



# End of Year Expectations for Year 4

(Maths, Reading, Writing & Science)

This booklet provides information for parents and carers on the end of year expectations for learners in our school. These expectations are based on the New National Curriculum and the age expected standards for the 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 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 year group staff.

More information can be found at:

School website: <http://www.town-farm.surrey.sch.uk/>

DFE website: <https://www.gov.uk/government/collections/national-curriculum>



## **Maths**

*'Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.'*

*The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage.*

*Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.'*

*National Curriculum for Mathematics*

***By the end of year 4, children will apply their understanding of maths to solve a wide variety of problems with more than one step and be expected to prove their thinking through pictures, jottings and conversations. They will continue to make connections between different areas of maths and ask their own questions, working in an organised way to find solutions which help them identify common patterns or any errors more easily.***

Some examples:

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1000. Compare and orders numbers with 2 decimal places.
- Read Roman numerals to 100.
- Find 1000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 & 1000. Recall and use multiplication & division facts of all tables to 12 x 12 in readiness for the Multiplication Tables Check in June.
- Recognise place value of any 4-digit number.
- Round any number to the nearest 10, 100 or 1000. Round decimals with 1dp to nearest whole number.
- Solve number and practical problems that involve all of the above.
- Add & subtract numbers up to 4-digits using efficient written method (column) and numbers with up to 1 decimal place.



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- Multiply 2-digit by 1-digit and 3-digit by 1-digit. Divide 3-digit by 1-digit.
  - Count up/down in hundredths. Write equivalent fractions and decimals. Add and subtract fractions with the same denominator.
  - Read, write and convert time between analogue and digital 12 & 24 hour clocks.
  - Measure and calculate the perimeter and area of simple shapes.
  - Identify acute and obtuse angles. Compare and order angles.
  - Interpret and present data using graphs.



## **Reading**

*'English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'*

*National Curriculum for English*

***The Year 4 reader now reads books that demand sustained reading. The children should be able to read accurately and at a speed that is sufficient for the children to focus upon understanding rather than decoding individual words. The settings of books will be less familiar to the children and could be set in different times, places or cultural contexts. Year 4 readers will be able to appreciate that settings will influence character behaviour or shed light upon their mood or predicament.***

Some examples:

- Give a personal point of view on a text.
- Can re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Skims and scans to locate information and/or answer a question.



## Writing

*The Year 4 writer is beginning to develop their understanding of the effect of their writing upon their readers. They will include descriptive detail to evoke a setting or atmosphere and will choose vivid, specific vocabulary and nouns; adjectives; expanded noun phrases and figurative language (including both simile and metaphor); along with a range of sentence structures. The sequence of their writing will be clear as they will use appropriate conjunctions and adverbials to show how one event leads to another. Their writing will include character descriptions designed to provoke sympathy or dislike in the reader. The Year 4 writer will be able to organise or categorise information based upon notes that they have collated or collected from a range of different sources. They will use techniques which directly engage or directly address their readers including simple psychology to appeal to their readers' judgements (e.g. 'Everyone knows that...'; 'Nine out of ten people agree that...'; 'You'd be foolish not to sign up'.) Year 4 writers will also compose memorable or alliterative slogans (e.g. 'Happy Holidays at Hazel House'). The Year 4 writer is able to evaluate the effectiveness of their own and others' writing and suggests appropriate improvements.*

Some examples:

- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Appropriate choice of noun or pronoun.
- Apostrophe for singular and plural possession.
- Comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use paragraphs to organise writing.
- Use connectives to link paragraphs.
- Legible, joined handwriting of consistent quality.
- Use correct standard English forms of verb agreements e.g. 'we were' instead of 'we was'.





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## **Science**

### Living Things and their habitats

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

### Animals, including Humans

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

### States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

### Sound

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it



- Recognise that sounds get fainter as the distance from the sound source increases.

### Electricity

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- Recognise some common conductors and insulators, and associate metals with being good conductors.