



## Introduction

This booklet is designed to provide you with an overview of the curriculum objectives for reading, writing and mathematics for your child's year group. The objectives for each subject are taken from the National Curriculum for England and Wales and are the skills against which teachers assess children over the course of the year.

To meet age related expectations, children are expected to be secure in their understanding, use and application of the given skills. For example, in writing children will be expected to demonstrate, across a range of writing types, that they can apply the skills listed and in mathematics children not only have to be able to show an understanding of the skills but have to apply them in a range of contexts and in problem solving situations. No one skill is assessed in isolation.

## Meeting individual needs

Not all children will be necessarily working on their relevant curriculum objectives. This may be because they need to consolidate skills from an earlier curriculum. Similarly, some children may be working, by the end of the year, on skills in greater depth in their year group curriculum. At St Peter's teachers tailor their planning to ensure that the needs of individuals are met. Teachers keep comprehensive records on what children can do and what they need to work on next. This information informs their on-going planning so that each child makes good progress over the course of the year.

## What can I do to help my child with their learning?

Reading with your child every night is the second greatest thing that you can do to support their learning across all areas of the curriculum. A child who can read, comprehends what they have read and develop a richness of vocabulary will excel in all subject areas. Do not think that if your child can't yet read that you cannot help them. Reading to children and immersing them in books is fundamental to early child development. Similarly, if you have an older child who reads independently, ask them about the book they are reading.

Alongside this, equally important is to ask your child about their learning eachday. Even if they do not tell you very much, the fact you have asked them signals that you care about how they are doing at school.

When trying to support writing at home, encourage your child to write for real purposes e.g. letter writing. Support them in this way in using some of the skills taught in school. Get them to regularly practise their handwriting so that they become fluent.

Practical contexts are great for supporting learning in mathematics. Whether it is shopping or baking, real life situations help make maths real. Use car journeys or walks to practise counting and recall of facts like times tables. There is also a wealth of games online to support the objectives given.

"The more you **read**  
the more **things** you know.  
The more that you **learn**  
the more **places** you'll go."  
-Dr. Seuss

# READING

## Year 4



Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.

Accurately reads the further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Sees reading as a pleasurable activity, reading books that are structured in different ways and reading for a range of purposes.

Can use a dictionary to check the meaning of words that they have read.

Can demonstrate experience of a wide range of range of books, including fairy stories, myths and legends, and can retell some of these orally.

Can identify common conventions used in a range of texts (e.g. greeting in letters, that diaries are written in the first person or the use of numbering and headings in instructions).

Performs poems and play scripts showing understanding through intonation, tone, volume and action.

Discusses words and phrases that capture their interest and imagination.

Recognises some different forms of poetry [for example, free verse, narrative poetry].

Understands what they read, in books they can read independently.

Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Asks questions to improve their understanding of a text.

Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Can predict what might happen from details stated and implied.

Can identify the main ideas drawn from more than one paragraph and summarise these.

Can identify how language, structure, and presentation contribute to meaning.

Can retrieve and record information from non-fiction books.

Participates 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.

# WRITING

## Year 4



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|--|-----------------|
| <p>In narratives, more detailed settings, characters are created along with a coherent plot using skills such as 'show don't tell'. <i>This is where we show the reader for example the personality of the characters through their words and actions.</i></p> |                 |
| <p>Conjunctions, adverbs and prepositions are used to express time, place or cause.</p>  |                 |
| <p>Fronted adverbials are used accurately and add detail <i>e.g. Later that day,...</i></p>  |                 |
| <p>Paragraphs are used to group related ideas in narrative and non-narrative writing with increasing accuracy.</p>   |                 |
| <p>In non-narratives, simple organisational devices, including headings and sub-headings aid presentation.</p>   |                 |
| <p>Basic grammar is accurate reflecting written Standard English instead of local spoken forms.</p>  |                 |
| <p>Use of plurals (-s/es) and possessive apostrophe is mainly accurate <i>e.g. It was Sarah's pencil case.</i></p>   |                 |
| <p>Writing often demonstrates a range of conjunctions, including when, if, because &amp; although, to write sentences containing more than one clause <i>e.g. When it was dry, the rather wet children went back out to play.</i></p>                          |                 |
| <p>Noun or pronouns are used to add clarity and cohesion or avoid repetition.</p>  |                 |
| <p>Uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases <i>e.g. the teachers expanded to the strict maths teacher with curly hair.</i></p>  |                 |
| <p>Tense choice is accurate and maintained. Tenses change where appropriate.</p>   |                 |
| <p>Common punctuation is mostly accurate including capital letters, full stops, question and exclamation marks, commas in a list.</p>  |                 |
| <p>Accurate use of commas after fronted adverbials <i>e.g. Later that day, we... Suddenly,...</i></p>  |                 |
| <p>Accurate use of inverted commas and other speech punctuation <i>e.g. a comma after the reporting clause; end punctuation within the inverted commas e.g. The conductor shouted, "Sit down!"</i></p>   |                 |
| <p>Possessive apostrophe is used accurately in words with regular plurals [e.g. girls', boys'] and in words with irregular plurals [e.g. children's].</p>  |                 |
| <p>Grammar errors are often self-corrected at the redrafting stage using strategies such as add, change and delete.</p>  |                 |
| <p>Spelling in line with Y3/4 Appendix 1 is increasingly accurate including prefixes and suffixes, further homophones and some words that are often misspelt.</p>  |                 |
| <p>Spells correctly most of the Year 3/4 orange words.</p>   |                 |
| <p>Handwriting is increasingly legible and consistent, including fluent joining.</p>   | <p>Y4<br/> </p> |
| <p>Evaluation of the effectiveness of their own and others' writing leads to suggested improvements as to ideas and content.</p>   |                 |

# MATHEMATICS

## Year 4



Count in 6s, 7s, 9s 25s and 100s from 0 (up/back).

Recognise the value of each digit in a 4-digit number and compare and order a set of numbers beyond a 1000.

Read and write 4-digit numbers in numerals and words (including accurate spelling).

Round any number to the nearest 10, 100 and 1000 (using number lines).

Solve number and practical problems using all of the above and with increasingly larger positive numbers.

Add and subtract numbers with up to 4 digits using the formal written methods of 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.

Decide which operations and methods to use and why within problem solving.

Recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .

Use place value, known and derived facts to multiply and divide mentally.

Multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Recognise and use factor pairs.

Understand 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.

Use the distributive law to multiply two digit numbers by one digit.

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.

Use 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  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$ .

Find the effect of dividing a one- or two-digit number by 10 and 100.

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 problems involving increasingly harder fractions and some decimals (e.g. time, money, measures).

Convert between different units of measure [e.g., kilometre to metre; hour to minute].

Estimate, compare and calculate different measures, including length, mass and money in pounds and pence in order to solve problems.

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

Find the area of rectilinear shapes by counting squares.

Compare and classify geometric shapes, including different quadrilaterals and different 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.

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.

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.