



Brockholes
CE (C) J&I
School

Parent Information

New Primary Curriculum

End of Year 4 Expectations

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Number:

Read and write all numbers to 10,000
Know place value of each digit in a 4-digit number
Order a set of 4-digit numbers: greatest first, smallest first
Count on and back from any number in 2s, 3s, 4s, 5s, 6s, 7s, 8s, 9s, 10s, 25s, 50s, 100s and 1000s up to 10,000
Round a number to the nearest 10, 100 or 1000
Read and write negative numbers
Count on and back in negative numbers
Add a number of 4-digit numbers using formal methods
Subtract 2, 4-digit numbers using formal methods
Estimate the answer to additions with up to 3-digit numbers
Estimate the answer to subtractions with up to 3-digit numbers
Rapid Recall: All table facts up to $12 \times$, including their inverses
Multiply 2-digit and 3-digit numbers by a 1-digit number
Divide 3-digit numbers by a 1-digit number
Recognise and use factor pairs within 144

Fractions: Identify and name equivalent fractions with the same denominator up to and including 12

Add and subtract fractions with the same denominator (within 1 whole)

Decimal Fractions: Order decimal fractions up to tenths and hundredths

Multiply and divide decimal fractions by 10 and 100

Recognise fractional value of decimal fractions
Read Roman numerals to 100

Measurement, Geometry and Statistics:

Compare and classify geometric shapes, including quadrilaterals and triangles, based on properties and sizes

Know that angles are measured in degrees and identify acute and obtuse angles being able to compare angles up to 2 right angles by size

Measure and calculate the perimeter of a rectilinear shape in cms and ms

Read, write and convert time between analogue and digital 12 hour clocks.

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs

End of Year 4 Expectations

Word Reading:

Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

Comprehension:

Know which books to select for specific purposes, especially in relation to science, history and geography learning

Use dictionaries to check the meaning of unfamiliar words

Discuss and record words and phrases that writers use to engage and impact on the reader

Know and recognise some of the literary conventions in text types covered

Begin to understand simple themes in books

Comprehension:

Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

Explain the meaning of words in context

Ask questions to improve understanding of a text

Infer meanings and begin to justify them with evidence from the text

Predict what might happen from details stated and deduced information

Identify how writer has used precise word choices for effect to impact on the reader

Identify some text type organisational features, for example, narrative, explanation, persuasion

Retrieve and record information from non-fiction

Make connections with prior knowledge and experience

Begin to build on others' ideas and opinions about a text in discussion

Explain why text types are organised in a certain way

End of Year 4 Expectations

Transcription:

Spell words with additional prefixes and suffixes and understand how to add them to root words. For example – ation, ous, ion, ian

Recognise and spell additional homophones, for example – accept and except, whose and who's

Use the first two or three letters of a word to check its spelling in a dictionary

Spell identified commonly misspelt words from Year 3 and 4 word list

Use the diagonal and horizontal strokes that are needed to join letters

Understand which letters, when adjacent to one another, are best left unjoined

Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Composition:

Compose sentences using a wider range of structures, linked to the grammar objectives
Orally rehearse structured sentences or sequences of sentences

Begin to open paragraphs with topic sentences

Write a narrative with a clear structure, setting, characters and plot

Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences

Use a range of sentences with more than one clause

Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition

Use fronted adverbials, for example, 'Later that day, I went shopping.'

Use expanded noun phrases with modifying adjectives and prepositional phrases, eg, 'The strict teacher with curly hair'

Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

Parents' Guide Year 3 and 4 Word List

accident(ally)	difficult	probably
actual(ly)	disappear	promise
address	early	purpose
answer	length	quarter
appear	library	question
arrive	material	recent
believe	medicine	regular
bicycle	mention	reign
breath	minute	remember
breathe	natural	sentence
build	naughty	separate
busy/business	notice	special
calendar	occasion(ally)	straight
caught	often	strange
centre	opposite	strength
century	ordinary	suppose
certain	particular	surprise
circle	peculiar	therefore
complete	perhaps	though/although
consider	popular	thought
continue	position	through
decide	possess(ion)	various
describe	possible	weight
different	potatoes	woman/women
	pressure	