

Year 4 - Maths

Year 4	Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry	
						Properties of shape	Position and direction
Autumn	<p>Count in multiples of 25 and 1000</p> <p>find 1000 more or less than a given number</p> <p>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100</p>	<p>estimate and use inverse operations to check answers to a calculation</p> <p>statistics: interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>	<p>use place value, known and derived facts to multiply and divide mentally</p>	<p>recognise and show, using diagrams find the effect of dividing a one- or two-digit number by 10 and 100</p> <p>add and subtract fractions with the same denominator</p> <p>round decimals with one decimal place to the nearest whole number</p>	<p>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>estimate, compare and calculate different measures, including money in pounds and pence</p> <p>statistics: interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</p>	<p>compare and classify geometric shapes, based on their properties and sizes identify acute and obtuse angles</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry</p>	<p>describe positions on a 2-D grid as coordinates in the first quadrant</p>
Spring	<p>Count in multiples of 6, 25 and 1000</p> <p>count backwards through zero to include negative numbers</p> <p>order and compare numbers beyond 1000</p> <p>round any number to the nearest 10, 100 or 1000</p>	<p>add and subtract numbers with up to 4 digits</p>	<p>recall 2/3/4/5/6/8 multiplication and division facts for multiplication tables</p> <p>use place value, known and derived facts to multiply and divide mentally, including:</p> <ul style="list-style-type: none"> - multiplying by 0 and 1 - multiply two-digit and three-digit numbers by a one-digit number 	<p>recognise and show, using diagrams, families of common equivalent fractions</p> <p>recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.</p> <p>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</p> <p>solve simple measure and money problems involving fractions</p>	<p>estimate, compare and calculate different measures, including money in pounds and pence</p> <p>read, write and convert time between analogue and digital 12 and 24-hour clocks</p>	<p>compare and classify geometric shapes, including quadrilaterals based on their properties and sizes</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations</p>	<p>describe movements between positions as translations of a given unit to the left/right and up/ down</p>
Summer	<p>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.</p>	<p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Interpret and present discrete and continuous data using appropriate graphical</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p>Estimate and use inverse operations to check answers to a calculation</p>	<p>multiplication and division facts for multiplication tables up to 12×12</p> <p>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</p> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>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.</p>	<p>count up and down in hundredths</p> <p>recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>compare numbers with the same number of decimal places up to two decimal places</p> <p>recognise and write decimal equivalents to 1.2 ; 1.4 ; 3.4</p> <p>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</p> <p>solve simple measure and money problems involving fractions and decimals to two decimal places.</p>	<p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence</p>	<p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p>	<p>plot specified points and draw sides to complete a given polygon</p>

Year 4 – Reading

Year 4		READING							
		Word Reading	Comprehension Clarify	Comprehension Monitor and Summarise	Comprehension Select and Retrieve	Comprehension Respond and Explain	Inference	Language for Effect	Themes and Conventions
Autumn		<p>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</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Ask questions to improve their understanding of a text</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Discuss understanding as it develops and explain the meaning of words in context</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these</p>	<p>Retrieve and record information from non-fiction</p> <p>Recognise and distinguish between fact and opinion</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Predict what might happen from details stated and implied</p> <p>Draw inferences, supported through reference to the text</p>	<p>Identify how language, structure, and presentation contribute to meaning</p> <p>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader</p>	<p>Identify themes and conventions in a wide range of books</p> <p>e.g. make relevant links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)</p> <p>Identify how a range of presentational devices guide the reader in non-fiction</p>
	Spring		<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</p>			<p>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence</p>	<p>Show understanding through intonation, tone, volume and action when performing poems and playscripts</p>	<p>Identify features that characterise books set in different cultures or historical settings</p> <p>Recognise some different forms of poetry e.g. free verse, narrative poetry</p>
	Summer					<p>Use specific vocabulary, and ideas expressed in the text, to support own responses</p>	<p>Infer underlying themes and ideas</p>	<p>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</p>	<p>Make links between texts and to the wider world</p>

Year 4 – Writing

Year 4		WRITING				
		Transcription	Handwriting	Composition Composition and Effect	Composition Text Structure and Organisation	Composition Sentence Structure
Autumn	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>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</p> <p>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan their writing by discussing and recording ideas</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>In narratives, creates settings, characters and plot</p> <p>Writing is clear in purpose</p> <p>Use a varied and rich vocabulary</p>	<p>Non-narrative material uses simple organisational devices</p> <p>Organise paragraphs around a theme</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p>	<p>Compose and rehearse sentences orally (including dialogue)</p> <p>Use an increasing range of sentence length and structure</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p> <p>Understand the difference between plural and possessive -s</p> <p>Proof-read for spelling and punctuation errors</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>
	<p>Plural nouns of words ending in 'o'.</p>	<p>Can correctly join letters in accordance with the school's agreed style</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p> <p>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</p>	<p>Openings and closings are clearly signalled and well developed</p> <p>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</p>		<p>Use standard English forms for verb inflections instead of local spoken forms</p> <p>Use fronted adverbials followed by a comma</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p>
	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>		<p>Use figurative language such as similes, alliteration to build a picture in the readers head</p>			<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial</p>