

What will my child learn in Year 4?



As your child has just started in Year 4, you might be wondering what they will learn. This is meant as a general guide, covering the sorts of things we will cover this year.



Reading

Reading fluently is increasingly important however understanding what your child is reading is also very important.

Children in Year 4 may 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.

Year 4 children should be encouraged to use a dictionary to understand meaning of words they don't know.

Children might be expected to retell traditional and fairy stories, also myths or fables, in detail. They may also work on writing poems and plays to read aloud and perform using the correct intonation and volume.

When reading poetry, children will be encouraged to recognise different types of poetry, e.g tongue twisters or riddles.

As well as understanding books they listen to, children will hopefully be understanding books they can read independently by checking that their reading makes sense, asking questions, inferring character feelings, thoughts and actions and justifying with evidence, making predictions and summarising the main ideas within a section of text. Inference involves using the clues in the story or picture to make a good guess.

It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.

Children will also be encouraged to look back in the text so they can find the answer to a question.



Writing

Your child may 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.

In addition to this, children in Year 4 may also learn how to spell a wider range of homophones (words which sound the same but are spelt differently such as hear/here, some/sum)

Children will also be able to place the possessive apostrophe in the right place (e.g the lady's bag, Lewis' jumper).

Planning writing – In order to fully understand the structure and style of the text that they are writing in, they may be exposed to different texts of that type.

Drafting and writing – your child will practise planning the sentences in their heads before writing them down, consciously including an interesting range of vocabulary.

Children might also learn how to write in paragraphs and structure content well including all the necessary features of that writing style.



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Evaluate and edit – Children will 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.

Children will keep in mind the level they are writing at and what they can do to achieve the next level.

Writing - Vocabulary, Grammar and Punctuation

In Year 4, your child may work on ironing out any 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).

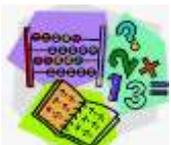
Your child may be encouraged to describe nouns with additional adjectives and prepositional phrases (telling of where, when, or why things happen).

Children may also 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,...'.

Children may work on using paragraphs accurately (begin a new paragraph when introducing a new character, section of a story or new information) and secure the punctuating of direct speech correctly (including an appropriate piece of punctuation before closing the speech marks).

Your child may be encouraged 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, They've finished their work and She's gone on her own to the concert.

Finally, Year 4 is a time for greater range of vocabulary, including a wider range of conjunctions to join sentences – when, if, although, however, although.



Maths

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

Your child 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.

They will work on making estimations and round numbers to the nearest 10, 100 and 1000.

Children will solve problems involving these larger numbers and learn to read Roman numerals to 100, understanding that over time, our number system changed and included zero and place value.

Your child will practise ordering and comparing numbers beyond 1000.

Number - Addition and Subtraction

In Year 4, your child will be taught to use formal column written methods to add and subtract numbers with up to four digits.

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They may also 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, $799 - 432 = 367$.

Two step addition and subtraction problems

Number - Multiplication and Division

The national expectations are that your child knows all their times tables up to 12×12 by the end of Year 4, and for some children this is no easy task.

In Year 4, multiplication of two and three digit numbers by a single digit number may be taught using formal written methods and solving problems.

Number - Fractions

Fractions don't have to be scary! Your child may be taught to look for 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.

They may also work on adding fractions with the same denominator (lower number in the fraction) for example $3/8 + 2/8 =$.

Your child may also 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).

They will practise dividing a one and two digit number by 10 and 100, describing the digits as ones, tenths and hundredths.

Rounding 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) may also be practised.

Finally, solving simple money and measures problems solving including fractions and decimals to two decimal places may be worked on.

Measurement

Children might learn how to convert between different units of measure, e.g hours into minutes, kilograms into grams.

They may also learn how to work out the perimeter (the distance around the shape) in both cm and m. Your child may also learn about how to find the area of a shape this year.

Estimating and comparing different measures may be another focus this year e.g How much does this parcel weigh in grams/kilograms? or How many ml of liquid is there in this container?

Which is longer, 300 seconds or 2 minutes?

Converting 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

In Year 4, 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.



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Your child may 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).

Children will 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

Your child may describe positions on a grid, e.g (2 , 5) and (4 , 7). The phrase 'Along the corridor and up the stairs' is a great way of remembering to take the x axis reference before taking the y reference.

Statistics

Children might 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.