

Maths Stage 4 Key Learning Objectives

I can count backwards through zero to include negative numbers

I recognise place value in four digit numbers, and use to order and compare

I can round any number to the nearest 10, 100 or 1000

I can add and subtract using formal methods including carrying and exchanging

I know multiplication tables up to 12×12

I can use place value and number facts to carry out mental calculations

I can use factor pairs and commutativity in mental calculations

I can use a written multiplication method

I can recognise and use hundredths (fractions and decimals)

I recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $\times/10$ and $\times/100$

I can divide one or two digit numbers by 10 and 100, using tenths and hundredths

I can round decimals with one decimal place to nearest whole number

I can compare numbers up to two decimal places

I can convert between different units of metric measurement, including money, using a decimal point when needed

I can find the area of rectilinear shapes by counting squares

I can solve problems converting units of time e.g. hours to minutes, weeks to days and so on

I can compare and classify shapes, including different quadrilaterals and triangles

I can identify lines of symmetry presented in different orientations

I can describe positions on a 2D grid using co-ordinates

I can describe translations using a given unit to the left/right and up/down

I can interpret and present discrete and continuous data on appropriate graphs



Stanburn Primary School

Believe Achieve Succeed

Learning Without Limits

End of Year Expectations

Year 4

Reading Stage 4 Key Learning Objectives

I can understand my understanding of root words, prefixes and suffixes to understand and explain the meaning of unfamiliar words
I can read further exception words, including those with unusual spelling/sound links
I can make good attempts to pronounce unfamiliar words using my knowledge of similar words or root words
I can retell some stories verbally, engaging the listener with expression and dramatic effect, including relevant and interesting detail
I can show that I understand the main ideas, themes, events and characters in a text and identify similar themes over several texts
I can identify and efficiently summarise the main ideas drawn from a longer passage, and communicate this using notes
I can make inferences about characters' feelings, thoughts and motives, and clearly explain my opinions
I can infer meanings and justify them with evidence from the text
I can predict what might happen from details stated and deduced information
I can identify and discuss words and phrases that writers use to engage and impact on the reader
I can comment on the way an author's precise choice of vocabulary creates different moods, feelings and attitudes, and suggest alternative vocabulary choices
I can state an opinion, explain my thinking, and find evidence in the text that support this
I can identify the way one paragraph may be linked to the one before or after
I can identify organisational features in different text types, eg explanation, persuasion, narrative, myth
I can tell the difference between formal and informal language in texts, and explain why it is important
I can use skimming and scanning to collate information under different headings over a range of texts for research purposes
I can recognise different forms of poetry, and talk about the meanings of poems that I have read
I can prepare poems to read aloud and to perform, showing understanding through my intonation, tone, volume and action
I can use a dictionary efficiently to check the meanings of words
I can explain how different meanings of words I have read that look the same can change the meaning of a sentence

Writing Stage 4 Key Learning Objectives

I can spell words from the Year 4 spelling list
I can spell many homophones and use them correctly in context
I can use a dictionary and thesaurus efficiently to check spelling and improve my vocabulary
I have developed a fluent, legible and consistent joined handwriting style
I can use what I have learnt from my reading to shape my own texts, for example in myths, poetry, newspaper articles, non-chronological reports
I can write fiction and non-fiction texts using paragraphs, developing sequences or events around a main sentence within the paragraph
I can develop details of characters, settings and plots using action, description and dialogue
I can use a range of devices such as strong adjectives, powerful verbs and adverbs, and figurative language to describe characters to help create powerful images
I can use simple organisational devices in non-fiction writing, such as title, sub headings, captions, pictures of diagrams with labels, introductory 'hook', bullet points, conclusion
I can form complex sentences to develop meaning
I can choose nouns and pronouns for clarity and cohesion, and avoid repetition
I proof read my work for spelling and punctuation errors
I can use a wide range of conjunctions, adverbs and prepositions to express time, cause and place
I always take care to begin sentences in a variety of ways, including using fronted adverbials
I can use commas or ellipses in order to create greater clarity and effect in my writing
I can make improvements to my work by proposing changes to grammar or vocabulary
I can use the correct endings for plurals accurately
I can use the possessive apostrophe accurately with singular and plural nouns
I recognise and use Standard English verb inflections (e.g. I did, not I done, we were, not we was) in my formal writing
I can use and punctuate direct speech correctly, including the use of a comma after the fronted reporting clause