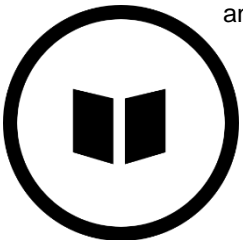


Reading

- Explain the meaning of key vocabulary within the context of the text.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
- Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
- Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.
- Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.
- Scan for dates, numbers and names.
- Listen to, read and discuss a range of fiction, poetry, plays and nonfiction in different forms e.g. fairy tales, folk tales, classic poetry, advertisements, formal speeches, magazines, electronic texts
- Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.
- Learn a range of poems by heart and rehearse for performance.
- Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.
- Orally retell a range of stories, including less familiar fairy stories, myths and legends.
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.
- Record information from a range of non-fiction texts.
- Explain how paragraphs are used to order or build up ideas, and how they are linked.

Writing

- Use commas to mark clauses in complex sentences
- Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.
- Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.
- Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."
- Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces.
- Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan
- Use paragraphs to organise writing in fiction and nonfiction texts.
- Proofread to check for errors in spelling, grammar and punctuation
- Use the first three letters of a word to check its spelling in a dictionary.
- Write with consistency in size and proportion of letters, e.g. 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.
- Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.
- Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.
- Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.
- Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists.





Maths

- Count in multiples of 6, 7, 9, 25 and 1000.
- Count backwards through zero to include negative numbers.
- Count up and down in hundredths.
- Recognise the place value of each digit in a four-digit number.
- Identify, represent and estimate numbers using different representations (*including the number line*).
- Order and compare numbers beyond 1000.
- Compare numbers with the same number of decimal places up to two decimal places.
- Find 1000 more or less than a given number.
- Round any number to the nearest 10, 100 or 1000.
- Round decimals (one decimal place) to the nearest whole number.
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer.
- Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value.
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- Add and subtract numbers with up to 4 digits *and decimals with one decimal place* using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate; 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.
- Recognise and use factor pairs and commutativity in mental calculations.
- 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.
- 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.
- Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Recognise and show, using diagrams, families of common equivalent fractions.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- Add and subtract fractions with the same denominator.
- 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.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Estimate, compare and calculate different measures, including money in pounds and pence.
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- Find the area of rectilinear shapes by counting squares.
- Convert between different units of measure [e.g. kilometre to metre; hour to minute].
- 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.
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- 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.
- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Describe positions on a 2-D grid as coordinates in the first quadrant.
- Plot specified points and draw sides to complete a given polygon.
- Describe movements between positions as translations of a given unit to the left/right and up/down.
- Describe positions on a 2-D grid as coordinates in the first quadrant.
- Plot specified points and draw sides to complete a given polygon.
- Describe movements between positions as translations of a given unit to the left/right and up/down.



SKERTON
ST LUKE'S
 CHURCH OF ENGLAND PRIMARY SCHOOL

End of Year Expectations for Year 4

English and Maths

This booklet provides information for parents and carers on the end of year key learning expectations for pupils in our school. The statements in this booklet have been identified as Key Learning Indicators of Performance as these have the greatest impact on the further development of skills and subsequent learning.

You can find this in the National Curriculum by following this link

<https://www.gov.uk/government/publications/national-curriculum-inengland-primary-curriculum>

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