

Speaking and Listening

In relation to talking to others

Adapt talk to suit specific audience, e.g. younger children or adults.

Give listeners/partners clear reasons or evidence for their views.

Speak with good diction so that the audience can hear clearly what is said.

Give listeners enough detail to communicate meaning clearly.

In relation to talking with others

Be happy to attempt different roles and responsibilities, according to what is needed.

Be able to discuss ways of making use of what they have learnt from a discussion, presentation or broadcast.

Explain how the group discussion arrived at an agreed view in relation to the aim of the task.

Make thoughtful use of the resources available to develop and illustrate ideas in discussion.



Reading

Be familiar with words which begin with 'silent letters'.

Retell the story and show a good grasp of the main points of a text.

Make sensible predictions about what is likely to happen in the story.

Be familiar with most phonic blends that start words and with the common word endings.

Be happy to have a go at reading aloud in different contexts.

Be able to use appropriate voices for characters and adopt a story-telling voice when needed.

Develop the depth and breadth of their reading to become independent, fluent and enthusiastic readers who read widely and frequently.

Identify recurring themes and elements in literature.

Learn poetry by heart.

Develop their understanding and enjoyment of reading stories and poetry and learning to read.

Writing

Vary sentence structure by use of phrases and clauses.

Example

Sarah, who was late for the bus, ran quickly along the busy road. Sarah ran along the busy road.

Use connectives to link paragraphs.

Example

To begin with.....Secondly.....After that.....Finally

Consistently use first and third person correctly.

Example

The day at the seaside was a real success and everyone was tired. "I might have a nap on the way home," yawned Emily to her brother.

Use commas to mark clauses.

Example

Jim usually gets on with everybody, he is an understanding person.

Use apostrophes for possession.

Example

The boy's shoes were under the table.

Punctuate direct speech accurately.

Example

"Quick! Run!" shouted Emily to her friend.

Write for a range of real purposes and understand

Write for a range of real purposes and understand the skills and processes essential to writing e.g. thinking out loud, drafting and re-drafting.

Start to know about the differences between standard and non-standard English.

Maths

Read, write and order numbers to 10,000, and know value of each digit.

Recognise place value in a 4-digit number.

Read and write negative numbers; read Roman numerals to 100 and understand that Hindu-Arabic numerals introduced the concept of zero and place value.

Pupils add and subtract numbers using formal written methods with up to 4 digits; accurately add and subtract numbers mentally including two 2-digit numbers; estimate, within a range, the answer to a calculation and use inverse operations to check answers. Know by heart all times tables to 12x12 (and division facts).

Multiply and divide 2 and 3 digit numbers by a one-digit number, interpret remainders as integers

Mentally multiply and divide up to three digit numbers.

Recognise and use factor pairs to 144.

Round numbers (up to 3 digits) to nearest 10 or 100.

Multiply and divide 2 digit numbers by 10 or 100.

Divide (up to 4 digits) numbers by 10 or 100.

Multiply and divide numbers up to 100 by 2, 3, 4 or 5 and find remainders.

Identify pairs of fractions that total 1.

Pupils find equivalent fractions of one with a denominator not more than 12; reduce them to their simplest form; add and subtract two fractions with common denominators and one whole.

Maths Continued

Ensure pupils are taught decimal notation and vocabulary, including in the context of measurements. Ensure pupils are taught to make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places.

Ensure pupils' understanding of decimal place value is extended to tenths and then hundredths. This will prepare them for Year 5 when they are taught how to relate the decimal notation to division of 2-digit numbers by 10 and later 100, and to the groups of fractions for $1/10$ and later $1/100$.

Tell time to nearest minute and use a simple timetable.

Change pounds to pence and centimetres to metres, and vice versa.

Pick out shapes with similar features, e.g. shapes with sides the same length, or with right angles, or symmetrical shapes.

Identify acute and obtuse angles. Ensure pupils draw a pair of labelled axes in one quadrant and regularly read, write and use pairs of coordinates, e.g. (2, 5).

Ensure pupils regularly practise recognising line symmetry in a variety of diagrams. Exclude rotational symmetry. Pupils are introduced to area, initially by counting squares (e.g. cm² squares) and later using perimeter measurements to calculate areas.

Use +, -, x, ÷ to solve problems and decide whether it is best to calculate in their head or on paper.

Continue reading, interpreting and solving problems using information in bar graphs.



Basic Skills for
Maths and English



Year 4