

# Lainesmead Primary School and Nursery



## **End of Year Expectations: Year 4**

This booklet provides information for parents/carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

All of the objectives will be focused on throughout the year as part of your child's lessons. Any extra support you can provide in helping your child to achieve these expectations is greatly valued.

If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see the class teacher.

# Year Four Writing

By the end of Year Four, children should be able to use the following skills in their Writing:

| Objective                                                                                                                                                                                                                                                                              | Example:                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I know why I am writing and who I am writing for.                                                                                                                                                                                                                                      |                                                                                                                                                                                                                  |
| I can plan before I write.                                                                                                                                                                                                                                                             | I add key ideas and vocabulary.                                                                                                                                                                                  |
| I can organise my writing into paragraphs and organise them around a theme.                                                                                                                                                                                                            |                                                                                                                                                                                                                  |
| I can punctuate my sentences correctly.                                                                                                                                                                                                                                                |                                                                                                                                                                                                                  |
| I use commas when writing lists                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                  |
| I can punctuate speech correctly.                                                                                                                                                                                                                                                      | "How wonderful!" exclaimed the children.                                                                                                                                                                         |
| I use apostrophes for possession (including plurals)                                                                                                                                                                                                                                   | The dog's toy - one dog. The dogs' toy - more than one dog.                                                                                                                                                      |
| I use commas consistently after fronted adverbials.                                                                                                                                                                                                                                    | Exhausted, ....., Running down the road,....                                                                                                                                                                     |
| I can write using a range of sentences accurately: Simple, compound, complex, questions, statements, exclamations                                                                                                                                                                      | Simple sentence: The boy ran down the road.<br>Compound sentence: The boy ran down the road and he tripped over his shoe laces.<br>Complex sentence: Running down the road, the boy tripped over his shoe laces. |
| I can use coordinating conjunctions                                                                                                                                                                                                                                                    | and, but, so, or:<br>The boy was late <b>so</b> he ran all the way to school.                                                                                                                                    |
| I can write complex sentences using: when, if, because, although                                                                                                                                                                                                                       | I did not wear my coat <b>although</b> it was raining.<br><b>Although</b> it was raining, I did not wear my coat.                                                                                                |
| I can write noun phrases using adjectives                                                                                                                                                                                                                                              | <u>The big, red bus</u> with large wheels drove.....                                                                                                                                                             |
| I can write noun phrases using prepositional phrases                                                                                                                                                                                                                                   | (The big, red bus <u>with large wheels</u> drove.....).                                                                                                                                                          |
| I can indicate time, place and cause using conjunctions                                                                                                                                                                                                                                | while, when, before, because<br>I ate my lunch before ..... I was late because .....                                                                                                                             |
| I can indicate time, place and cause using adverbs                                                                                                                                                                                                                                     | Then, Next, Soon, Therefore                                                                                                                                                                                      |
| Indicate time, place and cause using prepositions: Before, after, during                                                                                                                                                                                                               | Before I did my homework, I .....                                                                                                                                                                                |
| Use of fronted adverbials 'when', 'where', 'ly', 'ing', 'with' and 'without'.                                                                                                                                                                                                          | Without thinking, ..... Quickly, .....                                                                                                                                                                           |
| Use standard English form of verbs<br><b>We were/we was I did/I done.</b>                                                                                                                                                                                                              | <b>We were</b> late for school <b>not</b> We was late ....<br><b>I did</b> my homework <b>not</b> I done .....                                                                                                   |
| I use the correct and consistent tense - past/present                                                                                                                                                                                                                                  |                                                                                                                                                                                                                  |
| I can use of present perfect verbs                                                                                                                                                                                                                                                     | Something that has already started and is still happening:<br>I have lived in this house for 5 years.                                                                                                            |
| I create cohesion through my sentences using pronouns.                                                                                                                                                                                                                                 | <b>Jack</b> ran to school with his friends. <b>He</b> didn't want to be late because <b>they</b> were going on a trip.                                                                                           |
| I can edit my writing and make changes.                                                                                                                                                                                                                                                | I can change my spellings/improve my vocabulary/grammar                                                                                                                                                          |
| <b>Handwriting:</b><br>My ascenders and descenders are clear and my handwriting is consistently joined. I do not join capital letters to the rest of the word.                                                                                                                         |                                                                                                                                                                                                                  |
| <b>Spelling:</b><br>I can spell words ending with 'gue' 'que' and 'ous' and words that start with 'sc'. I can spell all words on year 3 and 4 word list correctly. I can spell all words that end with shun in all its forms. I can spell homophones from year 3 and 4 list correctly. |                                                                                                                                                                                                                  |



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# Year Four Reading

By the end of Year Four, children should be able to use the following skills when reading:

| Objective                                                                                                                                                                    | Example:                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>Word reading skills:</b>                                                                                                                                                  |                                                                                                                 |
| I know that in at the start of the word can mean both 'not' and 'in'                                                                                                         | Incorrect - not. Insert - into                                                                                  |
| I know that before a root word starting with r, in- becomes ir, before a root word starting with m or p in becomes im and before a root word starting with l, in- becomes il | r- Irrelevant, irresponsible<br>m or p - immature, impossible<br>l - illegible                                  |
| I know that inter- means 'between' or 'among'.                                                                                                                               | interact, interrelated.                                                                                         |
| I know that sub means 'under' and that super means above                                                                                                                     | Submarine<br>superstar                                                                                          |
| I know that anti- means 'against'                                                                                                                                            | Anticlockwise, antisocial                                                                                       |
| I know that words have a 'k' sound but that it is spelt 'ch'                                                                                                                 | Scheme, echo                                                                                                    |
| I know that auto- means 'self' or 'own'                                                                                                                                      | Automatic, autograph                                                                                            |
| I can read words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que                                                                                           | Antique, tongue                                                                                                 |
| I can read words with the /ʃ/ sound spelt ch                                                                                                                                 | Brochure, chef                                                                                                  |
| I can read words with the /s/ sound spelt sc                                                                                                                                 | fascinate                                                                                                       |
| <b>Reading comprehension:</b>                                                                                                                                                |                                                                                                                 |
| I participate in discussions about both books that are read to me and those I read myself, taking turns and listening to what others say                                     |                                                                                                                 |
| I use dictionaries to check the meaning of words I read.                                                                                                                     |                                                                                                                 |
| I develop a love of reading by listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.                              |                                                                                                                 |
| I can retrieve and record information from non-fiction books over a wide range of subjects.                                                                                  |                                                                                                                 |
| I can identify how language, structure, and presentation contribute to meaning                                                                                               | Paragraphs, use of pronouns to create flow (he, she, they..), inverted commas for speech and fronted adverbials |
| I am increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally                                    |                                                                                                                 |
| I maintain positive attitudes to reading and understanding what has been read by reading for a range of purposes                                                             |                                                                                                                 |
| I ask questions to improve my understanding of a text                                                                                                                        |                                                                                                                 |
| I can identify main ideas drawn from more than one paragraph and summarising these                                                                                           |                                                                                                                 |
| I make predictions about what might happen from details stated and implied                                                                                                   |                                                                                                                 |
| I can draw on inferences                                                                                                                                                     | I can infer characters' feelings/thoughts and motives from their actions using the text.                        |

|                                                                                                                                  |                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| I can identify themes and conventions in a wide range of books                                                                   |                                                                                                   |
| I prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action |                                                                                                   |
| I discuss words and phrases that capture the reader's interest and imagination                                                   |                                                                                                   |
| I recognise some different forms of poetry                                                                                       | Free verse, rhyming, shape poems, narrative                                                       |
| I can check the text makes sense to me.                                                                                          | I discuss what I understand and explain the meaning of words in context of the book I am reading. |

## Year 3 and 4 Common Exception Words

|              |           |           |            |           |           |              |            |           |           |
|--------------|-----------|-----------|------------|-----------|-----------|--------------|------------|-----------|-----------|
| <b>Aa</b>    | breath    | consider  | enough     | group     | island    | natural      | popular    | <b>Rr</b> | surprise  |
| accident     | breathe   | continue  | exercise   | guard     | <b>Kk</b> | naughty      | position   | recent    | <b>Tt</b> |
| accidentally | build     | <b>Dd</b> | experience | guide     | knowledge | notice       | possess    | regular   | therefore |
| actual       | busy      | decide    | extreme    | <b>Hh</b> | <b>Ll</b> | <b>Oo</b>    | possession | reign     | though    |
| actually     | business  | describe  | <b>Ff</b>  | heard     | learn     | occasion     | possible   | remember  | thought   |
| address      | <b>Cc</b> | different | famous     | heart     | length    | occasionally | potatoes   | <b>Ss</b> | through   |
| although     | calendar  | difficult | favourite  | height    | library   | often        | pressure   | sentence  | <b>Vv</b> |
| answer       | caught    | disappear | February   | history   | <b>Mm</b> | opposite     | probably   | separate  | various   |
| appear       | centre    | <b>Ee</b> | forward    | <b>Ii</b> | material  | ordinary     | promise    | special   | <b>Ww</b> |
| arrive       | century   | early     | forwards   | imagine   | medicine  | <b>Pp</b>    | purpose    | straight  | weight    |
| <b>Bb</b>    | certain   | earth     | fruit      | increase  | mention   | particular   | <b>Qq</b>  | strange   | woman     |
| believe      | circle    | eight     | <b>Gg</b>  | important | minute    | peculiar     | quarter    | strength  | women     |
| bicycle      | complete  | eighth    | grammar    | interest  | <b>Nn</b> | perhaps      | question   | suppose   |           |

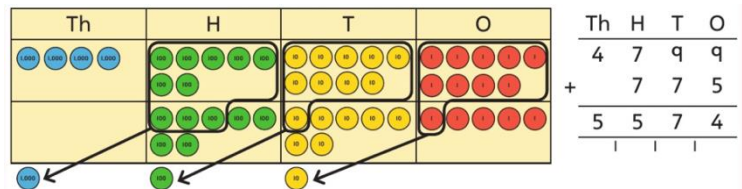


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# Year Four Maths

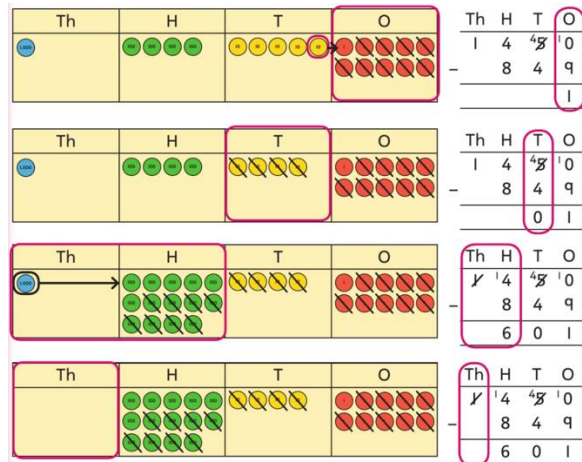
By the end of Year Four, children should be able to use the following skills in Maths:

| Objective                                                                                                                                                                                                                                                                                                                                 | Example:                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Number and Place Value</b>                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Vocabulary</b><br>thousand, ten thousand, 4-digit number, thousand more/less than, round (to nearest), decimal (places), tenths, hundredths, positive/negative integers, count through zero, above zero, below zero, minus, Roman numerals I to C, consecutive, next, multiple of six, seven..., sixes, sevens, nines, twenty-fives... |                                                                                                                                                                                                                                                                                                                                                     |
| I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones).                                                                                                                                                                                                                                   | $2311 = 2000 + 300 + 10 + 1$<br>                                                                                                                                                                                                                                                                                                                    |
| I can compare and order numbers beyond 1000.                                                                                                                                                                                                                                                                                              | $3543 > 3456$ 3543 is greater than 3456<br>                                                                                                                                                                                                                                                                                                         |
| I can find 1000 more or less than a given number.                                                                                                                                                                                                                                                                                         | $1000 \text{ more than } 8980 \text{ is } 9080.$ $1000 \text{ less than } 8980 \text{ is } 7980.$<br>                                                                                                                                                                                                                                               |
| I can round to the nearest 10, 100 and 1000.                                                                                                                                                                                                                                                                                              | <p>When rounding to the nearest 10, look at the ones digit.<br/>           When rounding to the nearest 100, look at the tens digit.<br/>           When rounding to the nearest 1000, look at the hundreds digit.<br/>           Less than 5 round down, 5 or more round up.</p> <p><math>5160</math> rounded to the nearest thousand is 5000.</p> |
| I can count in multiples of 1000, 6, 7, 9, 25.                                                                                                                                                                                                                                                                                            | $0, 1000, 2000, 3000, 4000...$<br>$0, 6, 12, 18, 24...$<br>$0, 9, 18, 27, 36...$<br>$0, 7, 14, 21, 28...$<br>$0, 25, 50, 75, 100, 125...$                                                                                                                                                                                                           |
| <b>Addition and Subtraction</b>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Vocabulary</b><br>inverse,                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                     |
| I can add and subtract numbers with up to four digits, using formal written methods of columnar addition and subtraction where appropriate.                                                                                                                                                                                               | $4799 + 775 = 5574$                                                                                                                                                                                                                                                                                                                                 |



$$1450 - 849 = 601.$$

There will be two exchanges.



## Multiplication and Division

### Vocabulary

Multiplication facts (up to  $12 \times 12$ ), division facts, inverse, derive, square, squared

I can recall multiplication and division facts up to  $12 \times 12$ .

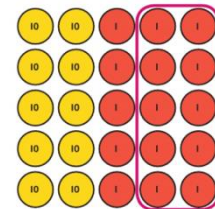
See multiplication grid

I can multiply two-digit and three-digit numbers by one-digit numbers using formal written layout.

$$23 \times 5 = 115$$

$$\begin{array}{r} 23 \\ \times 5 \\ \hline 115 \end{array}$$

$$\begin{array}{r} 23 \\ \times 5 \\ \hline 115 \end{array}$$



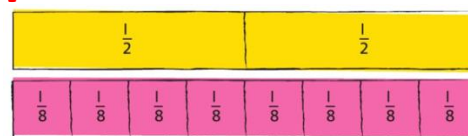
## Fractions

### Vocabulary

Equivalent decimals and fractions, tenths, hundredths, decimal, decimal point, decimal place, decimal equivalent, proportion

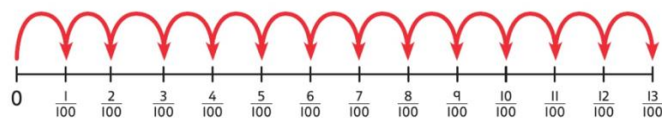
I can recognise and show, using diagrams families of common equivalent fractions.

$\frac{1}{2}$  is the same as  $\frac{4}{8}$

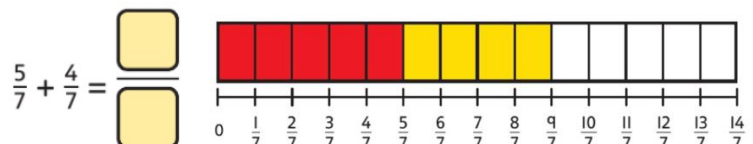


See fraction wall

I can count up and down in hundredths.



I can add and subtract fractions with the same denominator.

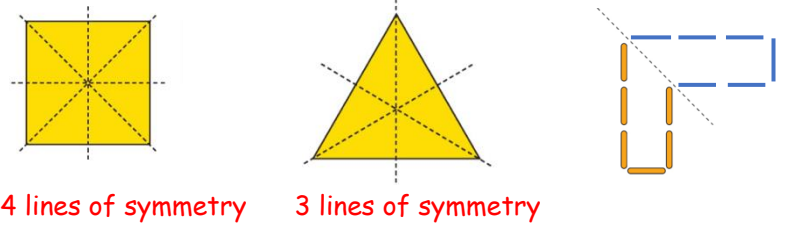


I can solve simple measure and money problems involving fractions and decimals to 2dp.

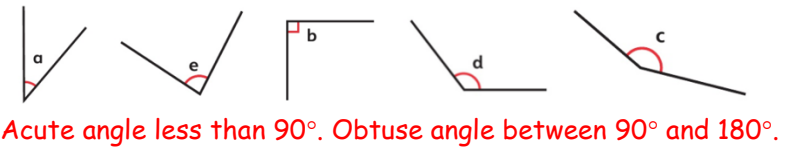
What is the total cost of these items?



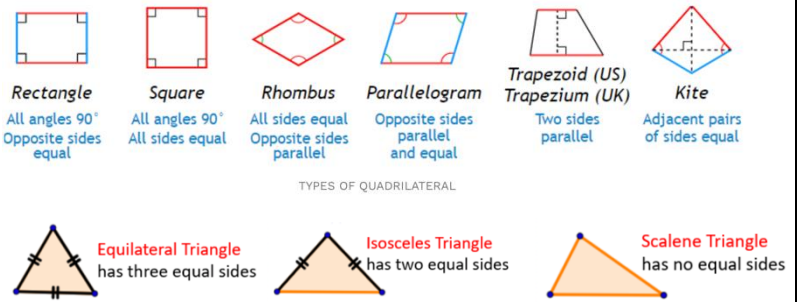
I can identify lines of symmetry in 2-D shapes presented in different orientations.



I can identify acute and obtuse angles and compare and order angles up to two right angles by size.



I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.



## Statistics

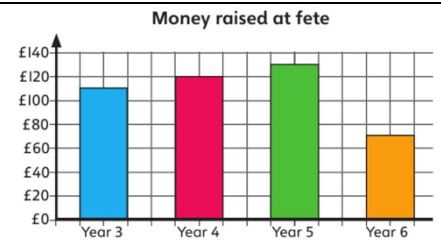
### Vocabulary

continuous data, line graph, X-axis, Y-axis

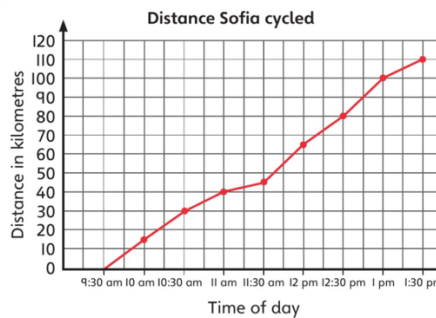
I can solve comparisons, sum and difference problems using more complex graphs.

How much more money did Y5 raise than Y4?

How much money did Y3 and Y6 raise in total?



I can interpret and present continuous data using appropriate graphical methods and time graphs.



### General Vocabulary

Justify, make a statement

Explain why... I wonder why... How do you know...? What will happen if...? How will you know...? How can we find out...? Can you describe...? Convince me... Is there another way...? What makes you think that...? What do you notice? What is the same? What is different?

# Multiplication Square

| ×  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| 1  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
| 2  | 2  | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18  | 20  | 22  | 24  |
| 3  | 3  | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27  | 30  | 33  | 36  |
| 4  | 4  | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36  | 40  | 44  | 48  |
| 5  | 5  | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45  | 50  | 55  | 60  |
| 6  | 6  | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54  | 60  | 66  | 72  |
| 7  | 7  | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63  | 70  | 77  | 84  |
| 8  | 8  | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72  | 80  | 88  | 96  |
| 9  | 9  | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81  | 90  | 99  | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90  | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99  | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

# Fractions Wall

