

Churchside Federation



End of year expectations for Year 4

The Year 4 Learner

In Year 4, children need to become independent learners in order to prepare for moving on to Upper KS2.

The children are expected to be punctual, well-presented and eager to learn when they enter the classroom. They need to be organized, taking responsibility themselves for their homework and having the right equipment each day. They need to also be able to organize their time, adapt to changes in their routine and prioritize tasks in their learning. The children should enjoy deeper thinking challenges and should begin to take on added responsibility for a range of activities. Children should develop their ability to work in groups, respect others' opinions and suggestions and they should know that their ideas can help others. They are more effective at dealing with their emotions and developing resilience and can communicate effectively as part of a team. They can concentrate on a task for longer periods of time avoiding distractions. It is important children can sort and select relevant information, checking it for accuracy, and use pieces of evidence to support their findings, drawing inferences and deductions from different sources.

A year 5 pupil should be able to act as a good role model at all times during the school day, acting honestly, respectfully and kindly.

This booklet contains expectations that have been identified by staff as being the minimum requirements for your child in order to ensure they make continued progress the following year. All the objectives will be taught and practised at school. Any extra support you can provide in helping your child achieve these will be greatly valued. If you have any queries about this booklet, or want support in knowing how best to help your child, please speak to their class teacher.

Speaking & Listening

- Ask questions to clarify or develop my understanding.
- Show they understand the main point and detail in a discussion.
- Talk and listen confidently in different contexts.
- Listen to and build on the contributions of others.
- Speak in full sentences, sequencing ideas in an organised way.
- Control voice tone and volume for clear meaning.
- Justify an answer with evidence.
- Perform poems and plays from memory, conveying ideas about characters by adapting expression and tone.

Mathematics

- 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), round any number to 10, 100 and 1000 and add multiples of 10, 100 and 1000 mentally up to 9999.
- Use column addition and subtraction with up to 4 digits.
- Recall and use multiplication and division facts including recognising factor pairs for multiplication tables up to 12×12 .
- Multiply by 0 and 1 and divide by 1 mentally, multiply 3 numbers together and double and halve any number.
- Use written methods to multiply & divide 3 digits a 1 digit number.
- Recognise, show and name using diagrams families of equivalent fractions($\frac{1}{3}$, $\frac{4}{12}$, $\frac{8}{24}$)
- Count up and down in hundredths, recognise decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, tenths and hundredths and round decimals with one decimal place to the nearest whole number.
- Read, write, compare and order numbers with the same number of decimal places up to two decimal places.
- Compare and classify shapes based on their properties and size.
- Identify and draw lines of symmetry in 2D shapes presented in different orientations.
- Identify acute(less than 90 degrees) and obtuse (greater than 90 degrees) and compare and order angles by size up to two right angles (90 degrees).
- Convert between different units of measure for length, mass, capacity and time (between 12 and 24 hour clock).
- Measure and calculate the perimeter of quadrilaterals in cm and mm.
- Calculate area by counting squares or known multiplication facts.

Reading

- Read commonly mis-spelt words from the Year3/4 word list.
- Attempt pronunciation of unfamiliar words.
- Identify simple themes in texts.
- Use the dictionary to check the meaning of unfamiliar words. .
- Make predictions and infer meaning from texts or pictures.
- Ask relevant questions to improve understanding of a text.
- Identify why an author has chosen certain words for effect on the reader.
- Use information to theorise and debate.
- Build on others' ideas and opinions about a text in discussion.
- Distinguish between fact & opinion and say how they know.

Writing

- Spell commonly mis-spelt words from the Year3/4 word list.
- Orally rehearse sentences.
- Use the first two/three letters of a word to check a spelling in a dictionary.
- Use legible and consistent cursive handwriting, where letters are formed clearly and of the correct size.
- Compose sentences using a range of sentence structures.
- Write a narrative with a clear structure, setting and plot.
- Use expanded noun phrases.
- Write in paragraphs and use fronted adverbials followed by a comma ("All of a sudden," "After a while, " "In order to,")
- Use speech marks and other punctuation to show direct speech.
- Use appropriate nouns (person, place, thing) and pronouns (he, she, they) in sentences to avoid repetition and make meaning clear.
- Use apostrophes to mark plural possession.
- Continue to accurately use punctuation taught in previous years in their independent writing (e.g. capital letters, full stops, question marks, commas for lists, apostrophes in contractions).

Spelling

In addition to the Common Exception Words from previous year groups, children should learn to read and write these words independently whilst they are in Years 3 and 4.

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

It is important that they recognise the relationships between sounds and letters, even when they are unusual. Once root words are learned they can be used to spell longer words correctly, using the rules and guidelines for adding prefixes and suffixes. They should apply spellings patterns and rules learnt in previous years and be able to independently edit spellings in their own writing, including using a dictionary when necessary.

The Primary School Journey

