list-style-type: none"> ▪ 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
<p>PUNCTUATION</p> <ul style="list-style-type: none"> ▪ Continue to use full stops, capital letters, exclamation and questions marks and commas accurately ▪ Use inverted commas (speech marks) and commas for speech accurately ▪ Use the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
<p>HANDWRITING</p> <ul style="list-style-type: none"> ▪ Use joined and legible handwriting and understand which letters, when adjacent to one another, are best left unjoined
<p>TERMINOLOGY FOR PUPILS</p> <p>Determiner, pronoun, possessive pronoun, adverbial, preposition, conjunction word family, prefix, clause, subordinate clause consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') direct speech</p>