

End of Year Expectations for Year 4.

Booklet for Parents

Ninelands
Primary School



Ninelands Primary School

www.ninelands-school.co.uk

What will my child learn in Year 4.....

English

Reading Comprehension

Children will;

- Read fluently and understand what they have read.
- listen to and discuss a variety of stories, non-fiction texts, poetry, plays and textbooks in order to understand that texts are structured in different ways and written for different purposes.
- be encouraged to use a dictionary to understand meaning of words they don't know.
- retell a variety of text types including; myths, narratives and poetry. They will also work on writing poems and plays to read aloud and perform using the correct intonation and volume.
- be encouraged to recognise different types of poetry, e.g tongue twisters or riddles.
- be expected to check that their reading makes sense, ask questions, infer character feelings, thoughts and actions and justify with evidence, make predictions and summarise the main ideas within a section of text. Inference involves using the clues in the story or picture to make an educated guess.

Writing and Spelling

Children will;

- learn to use a wide range of prefixes (a group of letters added to the beginning of a word to change its meaning) such as in-, re-, sub-, dis- and mis- and suffixes (a letter or group of letters added to the end of a word to change its meaning) such as -ation and -ous.
- learn how to spell a wider range of homophones (words which sound the same but are spelt differently such as hear/here, some/sum).
- be able to place the possessive apostrophe in the right place (e.g the lady's bag, Lewis' jumper).

Year 3/4 Spellings

Your Children will be expected to be able to spell these by the end of Year 4.

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/ although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Handwriting

Children will;

- will continue to work on joining letters together, using the cursive font, so that they are always joining up their handwriting. Emphasis should be on the quality and consistency of the handwriting.

Writing – Composition

Children will;

- **Planning writing** –be expected to plan a range of text types after studying and understanding the structure and style of a variety of texts.
- **Drafting and writing** –be expected to redraft and improve their writing consciously including an interesting range of vocabulary.
- learn how to write in paragraphs and structure content well including all the necessary features of that writing style.
- **Evaluate and edit** –be encouraged to regularly assess the effectiveness of their own and other’s writing, suggesting improvements and proof reading for grammar, spelling or punctuation errors.
- Read their writing out loud and vary the volume so what they are reading is clearly heard.

Writing - Vocabulary, Grammar and Punctuation

Children will;

be expected to write in Standard English mistakes such as ‘I were’ instead of ‘I was’, ‘I did’ instead of ‘I done’ and using apostrophes to mark plural possession, e.g the boy’s bag (one boy and his bag) and the boys’ bags (the bags belonging to the group of boys)

be encouraged to describe nouns with additional adjectives and prepositional phrases (telling of where, when, or why things happen).

- be encouraged to be using adverbial phrases to begin sentences. These act like adverbs telling you when, where, how or how often something happens and are always followed by a comma, e.g 'At school,...', 'Slowly, ...' and 'Later that evening,...'.
- work on using paragraphs accurately (begin a new paragraph when introducing a new character, information, place, or time) and secure the punctuating of direct speech correctly (including an appropriate piece of punctuation before closing the speech marks).
- be expected to use more of a variety of tenses in their writing, such as the present perfect form rather than just the past tense. The present perfect is simply formed using the past tense of the verb 'to have', e.g He **has been living** there since 2008.
- aim to including a wider range of conjunctions to join their sentences and create subordination – when, if, although, however, although.

Maths

Number - Number and Place Value (Thousands, Hundreds, Tens and Ones)

Children will;

- learn to count in jumps of 6, 7, 9, 25 and 1000 and practise finding 1000 more or less than another number having understood the place value of each digit of a four digit number.
- make estimations and round numbers to the nearest 10, 100 and 1000.
- solve problems involving larger numbers and learn to read Roman numerals to 100, understanding that over time, our number system changed and included zero and place value.
- practise ordering and comparing numbers beyond 1000

Number - Addition and Subtraction

Children will;

- be taught to use formal column written methods to add and subtract numbers with up to four digits; they will be expected to use these methods to solve two step addition and subtraction problems.
- be required to use their knowledge of addition as the opposite of subtraction (inverse) to check calculations, e.g they would work out the addition sum $432 + 367 = 799$ and check it by doing a subtraction sum, $799 - 432 = 367$.

Number - Multiplication and Division

Children will;

- know all their **times tables up to 12 x 12 by the end of Year 4.**
- multiply two and three digit numbers by a single digit number will be taught using formal written methods and solving problems. They will be expected to apply these methods to solve two step problems in a range of contexts.

Number – Fractions

Children will;

- be taught to find equivalent fractions, e.g $1/6 = 2/12$ and $1/4 = 3/12$ (simplifying where possible, e.g $6/10 = 3/5$) and solve problems involving fractions in order to calculate a quantity, e.g $2/6$ of 18 litres.
- work on adding fractions with the same denominator (lower number in the fraction) for example $3/8 + 2/8 =$.
- be taught how to recognise and write decimals of the following fractions: $1/4$ (0.25), $1/2$ (0.5) and $3/4$ (0.75).
- practise dividing a one and two digit number by 10 and 100, describing the digits as ones, tenths and hundredths.
- Round decimals with one decimal place to the nearest whole number and comparing numbers with the same number of decimal places (up to two decimal places) will also be practised.
- solve simple money and measures problems solving including fractions and decimals to two decimal places will be explored.

Measurement

Children will;

- learn how to convert between different units of measure, e.g hours into minutes, kilograms into grams.
- learn how to work out the perimeter (the distance around the shape) in both cm and m. Your child will also learn about how to find the area of a shape.
- Estimate and compare different measures e.g How much does this parcel weigh in grams/kilograms?
- Convert between analogue (clock with hands) and digital 12 and 24 clock might also be practised this year, e.g quarter past 6 in the afternoon – 18:15.

Geometry - Properties of Shape

Children will;

- focus on looking for lines of symmetry in shapes in different orientations (different positions) and complete a shape or picture with one line of symmetry.
- work on comparing and naming different quadrilaterals (four sided shape with four straight sides including parallelograms, trapezium and rhombus) and triangles (including acute, obtuse, right angled, equilateral, isosceles and scalene).
- be taught to spot and compare different angles using a protractor including acute angles (less than 90 degrees) and obtuse angles (more than 90 degrees).

Geometry - Position and Direction

Children will;

- describe positions on a grid, e.g (2 , 5) and (4 , 7).

Statistics

Children will;

- learn to present their data in bar charts and time graphs, interpreting the data in different ways such as finding differences, totalling and making comparisons.

