



## End of Year expectations for Year 4 (Maths, Reading, Writing and 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 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 Mrs Whitaker or Miss Richardson.

## Maths

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1000. Compare and order 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 and 1000. Recall and use multiplication and division facts of all tables to  $12 \times 12$ .
- Recognise place value of any 4-digit number.
- Round any number to the nearest 10, 100 or 1000. Round decimals with 1 decimal place to the nearest whole number.
- Solve number and practical problems that involve all of the above.
- Add and subtract numbers up to 4-digits using efficient written method (column) and numbers with up to 1 decimal place.
- Multiply 2-digit by 1-digit and 3-digit by 1-digit. Divide 3-digit by 1-digit.
- Count up and down in hundredths. Write equivalent fractions. 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.

## Reading

- 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

- 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 some fantastic news).
- Use commas to mark clauses.
- Use connectives to link paragraphs.
- Legible, joined handwriting of consistent quality.

## **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 ( $^{\circ}\text{C}$ ).
- 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.