

Reading

- Give a personal point of view on a text
- Re-explain a text with confidence
- Justify inferences with evidence, predicting what might happen from details stated or implied
- Use appropriate voices for characters within a story
- Recognise apostrophe of possession (plural)
- Identify how sentence types can be changed by altering word order, tenses, adding/deleting words or amending punctuation
- Explain why a writer has used different sentence types or a particular word order and the effect it has created
- Skim & scan to locate information and/or answer a question

Writing

- Vary sentence structure, using different openers
- Use adjectival phrases (e.g. biting cold wind)
- Use appropriate choice of noun or pronoun
- Use apostrophe for plural possession
- Use a comma after fronted adverbials (e.g. Later that day, I heard bad news)
- Use commas to mark clauses
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme
- Use simple connecting adverbials to link paragraphs (e.g. meanwhile)
- Use perfect form of verbs to show relationships of time and cause (e.g. I have written it down so we can check what he said)



Mathematics

Number and place value

- Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.
- Recognise the place value of each digit in *four*-digit numbers, and compose and decompose *four*-digit numbers using standard and non-standard partitioning.
- Reason about the location of any *four*-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.
- Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.

Number facts

- Recall multiplication and division facts up to and recognise products in multiplication tables as multiples of the corresponding number.
- Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.
- Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100)

Multiplication and division

- Multiply and divide whole numbers by 10 and 100 (keeping to whole number quotients); understand this as equivalent to making a number 10 or 100 times the size.
- Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.
- Understand and apply the distributive property of multiplication.

Fractions

- Reason about the location of mixed numbers in the linear number system.
- Convert mixed numbers to improper fractions and vice versa
- Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.

Geometry

- Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.
- Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal. Find the perimeter of regular and irregular polygons.
- Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete an asymmetric figure or pattern with respect to a specified line of symmetry.

Lower Halstow and Newington CEP Schools Federation



End of Year Expectations for Year 4

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

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

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.

