

Barnham Primary School

Learning guide for Year 4



End of year expectations for children in Year 4



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Behaviours for Learning

Children in Year 4 need to continue positive attitudes to education and learning in order to succeed on their journey through the school. As they prepare for Upper Key Stage 2, we expect that their behaviours for learning, developed in Year 3, will continue. Children will continue to learn through a regular morning routine of Maths and English. In the afternoons, they will learn through other curriculum areas, such as science, geography, history, PE or topic-themed learning.

Throughout their time at school, children are expected to develop a number of speaking and listening skills, building on the skills developed in Key Stage 1. The National Curriculum for English states that 'spoken language underpins the development of reading and writing' and as such, we expect children to be able to:

- **listen** and **respond** appropriately to adults and their peers.
- **ask relevant questions** to extend their understanding and knowledge.
- use relevant strategies to **build their vocabulary**.
- articulate and justify answers, arguments and opinions.
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- **maintain attention** and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- **speak audibly and fluently** with an increasing command of Standard English.
- **participate in discussions**, presentations, performances, role play/improvisations and debates.
- gain, maintain and monitor the interest of the listener(s).
- **consider and evaluate different viewpoints**, attending to and building on the contributions of others.
- select and use appropriate registers for effective communication...

In class each day, for the majority of lessons, children will be expected to do the following:

- Respond politely to adults' greetings and questions when spoken to, answering in full sentences.
- Make eye contact when responding to adults' questions and greetings.
- Sit properly on a chair to face the person who is talking, maintaining focus for the majority of a 20-30- minute whole class input.
- Follow the flow of a lesson, including speech, visual prompts and discussions with peers.
- Recall key information about what has been taught, including providing a simple definition of key vocabulary.
- Sitting on a chair when working, with feet on the floor and maintain an upright position.
- Hold a pencil or pen using tripod grip to write fluently and for longer periods of time, using a cursive handwriting style.
- Use and take care of personal possessions, for example pencil cases, jumpers and coats.

At different points during the day, they will also take part in other activities and the following additional skills are required:

- Manage toileting, use breaktimes as an opportunity to use the facilities, rarely asking to leave the room in lesson time.
- Independently waiting at doors, standing back to let others pass.
- Standing and walking in a line with other children, including waiting in a line.
- Sitting in rows for a whole-school assembly.
- Packing or unpacking a bag with their belongings (water bottle, lunch box and pencil case).
- Independently take responsibility for keeping school cloak rooms and drawers tidy.
- Say 'please' and 'thank-you' at appropriate times.
- Take responsibility for choosing appropriate clothing for the weather and season.
- Children will return homework and letters on time without prompting.
- Children will be able to solve problems with peers through talking and discussion (with some support from an adult).

Rewarding Great Role Models at BPS - Dojo Rewards

At BPS our goal is for children to become self-motivated in their drive to be successful learners, confident individuals and responsible citizens. Our reward system, that includes the reward of Dojo points, helps us to do this. Dojos are given to the children for hard work, extra effort, overcoming learning challenges, being kind and collaborating with their classmates. In each class and year group there will also be specific categories that children can earn more dojos for. For example, reading regularly, completing any homework, or improving learning outcomes.

There may be times as well that a Dojo may be removed if a reminder is required for a child to help them better understand the expectations and goals we are working towards. This happens very infrequently, but can occur.

As the children earn their Dojo points they work towards the achievement of being celebrated by their class and the school, receiving a badge which helps signify that they have reached a milestone of success. The boundaries for this goal are 100 dojos, 200 dojos, 300 dojos and 400 dojos. In the event of a child reaching 500 dojos, which has only happened a handful of times; that child becomes the head teacher for some time and Mr Everett takes on their class work and activities.

It is vital to reward the children and to help them be motivated to achieve; and through the whole school community celebration when a child reaches a dojo milestone, we are able to help make that experience and very memorable one.

End of Year 4 expectations for learning

From the current National Curriculum for England

Reading

For reading, the Lower Key Stage 2 learning objectives are taught across Year 3 and Year 4. By the end of Year 4, the children should demonstrate a greater independence, consistency and depth in application of all of the following elements across a range of contexts and genre.

Reading – comprehension

By the end of Year 4, to meet an expected level, children should be able to:

- develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks,
 - reading books that are structured in different ways and reading for a range of purposes,
 - using dictionaries to check the meaning of words that they have read,
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally,
 - identifying themes and conventions in a wide range of books,
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action,
 - discussing words and phrases that capture the reader's interest and imagination,
 - recognising some different forms of poetry [for example, free verse, narrative poetry].
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context,
 - asking questions to improve their understanding of a text,
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence,
 - predicting what might happen from details stated and implied,
 - identifying main ideas drawn from more than 1 paragraph and summarising these,
 - identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.
- 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.

Reading – word reading

By the end of Year 4, to meet an expected level, children should be able to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1, both to read aloud and to understand the meaning of new words they meet.
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Writing

Writing – transcription

By the end of Year 4, to meet an expected level, children should be able to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1).
- spell further homophones.
- spell words that are often misspelt (English Appendix 1).
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- use the first two or three letters of a word to check its spelling in a dictionary.
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing – handwriting

By the end of Year 4, to meet an expected level, children should be able to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- 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].

Writing – composition

By the end of Year 4, to meet an expected level, children should be able to:

- plan their writing by:
 - identifying how language, structure, and presentation contribute to meaning,
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar,
 - discussing and recording ideas.
- draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2),
- organising paragraphs around a theme,
- in narratives, creating settings, characters and plot,
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements,
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences,
 - proof-read for spelling and punctuation errors,
 - 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.

Writing – vocabulary, grammar and punctuation

By the end of Year 4, to meet an expected level, children should be able to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although,
 - using the present perfect form of verbs in contrast to the past tense,
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition,
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials,
 - learning the grammar for year 4 in English Appendix 2.
- indicate grammatical and other features by:
 - using commas after fronted adverbials,
 - indicating possession by using the possessive apostrophe with plural nouns,
 - using and punctuating direct speech,
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Maths

Maths – number and place value

By the end of Year 4, to meet an expected level, children should be able to:

- count in multiples of 6, 7, 9, 25 and 1000.

- find 1000 more or less than a given number.
- count backwards through zero to include negative numbers.
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- order and compare numbers beyond 1000.
- identify, represent and estimate numbers using different representations.
- round any number to the nearest 10, 100 or 1000.
- solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- 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.

Maths – addition and subtraction

By the end of Year 4, to meet an expected level, children should be able to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- estimate and use inverse operations to check answers to a calculation.
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Maths – multiplication and division

By the end of Year 4, to meet an expected level, children should be able to:

- recall multiplication and division facts for multiplication tables up to 12×12 .
- 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.
- recognise and use factor pairs and commutativity in mental calculations.
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- 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.

Maths – fractions

By the end of Year 4, to meet an expected level, children should be able to:

- recognise and show, using diagrams, families of common equivalent fractions.
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

- 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.
- add and subtract fractions with the same denominator.
- recognise and write decimal equivalents of any number of tenths or hundredths.
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- 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.
- round decimals with one decimal place to the nearest whole number.
- compare numbers with the same number of decimal places up to two decimal places.
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Maths – measurement

By the end of Year 4, to meet an expected level, children should be able to:

- Convert between different units of measure [for example, kilometre to metre; hour to minute].
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- find the area of rectilinear shapes by counting squares.
- estimate, compare and calculate different measures, including money in pounds and pence.
- read, write and convert time between analogue and digital 12- and 24-hour clocks.
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Maths – geometry

By the end of Year 4, to meet an expected level, children should be able to:

- describe positions on a 2-D grid as coordinates in the first quadrant.
- describe movements between positions as translations of a given unit to the left/right and up/down.
- plot specified points and draw sides to complete a given polygon.

Maths – statistics

By the end of Year 4, to meet an expected level, children should be able to:

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Reading

Children are provided with one or two reading books linked closely to their developing reading needs and ability. If they have progressed from the staged reading scheme, they will be on The Bridge, before becoming Free Readers and choosing their own reading books with guidance.

They will be encouraged to take ownership of the changing of their books where appropriate and are asked to approach their class teacher/TA or class monitors when they need their books changed.

In school, children are taught reading and writing skills **daily**, through English lessons and lots of other lessons too. We also read on a one-to-one basis with children and aim for an adult (class teacher or TA) to read in school with your child at least once a fortnight. They will also take part in whole class and group reading and discussion sessions each week.

Children will bring home their books every night along with their reading record. We ask for any reading completed at home to be recorded in the reading record, signed by an adult, so we can monitor their reading experiences at home and school. We are that children read to an adult at home **at least three times a week**.

Children will also have access to library books within school. These are chosen by the child and are to share at home, they are not necessarily linked to your child's ability to read but rather reflect their own interests.

As children progress in their reading in Year 4 and become more fluent readers, the focus will shift as there is more emphasis on the skills of **comprehension**. This means that children will spend more time talking about their understanding of the story, answering questions based on the acronym VIPERS which we use in Key Stage 2 to ask questions about:

Vocabulary

- Can you find the meaning or a word with a similar meaning in a dictionary or thesaurus?
- What does this word/phrase/sentence tell you about the character/setting/mood?
- By writing..., what effect has the author created?
- Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- Which word is closest in meaning to...?

Inference

- What do you think.... means?
- Why do you think that? Could it be anything else?
- I think....; do you agree? Why / why not?
- How do you think....?
- Can you explain why....?
- Can you explain why based on two different pieces of evidence?

- What do these words mean and why do you think that the author chose them?
- Find and copy a group of words which show that...
- What impression of ...do you get from this paragraph?

Prediction

- Can you think of another text with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?
- What does this paragraph suggest what will happen next?
- Do you think ... will happen? Explain your answers with evidence from the text.

Explanation

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?
- What can you tell me about how this text is organised?
- Why is the text arranged in this way?
- What is the purpose of this text and who is the audience?
- How does the author engage the reader here?
- Which section was the most ...? Why?

Retrieval

- Find the... in this text. Is it anywhere else?
- When/where is this story set? How do you know?
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- What might this mean?
- Whose perspective is the story told by and how do you know?
- How can you use the subheading to help you here?

Sequence

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in X words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?
- How might I record this to ensure the best possible outcome?

Homework

Homework provides an opportunity for children to consolidate learning at home, as well as providing parents with time to discuss what children have learned in school. At Barnham Primary School, we organise our homework into manageable, termly homework booklets to provide a flexible approach for families. These booklets aim to encourage regular practise of **English, Maths** and **Topic** work at home, practising and building on skills and knowledge taught in class.

Each child in Year 4 will be provided with a homework booklet at the start of each term. Homework at Barnham Primary School is **optional**, but strongly recommended. For each week there is a suggested piece of homework which links with what is taking place in class, or a piece that consolidates what the children have already learnt. We try and make our homework fun, relevant and tailored to the curriculum needs of the children.

If at any point the homework set in your child's home learning journal is unclear, or you need support in how to encourage your child to work at home, please discuss this with your child's class teacher.

Spelling

Spelling is taught in class and supported by weekly spelling homework. New spellings are sent home each Monday and quizzes are given each Friday. At the end of each term, we hold a Spelling Bee, quizzing children on a selection of 25 spellings from across the term.

The word lists sent home consist of words associated with the Year 4 curriculum spelling rules and words from the Year 3 and 4 word lists. When tested, children are often able to spell a group of words that they have learnt for homework. We ask that they focus on the rule or pattern they are learning so that they word build with greater accuracy in their independent writing.

Appendix 1: Word List Year 3 and 4

accident(ally)	February	position
actual(ly)	forward(s)	possess(ion)
address	fruit	possible
answer	grammar	potatoes
appear	group	pressure
arrive	guard	probably
believe	guide	promise
bicycle	heard	purpose
breath	heart	quarter
breathe	height	question
build	history	recent
busy/business	imagine	regular
calendar	increase	reign
caught	important	remember
centre	interest	sentence
century	island	separate
certain	knowledge	special
circle	learn	straight
complete	length	strange
consider	library	strength
continue	material	suppose
decide	medicine	surprise
describe	mention	therefore
different	minute	though/although
difficult	natural	thought
disappear	naughty	through
early	notice	various
earth	occasion(ally)	weight
eight/eighth	often	woman/women
enough	opposite	
exercise	ordinary	
experience	particular	
experiment	peculiar	
extreme	perhaps	
famous	popular	
favourite		

Appendix 2: National Curriculum for England English Appendix 2

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun possessive adverbial

Glossary of terms new to Y4		
determiner	A determiner specifies a noun as known or unknown, and it goes before any modifiers (e.g. adjectives or other nouns). Some examples of determiners are: • articles (<i>the, a</i> or <i>an</i>) • demonstratives (e.g. <i>this, those</i>) • possessives (e.g. <i>my, your</i>) quantifiers (e.g. <i>some, every</i>).	<i>the home team</i> [article, specifies the team as known] <i>a good team</i> [article, specifies the team as unknown] <i>that pupil</i> [demonstrative, known] <i>Julia's parents</i> [possessive, known] <i>some big boys</i> [quantifier, unknown] Contrast: <i>home the team, big some boys</i> [both incorrect,

		because the determiner should come before other modifiers]
pronoun	Pronouns are normally used like nouns, except that: • they are grammatically more specialised • it is harder to modify them In the examples, each sentence is written twice: once with nouns, and once with pronouns (underlined). Where the same thing is being talked about, the words are shown in bold.	<i>Amanda waved to Michael.</i> <i><u>She</u> waved to <u>him</u>.</i> <i>John's mother is over there.</i> <i><u>His</u> mother is over there.</i> <i>The visit will be an overnight visit.</i> <i><u>This</u> will be an overnight visit.</i> <i><u>Simon</u> is the person: Simon broke it.</i> <i><u>He</u> is the one <u>who</u> broke it.</i>
possessive	A possessive can be: • a noun followed by an apostrophe, with or without <i>s</i> • a possessive pronoun. The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'. A possessive may act as a determiner.	<i><u>Tariq's</u> book</i> [Tariq has the book] <i>The <u>boys'</u> arrival</i> [the boys arrive] <i><u>His</u> obituary</i> [the obituary is about him] <i>That essay is <u>mine</u>.</i> [I wrote the essay]
adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses.	The <i>bus leaves <u>in five minutes</u></i>. [preposition phrase as adverbial: modifies <i>leaves</i>] <i>She promised to see him <u>last night</u></i>. [noun phrase modifying either <i>promised</i> or <i>see</i>, according to the intended meaning] <i>She worked <u>until she had finished</u></i>. [subordinate clause as adverbial]
fronting, fronted	A word or phrase that normally comes after the verb may be moved before the verb: when this happens, we say it has been 'fronted'. For example, a fronted adverbial is an adverbial which has been moved before the verb. When writing fronted phrases, we often follow them with a comma.	<i><u>Before we begin</u>, make sure you've got a pencil.</i> [Without fronting: <i>Make sure you've got a pencil before we begin.</i>] <i><u>The day after tomorrow</u>, I'm visiting my granddad.</i> [Without fronting: <i>I'm visiting my granddad the day after tomorrow.</i>]

Appendix 3: Year 4 Maths

As a school, we have a comprehensive Mathematics progression curriculum allowing children to build on skills from Year R to Year 6 (Parent guide to the 4 Operations). This sets out what Maths looks like for each year group. Below are the Year 4 steps and what they might look like for your child:

Counting, place value and mental methods of calculation

<u>By the end of Year 4:</u> I can recall multiplication facts up to 12x12 and quickly derive the corresponding division facts.	Children will learn multiplication tables by rote, not by counting on. ie: $1 \times 2 = 2$, $2 \times 2 = 4$, $3 \times 6 = 6$, $4 \times 2 = 8$ etc not: 2, 4, 6, 8 etc Learning by rote will significantly aid pupils' work in both multiplication and division. Children can derive division facts using knowledge that division is the inverse of multiplication for all times tables.
I can use a range of mental methods of computation for addition, subtraction, multiplication and division.	<u>Addition/Subtraction:</u> Children will use knowledge of the number line methods to count on/back. Children will use knowledge of partitioning and decimals. Children can use compensation to streamline calculations. E.g. $52+39$; think of it as $52+40=92$ then remove the 1 added at the beginning. <u>Multiplication/Division:</u> Children will learn multiplication tables by rote, not by counting on. Children will derive division facts using knowledge that division is the inverse of multiplication. Children will use knowledge of partitioning (and decimals) to multiply 2-digit numbers by 1-digit numbers. Children will use knowledge of the short division method to divide 2-digit numbers by 1-digit numbers.
I can compare and order numbers beyond 1000.	Children can say which number is larger or which number is smaller. They can read the < and > symbols as < less than, > greater than and use these alongside the = equals symbol to compare and order numbers. For example: $1167 < 595$, $2019 > 123$ or $3500 + 3500 = 7000$ Children can compare numbers with the same number of decimal places, up to 2 decimal places (from fractions).
I can read and write Roman numerals.	Children can read Roman numeral to 100 (I to C). Children can understand that the Roman numeral system changed over time to include the concept of 0.
I can round numbers.	I can round any number to the nearest 10, 100 or 1000. I can round decimals with 1 decimal place to the nearest whole number (from fractions).

Addition

<u>By the end of Year 4:</u> I can use an efficient written method of addition.	<u>Column Addition:</u> $1592 + 1263 = 2855$ $\begin{array}{r} 1592 \\ + 1263 \\ \hline 2855 \end{array}$ 1
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Subtraction

<u>By the end of Year 4:</u> I can use an efficient written method of subtraction.	<u>Column Subtraction:</u> $1645 - 1231 = 413$ $\begin{array}{r} 1645 \\ - 1231 \\ \hline 0413 \end{array}$	<u>Column Subtraction (with multiple exchanges):</u> $721 - 556 = 165$ $\begin{array}{r} 6^{11} \\ 172^{11} \\ - 1556 \\ \hline 0165 \end{array}$
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Multiplication

<u>By the end of Year 4:</u> I can use an efficient written method of short multiplication.	<u>Column Method for Short-Multiplication:</u> $39 \times 3 = 117$ $\begin{array}{r} 39 \\ \times 3 \\ \hline 117 \\ 12 \end{array}$
I can recall and use multiplication facts (and associated division facts) for all tables up to 12x12	Children will be able to recite the 1x to 12x tables in order. When asked, children will be able to swiftly answer times tables questions for the 1x to 12x tables, for example 'what is 5 x 8?' and 'what is 40 ÷ 5?'

Division

<u>By the end of Year 4:</u> I can use an efficient written method of short division.	<u>Short Division:</u> $842 \div 6 = 140 \text{ r}2$ $\begin{array}{r} 140 \text{ r}2 \\ 6 \overline{) 842} \end{array}$
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