

Mathematics

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1,000.
- Know and use multiplication and division facts of all times tables to 12x12.
- Recognise the place value of each digit in any 4-digit number.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1 decimal place to the nearest whole number.
- Count up/down in tenths and hundredths.
- Recognise and write equivalent fractions.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Add and subtract fractions with the same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.

Add and Subtract:

- Numbers with up to 4-digits, using the written column method.
- Solve 2 step problems including addition, subtraction, multiplication, division, money, fractions, decimals and measure.

Multiply and Divide:

- Any 2-digit by a 1-digit number.
- Any 3-digit by a 1-digit number.



End of Year Expectations for Year 4

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these expectations is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Reading

- Experience and discuss a range of genres of reading such as fiction non-fiction and poetry.
- Comment on the way characters relate to each other i.e. good characters/ bad characters.
- No which words help a sentence to retain meaning.
- Draw inferences such as inferring characters feelings (describe how a character is feeling or acting) using ideas evidenced from the text.
- Recognise how commas are used to give more meaning.
- Recognise how inverted commas are used to present direct speech (“ ”).
- Read aloud with intonation and fluency.
- Recognise plurals, pronouns, collective nouns, adverbs and adverbial phrases.
- Use dictionaries to find the meaning for unfamiliar words.
- Explain how powerful word choices have been used.
- Ask questions to improve their understanding of the text.
- Make predictions about what might happen using evidence from the text.



Writing

- Use fronted adverbials (eg .All night long, the loud music played).
- Use a comma after a fronted adverbial (e.g. Later that day, I heard bad news).
- Use an apostrophe for plural possession.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs. (eg therefore, however,).
- Write with increasing legibility, consistency and fluency.
- To use noun phrases expanded by adjectives, nouns and preposition phrases eg ‘the teacher’ expanded to ‘the strict maths teacher with the curly hair’.

