

Expectations for Year 4 taken from the National Curriculum 2014

English				Mathematics			
Reading	Writing	Grammar and Punctuation	Spelling	Number	Calculation	Fractions	Measures
To declare and justify personal preferences for writers and types of overall text	To make sure that writing has a clear purpose and content included to engage and inform the reader	To use a wider variation of sentence structures	To spell words on Y4 list	To find 1000 more or less than a given number	To add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction	To recognise and show, using diagrams, families of common equivalent fractions	To convert between different units of measure [for example, kilometre to metre; hour to minute]
To have a clear understanding of texts, to read and able to locate information from different parts of the text	To develop detail for settings character and plot	To use modifiers to expand noun phrases	To use further prefixes and suffixes	To count backwards through zero to include negative numbers	To estimate and use inverse operations to check answers to a calculation	To count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
To clearly summarise the main ideas within specific chapters and paragraphs	In writing vocabulary choices and sentence structure support the reader to understand the writing	To make sure that the tense of verb used is appropriate and accurate	To spell homophones	To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)	To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	To solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, where the answer is a whole number	To find the area of rectilinear shapes by counting squares
To deduce and infer information and provide evidence in the text to support opinions	To use organisational and presentational devices.	To use fronted adverbials	To use the first two or three letters of a word to check its spelling in a dictionary	To order and compare numbers beyond 1000	To recall multiplication and division facts for multiplication tables up to 12×12	To add and subtract fractions with the same denominator	To estimate, compare and calculate different measures, including money in pounds and pence
To make reasonable predictions from details implied or deduced from the text	To express and develop viewpoint	To use commas after fronted adverbials	To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	To round any number to the nearest 10, 100 or 1000	To multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	To recognise and write decimal equivalents of any number of tenths or hundredths	To solve simple measure and money problems involving fractions and decimals to two decimal places
To offer personal opinion on characters feelings, thoughts and motives	To use extended paragraphs to organise ideas around a theme	To indicate possession by using the possessive apostrophe with plural nouns	To use endings -tion, -sion, -ssion, -cian	To solve number and practical problems that involve all of the above and with increasingly large positive numbers	To recognise and use factor pairs and commutativity in mental calculations	To recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$	
To listen to and discuss a wide range of fiction, poetry, plays, non-fiction books	To use pronouns and nouns across and within sentences to avoid repetition	To use and punctuate direct speech	To place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].	To read Roman numerals to 100 (I to C)	To multiply two-digit and three-digit numbers by a one-digit number using formal written layout	To find the effect of dividing a one- or two-digit number by 10 and 100,	
Reading aloud demonstrates fluency and expression	To increase the legibility, consistency and quality of their handwriting		Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que			To round decimals with one decimal place to the nearest whole number	