

MATHS



Every Child Matters Academy Trust
Children at the heart



Wombwell Park Street Primary School

Place Value	1. I can recognise the place value of each digit in a four-digit number
	2. I can read, write and order numbers beyond 1000 up to 10,000
	3. I can compare numbers beyond 1000
	4. I can solve number and practical problems with place values – patterns, missing numbers rounding etc...
Add & Sub	5. I can add numbers with up to 4 digits using the formal columnar addition
	6. I can subtract numbers with up to 4 digits using the formal subtraction
	7. I can solve addition and subtraction two-step problems in contexts
	8. Mental Strategies for adding 2 digit numbers
Multi & Division	9. I can recall multiplication and division facts for 6x 7x 9x 11x tables
	10. I can multiply together three numbers
	11. I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout
	12. I can divide two-digit and three-digit numbers by a one-digit number using formal written layout
	13. I can solve problems involving <u>multiplying and adding</u> including multiplying two digit numbers by one digit
Fractions	14. I can solve problems involving <u>division</u> including dividing three digit numbers by one digit
	15. I can solve problems to calculate fractions of a quantities with unit and non-unit fractions
	16. I can add and subtract fractions with the same denominator
	17. I can recognise and write decimal equivalents of any number of tenths and hundredths
	18. I can recognise and write decimal equivalents to $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$
	19. I can solve simple measure and money problems involving fractions and decimals to two decimal places.
	20. I can convert between different units of measure [for example, kilometre to metre; hour to minute]
Measurement	21. I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
	22. I can find the area of rectilinear shapes by counting squares
	23. I can estimate, compare and calculate different measures, including money in pounds and pence
Shape	24. I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
	25. I can identify acute and obtuse angles
	26. I can order angles up to two right angles by size



Working at the Expected Standard Year 4

READING



Decoding	beginning to read TOPAZ
Develop pleasure in reading, motivation to read, vocabulary and understanding	1. listening to and begin to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	2. read books that are structured in different ways and reading for a range of purposes
	3. recognising themes and conventions in a wide range of books
	4. preparing poems and play scripts to read aloud and to perform, beginning to use good intonation, tone, volume and action
	5. reading stories with intonation and relevant expression
Independent Comprehension	6. check that the text makes sense to them, begin to discussing their understanding and begin to explain the meaning of words in context
	7. identifying main ideas drawn from one paragraph
	8. commenting upon language, structure, and presentation features and how they contribute to meaning
	9. begin to retrieve and record information from non-fiction

WRITING



Each child must be able to meet these standards across a wide range of genre i.e. story, persuasion, recount, report etc...

Planning	1. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	
	2. composing and rehearsing sentences orally	
	3. independently create settings, characters, plot	
	4. organise paragraphs around a theme	
Punctuation	5. marking most sentences with: capital letters and full stops, question marks, exclamation marks	
	6. and with some use of:	use commas after fronted adverbials
		indicating possession by using the possessive apostrophe with irregular plural nouns and nouns already ending in s
Sentences	7. use a range of sentence structures using vocab to improve sentences	using and punctuating direct speech in independent writing
		when
		if
		because
Grammar	8. build a varied and rich vocabulary with use of adjectives, and adverbs expressing time, place and cause	although
		8.a Prepositional phrases
		8.b. Noun phrases using modified adjectives
	8.c. correctly punctuated fronted adverbials	
	9. begin to use the present perfect form of verbs in contrast to the past tense (have eaten, have been eating)	
Spelling	10. start to choose nouns or pronouns appropriately to avoid repetition	
	11. propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
	12. spelling many common exception words	
	13. begin to spell further homophones (words that sound the same)	
	14. spelling of high frequency words (Can spell the vast majority of year 3 and 4 key words)	
	15. adding prefixes to spell some words correctly in their writing, e.g. il, sub, inter, anti, auto	
16. adding suffixes to spell some words correctly in their writing, e.g. ly, sion, sure, ture, ous, ssion, cian		
Handwriting	17. ensuring that the down strokes of letters are level	
	18. that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	