

Rusper Primary School



NATIONAL EXPECTATIONS FOR THE END OF YEAR 4

MATHEMATICS

- ✓ 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.
- ✓ 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.
- ✓ 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.
- ✓ 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.
- ✓ 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
- ✓ 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.
- ✓ 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.
- ✓ 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

SPOKEN LANGUAGE

- ✓ listen and respond appropriately to adults and their peers
- ✓ ask relevant questions to extend their understanding and knowledge
- ✓ use relevant strategies to build their vocabulary
- ✓ articulate and justify answers, arguments and opinions
- ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- ✓ speak audibly and fluently with an increasing command of Standard English
- ✓ participate in discussions, presentations, performances, role play, improvisations and debates

- ✓ gain, maintain and monitor the interest of the listener(s)
- ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others
- ✓ select and use appropriate registers for effective communication.

Y3/Y4 WORD READING

- ✓ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- ✓ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Y3/4 COMPREHENSION

- ✓ 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.

SPELLING

- ✓ use further prefixes and suffixes and understand how to add them (English Appendix 1)
- ✓ spell further homophones
- ✓ spell words that are often misspelt (English Appendix 1)
- ✓ 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.

Y3/4 HANDWRITING

- ✓ 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].

Y3/4 COMPOSITION

- ✓ 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.

VOCABULARY, GRAMMAR & PUNCTUATION

- ✓ develop their understanding of the concepts set out in [English Appendix 2](#) 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
 - learning the grammar for Years 3 and 4 in English Appendix 2
 - 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 the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Appendix 2:

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
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 [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial