



## **QEGS KEY OBJECTIVES**

### **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 staff have identified these objectives as being the minimum requirements your child must meet in order to ensure suitable progress through to the following year.

#### **Development throughout the year**

The key objectives in this booklet are intended to be achieved by the end of the current academic year. Your child's progress on these objectives will be tracked throughout the year by the teachers. The children will also follow their own development using their Progress Tracker booklets, and feedback will be given on Parents' Evening regarding your child's progress.

The curriculum we follow is designed to ensure that the children have a thorough understanding of each objective and subject, and can apply them in a variety of academic situations.

Any extra support you can provide in helping your children to achieve these is greatly valued.



## READING

- 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 and scan to locate information and/or answer a question.
- Give a personal point of view on a text.
- Re-explain a text with confidence.
- Appreciate that people use bias in persuasive writing.
- Predict what might happen from details stated or implied.
- Appreciate how two people may have a different view on the same event.

## 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 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.
- Spell the words on the Year 4 spelling lists correctly.

## MATHEMATICS

- Count forwards and backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number.



- Count in multiples of 6, 7, 9, 25 and 1000.
- Round any number to the nearest 10, 100 or 1,000.
- Add numbers with up to 4-digits using a written column method.
- Subtract numbers with up to 3-digits using a written column method.
- Recall and use multiplication and division fact s all tables to 12x12.
- Multiply a 2-digit by 1-digit number.
- Multiply a 3-digit by 1-digit number.
- Recognise and write equivalent fractions
- Round decimals with 1dp to nearest whole number.
- Add and subtract fractions with same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.
- Measure and calculate the perimeter of a rectilinear shape (including squares) in centimetres and metres.
- Compare and classify 2D shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Solve a problems comparing information presented in bar charts, pictograms, tables and other graphs.

## SCIENCE

- Ask sensible questions and use different types of scientific investigations to try to answer them.
- Set up simple experiments and know how to make them a fair test.
- Make logical and careful observations.
- Take accurate measurements using a range of equipment.
- Collect, record, organise and present information in a variety of ways to help me to answer questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Report on my findings from investigations, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to make simple conclusions and make predictions.
- Think how investigations could be improved and ask further questions.
- Talk about differences, similarities or changes related to simple scientific ideas and processes.
- Use scientific evidence to answer questions or to support findings.



## Tracking Progress

The teachers use the following terminology to help track your child's progress through a particular subject. The aim is for every child to be secure in each subject area by the end of the academic year.

### Beginning

This indicates your child is currently working towards the majority of the objectives contained in this booklet. This is very common in the Michaelmas term, as many objectives are still to be covered.

### Developing

This indicates your child has achieved some of the key objectives and is currently working towards others.

### Secure

This indicates your child has achieved the majority of the key objectives in a subject. As it is based on the objectives for the whole year, this is a level more likely to be achieved towards the end of the academic year.

### Exceeding

This indicates that your child has achieved all of the key objectives and is working at a level beyond the majority of the key objectives.

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.

