

Maths

The maths curriculum requires children to be fluent with their key number skills and methods, explain their mathematical understanding using their reasoning skills and use these skills to problem solve. Times tables, along with other key number facts, remain important; children must be quick, accurate and able to apply.

- ◆ Count in multiples of 6, 7, 9, 25 and 1000.
- ◆ Count backwards through zero to include negative numbers.
- ◆ Order and compare numbers beyond 1000.
- ◆ Round any number to the nearest 10, 100 and 1000. Round decimals using tenths to the nearest whole number.
E.g. 34 rounded to the nearest 10 is 30, 372 rounded to the nearest 100 is 400, 3.9 rounded to the nearest whole number is 4.
- ◆ Solve two-step addition and subtraction problems using different methods and can explain why I used them.
Jenny has 36 stickers and her brother Michael has double that amount. How many do they have in total?
I have 4m of ribbon and I cut off 1.7m. How much remains?
- ◆ Recall times tables facts up to 12×12 .
- ◆ Recognise and show families of common equivalent fractions.
- ◆ Count up and down in hundredths and know what dividing an object by 100 creates hundredths and dividing by 10 creates tenths.
- ◆ Solve simple money and measure problems involving fractions and decimals to two decimal places.
- ◆ Convert different units of measurement.
E.g. converting kilometres to metres, hours to minutes.
- ◆ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- ◆ Identify lines of symmetry in 2D shapes.
- ◆ Plot points I am given on a co-ordinates grid.
- ◆ Answer questions using information presented in different types of graphs and charts.



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BOREHAM PRIMARY SCHOOL

Friendship School



'Learning and achieving together in a caring and creative environment'

Boreham Primary School Key learning objectives

Year 4

A guide for parents & carers

Reading

These are the key areas for reading that a Year 4 pupil is expected to achieve over the year. Through guided, group and individual reading, as well as comprehension sessions, the children will be provided with opportunities to read a range of texts types. However, the children are expected to read widely at home, recording what they read in their reading records on a regular basis.

- ◆ **Use understanding of root words, prefixes and suffixes to help me to understand new words.**
E.g, re-, sub-, inter-, -ation, -ous.
- ◆ **Read and decode new words that do not follow spelling patterns.**
- ◆ **Show enjoyment of reading a wide range of fiction, poetry, plays, non-fiction and reference or text books.**
- ◆ **Use a dictionary to check the meaning of words.**
- ◆ **Check what I have read by telling someone else what has happened. Summarise main ideas from a paragraph or chapter.**
(This evidences where a child has understood what they have read. We encourage parents to ask their children to summarise the last paragraph/page/ chapter, picking out key information).
- ◆ **Describe what I have learned about a character by discussing their feelings, thoughts and actions, explaining ideas by referring back to the text.**
- ◆ **Predict what could happen next in a story, based on my previous understanding.**
- ◆ **Retrieve and record information from non-fiction over a wide range of subjects.**

Writing

In Year 4 writing, the application of key skills is expected on a regular basis. Parents are encouraged to engage their children in writing at home, referring to this list when the child completes homework, for example.

- ◆ **Draft and write by organising paragraphs around a theme.**
- ◆ **Draft and write narratives, creating settings, characters and plot, thinking about the audience and purpose.**
- ◆ **Proof-read for spelling and punctuation errors.**
E.g. apostrophes for possession, speech, commas for fronted adverbials.
Sarah's birthday party was great fun.
Before we went to the cinema, we had dinner.
- ◆ **Use standard English forms of verbs.**
We were instead of we was.
- ◆ **Use fronted adverbials.**
Later that day, I heard the bad news.
- ◆ **Use nouns and pronouns appropriately to avoid repetition.**
Maggie loved swimming. She visited the swimming pool on a weekly basis and she had lessons with Mrs Phillips.
- ◆ **Use inverted commas for speech.**
The conductor shouted "Sit down!".