

# BOURNEBROOK C OF E PRIMARY SCHOOL

Let all that you do,  
be done in love.



## YEAR FOUR EXPECTATIONS

# WRITING EXPECTATIONS

End of year expectations – children work on these outcomes throughout the year, these are expectations for the end of the year.

<b>Composition</b>
Plan their writing by recording their ideas
Paragraphs are organised around a theme
In narratives, create settings, characters and plot
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, diagrams and bullet points)
Edit their work by suggesting improvements to the grammar, vocabulary or punctuation
<b>Vocabulary and Grammar</b>
Uses standard English
Noun phrases are expanded by using adjectives, nouns and prepositions
Tense is correct
Subordination (when, if, because, although) and Co-ordination (FANBOYS) connects clauses
Pronouns used for cohesion
Adverbs of time, place and manner
Prepositions express time and cause
Fronted adverbials are used and punctuated correctly
<b>Punctuation</b>
Capital letters
Full stops
Question marks
Exclamation marks
Commas for lists
Inverted commas and other punctuation to indicate direct speech
Apostrophes for contraction
Apostrophes for singular and plural possession
<b>Spelling</b>
Spell correctly most words from the Year 3 / Year 4 spelling list
Prefixes and suffixes are used and spelt correctly
Homophones are used and spelt correctly
<b>Handwriting</b>
Write legibly using some of the diagonal and horizontal strokes that are needed to join letters

## Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

# MATHS EXPECTATIONS

## Number and place value

Begin to count in multiples of 6, 7, 9, 25 and 1000 recalling the first 5 in the sequence and  $10x$

Read, write, and compare numbers up to 9999 in numerals and words and determine the value of each digit

Understand how negative numbers are used in everyday life

Round any number to the nearest 10 or 100.

Solve number and practical problems

that involve some of the above and with increasingly large positive numbers

Know the key Roman numerals up to 100 (I=1, X=10, L=50 and C=100)

## Addition and Subtraction

Add and begin to subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

Use inverse operations to check answers to a calculation with numbers up to 4 digits.

Begin to solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

## Multiplication and division

Recall and use multiplication and division facts for the all times tables 1-12

Use place value, known and derive facts for 2,3,4,5,6,8,9,10 and 11 including multiplying by 0 and 1; dividing by 1; multiplying together three numbers

Recognise some numbers have different numbers of factors.

Find factor pairs for increasingly larger numbers

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Solve problems involving multiplying and adding, including using the distributive laws to multiply two digit numbers by one digit number.

Solve scaling problems using multiplication and division

## Fractions

Recognise and show, using diagrams, families of equivalent fractions for  $\frac{1}{2}$  and  $\frac{1}{4}$

Count up in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Find the effect of dividing a one- or two-digit number by 10, identifying the value of the digits in the answer as ones and tenths.

Understand what two decimal places mean.

Solve problems involving fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

Add fractions with the same denominator beyond one whole

Recognise and write decimal equivalents of any number of tenths

Recognise and write decimal equivalent to  $\frac{1}{2}$  and  $\frac{1}{4}$

Compare numbers with the same number of decimal places up to one decimal place

Solve simple measure and money problems involving fractions and decimals to one decimal place.

## Measurement

Begin to experience a wider range of conversions for measure and time

Calculate the perimeter of simple 2-D shapes with support

Make different shapes using squares and record solutions on squared paper; begin to associate these diagrams with area

Begin to estimate different measures, including money in pounds and pence with support

Begin to convert time between analogue and digital 12- and 24-hour clocks with support

Solve simple problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

## Geometry- shape and space

Compare and classify geometric shapes, based on their properties and sizes with support

Confidently identify whether an angle is less or greater than a right angle and begin to use the language of acute and obtuse when prompted

Identify lines of symmetry in 2-D shapes presented in different orientations when prompted

Confidently complete a simple symmetric figure with respect to a horizontal or vertical line of symmetry and begin to complete figures with a specific line of symmetry

## Geometry- Position and Direction

Describe positions on a 2-D grid as coordinates in the first quadrant describe movements and begin to use correct notation when prompted

Plot specified points with increasing confidence

## Statistics

Begin to interpret and present data using time graphs

Begin to solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs with support