

Whitehouse Primary School



National Curriculum Objectives

Year 4





Reading Objectives - Year 4

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet **4.01**

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word **4.02**

Comprehension

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks **4.03**

reading books that are structured in different ways and reading for a range of purposes **4.04**

using dictionaries to check the meaning of words that they have read **4.05**

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally **4.06**

identifying and discussing themes and conventions in a wide range of books **4.07**

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action **4.08**

discussing words and phrases that capture the reader's interest and imagination **4.09**

recognising some different forms of poetry [for example, free verse, narrative poetry] **4.10**

checking that the text makes sense to them by discussing their understanding and exploring the meaning of words in context **4.11**

asking questions to improve their understanding of a text **4.12**

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence **4.13**

predicting what might happen from details stated and implied **4.14**

identifying main ideas drawn from more than one paragraph and summarising these **4.15**

identifying how language, structure and presentation contribute to meaning **4.16**

Retrieve and record information from non-fiction **4.17**

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say **4.18**

Writing Objective - Year 4

use further prefixes and suffixes and understand how to add them **4.01**

spell further homophones **4.02**

spell words that are often misspelt **4.03**

place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] **4.04**

use the first two or three letters of a word to check its spelling in a dictionary **4.05**

write from memory simple sentences dictated by the teacher including words and punctuation learnt so far **4.06**

use the diagonal and horizontal strokes that are needed to join letters and understand which letters when adjacent to one another are best left unjoined **4.07**

increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] **4.08**

Composition

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar **4.09**

discussing and recording ideas **4.10**

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures **4.11**

organising paragraphs around a theme **4.12**

in narratives, creating settings, characters and plot **4.13**

in non-narrative material, using simple organisational devices [for example, headings and sub-headings] **4.14**

assessing the effectiveness of their own and others' writing and suggesting improvements **4.15**

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences **4.16**

Proof-read for spelling and punctuation errors **4.17**

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear **4.18**

Punctuation / Grammar (Spag)

extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although **4.19**

using the present perfect form of verbs in contrast to the past tense **4.20**

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition **4.21**

using conjunctions, adverbs and prepositions to express time and cause **4.22**

using fronted adverbials **4.23**

learning the grammar for years 3 and 4 in English Appendix 2 **4.24**

using inverted commas after fronted adverbials **4.25**

indicating possession by using the possessive apostrophe with plural nouns **4.26**

using and punctuating direct speech correctly **4.27**



Maths

Maths Objectives - Year 4

Measurement

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. **4.01**

Convert between different units of measure [for example, kilometre to metre; hour to minute] **4.02**

Estimate, compare and calculate different measures, including money in pounds and pence **4.03**

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres **4.04**

Find the area of rectilinear shapes by counting squares **4.05**

Read write and convert time between analogue and digital 12-24 hour clocks **4.06**

Fractions

Recognise and write decimal equivalents of any number of tenths or hundredths **4.07**

Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ **4.08**

Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths **4.09**

Round decimals with one decimal place to the nearest whole number **4.10**

Compare numbers with the same number of decimal places up to two decimal places **4.11**

Recognise and show, using diagrams, families of common equivalent fractions **4.12**

Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. **4.13**

Solve simple measure and money problems involving fractions and decimals to two decimal places **4.14**

Add and subtract fractions with the same denominator **4.15**

Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number **4.16**

Addition & Subtraction

Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate **4.17**

Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. **4.18**

Estimate and use inverse operations to check answers to a calculation **4.19**



Maths

Multiplication & Division

Recall multiplication and division facts for multiplication tables up to $12 \times 12^*$ (throughout the year) **4.20**

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers **4.21**

Recognise and use factor pairs and commutativity in mental calculations **4.22**

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout **4.23**

Estimate and use inverse operations to check answers to a calculation **4.24**

Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects **4.25**

Number & Place Value

Count in multiples of 6, 7, 9, 25 and 1000 **4.26**

Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) **4.27**

Find 1000 more or less than a given number **4.28**

Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths **4.29**

Count backwards through zero to include negative numbers **4.30**

Round any number to the nearest 10, 100 or 1000 **4.31**

Order and compare numbers beyond 1000 **4.32**

Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value **4.33**

Statistics

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. **4.34**

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. **4.35**

Maths

Maths Objectives Year 4

Geometry

Describe positions on a 2-D grid as coordinates in the first quadrant **4.36**

Describe movements between positions as translations of a given unit to the left/right and up/down **4.37**

Plot specified points and draw sides to complete a given polygon. **4.38**

Identify acute and obtuse angles and compare and order angles up to two right angles by size **4.39**

Identify lines of symmetry in 2-D shapes presented in different orientations **4.40**

Complete a simple symmetric figure with respect to a specific line of symmetry **4.41**

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes **4.42**

Science ctd.

Recognise that sounds get fainter as the distance from the sound source increases. **4.20**

Identify common appliances that run on electricity **4.21**

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers **4.22**

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery **4.23**

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit **4.24**

Recognise some common conductors and insulators, and associate metals with being good conductors **4.25**

Chemistry

Compare and group materials together, according to whether they are solids, liquids or gases **4.26**

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) **4.27**

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **4.28**

Science

Science Objectives - Year 4

Working Scientifically

Ask relevant questions and use different types of scientific enquiries to answer them **4.01**

Set up simple practical enquiries, comparative and fair tests **4.02**

Decide which information needs to be collected and decide which is the best way for collecting it **4.03**

Take measurements using different equipment and units of measure and record what they have found in a range of ways **4.04**

Make accurate measurements using standard units **4.05**

Explain their findings in different ways, for example, display, presentation, writing **4.06**

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions **4.07**

Make predictions based on something they have found out
Record and present what they have found using scientific language, drawings, labelled diagrams, keys, bar charts and tables **4.08**

Biology

Identify and describe the simple functions of the basic parts of the human digestive system **4.09**

Describe the simple functions of the organs of the human digestive system **4.10**

Identify the different types of human teeth and their simple functions **4.11**

Construct and interpret a variety of food chains, identifying producers, predators and prey **4.12**

Recognise that living things can be grouped in a variety of ways **4.13**

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment **4.14**

Recognise that environments can change and this can sometimes pose dangers to living things **4.15**

Physics

Identify how sounds are made, associating some of them with something vibrating **4.16**

Recognise that vibrations from sounds travel through a medium to the ear **4.17**

Find patterns between the pitch of a sound and features of the object that produced it **4.18**

Find patterns between the volume of a sound and the strength of the vibrations that produced it **4.19**