

## Mathematics

- Counts fluently forwards and backwards in multiples of 6, 7, 9, 25 and 1000. Count through zero to include negative numbers
- Recognise the place value of each digit and uses this when ordering and comparing numbers beyond 1000
- Find 1000 more or less than a given number
- Compare and order numbers with two decimal places
- Round any number to the nearest 10, 100 or 1 000
- Read and write Roman Numerals to 100.
- Solves number problems and practical problems with numbers up to and beyond 1 000
- Use a range of mental strategies for all four operations appropriate to context and within the fluency focus
- Use mental recall of multiplication facts including all tables up to 12 x 12 and quickly derives corresponding division facts
- Adds and subtracts numbers with up to four digits using the formal column method
- Multiplies two digit and three digit numbers by a one digit number using formal written layout
- Adds and subtracts fractions with the same denominator
- Recognises and writes decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  and of any number of tenths or hundredths
- Counts up and down in hundredths
- Estimates, compares and calculates different measures, including money in pounds and pence
- Reads, writes and converts between analogue and digital 12 and 24 hour clocks using am and pm where necessary
- Compares and classifies geometric shapes based on their properties and sizes. Identify their lines of symmetry.
- Measure and calculate the perimeter and area of rectilinear shapes
- Completes, reads and interprets information presented in bar charts



## Year 4

# Key Objectives

This booklet provides information for parents and carers on the key objectives taught in each year group.

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 children please talk to your child's teacher.

***The Sky's the Limit***

## Reading

- Reads aloud with intonation and expression, taking into account.
- Reads silently and then discuss what they have read.
- Uses text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).
- Skims and scans to identify key ideas in text.
- Uses knowledge of text structure to locate information.
- Quotes directly from the text to answer questions.
- Refers to the text to support opinions and predictions.
- Summarise and begins to paraphrase key ideas from across a text in their own words.
- Unpicks how a character is presented in different ways and responds to this with reference to the text.
- Recognises the different text features within a variety of mixed-genre texts.
- Identifies and discusses the various features of fiction genres (e.g. science fiction, adventure, mystery etc.).
- Explores alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.
- Begins to distinguish between fact and opinion in texts.
- Talks about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs).
- Compares the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.
- Can justify and elaborate on opinions and predictions, referring back to the text for evidence.
- Uses clues from action, description and dialogue to establish meaning.
- Reads between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act.
- Clarifies the meanings of ambitious words and/or phrases in context.

## Writing

- Descenders and ascenders in letters are the same length .
- Uses the diagonal and horizontal strokes that are needed to join letters
- Use commas after fronted adverbials, in lists and show a growing awareness of using a comma to separate a main clause and subordinate clause.
- Use apostrophes accurately for contraction/omission and possession (singular, regular and irregular plurals).
- Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: the conductor shouted, Sit down!
- Taught suffixes and prefixes are used correctly.
- Spell most common trickier homophones and near homophones correctly in writing. Spell some common tricky words e.g. mystery, myth
- Spell most Year 3 & 4 common exception words.
- Use fronted adverbials to begin sentences and sentences with more than one clause.
- Use standard English forms instead of local spoken forms e.g. we were / we was.
- Use paragraphs to organise ideas around a theme.
- Use noun phrases expanded by the addition of adjectives, nouns and preposition phrases.
- Make the appropriate choice of pronoun or noun to avoid repetition.
- Write sentences that include a rich and varied vocabulary.
- Use a draft and write process effectively to rehearse, write, correct and improve writing.
- Plan used to carefully structure writing in order to replicate and explore a specific text type (notes used to create a range of sentences).
- Very effective proof reading for spelling and grammatical errors.