

Dr Walker's C of E Primary School



An Exceptional Place to Flourish

Though your beginning was small,
your future will flourish indeed.
Job 8:7

Year 4 National Curriculum Objectives

Maths National Age Related Expectation – YEAR 4

Statutory requirements
count in multiples of 6, 7, 9, 25 and 1000
find 1000 more or less than a given number
count backwards through zero to include negative numbers
recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
order and compare numbers beyond 1000
identify, represent and estimate numbers using different representations
round any number to the nearest 10, 100 or 1000
solve number and practical problems that involve all of the above and with increasingly large positive numbers
read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value
Number – addition and subtraction
add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
estimate and use inverse operations to check answers to a calculation
solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
Number – multiplication and division
recall multiplication and division facts for multiplication tables up to 12×12
use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
recognise and use factor pairs and commutativity in mental calculations
multiply two-digit and three-digit numbers by a one-digit number using formal written layout
solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
Number – fractions (including decimals)
recognise and show, using diagrams, families of common equivalent fractions
count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
add and subtract fractions with the same denominator
recognise and write decimal equivalents of any number of tenths or hundredths
recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
round decimals with one decimal place to the nearest whole number
compare numbers with the same number of decimal places up to two decimal places
solve simple measure and money problems involving fractions and decimals to two decimal places.
Measurement
convert between different units of measure [for example, kilometre to metre; hour to minute]
measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
find the area of rectilinear shapes by counting squares
estimate, compare and calculate different measures, including money in pounds & pence
read, write and convert time between analogue and digital 12- and 24-hour clocks
solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
Geometry – properties of shapes
compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
identify acute and obtuse angles and compare and order angles up to two right angles by size
identify lines of symmetry in 2-D shapes presented in different orientations
complete a simple symmetric figure with respect to a specific line of symmetry

	Geometry – position and direction
	describe positions on a 2-D grid as coordinates in the first quadrant
	describe movements between positions as translations of a given unit to the left/right and up/down
	plot specified points and draw sides to complete a given polygon
	Statistics
	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Mathematics Appendix 1: Examples of formal written methods for addition, subtraction, multiplication and division

This appendix sets out some examples of formal written methods for all four operations to illustrate the range of methods that could be taught. It is not intended to be an exhaustive list, nor is it intended to show progression in formal written methods. For example, the exact position of intermediate calculations (superscript and subscript digits) will vary depending on the method and format used.

For multiplication, some pupils may include an addition symbol when adding partial products. For division, some pupils may include a subtraction symbol when subtracting multiples of the divisor.

Addition and subtraction

789 + 642 becomes

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ \small{1 \quad 1} \end{array}$$

Answer: 1431

874 – 523 becomes

$$\begin{array}{r} 874 \\ - 523 \\ \hline 351 \end{array}$$

Answer: 351

932 – 457 becomes

$$\begin{array}{r} ^8 ^{12} ^1 \\ 932 \\ - 457 \\ \hline 475 \end{array}$$

Answer: 475

932 – 457 becomes

$$\begin{array}{r} ^1 ^1 \\ 932 \\ - 457 \\ \hline 475 \\ \small{5 \quad 6} \end{array}$$

Answer: 475

Short multiplication

24 × 6 becomes

$$\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ \small{2} \end{array}$$

Answer: 144

342 × 7 becomes

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \\ \small{2 \quad 1} \end{array}$$

Answer: 2394

2741 × 6 becomes

$$\begin{array}{r} 2741 \\ \times 6 \\ \hline 16446 \\ \small{4 \quad 2} \end{array}$$

Answer: 16 446

Long multiplication

24 × 16 becomes

$$\begin{array}{r} ^2 \\ 24 \\ \times 16 \\ \hline 240 \\ 144 \\ \hline 384 \end{array}$$

Answer: 384

124 × 26 becomes

$$\begin{array}{r} ^1 ^2 \\ 124 \\ \times 26 \\ \hline 2480 \\ 744 \\ \hline 3224 \\ \hline 1 \end{array}$$

Answer: 3224

124 × 26 becomes

$$\begin{array}{r} ^1 ^2 \\ 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \\ \hline 1 \end{array}$$

Answer: 3224

Short division

98 ÷ 7 becomes

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \\ \underline{7} \\ 28 \\ \underline{28} \\ 0 \end{array}$$

Answer: 14

432 ÷ 5 becomes

$$\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \\ \underline{40} \\ 32 \\ \underline{30} \\ 2 \end{array}$$

Answer: 86 remainder 2

496 ÷ 11 becomes

$$\begin{array}{r} 45 \text{ r } 1 \\ 11 \overline{) 496} \\ \underline{44} \\ 56 \\ \underline{55} \\ 1 \end{array}$$

Answer: $45\frac{1}{11}$

Long division

432 ÷ 15 becomes

$$\begin{array}{r} 28 \text{ r } 12 \\ 15 \overline{) 432} \\ \underline{30} \\ 132 \\ \underline{150} \\ 12 \end{array}$$

Answer: 28 remainder 12

432 ÷ 15 becomes

$$\begin{array}{r} 28 \\ 15 \overline{) 432} \\ \underline{30} \quad 15 \times 20 \\ 32 \quad 15 \times 8 \\ \underline{15} \end{array}$$

$$\frac{12}{15} = \frac{4}{5}$$

Answer: $28\frac{4}{5}$

432 ÷ 15 becomes

$$\begin{array}{r} 28.8 \\ 15 \overline{) 432.0} \\ \underline{30} \\ 132 \\ \underline{150} \\ 120 \\ \underline{150} \\ 0 \end{array}$$

Answer: 28.8

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English National Age Related Expectation – YEAR 4

READING

Reading – word reading
apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Reading – comprehension
develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none">• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• reading books that are structured in different ways and reading for a range of purposes• using dictionaries to check the meaning of words that they have read• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally• identifying themes and conventions in a wide range of books• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• discussing words and phrases that capture the reader’s interest and imagination• recognising some different forms of poetry [for example, free verse, narrative poetry]
understand what they read, in books they can read independently, by: <ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning
retrieve and record information from non-fiction
participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

English National Age Related Expectation – YEAR 4

WRITING

Writing – transcription
Spelling (see English Appendix 1)
use further prefixes and suffixes and understand how to add them (English Appendix 1)
spell further homophones
spell words that are often misspelt (English Appendix 1)
place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
use the first two or three letters of a word to check its spelling in a dictionary
write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Handwriting
use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
Writing – composition
plan their writing by: <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas
draft and write by: <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
proof-read for spelling and punctuation errors
read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Writing – vocabulary, grammar and punctuation
develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2
indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech
use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

English National Age Related Expectation – YEAR 4

SPELLING (Years 3 and 4)

- | |
|--|
| <ul style="list-style-type: none">• Revision of work from years 1 and 2.• Pay special attention to the rules for adding suffixes. |
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WORD LIST

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

English National Age Related Expectation – YEAR 4

VOCABULARY, GRAMMAR AND PUNCTUATION (Year 4)

Word	<ul style="list-style-type: none">• The grammatical difference between plural and possessive –s.• Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>].
Sentence	<ul style="list-style-type: none">• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).• Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	<ul style="list-style-type: none">• Use of paragraphs to organise ideas around a theme.• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
Punctuation	<ul style="list-style-type: none">• Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>].• Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>].• Use of commas after fronted adverbials.
Terminology for pupils	<ul style="list-style-type: none">• determiner• pronoun, possessive pronoun• adverbial

Oxford Owl Writing Assessment

STANDARD 5	Year 4
Can write in a lively and coherent style.	
Can use a range of styles and genres confidently and independently. (If the writing is a narrative, simple report or recount of a known story this cannot be ticked. If any other genre, it can be ticked as they will already know these three text forms.)	
Can sometimes use interesting and ambitious words (they should be words not usually used by a child of that age, and not a technical word used in a taught context only, e.g. 'volcano' in geography or 'evaporate' in science).	
Can organize ideas appropriately for both purpose and reader (e.g. captions, headings, bullets, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information etc.).	
Can use a wide range of punctuation mainly accurately, including at least three of the following: full stop and capital letter, question mark, exclamation mark, apostrophe and comma.	
Can write neatly, legibly and accurately, usually maintaining a joined style.	
Can use more sophisticated connectives (e.g. although, however, nevertheless, despite, contrary to, as well as, etc.).	
Can use links to show time and cause.	
Can open sentences in a wide range of ways for interest and impact.	
Can use paragraphs, although they may not always be accurate.	
Can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction).	
Can use or attempt grammatically complex structures (e.g. expansion before and after the noun: 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar...'; subordinate clauses: 'I felt better when...'; etc.).	
Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the National Curriculum. Appendix 1.	
Can use nouns, pronouns and tenses accurately and consistently throughout.	
Can use apostrophes and/or inverted commas, mainly accurately. (If direct speech is not appropriate to the task, apostrophes alone can score the tick).	
Can select from a range of known adventurous vocabulary for a purpose, with some words being particularly well chosen.	
Can select interesting strategies to move a piece of writing forward (e.g. asides, characterization, dialogue with the audience, dialogue, etc.).	
Can advise assertively, although not confrontationally, in factual writing (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...'; etc.).	
Can develop ideas in creative and interesting ways.	
ASSESSMENT SCORE	
0-5	Not yet working at this Standard (review against Standard 4)
6-9	Developing
10-15	Secure
16-19	Advanced
Children with 20 or more ticks may be assessed against Standard 6.	

Essential Standard 4 skills

The following skills must be secured as a priority in Year 4/P5:

- Produce close to a side or more of A4 writing that is clear and coherent with some of the features below.
- Interpret the stimulus and purpose broadly accurately and demonstrate about 75% accuracy in basic skills.
- Show variety in sentence structure, including opening in a range of ways, adding detail and/or description and using a wider range of connectives and punctuation.
- Use interesting language with some use of words that are ambitious for their age (occasional misuse or 'purple prose' is acceptable).
- Use most past and present tense verbs accurately.
- Begin to use direct speech and a wider range of connectives (conjunctions, adverbs and prepositions) to show time, place and cause.
- Begin to use paragraphs.
- Produce handwriting that is neat and mainly joined.
- Initiate edits and improvements to their work by proof reading what they have written.

Children are expected to be a 'Secure Standard 4' by the end of Year 3 in order to be on track to meet national expectations at the end of KS2.

Standard 5: Year 4/P5 – end of year expectation

By the end of Year 4/P5, children should be able to:

- Produce more than a side of A4 writing that is clear and coherent with strong features and accurate interpretation of the stimulus and purpose.
- Spell most common words on the Year 3 and 4 word lists correctly, plus all compound words and many complex words.
- Show variety in sentence type and structure, including more sophisticated sentence openings, adding detail and/or description and using a wider range of sophisticated connectives.
- Use interesting language with a wide range of words that are ambitious for their age (occasional misuse is acceptable).
- Use a wide range of punctuation accurately.
- Use a wider range of connectives (conjunctions, adverbs and prepositions) to show time, place and cause.
- Produce handwriting that is neat and joined.
- Organize writing appropriately for the purpose, including using paragraphs.
- Initiate edits and improvements to their work by proof reading what they have written.

Children are expected to be a 'Secure Standard 5' by the end of Year 4 in order to be on track to meet national expectations at the end of KS2.