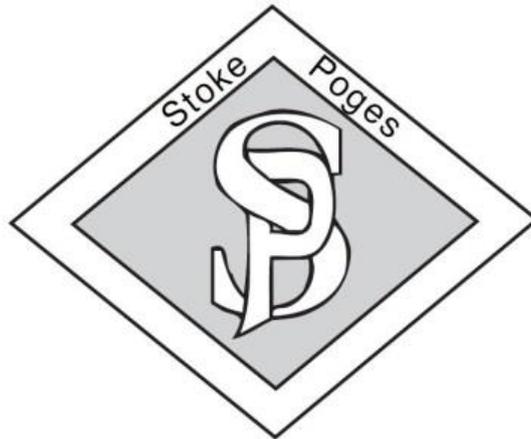# The Stoke Poges School

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 must meet in order to ensure continued progress.

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 child 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.

Mathematics

Using and Applying
- I can solve one and two-step problems involving numbers, money or measures, including time
- I can suggest a line of enquiry and the strategy needed to pursue it

Number and Place Value
- I can count in multiples of 6, 7, 9, 25 and 1000
- I can find 1000 more or less than a given number
- I can count backwards through zero to include negative numbers
- I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)
- I can order and compare numbers beyond 1000
- I can round any number to the nearest 10, 100 or 1000
- I can read Roman numerals to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value

Addition and subtraction
- I can add and subject numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- I can estimate and use inverse operations to check answers to a calculation
- I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Multiplication and Division
- I can recall multiplication and division facts for times tables to 12 x 12
- I can use place value and number facts to multiply and divide mentally, including multiplying by 1 and 0 and dividing by , and multiplying together 3 numbers
- I can use factor pairs in mental calculations
- I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- I can solve problems involving multiplication and addition, including using the distributive law e.g. 3 x (12 + 14) = 3 x 12 + 3 x 14

Fractions, Decimals, Percentages, Ratio and Proportion
- I can recognise and show, using diagrams, families of common equivalent fractions
- I can count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten.
- I can add and subtract fractions with the same denominator
- I can recognise and write decimal equivalents of any number of tenths or hundredths
- I can recognise and write decimal equivalents to ¼, ½ and ¾
- I can divide one and two digit numbers by 10 and 100 and can explain the effect this has on place value
- I can round decimals using tenths to the nearest whole number
- I can compare numbers with the same number of decimal places up to two decimal places

Statistics
- I can solve problems using information presented in bar charts, pictograms, tables and other graphs

Geometry
- I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- I can identify acute and obtuse angles
- I can compare and order angles up to two right angles by size
- I can identify lines of symmetry in 2D shapes presented in different orientations
- I can complete a simple symmetric figure with respect to a specific line of symmetry
- I can describe positions of a 2D grid as coordinates in the first quadrant
- I can describe movements between positions as translations of a given unit to the left/right and up/down

- I can plot specified points and draw sides to complete a given polygon

<u>Measures</u>

- I can convert between different units of measure (e.g. Km to m, hours to minutes)
- I can measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m
- I can find the area of rectilinear shapes by counting squares
- I can estimate, compare and calculate different measures, including money in £ and p
- I can read, write and convert time between analogue and digital 12 and 24-hour clocks
- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

<u>Reading</u>

Word Reading:
- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ious
- I can read further exception words, noting the unusual correspondences between spelling and sound.

Comprehension:
- I have a positive attitude to reading
- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks
- I can discuss words and phrases that excite me in the books that I read
- I can use dictionaries to check the meaning of words that I have read
- I can check that the text makes sense to me, by discussing my understanding and explaining the meaning of words in context
- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions
- I can justify inferences with evidence
- I can predict what might happen from details stated and implied
- I can identify main ideas drawn from more than one paragraph and summarise these
- I can retrieve and record information from non-fiction over a wide range of subjects

Speaking and listening
- I can show that I understand the main points and the details in a discussion
- I can justify an answer by giving evidence

<u>Writing</u>

Spelling:
- I can place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children')
- I can recognise and spell homophones.
- I can use the first two or three letters of a word to check a spelling in a dictionary.
- I can spell the commonly mis-spelt words from the Y3/4 word list.

Handwriting:
- I can use the diagonal and horizontal strokes that are needed to join letters.
- I understand which letters should be left unjoined.
- My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Composition
- I can plan my writing by discussing and recording ideas
- I can draft and organise paragraphs around a theme
- I can draft and write narratives: creating settings, characters and plot with consideration for the audience and purpose
- I can draft and write non-narrative material, using simple organisational devices (e.g. headings and sub-headings)
- I can proof read for spelling and punctuation errors – including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials

Grammar, vocabulary and punctuation
- I can use standard English for verb inflections instead of local spoken forms e.g. we were instead of we was
- I can use fronted adverbials e.g. Later that day, I heard the bad news
- I can use paragraphs to organise ideas around a theme
- I can make the appropriate choice of pronouns or noun, within and across sentences, to aid cohesion and avoid repetition
- I can use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, and punctuation within inverted commas