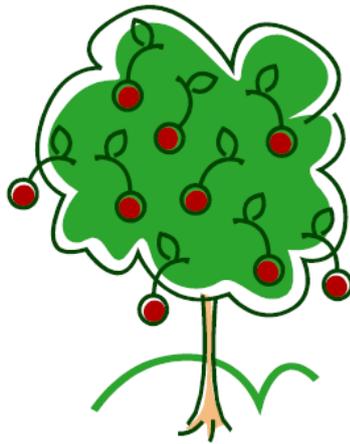


Cherry Orchard Primary School



Year 4 Expectations

The National Curriculum for all primary pupils is based on age-related expectations rather than levels. Each year group has a set of objectives that the vast majority of pupils are expected to master by the end of the year.

The only way to master these skills by the end of the year is to practise at home as well as at school. Whatever their starting point, being determined enough to work towards these goals every day is integral to your child achieving their very best.

At school, we will make sure your child gets many opportunities not only to practise the skills, but also to apply them across the curriculum to help them achieve a deeper level of learning.

Please speak to your child's class teacher if you have any queries. Thank you for your continued support.

Maths

- I can count in multiples of 6, 7, 9, 25 and 1000.
- I can count backwards to negative numbers below zero.
- I can order and compare numbers above 1000.
- I can round a number to the nearest 10, 100 or 1000.
- I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did.
- I know all my times table up to the 12 times tables.
- I can show in drawings why a number of fractions equal each other (such as $\frac{3}{5}$ and $\frac{6}{10}$) and are called equivalent fractions.
- I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten.
- I can round decimals with one decimal place to the nearest whole number.
- I can solve measure and money problems involving fractions and decimals to two decimal places.
- I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm.
- I can group 2-D shapes based on their properties (such as the number of sides) and sizes.
- I can find all the lines of symmetry in 2-D shapes.
- I can plot points using coordinates and join up the points to create a shape.
- I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.

At home, try using Manga High to support your child's mathematical understanding through fun games and activities. Don't forget TTRS to help your child learn their times tables.

<https://www.mangahigh.com/en-gb/>

<https://trockstars.com/>



Check your child's planner for their log in and password alternatively ask your child's teacher.

Writing

- I can draft my work into paragraphs.
- I can organise my writing using different settings, characters and plot.
- When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.
- I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.
- I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that day, I heard the bad news'.
- I know I should not write in the same way that I talk.
- I can punctuate speech in a text.

Encourage your children to write reviews of favourite books too. Plan the information they need to include in the review first to give them some subheadings to write under.

What have you been up to?

Keeping a diary is routine for many people but how about keeping a family diary. Take it in turns each night to add you entry for the day.

So how have you spent your time?

Reading

- I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.
- I am aware that some words sound different to how they are spelt.
- I can show you I have understood an increasing wide range of texts I have read.
- I can use a dictionary to check the meaning of new words.
- I can identify different themes and conventions in a wide range of books I read.
- I check what I have read to ensure it makes sense.
- I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
- I can predict events in stories from what I have read.
- I can tell what the main ideas in a book are from reading a number of paragraphs.
- I can use non-fiction books to find out about things.

Try this for a change! With your children, ask them to find a paragraph in a book that they really enjoy. The paragraph is better if it is not all talking. Then underline all the words that have three or more letters **and** the letter ' i ' Now you both try to change each of these underlined words to something else. (If you get really stuck leave that word and go on to the next)

For example:

At that **instant**, he heard **something** that he had never expected to hear in **this** world. He heard his mother **murmuring**, then **knocking** on **his** door. (The Blossoms and the Green Phantom by Betsy Byars)

At that **moment**, he heard **a sound** that he had never expected to hear in **the entire** world. He heard his mother **whispering**, then **tapping** on the door.

Why not log on to Discovery Education which has a range of different educational reading materials? <https://www.discoveryeducation.co.uk/>



Check your child's planner for their log in details alternatively as your child's class teacher.