

## Year 4 English Objectives 2019–20

<b>English – Guided Reading and Reading Across the Curriculum</b>	<p><b>Reading – word reading</b> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><b>Reading – comprehension</b> develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader’s interest and imagination</li> <li>• recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
<b>English- Writing</b>	<p><b>Handwriting</b> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p> <p><b>Writing – composition</b> plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others’ writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>

	<p><b>Writing – vocabulary, grammar and punctuation</b>  develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>		
<p><b>English – Spelling NNS</b></p>	<p><b>Revisit:</b> Strategies at the point of writing: Have a go</p> <p><b>Rare GPCs</b>  Revise:</p> <ul style="list-style-type: none"> <li>• The /eɪ/ sound spelt 'ei', 'eigh', or 'ey'</li> <li>• The /ʃ/ sound spelt 'ch'</li> <li>• The /ʌ/ sound spelt 'ou' (all from Year 3)</li> </ul> <p><b>Word endings:</b> Words ending /ʊrə/ (<i>treasure, measure</i>)</p> <p><b>Prefixes and Suffixes</b></p> <ul style="list-style-type: none"> <li>• Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</li> </ul> <p><b>Homophones:</b> <i>peace/piece, main/mane, fair/fare</i></p> <p><b>Apostrophe:</b> Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</p> <p>Learn words from the Years 3 and 4 word list.  (Suggest an average of 5 or 6 words each term.)</p>	<p><b>Revisit:</b> Year 3 rare GPCs</p> <p><b>Rare GPCs:</b> The /g/ sound spelt 'gu'</p> <p><b>Word endings:</b> Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>)</p> <p>Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p><b>Prefixes and Suffixes:</b>  Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p><b>Homophones:</b> <i>scene/seen, male/mail, bawl/ball</i></p> <p><b>Apostrophe:</b> Revise contractions from Year 2  Possessive apostrophe with plurals</p> <p>Learn words from the Years 3 and 4 word list.  (Suggest an average of 5 or 6 words each term.)</p>	<p><b>Revisit:</b> Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed.</p> <p><b>Rare GPCs:</b> Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p><b>Word endings:</b> Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p> <p><b>Prefixes and Suffixes:</b>  Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'</p> <p>Suffix '-ous' (<i>poisonous, outrageous</i>)</p> <p><b>Homophones:</b> <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p> <p><b>Apostrophe:</b>  Apostrophe for possession, including singular and plural  Revise contractions from Year 2 and plural apostrophe rules</p> <p>Learn words from the Years 3 and 4 word list.  (Suggest an average of 5 or 6 words each term.)</p>

## Year 4 Maths Objectives 2019-20

### **Number – number and place value**

count in multiples of 6, 7, 9, 25 and 1000  
find 1000 more or less than a given number  
count backwards through zero to include negative numbers  
recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)  
order and compare numbers beyond 1000  
identify, represent and estimate numbers using different representations  
round any number to the nearest 10, 100 or 1000  
solve number and practical problems that involve all of the above and with increasingly large positive numbers  
read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value

### **Number – addition and subtraction**

add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate  
estimate and use inverse operations to check answers to a calculation  
solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

### **Number – multiplication and division**

recall multiplication and division facts for multiplication tables up to  $12 \times 12$   
use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers  
recognise and use factor pairs and commutativity in mental calculations  
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 law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

### **Number – fractions (including decimals)**

recognise and show, using diagrams, families of common equivalent fractions  
count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.  
solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number  
add and subtract fractions with the same denominator  
recognise and write decimal equivalents of any number of tenths or hundredths  
recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$   
find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths  
round decimals with one decimal place to the nearest whole number  
compare numbers with the same number of decimal places up to two decimal places  
solve simple measure and money problems involving fractions and decimals to two decimal places

### **Measurement**

convert between different units of measure [for example, kilometre to metre; hour to minute]  
measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres  
find the area of rectilinear shapes by counting squares  
estimate, compare and calculate different measures, including money in pounds and pence  
read, write and convert time between analogue and digital 12- and 24-hour clocks  
solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

**Geometry – properties of shapes**

compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

identify acute and obtuse angles and compare and order angles up to two right angles by size

identify lines of symmetry in 2-D shapes presented in different orientations

complete a simple symmetric figure with respect to a specific line of symmetry

**Geometry – position and direction**

describe positions on a 2-D grid as coordinates in the first quadrant; describe movements between positions as translations of a given unit to the left/right and up/down

plot specified points and draw sides to complete a given polygon

**Statistics**

interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

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