

## Year 4 – Maths

Children must be able to problem solve, explaining their reasons fluently in each of the skills below.

Number and Place Value (NPV)	Addition and Subtraction (AS)
<ol style="list-style-type: none"> <li>1. I can count in multiples of 6, 7, 9, 25 and 1000</li> <li>2. I can count backwards through zero to include negative numbers</li> <li>3. I can find 0.1, 1, 10, 100 and 1000 more or less than a given number.</li> <li>4. I can identify, represent and estimate numbers using different representations, including using a number line.</li> <li>5. I can describe and extend number sequences on or back in different steps, including sequences with multiplication and division steps.</li> <li>6. I can recall and use addition and subtraction facts</li> <li><b>7. I can read, write, order and compare four digit numbers beyond 1000.</b></li> <li><b>8. I can recognise the place value of each digit in a 4 digit number and can identify the value of each digit to two decimal places.</b></li> <li>9. I can partition numbers in different ways.</li> <li>10. I can round any number to the nearest 10, 100 and 1000</li> <li>11. I can read Roman numerals to 100</li> </ol>	<ol style="list-style-type: none"> <li><b>1. I can add numbers with up to 4 digits using the formal written method, including solving problems in context</b></li> <li><b>2. I can subtract numbers with up to 4 digits using the formal written method, including solving problems in context</b></li> <li>3. I can double and halve any number including decimals to one decimal place.</li> <li>4. I can estimate and use inverse operations to check answers to a calculation</li> <li><b>5. I can add and subtract numbers mentally to and from a 4 digit number</b></li> </ol>
Multiplication and Division (MD)	Fractions, Decimals, Percentage and Ratio and Proportion (FDP)
<ol style="list-style-type: none"> <li><b>1. I can recall multiplication and division facts for multiplication tables up to 12 × 12</b></li> <li>2. I can recognise and use factor pairs and commutatively in mental calculations</li> <li><b>3. I can multiply two-digit and three-digit numbers by a one-digit number using a formal method</b></li> <li><b>4. I can divide two-digit and three-digit numbers by a one-digit number using a formal method</b></li> <li><b>5. I can solve problems using <math>\times</math> and <math>\div</math></b></li> <li>6. I can multiply and divide a two digit whole number by 10, 100 and 1000</li> </ol>	<ol style="list-style-type: none"> <li><b>1. I can recognise and show, using diagrams, common equivalent fractions</b></li> <li>2. I can recognise and write decimal equivalents of any number of tenths and hundredths.</li> <li>3. I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten</li> <li>4. I can solve problems involving increasingly harder fractions to calculate quantities</li> <li><b>5. I can add and subtract fractions with the same denominator (using diagrams)</b></li> <li>6. I can find and write fractions of a discrete set of objects including those with a range of numerators and denominators.</li> <li><b>7. I can recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math> and of tenths or hundredths</b></li> <li>8. I can round decimals with one decimal place to the nearest whole number</li> <li>9.. I can read, write and compare numbers with the same number of decimal places up to two decimal places</li> </ol>

Statistics (S)	Measure (M)	Geometry (G)
<ol style="list-style-type: none"> <li>1. I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>2. I can use a variety of sorting diagrams to compare and classify numbers based on their properties and sizes.</li> <li>3. I can solve comparison, sum and difference problems using information presented in graphs</li> <li>4. I can describe positions on a 2D grid as co-ordinates in the first quadrant.</li> <li>5. I can plot specified points and draw sides to complete a given polygon.</li> <li>6. I can describe movements between positions as translations of a given unit to the left/ right and up and down.</li> <li>7. I can order temperatures including those below 0 degrees C.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can convert between different units of measure in order to compare and calculate</li> <li>2. I can measure and calculate the perimeter of a rectilinear figures and find their area by counting squares.</li> <li>3. I can measure and calculate the perimeter of a rectilinear figures and find their area in cm and m.</li> <li><b>3. I can read, write and convert time between analogue and digital 12- and 24-hour clocks</b></li> <li>4. I can solve problems where I have to convert between seconds, minutes, hours, days, months and years</li> <li>5. I can write amounts of money using decimal notation.</li> <li>6. I can recognise that one hundred 1p coins equal a pound and that each coin is 1/100<sup>th</sup> of £1.</li> <li><b>7. I can solve problems involving money</b></li> <li>8. I can estimate and compare and calculate different measures, including money in pounds and pence.</li> <li><b>8. I can continue to identify horizontal and vertical lines and pairs or perpendicular and parallel lines.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li><b>2. I can identify acute and obtuse angles and compare and order angles up to two right angles by size</b></li> <li>3. I can identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>4. I can complete a simple symmetric figure with respect to a specific line of symmetry (eg draw the reflection of a shape in a mirror line)</li> <li>5. I can describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>6. I can describe movements between positions as translations of a given unit to the left/right and up/down.</li> <li>7. I can use a variety of sorting diagrams to compare and classify geometric shapes, including quadrilaterals and triangles based in their properties and sizes.</li> </ol>



Year 4 – Reading	
Word Reading	Comprehension
<ol style="list-style-type: none"> <li>1. <b>I can read age appropriate books with increased pace and fluency, for a sustained period of time.</b></li> <li>2. I can select age appropriate books to read, beginning to understand my preferred text type or author and reviewing what I have read.</li> <li>3. I show awareness of punctuation marks when reading aloud, pausing at full stops, taking question and exclamation marks into account, speech marks for dialogue, commas, ellipsis and brackets.</li> <li>4. I know by heart an increasing range of poems. Eg haiku, limericks, kennings</li> <li>5. I can prepare and rehearse poems for performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can skim and scan to identify key ideas within a text and/or answer a question.</li> <li>2. <b>I can use quotations and text references to support ideas and arguments.</b></li> <li>3. I can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity)</li> <li>4. I can make predictions based on information stated and implied.</li> <li>5. I can use a dictionary to check the meaning of words.</li> <li>6. <b>I can summarise key content and ideas across a text.</b></li> </ol>
	<b>Inference</b>
	<ol style="list-style-type: none"> <li>1. <b>I can use inference and deduction skills to identify messages, moods, feelings and attitudes using the clues from the text.</b></li> <li>2. <b>I can make plausible predictions from details stated and implied.</b></li> </ol>
	<b>Language for Effect</b>
	<ol style="list-style-type: none"> <li>1. I can comment on the writer’s choice of language and techniques and their effect on him/her as the reader eg This makes me feel</li> <li>2. I can comment on the writer’s choice of language and the effect it creates eg The write is trying to</li> <li>3. I can comment in the writer’s choice of language in fiction and non-fiction texts eg onomatopoeia/ similes/ persuasive phrases.</li> <li>4. I can comment on how paragraphs are used to order and build up ideas and how they are linked.</li> <li>5. <b>I can identify and comment on authors’ choice of language where it is used to create mood, build tension or paint a picture through dialogue, action and description.</b></li> <li>6. <b>I can sometimes identify where figurative language creates images in text.</b></li> </ol>

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	<b>Themes and Conventions</b>
	<ol style="list-style-type: none"><li>1. I can identify important components in the story structure (e.g. opening, dilemma, conflict, resolution)</li><li>2. I can identify how language, structure and presentation contribute to meaning.</li><li>3. I can begin to identify the purpose, audience and organisation of different fiction/ non-fiction texts.</li><li>4. I can recognise different forms of poetry.</li></ol>



Year 4 – Writing		
Grammar		
<ol style="list-style-type: none"> <li><b>I can extend the range of sentences with more than one clause using a wider range of conjunctions, including</b> because, although, even though, when, as, if)</li> <li><b>I can choose nouns or pronouns appropriately for clarity and cohesion (<i>children do not switch person within their writing</i>).</b></li> <li><b>I can use fronted adverbials.</b></li> <li>I can use Standard English forms of verb inflections (<i>for example, ‘we were’ not ‘we was’</i>).</li> <li>I can use the correct determiner in my writing.</li> <li>I understand the grammatical terminology: <i>determiner ( article, demonstratives, quantifiers, possessives), pronoun, possessive pronoun, adverbial)</i></li> </ol>		
Punctuation	Transcription/ Handwriting	Spelling
<ol style="list-style-type: none"> <li>I can orally rehearse and then write my sentence.</li> <li><b>I can consistently use full stops, capital letters, exclamation marks and question marks.</b></li> <li><b>I can punctuate direct speech using inverted commas, capital letters to start and punctuation to end.</b></li> <li>I can use commas to mark clauses.</li> <li><b>I can use commas after fronted adverbials.</b></li> <li>I can indicate possession by using the possessive apostrophe with singular and plural noun.</li> </ol>	<ol style="list-style-type: none"> <li>I can join my handwriting.</li> <li>Letter formation is consistent in size and proportion.</li> <li>Letters are sufficiently spaced so that ascenders and descenders do not touch.</li> </ol>	<ol style="list-style-type: none"> <li>I can use my knowledge of prefixes and suffixes to help my spelling consistently within my writing.</li> <li><b>I spell most words correctly (<i>Wordlist-years 3 &amp; 4</i>)</b></li> <li>I can consistently select the correct homophone to use within my writing.</li> <li>I can apply spelling rules and guidance, as listed in English Appendix 1.</li> <li>I can use a dictionary to check the spelling of words.</li> </ol>
Composition	Vocabulary	
<ol style="list-style-type: none"> <li>I can plan my writing to group and sequence my ideas.</li> <li>I can identify my audience and purpose for writing and use this to inform my planning.</li> <li><b>I can use a range of sentence structures, using different openers.</b></li> <li><b>I can use expanded noun phrases (<i>for example, the teacher expanded to: the strict maths teacher with the curly hair</i>).</b></li> <li><b>I can create developed characters, settings and plots.</b></li> <li>I use dialogue to move my writing forwards.</li> </ol>	<ol style="list-style-type: none"> <li><b>I can identify, discuss and select vocabulary appropriate to purpose and audience.</b></li> </ol>	

7. **My writing is organised through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings.**

8. I can use a range of paragraph openers (*for example, interesting connectives or phrases*).

9. **I can organise paragraphs around a theme.**

10. I can proof read for sense, spelling and punctuation errors including identifying omitted words with help from adults and my peers.

11. I can proof read my word independently.

12. I can propose changes to grammar and vocabulary including use of pronouns.

2. I can explore and collect word families to extend vocabulary.

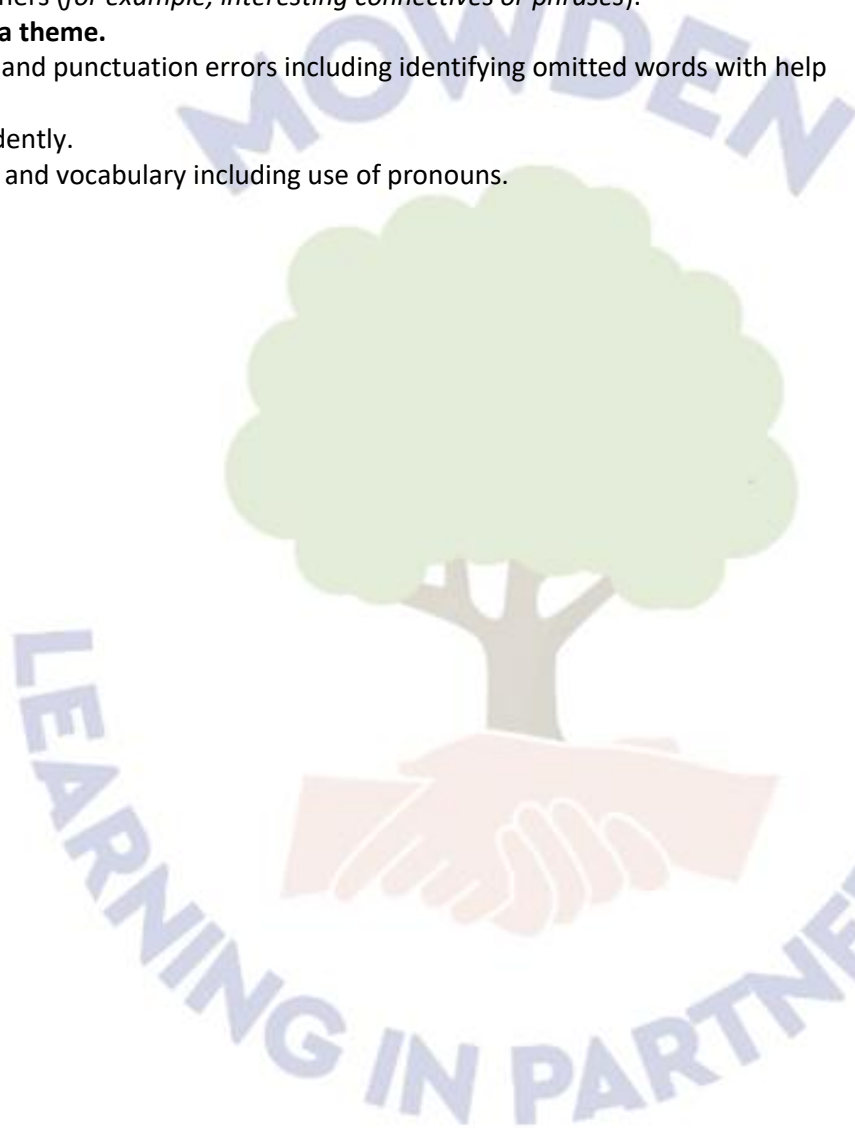
3. I can use precise noun and extended noun phrases for effect.

4. Settings and characters are developed with careful consideration of vocabulary for effect.

5. Vocabulary can be generated and selected from word banks.

6. I can choose appropriate vocabulary to create emphasis, humour, atmosphere and suspense.

7. I can use a range of appropriate vocabulary devices when independently writing.



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