



Year 4

What Will My Child Be Learning This Year?

In September 2014, the Government introduced a new National Curriculum. This affected schools and how they assess children.

The new National Curriculum is a **mastery curriculum**. Mastery is the child's ability to **apply their learning** across the curriculum. This means, children must MASTER the objectives taught, rather than just be taught them. There has been a definite shift in content of the new National Curriculum – many objectives for English and Maths from the previous National Curriculum have 'moved down' to the year group below. This means children are needing to master a more difficult curriculum. (See inside)

It should be noted that the Government does not expect children to be working on the curriculum content from the next year group. Instead, pupils should be **deepening their understanding** in their own year group and applying their knowledge in a range of challenging contexts.

The New National curriculum 2014

English in Year 4

In lower Key Stage 2, your child will build on their work from key stage 1 to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects. They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

Speaking and Listening

The spoken language objectives are set out for the whole of primary school, and teachers will cover many of them every year as the children's spoken language skills develop. In Years 3 and 4, some focuses may include:

- Use discussion and conversation to explore and speculate about new ideas
- Begin to recognise the need to use standard English in some contexts
- Participation in performance, plays and debates
- Explain thinking and feeling in well-structured statements and responses

Reading Skills

- Extend skills of decoding to tackle more complex words, including with unusual spelling patterns.
- Read a wide range of fiction, non-fiction and literary books.
- Recognise some different forms of poetry
- Use dictionaries to find the meanings of words.
- Become familiar with a range of traditional and fairy tales, including telling some orally.
- Identify words which have been chosen to interest the reader.
- Ask questions about what they have read.
- Draw simple inferences about events in a story, such as how a character might be feeling.
- Make predictions about what might happen next in a story
- Summarise ideas from several paragraphs of writing.
- Find and record information from non-fiction texts
- Take part in discussions about reading and books

Children begin to identify how authors choose words for effect, for example by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross'. They may begin to make such choices in their own writing, too.

Writing Skills

- Write with joined handwriting, using appropriate joins
- Spell words that include prefixes and suffixes, such as anticlockwise
- Spell some commonly misspelt words correctly, taken from the Y3/4 lists
- Use a dictionary to check spellings
- Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boy's
- Use examples of writing to structure their own similar texts
- Plan out sentences orally to select adventurous sentences
- Use paragraphs to organise ideas
- Use description and detail to develop characters and settings in storywriting
- Write interesting narratives in stories
- In non-fiction writing use features such as sub-headings and bullet points.
- Review their own work to make improvements, including editing for spelling errors
- Read others writing and suggest possible improvements

- Read aloud work they have written to be understood.
- Extend sentences using a wider range of conjunctions, including subordinating conjunctions.
- Use the present perfect verb tense.
- Use nouns and pronouns with care to avoid repetition.
- Use conjunctions, adverbs and prepositions to add detail about time and cause.
- Use fronted adverbials
- Use direct speech with correct punctuation

Young children have a tendency to repeat nouns or pronouns, leading to several sentences containing 'He' or 'They'. They can use alternatives to make writing more interesting. For example, alternatives for describing an individual character might include: he, the burglar, Mr Smith, John, the criminal, the villain, etc.

To add information to a sentence about its location, children might use conjunctions ("Although it was still early..."), adverbs ("Early that morning...") or prepositions ("At about six-thirty that morning..."). Often these techniques allow children to write more complex sentences.

Grammar Help

Here is some help with the grammatical terminology children are expected to use:

Present perfect tense – a tense formed using 'have' and a participle, to indicate that an action has been completed at an unspecified time. Eg) The girl has eaten her ice – cream

Fronted adverbial – a word or phrase that describes the time, place or manner of an action, which is placed at the start of a sentence eg) "Before breakfast..." or "carrying a heavy bag"...

Direct speech – words quoted directly using inverted commas, as opposed to being reported in a sentence.

Parent Tip

When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as 'went' and 'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'. You can also take opportunities to look at words like this that crop up in books you read with your child, considering how the choice of word affects your understanding of a story.

Maths in Year 4

By the end of Year 4, children will be expected to know all of their times tables up to 12 x 12 by heart. This means not only recalling them in order but also being able to answer any times table question at random, and also knowing the related division facts. For example, in knowing that $6 \times 8 = 48$, children can also know the related facts that $8 \times 6 = 48$ and that $48 \div 6 = 8$ and $48 \div 8 = 6$. This expertise will be particularly useful when solving larger problems and working with fractions.

Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1,000
- Count backwards, including using negative numbers
- Recognise the place value in numbers of four digits (1000s, 100s, 10s and 1s)

- Put larger numbers in order, including those greater than 1,000
- Round any number to the nearest 10, 100 or 1,0
- Read Roman numbers up to 100

Roman Numerals' Basics:

I = 1 ; V = 5 ; X = 10 ; L = 50 ; C = 100

Letters can be combined to make larger numbers. If a smaller value appears in front of a larger one then it is subtracted, e.g. IV (5 – 1) means 4. If the larger value appears first then they are added, e.g. VI (5 + 1) means 6.

Calculations

- Use the standard method of column addition and subtraction for values up to four digits
- Solve two-step problems involving addition and subtraction
- Know the multiplication and division facts up to $12 \times 12 = 144$
- Use knowledge of place value, and multiplication and division facts to solve larger calculations
- Use factor pairs to solve mental calculations, e.g. knowing that 9×7 is the same as $3 \times 3 \times 7$
- Use the standard short multiplication method to multiply three-digit numbers by two-digit numbers

Fractions

- Use hundredths, including counting in hundredths
- Add and subtract fractions with the same denominator, e.g. $\frac{7}{10} + \frac{5}{10}$
- Find the decimal value of any number of tenths or hundredths, for example $\frac{7}{100}$ is 0.07
- Recognise the decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- Divide one- or two-digit numbers by 10 or 100 to give decimal answers
- Round decimals to the nearest whole number
- Compare the size of numbers with up to two decimal places

Measurements

- Convert between different measures, such as kilometres to metres or hours to minutes
- Calculate the perimeter of shapes made of squares and rectangles
- Find the area of rectangular shapes by counting squares
- Read, write and convert times between analogue and digital clocks, including 24-hour clocks
- Solve problems that involve converting amounts of time, including minutes, hours, days, weeks and months

Shape and Position

- Classify groups of shapes according to the properties, such as sides and angles
- Identify acute and obtuse angles
- Complete a simple symmetrical figure by drawing the reflected shape
- Use coordinates to describe the position of something on a standard grid
- Begin to describe movements on a grid by using left/right and up/down measures

Graphs and Data

- Construct and understand simple graphs using discrete and continuous data

Discrete data is data which is made up of separate values, such as eye colour or shoe size. Continuous data is that which appears on a range, such as height or temperature.

Parent Tip

Playing traditional games, such as battleships or even draughts and chess, is great for exploring coordinates and movements across the coordinate grid.

Science in Year 4

During Year 4, children begin to use more scientific vocabulary to describe objects and processes, such as describing solids, liquids and gases, or erosion. Vocabulary is a key part of any area of study, and particularly in science.

Learning new words – and their spellings – can often be fun when they relate to experiments and science investigations.

Scientific Investigation

Investigation work should form part of the broader science curriculum. During Year 4, some of the skills your child might focus on include:

- Carry out fair tests, using control tests where appropriate
- Take accurate measurements using a range of scientific equipment, including thermometers
- Organise and present data to help answer scientific questions
- Record findings using scientific vocabulary, diagrams, charts and tables
- Report on findings using oral and written explanations of results and conclusions

Living Things and their Habitats

- Use classification keys to group, identify and name a variety of living things
- Recognise that environments can change.

A common example of classification is the grouping of vertebrates into fish, amphibians, reptiles, mammals and birds.

Animals including Humans

- Describe the basic functions of the parts of the digestive system, such as mouth, oesophagus, stomach and intestines
- Identify the different types of teeth in humans, and their functions.
- Construct a variety of food chains to show producers, predators and prey.

States of Matter

- Group materials as solids, liquids and gases
- Observe that some materials change state when heated or cooled
- Know the part of evaporation and condensation in the water cycle

The water cycle is the process of water being evaporated from the Earth's surface, and then condensing to form clouds and rain before falling

Sound

- Understand that sounds are caused by vibrations reaching the ear
- Find what affects the pitch and volume of a sound

Electricity

- Construct a simple electrical circuit using cells, wires, bulbs and switches
- Understand that a complete circuit is needed to power a lamp or buzzer
- Recognise some common conductors and insulators

Parent Tip

Children may make simple musical instruments in school to explore sound. You could also make some at home using elastic bands stretched over an open box, seeds or grains in a sealed box, or even a simple drum from a saucepan!

Tests your child will take

As an academy we assess children in lots of ways:

Formative—daily assessment based on observations, discussions and outcomes in children’s books. These assessments help us to effectively plan the next steps in your child’s learning on a day to day basis.

Summative - these are assessments that are carried out at the end of a unit of work or on a half termly basis. We carry out Maths, Reading and Writing assessments on a half termly basis. These assessments allow us to check children’s progress against the learning expectations for the year group.

Levels in Schools

Until September 2014, we had worked with levels in schools for over 15 years. The levels of attainment were expected bench marks for each year group. We tracked children using formative and summative attainment throughout their school life through levels.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Average level	1a	2b	2a/3c	3b	3a/4c	4b

Changes from September 2014

In September 2015, the Government removed levels in schools. In all Year groups from Year 1 to Year 6 we will be assessing children against the new National Curriculum objectives and using new ‘language’ to report to parents on how well their children are achieving these new National Curriculum objectives.

New Language of Assessment

New Language	Code	What this means
Emerging	E	Your child is working towards the objectives for this year group for this subject.
Developing	D	Your child has achieved about two thirds of the objectives for this year group for this subject.
Secure	S	Your child has achieved more than two thirds of the objectives for this year group for this subject. They have met their age related expectation.
Exceeding	Ex	Your child has exceeded the expectations for their age.

There are also national tests which must be taken by all children in state schools. Often informally known as ‘SATs’, the National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling.

From 2016 the Year 2 and Year 6 tests will be reported as a scaled score, with a score of 100 representing the expected level for each age group. The end of year tests for Y3, 4 and 5 will be summative tests that assess the children’s learning from across the year. They help the teachers to gain a rounded picture of what your child knows and what their next steps in learning are.