



Marshall Primary School

Key skills

End of year 4 - Expectations in Maths



Number and Place Value

- I can count in multiples of 6, 7, 9, 25 and 1000.
- I can find 1000 more or less than a given number.
- I can count backwards to negative numbers below zero.
- I know what each digit means in Thousands, Hundreds Tens and Unit numbers such as 2024.
- I can order and compare numbers above 1000.
- I can make estimates of a range of things - such as how many small objects there are in a large jar, how long in cm an object is, how heavy an object may weigh in kg.
- I can round a number to the nearest 10, 100 or 1000.
- I can solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.
- 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.

Addition and Subtraction

- I can add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction).
- I can estimate an answer and check my answer using inverse operations.
- I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did.

Multiplication and Division

- I know all my times table up to the 12 times tables.
- I know what the outcome is when I multiply a number by 1 or by zero.
- I know what the outcome is when I divide a number by 1.
- I can multiply three numbers together, such as $3 \times 6 \times 9$.
- I know what factor pairs are how I can multiply numbers in any order and use my knowledge to work out questions in my head.
- I can multiply a two-digit or a three-digit number by a one-digit number using written methods.
- I can solve maths problems such as - how many different outfits can I make from 3 hats and 4 coats.

Fractions

- I can show in drawings why a number of fractions equal each other (such as $\frac{3}{5}$ and $\frac{6}{10}$) and are called equivalent fractions.
- I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten.
- I can work out the fractions of numbers such as $\frac{4}{25}$ or $\frac{7}{10}$ of 700.
- I can add and subtract fractions with the same denominator.

- I can tell you the decimal equivalents of any number of tenths or hundredths - such as $\frac{1}{10} = 0.1$ and $\frac{23}{100} = 0.23$.
- I know what the decimal equivalents are for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
- I can divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point.
- I can round decimals with one decimal place to the nearest whole number.
- I can compare numbers such as 0.26 and 0.56 to say which is bigger or lower.
- I can solve measure and money problems involving fractions and decimals to two decimal places.

Measurement

- I can convert one unit of measurement to another, such as kilometre to metre, hour to minutes and cm to mm.
- I can measure and calculate the perimeter of a rectangle (including a square).
- I can find the area of a rectangular shape by counting the number of squares the shape takes up.
- I can estimate and compare the measurements of a range of measures (such as cm, km, g, litres) and money.
- I can read, write and convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.
- I can convert hours to minutes, minutes to seconds, years to months and weeks to days.

Geometry - Properties of Shape

- I can group 2-D shapes based on their properties (such as the number of sides) and sizes.
- I can find acute and obtuse angles and order a set of given angles by size.
- I can find all the lines of symmetry in 2-D shapes.
- If I have been given one half of a symmetrical shape, I can complete the other half based on the position of the line of symmetry.

Geometry - Position and Direction

- I can find the coordinates of a point on a grid.
- I can move (translate) a point on a grid by a given set of jumps either up/down or left/right.
- I can plot points using coordinates and join up the points to create a shape.

Statistics

- I can take continuous and discrete data and create a bar chart or line graph.
- I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.





Key skills

End of year 4 - Expectations in Reading



Word level

- I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.
- I am aware that some words sound different to how they are spelt.

Comprehension

- I can show you I have understood an increasing wide range of texts I have read.
- I am able to choose from a range of books that are set out differently but give me the information I require.
- I can use a dictionary to check the meaning of new words.
- I can talk about different types of stories I have read.
- I can identify different themes and conventions in a wide range of books I read.
- I will perform poems and play scripts to read aloud to keep the listener interested.
- I will discuss words and phrases that interest me.
- I can recognise different types of poetry.
- I check what I am reading makes sense by talking about it.
- I ask questions to help me understand more about a book.
- I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
- I can predict events in stories from what I have read.
- I can tell what the main ideas in a book are from reading a number of paragraphs.
- I understand that the way books are set out help the reader to identify the meaning.
- I can use non-fiction books to find out about things.
- I can take turns when discussing books I have read, or had read to me and listen to what others have to say.





Key skills

End of year 3 - Expectations in Writing



Transcription

- I use some prefixes and suffixes and understand how to use them in my writing.
- I can spell some homophones.
- I am able to spell some words that are often misspelt.
- I know how to use the possessive apostrophe in some plurals.
- When using a dictionary, I am able to use the first two letters of a word to check its' meaning.
- I can write simple sentences that have been read to me, using the correct punctuation.

Handwriting

- I am beginning to join my letters when writing.
- I am beginning to join my handwriting and my letters are all the same height and the correct distance apart from each other.

Composition

- I plan my writing by looking at similar texts written before.
- I am able to make notes about what I will write about.
- I use different sentence structures and some better vocabulary in my writing.
- I can draft my work into short paragraphs.
- I can organise my writing using settings, characters and plot.
- I can organise my writing by using headings.
- I can edit my own work add some improvements to the texts.
- I can edit written work to improve the use of vocabulary.
- When I finish a piece of work I will read it through to correct some spelling and punctuation errors.
- I can read my writing out to an audience in a clear manner.

Vocabulary, Grammar and Punctuation

- I can write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although.
- I understand how to use the present perfect form of verbs which contrast to the past tense in my writing.
- I can use the grammar rules set out in my grammar list.
- I can use conjunctions, adverbs and prepositions to express time and cause in my writing.
- I can add prefixes to form new words, such as adding super-, anti- or auto- to words I already know.
- I know when to use 'a' or 'an' depending on what the next word begins with.
- I know some words belong to word families (such as solve, solution, solver, dissolve, insoluble) and this helps me work out the meaning of all the words in the word family.
- I group ideas I write about into paragraphs.
- I use headings and sub-headings to structure and present my work.
- I know that inverted commas are used to open and close what someone is saying in a text.



