

My End of Year Maths Expectations



I can 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.

I can solve number and practical problems that involve all of the below.

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

I can identify, represent and estimate numbers.

I can compare and order numbers beyond 1000.

I can recognise the place value of each digit in a four - digit number.

I can count backwards through zero to include negative numbers.

I can find 1000 more or less than a given number.

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

Number and Place Value

I can solve subtraction two-step problems deciding which operations and methods to use and why.

I can solve addition two-step problems deciding which operations and methods to use and why.

I can use inverse operations check answers to a calculation.

I can estimate to check answers to a calculation.

I can subtract numbers with up 4 digits using efficient methods.

I can add numbers with up 4 digits using efficient methods.

Addition and Subtraction

I can solve multiplication and division problems.

I can multiply three-digit numbers by one-digit number.

I can multiply two-digit numbers by one-digit number.

I can recognise and use factor pairs in mental calculations.

I can multiply together three numbers.

I can use place value and known derived facts to divide mentally.

I can use place value and known derived facts to multiply mentally.

I can recall multiplication and division facts for \times times up to 12×12 .

Multiplication and Division

I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

I can read, write and convert time between analogue and digital 12- and 24-hour clocks

I can estimate, compare and calculate different measures, including money in pounds and pence.

I can find the area of rectilinear shapes by counting squares.

I can measure and calculate the perimeter of a rectilinear figure in cm and m.

I can convert between different units of measure.

Measurements

I can solve simple measure and money problems involving fractions and decimals.

I can compare numbers with the same number of decimal places.

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

I can find the effect of \div a number by 10 and 100 and identify the value of the digits in the answer.

I can recognise and write decimal equivalents to $\frac{1}{4}$.

I can recognise and write decimal equivalents of any number of tenths or hundredths.

I can add and subtract fractions with the same denominator.

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

I can recognise and show, using diagrams, families of common equivalent fractions.

Fractions and Decimals

I can plot specified points and draw sides to complete a given polygon.

I describe movements between positions as translations of a given unit to the left/right and up/down.

I can describe positions on a 2-D grid as coordinates in the first quadrant.

I can complete a simple symmetric figure with respect to a specific line of symmetry.

I can identify lines of symmetry in 2-D shapes presented in different orientations.

I can identify acute and obtuse angles and compare and order angles up to two right angles by size.

I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

Geometry

I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.

I can interpret and present data using time graphs.

I can interpret and present data using bar charts.

Statistics



My End of Year Reading Expectations



I attempt pronunciation of unfamiliar words drawing on prior knowledge and similar looking words.

I can read further exception words, noting the unusual correspondences between spelling and sound.

I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

Word Reading

I can build on others' ideas and opinions about a text in discussion.

I can retrieve information from non-fiction texts.

I can identify some text type organisational features, for example, narrative, explanation and persuasion.

I can identify where a writer has used precise word choices for effect to impact on the reader.

I can predict what might happen from details stated and from the information I have deduced.

I can infer meanings and begin to justify them with evidence from the text.

I can ask relevant questions to improve my understanding of a text.

I can explain the meaning of words in context.

I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can identify the (simple) themes in texts.

I can identify some of the literary conventions in different texts.

I can discuss and record words and phrases that writers use to engage and impact on the reader.

I can use a dictionary to check the meaning of unfamiliar words.

I know which books to select for specific purposes, especially in relation to science, geography and history learning.

Comprehension

Reading 4

Exceeding Expectations

I can show awareness of the listener through the use of pauses, giving emphasis and keeping up an appropriate pace so as to entertain and maintain interest.

I can recognise complex sentences.

I can refer to the text to support my predictions and opinions.

I can skim, scan and organise non-fiction information under different headings.

I can compare the language in older texts with modern Standard English (spelling punctuation and vocabulary).

I can use inference and deduction to work out the characteristics of different people from a story.

I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.

I can appreciate the bias in persuasive writing, including articles and advertisements.

I can compare fictional accounts in historical novels with the factual account.

I can locate and use information from a range of sources, both fiction and non-fiction.

Exceeding

My End of Year Writing Expectations

I understand the grammatical difference between plural and possessive -s (e.g. boys / the boy's ball).

I can spell the commonly mis-spelt words from the Y3/4 word list.

I can use the first two or three letters of a word to check a spelling in a dictionary.

I can recognise and spell homophones.

I can spell words with suffixes (e.g. -tion, -sion, -cian, -sure, -ture, -ous, etc.) and can add them to root words.

I can spell words with prefixes (e.g. super-, anti-, sub-, ir-, il-, im-, dis-, mis-, in-, etc.) and can add them to root words.

Spelling



My handwriting is legible and consistent; lines of writing are spaced sufficiently, so that ascenders and descenders do not touch.

I understand which letters should be left unjoined.

I can join my handwriting.

Handwriting

I can improve my writing by changing grammar and vocabulary to improve consistency.

I can proof-read for spelling and punctuation errors.

I can use suitable organisational features.

I can use figurative language (e.g. similes) to make my writing more interesting.

I can use an increasing range of sentence structures - i.e. noun phrases, fronted adverbials, subordinate clauses and comma splicing.

I can compose sentences using a range of sentence openers.

I can write a narrative with a clear structure, setting and a plot.

Composition

I can use apostrophes to indicate possession with singular and plural nouns (e.g. Bill's ball / the girls' coats).

I can use subordinating conjunctions to create flow between paragraphs (e.g. as soon as, by the time, even though, just as, so that)

I can accurately punctuate direct speech, including all of the necessary punctuation (inc. punctuation inside the inverted commas).

I can use fronted adverbials and demarcate them with a comma.

I can use conjunctions, adverbs and prepositions to express time and cause.

I can create cohesion across paragraphs using a mix of nouns and pronouns to avoid repetition.

I can use the present perfect form of verbs in contrast to the past tense (e.g. He has gone out to play / He went out to play).

I can extend a range of sentences with more than one clause using a range of conjunctions (e.g. when, if, because, although).

Grammar and Punctuation

Transcription

Writing 4

Exceeding Expectations

I can use commas or ellipses in order to create greater clarity and effect in my writing.

I can vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural.

I know how to re-order sentences so that they create maximum effect.

I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.

I can recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality.

I can recognise when a simile may generate more impact than a metaphor and vice versa.

I can use dialogue and reactions from other characters to make my character interesting.

I can deliberately use short sentences to speed up action sequences.

I can check to see if there are any sentences that can be reorganised so as to give my writing a greater impact.

I am prepared to carry out some research to find words that are particular to the event being written about.

Exceeding