

# Maths

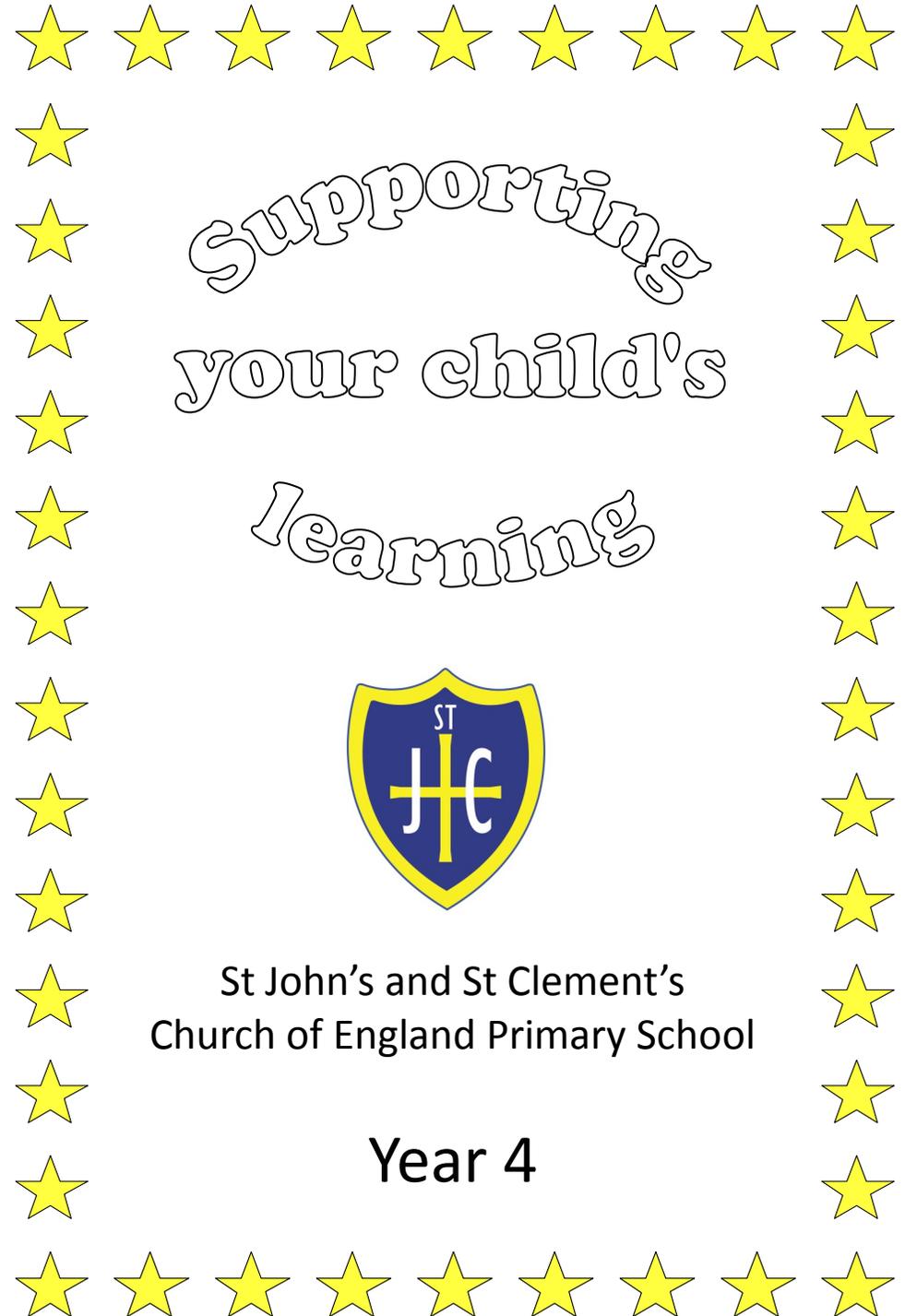
By the end of the year, Year 4 children should be able to;

- Read and write numbers to 10,000 in numerals and words
- Count in multiples of 6, 7, 9, 25 and 1000
- Count backwards through 0 to include negative whole numbers
- Say/identify the number that is ten, one hundred or one thousand more or less than a given number to 10,000
- Order and compare numbers within 10,000
- Round four-digit numbers to the nearest 10, 100 or 1000
- Consistently recognise the place value of each digit in a four-digit number, including zero as a place holder
- Mentally add a three-digit number and a four-digit number, including the use of jottings such as a number line
- Mentally subtract a three-digit number from a three-digit or four-digit number (including the use of jottings such as a number line)
- Recall and use most multiplication facts for all times tables up to 12 x 12
- Recall and use most division facts for all times tables up to 12 x 12
- Find unit and non-unit fractions of numbers and quantities
- Use the relationship between metric units of measure to convert confidently, e.g. between centimetres and metres, litres and millilitres
- Estimate, compare and calculate different measures including money in pounds and pence
- Read, write and convert time between analogue and digital time
- Read, write and convert time between 12 and 24 hour clocks



In order to develop into a **confident mathematician**, your child should also be focusing on;

- Solving addition and subtraction two-step word problems (including simple money and measure problems) – with up to two decimal places
- Solving number problems and puzzles
- Solving problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days



Supporting  
your child's  
learning



St John's and St Clement's  
Church of England Primary School

Year 4

Dear Parents and Carers,

We hope you will find this leaflet helpful. It aims to provide some guidelines for what your child should be achieving by the end of the academic year.

Should you have any specific questions or comments, please do not hesitate to speak to your child's class teacher.

# Reading

**Encourage your child** to read a wide range of text from story books to comics, magazines to recipe books, newspaper and leaflets. They may read on electronic devices if this motivates them!

Listening to books on CD, while following the book, is a way to encourage them to try more challenging texts.

**By the end of the year**, Year 4 children should be able to;

- When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads age related texts with confidence and fluency for an increasing period of time.
- Read a book and explain, giving reasons, what they like and dislike.
- Draw inferences such as inferring characters' feelings and thoughts from their actions.
- Make predictions based on their own experience and some knowledge of the text.
- Use dictionaries accurately to check the meaning of words they have read.
- Use non-fiction texts to retrieve and record answers to specific questions.
- Re-tell well known stories, or stories with familiar formats.
- Identify key details that support main ideas, and uses them to summarise content from a paragraph.



If your child is a **confident and able reader**, they will be able to;

- Discuss their reading preferences and offer suggestions on what would be appropriate for other children their own age.
- Read fluently for a sustained amount of time.

# Writing

**Encourage your child** to complete a range of writing at home, from stories and poems to instructions, shopping lists, descriptions and information writing. Allow them to use a wide range of pens, pencils and paper to develop their creativity in writing.

**By the end of the year**, Year 4 children should be able to;

- Produce an increasingly wide variety of written pieces of narrative, non-fiction and poetry with a clear understanding of audience
- Start to make some deliberate choices of vocabulary and use an increasing range of sentence structures,
- Proof-read for errors making amendments where needed
- 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.
- Use the standard English forms for verb inflections instead of local spoken forms e.g. *we were* instead of *we was*, or *I did* instead of *I done*
- Use pronouns to avoid repetition of nouns.
- Make sure their sentences about similar topics are mostly grouped together in simple paragraphs in fiction and non-fiction.
- Use some organisational devices in non-narrative writing, e.g. sub-headings.
- Use a range of punctuation correctly, including full stops, commas to separate items in lists, exclamation and question marks and apostrophes for contractions
- Place the apostrophe correctly in nouns with irregular plurals, e.g. children's.
  - Write legibly, consistently and with increasing quality



If your child is a **confident and able writer**, they should

- Demonstrate an increasing command of vocabulary and use a controlled range of appropriate language that show a 'writer's