



Year 4 – Key Learning Targets

Mathematics	Writing	Reading
<p><u>Number & Place Value:</u> Read and write numbers to 10,000 in numerals and words. Count in multiples of 6, 7, 9, 25 and 1000. 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. Count backwards through zero, including negative numbers. Recognise place value in four-digit numbers. Round any number to the nearest 10, 100 or 1000. Know tables up to 12×12.</p> <p><u>Calculations, Fractions & Decimals:</u> Use place value and number facts to carry out mental calculations. Use factor pairs and commutativity in mental calculations. Use the short multiplication method. Recognise and use tenths and hundredths. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. Divide one or two-digit numbers by 10 and 100, using tenths and hundredths. Round decimals with one decimal place to the nearest whole number. Compare numbers up to two decimal places.</p> <p><u>Shape, Measure & Data Handling:</u> Convert between different units of metric measurement. Find the area of rectilinear shapes by counting squares. Solve problems converting units of time. Compare and classify shapes, including quadrilaterals and triangles. Complete a simple symmetric figure with respect to a specific line of symmetry. Describe positions on a 2-D grid using co-ordinates. Describe translations (movements) of points and shapes to the left/right and up/down. Interpret and present discrete and continuous data on appropriate graphs.</p> 	<p><u>Composition:</u> Beginning to independently apply their knowledge:</p>  <p>Write a range of narratives and non-fiction texts using a consistent and appropriate structure. Write stories with a clear beginning, middle and end with a coherent plot. Proof-read confidently to amend their own writing, eg. adding nouns/pronouns to avoid repetition or correcting tense. Create more detailed settings, characters and plot to engage the reader. Consistently organise writing into paragraphs around a theme.</p> <p><u>Punctuation & Grammar:</u> Maintain an accurate tense throughout a piece of writing. Use the full range of punctuation from previous year groups. Use all the necessary punctuation in direct speech mostly accurately. Use apostrophes for singular and plural possession with increasing confidence. Use expanded noun phrases, eg. the enormous dragon with fiery breath. Use fronted adverbials, eg. As quick as a flash, Last weekend, - usually demarcated with commas.</p> <p><u>Spelling Rules:</u> In addition to learning all of the Year 3/4 words from the National Curriculum lists: Spell all words with prefixes correctly, eg. irrelevant, autograph, incorrect, disobey, superstar, antisocial. Spell all words with suffixes correctly, eg. usually, poisonous, adoration. Spell homophones correctly, eg. which and witch.</p>	<p><u>Word Reading:</u> Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting unusual spellings of some sounds. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p><u>Comprehension:</u> Ask relevant questions to improve understanding of a text. Infer meanings and begin to justify them with evidence from the text. Predict what might happen from details stated and from the information I have deduced. Identify where a writer has used precise word choices for effect to impact on the reader. Identify some text type organisational features, eg. narrative, explanation and persuasion. Identify the (simple) themes in texts. Retrieve information from non-fiction texts. Select books for specific purposes, eg. science, geography or history learning. Use a dictionary to check the meaning of unfamiliar words. Discuss and record words and phrases that writers use to engage and impact on the reader. Explain the meaning of words in context. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> 