

Maths

Number – number and place value

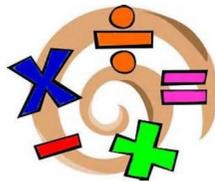
I can:

- count in multiples of 6, 7, 9, 25 and 1000;
- count backwards through zero to include negative numbers;
- recognise, order and compare numbers beyond 1000;
- round any number to the nearest 10, 100 or 1000.

Number – addition and subtraction

I can:

- use column addition and subtraction with numbers up to four digits;
- solve addition and subtraction two-step problems, deciding which operations and methods to use and why.



Number – addition and subtraction

I can:

- recall multiplication and division facts for tables up to 12×12 ;
- work out $TU \times U$ and $HTU \times U$ using a formal written layout.

Statistics

I can:

- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Number – fractions

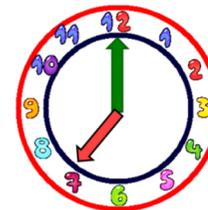
I can:

- recognise and show, using diagrams, common equivalent fractions;
- count forwards and backwards in hundredths and know that hundredths arise when dividing an object by one hundred and dividing tenths by ten;
- solve problems involving non-unit fractions to calculate quantities, and fractions (including non-unit fractions) to divide quantities;
- divide a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths;
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement

I can:

- convert between different units of measure [for example, kilometre to metre; hour to minute];
- read, write and convert time between analogue and digital 12- and 24-hour clocks.



Geometry

I can:

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes;
- identify lines of symmetry in 2-D shapes presented in different orientations.
- plot specified points and draw sides to complete a given polygon.

End Of Year Expectations



Year 4

Reading

- I can apply my growing knowledge of root words, prefixes (in-, im-, il-, anti- ir-, inter-, un-, re-, dis-) and suffixes (-tion, -sion, -ly,);
- I can identify themes and conventions in a wide range of books;
- I can check that the text makes sense to me and show my understanding of what I have read;
- I can explain the meaning of words.
- I can infer characters' feelings from their actions, and use evidence from the text;
- I can identify main ideas drawn from more than one paragraph and summarise these;
- I can find and record information from non-fiction books using my own words;
- I can listen to and discuss a range of fiction, poetry, non-fiction and reference books expressing my opinions, views and preferences.



Writing

Writing – Composition

- I can organise paragraphs around a theme;
- I can create descriptive settings, characters and plot in my narrative writing.
- I can use organisational devices (e.g. headings and sub-headings) in non-fiction writing;
- I can proof-read for spelling and punctuation errors.

Spelling

- I can use prefixes and suffixes from my reading list appropriately;
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.



Writing—Vocabulary, Grammar and Punctuation

- I can use nouns and pronouns to avoid repeating myself;
- I can use fronted adverbials (e.g. “Suddenly”, “At the park”, “Without”, “Every week”, “At last”);
- I can use and fully punctuate direct speech;
- I can use apostrophes to show singular possession (e.g. Julie’s bag, Tim’s hat);
- and plural possession (e.g. girls’ changing room, teachers’ staffroom);
- I can use more than one clause and link them together using a range of conjunctions including “when”, “if”, “because”, “although”.

Handwriting

- My joined handwriting has become more readable. It is more regular and even in size and I position the letters accurately.