

## Helping Your Child Achieve in Y4

This booklet provides information for parents and carers on the end of year expectations for children in this year group. All the objectives will be worked on throughout the year and will be the focus of direct teaching. 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.

### Supporting Maths at Mortimer St Mary's Junior School

The overall aim is that when children leave our school they:

- have a secure knowledge of number facts and a good understanding of the four operations;
- are able to use this knowledge and understanding to carry out calculations mentally and to apply general strategies when using one-digit and two-digit numbers and particular strategies to special cases involving bigger numbers;
- make use of diagrams and informal notes to help record steps and part answers when using mental methods that generate more information than can be kept in their heads;
- have an efficient, reliable, compact written method of calculation for each operation that children can apply with confidence when undertaking calculations that they cannot carry out mentally;
- use a calculator effectively, using their mental skills to monitor the process, check the steps involved and decide if the numbers displayed make sense.

### Mathematics in Year 4

- Count 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.
- Recall and use multiplication and division facts all tables to 12x12.
- Recognise the place value of any 4-digit number.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1dp to nearest whole number.
- Add and subtract numbers with up to 4-digits using written columnar method.
- Multiply 2-digit by 1-digit and 3-digit by 1-digit
- Count up/down in hundredths.
- Recognise and write equivalent fractions. Add and subtract fractions with same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.

## Y4 Addition

- Continue with columnar addition.

+	<b>HTO</b> 3 7 1 <u>4 8 5</u> <u>8 5 6</u> 1	+	<b>HTO</b> 3 7 6 <u>4 8 5</u> <u>8 6 1</u> 1 1	+	<b>Th H T O</b> 2 3 8 8 <u>1 1 2 4</u> <u>3 5 1 2</u> 1 1
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- Estimate and use inverse operations to check answers to a calculation.
- Add money using both £ and pence in practical contexts.

## Y4 Subtraction

- Continue with partitioned columnar subtraction progressing to compact columnar subtraction.

<b>HTO</b> <sup>3</sup> 4 <del>3</del> 7 <u>- 1 8 2</u> <u>2 5 5</u>	<b>H T O</b> <sup>3</sup> 4 <del>12</del> 3 <del>2</del> <u>- 1 8 7</u> <u>2 4 5</u>	<b>H T O</b> <sup>5</sup> 6 <del>9</del> 1 <del>0</del> / <sup>14</sup> <u>- 3 4 7</u> <u>2 5 7</u>	<b>Th H T O</b> 8 <sup>3</sup> 4 <del>12</del> / <sup>16</sup> <u>- 2 1 7 7</u> <u>6 2 4 9</u>
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- Estimate and use inverse operations to check answers to a calculation.
- Subtract amounts of money using columnar method.

## Y4 Multiplication

- Recall and use multiplication tables up to 12x12 (Including multiplying by 0 and 1).
- Continue using grid method and expanded method as appropriate, progressing to short multiplication.

x	100	30	6
5	500	150	30



$$\begin{array}{r}
 327 \\
 \times \quad 4 \\
 \hline
 1308 \\
 \begin{array}{cc}
 1 & 2
 \end{array}
 \end{array}$$

- Short Multiplication.

No carrying	Extra digit	Carrying	Zeros	Ext.
$  \begin{array}{r}  \text{TO} \\  32 \\  \times \underline{3} \\  \hline  96  \end{array}  $	$  \begin{array}{r}  \text{HTO} \\  51 \\  \times \underline{\quad 2} \\  \hline  102  \end{array}  $	$  \begin{array}{r}  \text{HTO} \\  38 \\  \times \underline{\quad 7} \\  \hline  266 \\  5  \end{array}  $	$  \begin{array}{r}  \text{HTO} \\  202 \\  \times \underline{\quad 4} \\  \hline  808  \end{array}  $	$  \begin{array}{r}  \text{HTO} \\  \square 5 \square \\  \times \underline{\quad 4} \\  \hline  612 \\  2 \quad 1  \end{array}  $

## Y4 Division

- Recall and use all division facts for all tables up to 12 (Including dividing by 1).
- Continue with short division method.

$$\begin{array}{r}
 18 \\
 4 \overline{) 732} \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 037 \\
 5 \overline{) 185} \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 218 \\
 4 \overline{) 872} \\
 \hline
 \end{array}$$

- Progressing to short division with remainders.

$$\begin{array}{r}
 204 \\
 4 \overline{) 816} \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 141 \text{ r}1 \\
 3 \overline{) 424} \\
 \hline
 \end{array}$$

### ***Reading in Y4 - pupils need to be able to***

- ❖ Identify and summarise evidence from a text to support a hypothesis
- ❖ Deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
- ❖ Use knowledge of different organisational features of texts to find information effectively
- ❖ Use knowledge of word structures and origins to develop their understanding of word meanings
- ❖ Explain how writers use figurative and expressive language to create images and atmosphere
- ❖ Read extensively favourite authors or genres and experiment with other types of text
- ❖ Interrogate texts to deepen and clarify understanding and response
- ❖ Explore why and how writers write, including through face-to-face and online contact with authors

#### **Activities to support reading development**

- ❖ Encourage your child to read everyday, use a text type that they are interested in and are keen to read
- ❖ Listen to your child read as often as possible, as this develops fluency and confidence with reading aloud
- ❖ Encourage your child to choose a different genre

### ***Writing in Y4 - pupils need to be able to***

Plan their writing by:

- 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
- 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.

***Literacy text types covered in Y4 - Narrative (Stories from other cultures, stories set in fantasy/other worlds, short stories in familiar settings, stories with historical settings, dialogue and plays, stories with issues and dilemmas, classical narrative), Non-Narrative (persuasive texts, letters and adverts, explanation texts, recount texts, newspaper reports) and a range of poetry.***

### Key grammar features in Y4

- Prepositions
- Adjectives, descriptive language
- Adverbial phrases
- Exclamatory sentences, exclamation marks
- Varied sentence structures - simple, compound and complex sentences
- Conjunctions
- Use words and phrases to signal time sequences
- Use a range of punctuation
- Dialogue, speech verbs and speech punctuation
- Similes, alliteration, metaphors

### Spelling - pupils are given opportunities to:

- Develop a range of personal strategies for spelling at the point of composition and for learning new and irregular words
- Develop a range of strategies for checking and proof reading spellings after writing
- 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
- Proof-read for spelling errors

### The following areas are a focus in Y4

- Revise prefixes from Y3: un-dis-, mis-, re-, pre-, sub-, tele-, super-, auto
- Explore new prefixes in-, il-, im-, ir-, inter-, anti-
- Adding suffixes beginning with vowel letters to words of more than one syllable -ing, -en, -er, -ed.
- The suffix -ation e.g. sensation, preparation.
- The suffix -ly. Teach the exceptions e.g. y changed to i, le ending changed to ly, ic ending changed to -ally
- The suffix -ous e.g. poisonous, outrageous
- Endings which are spelt -tion, -sion, -ssion, -cian e.g. invention, comprehension, expression, magician, division, confusion
- Revise contractions e.g. can't, didn't, hasn't, couldn't, it's, I'll
- Place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] and in words with irregular plurals [e.g. children's]
- Possessive apostrophe with plural words e.g. girls', boys', babies'.
- Possessive apostrophe with singular proper nouns e.g. Cyprus's population.

### Homophones

peace/piece, main/mane, affect/effect, scene/seen, male/mail, bawl/ball, whether/weather, fair/fare, medal/meddle

### Useful Terms

#### Conjunction

A conjunction is a word or phrase that links clauses or sentences.

- e.g. addition *also, furthermore, moreover*  
opposition *however, nevertheless, on the other hand*  
reinforcing *besides, anyway, after all*  
explaining *for example, in other words, that is to say*  
listing *first(ly), first of all, finally*  
indicating result *therefore, consequently, as a result*  
indicating time *just then, meanwhile, later*

#### Sentences

A sentence can be **simple, compound or complex**.

A **simple sentence** consists of one **clause**: *It was late.*

A **compound sentence** has two or more clauses joined by *and, or, but* or *so*. The clauses are of equal weight (they are both main clauses): *It was late but I wasn't tired.*

A **complex sentence** consists of a main clause which itself includes one or more subordinate clauses: *Although it was late, I wasn't tired.*

(The subordinate clause beginning with *although* is underlined and is used to add more detail into the sentence)

#### Clause

A clause is a group of words that expresses an event (*she drank some water*) or a situation (*she was thirsty/she wanted a drink*). It usually contains a **subject** (*she* in the examples) and **verb** (*drank/was/wanted*)

**Simile** - comparing one thing with another using the words "like" or "as" e.g. as cold as ice

**Metaphor** - comparing two things by saying that one thing is the other (not using the words like or as) e.g. the morning was a blanket of warmth wrapped around me.

**Personification** - describing non-human things in a human way e.g. The tree waved its arms in the wild wind.

**Alliteration** - using the same sound at the beginning of words - five friendly fish

**Onomatopoeia** - when the sound of the word reflects its meaning e.g. zoom

#### Adverbials

A word or group of words that explain "when", "how" or "where" the action takes place.

They can come before or after a verb e.g. "when" - The train **finally** left the station, "how" - The boy ran **quickly** through the field, "where" - The children ran **outside**.

Adverbials can also be used to compare the way in which actions are done e.g. Fiona painted **more carefully** than Tom.