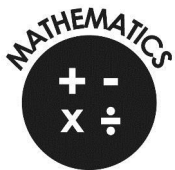


Mathematics

- **Count** backwards through zero to include negative numbers (eg 3, 2, 1, 0, -1, -2).
- **Compare** and **order** numbers **beyond 1,000**.
- **Compare** and **order** numbers with up to **2 decimal places** (eg 1.34, 1.36, 1.45, 1.92).
- Read **Roman numerals** to 100.
- Find **1,000 more/less than** a given number.
- Count in **multiples** of **6, 7, 9, 25 and 1000**.
- Recall and use multiplication and division facts **all tables to 12x12**.
- Recognise **Place Value** of any 4-digit number.
- **Round** any number to the nearest 10, 100 or 1,000.
- Round **decimals** with 1 decimal place to nearest whole number (eg 1.6 is nearer to 2).
- Add and subtract numbers with up to **4-digits** using written column method.
- **Multiply**:
 - 2-digit by 1-digit (35x6=210)
 - 3-digit by 1-digit (126x4=504)
- Count up/down in **hundredths** (eg 1.11, 1.12, 1.13, .14).
- Recognise and write **equivalent fractions** (eg $\frac{1}{2} = \frac{2}{4}$)
- **Add and subtract fractions** with same denominator (eg $\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$).
- Read, write and **convert time** between analogue and digital 12 and 24 hour clocks.



Navenby CE Primary School

End of Year Expectations for Year 4

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the 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 children 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 your child's teacher.

Reading

- Give a **personal point of view** on a text.
- **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.
- Recognise **apostrophe** of possession (plural)
- Identify how **sentence type** can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the **effect** it has created.
- **Skim & scan** to locate information and/or answer a question.



Writing

- Vary **sentence structure**, using different openers.
- Use **adjectival** phrases (e.g. biting cold wind).
- Use appropriate choice of **noun** or **pronoun**.
- Use **fronted adverbials**.
- Use **apostrophe** for plural possession.
- Use a **comma** after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark **clauses**.
- Use **inverted commas** and other punctuation to punctuate direct speech.
- Use **paragraphs** to organised ideas around a theme.
- Use connecting adverbs to **link paragraphs**.
- Write with increasing **legibility**, consistency and **fluency**.

