

# Knights Templar

## Community Church School



*Work at it with all your heart*

### Year 4 Expectations

*This booklet provides information for parents and 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 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 class teacher.*

### **Reading**

- I can give a personal point of view on a text.*
- I can re-explain a text with confidence.*
- I can justify inferences with evidence, predicting what might happen from details stated or implied.*
- I can use appropriate voices for characters within a story.*
- I can recognise apostrophes for possession (plural).*
- I can identify how sentence types can be changed by altering word order, tenses, adding/deleting words or amending punctuation.*
- I can explain why a writer has used different sentence types or a particular word order and the effect it has created.*
- I can skim and scan to locate information and/or answer a question.*
- I can focus on a book during independent reading time.*



*Going online with me and read or print off a web page that interests me. Carrying a book or comic in your bag to share when we are out and about: in the car, on the bus, train, etc.*

*Listening with your eyes as well as your ears – giving me your full attention as I talk or read to you. Tell me one thing you really enjoyed about my reading.*

## Writing



- I can vary sentence structure, using different openers.
- I can use adjectival phrases (e.g. biting cold wind).
- I can use appropriate choices of nouns or pronouns.
- I can use apostrophes for plural possession.
- I can use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- I can use commas to mark clauses.
- I can use inverted commas and other punctuation to punctuate direct speech.
  - I can use paragraphs to organise ideas.
  - I can use connecting adverbs to link paragraphs.
  - I can write with increasing legibility, consistency and fluency.
  - I can focus on a writing task for longer than 30 minutes.

Find everyday opportunities for me to practice my writing skills because this will help develop my skills and love for writing.

Help me to use my reading to support me as a writer, for example, ask me to look at how a writer I like uses varied sentences or organises paragraphs.

Help me with family writing projects: holiday letter writing, scrapbooks and photo albums. Keep souvenirs of our family activities in an album. Ask me to help you write in dates and captions. Leave notes or reminders for each other.

## Maths

- I know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100

- I recognise the place value of each digit in a four digit number, and am able to partition in a variety of ways
- I understand the location of any four-digit number in the number system, including identifying the previous and next 1,000 and 100, and rounding to the nearest of each
- I can divide 1,000 into 2, 4, 5 and 10 equal parts and read scales in multiples of 1,000 with 2, 4, 5 and 10 equal parts
- I can recall multiplication and division facts to 12 x 12
- I can solve division problems with remainders, e.g.  $74 \div 9 = 8 \text{ r } 2$
- I can apply place-value knowledge to know additive and multiplicative number facts (scaling facts by 100), e.g:



$$8 + 6 = 14 \text{ and } 14 - 6 = 8$$

so

$$800 + 600 = 1,400$$

$$1,400 - 600 = 800$$

$$3 \times 4 = 12 \text{ and } 12 \div 4 = 3$$

so

$$300 \times 4 = 1,200$$

$$1,200 \div 4 = 300$$

- I can multiply and divide whole numbers by 10 and 100
- I can understand where mixed numbers sit on the number system
- I can convert mixed numbers to improper fractions and vice versa
- Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers, for example:

$$\frac{7}{5} + \frac{4}{5} = \frac{11}{5}$$

$$3\frac{7}{8} - \frac{2}{8} = 3\frac{5}{8}$$

$$7\frac{2}{5} + \frac{4}{5} = 8\frac{1}{5}$$

$$8\frac{1}{5} - \frac{4}{5} = 7\frac{2}{5}$$

- I can draw polygons, specified by coordinates
- I can identify regular polygons, including equilateral triangles and squares
- I can find the perimeter of regular and irregular polygons
- I can identify the line of symmetry in 2D shapes presented in different orientations and am able to complete a pattern using symmetry

Talk about maths with me at home: whilst cooking, looking at travel timetables and planning journeys, looking at TV schedules, adding up on-line shopping bills, working out change, estimating weights, lengths, heights and ordering them, making things, estimating large numbers – how many people are in the football crowd?

Help me to tell the time on a range of clocks.

Help me to recite my times tables regularly.

