

# Mathematics

- Count in multiples of 1000; count backwards through zero to include negative numbers
- Count in multiples of 6, 7, 9 and 25
- Order and compare numbers beyond 1000
- Round whole numbers to 10,000 to the nearest 10, 100 or 1000
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- Solve calculation problems involving two-step addition and subtraction in context, deciding which operations to use and why
- Solve calculation problems involving two-step addition and subtraction in context, deciding which methods to use and why
- Recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- Recognise and show, using diagrams, families of common equivalent fractions
- Round decimals with one decimal place to the nearest whole number
- Solve simple measure and money problems involving fractions and decimals to two decimal places
- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- Convert from larger to smaller units of time
- Convert from larger to smaller units of metric measure
- Identify lines of symmetry in 2-D shapes presented in different orientations, including where the line of symmetry does not dissect the original shape

## Year Four Learning Objectives

- Compare and classify geometric shapes, including different types of quadrilaterals and triangles, based on their properties and sizes
- Plot specified points and draw sides to complete a given polygon
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
- Solve calculation problems involving multiplying and adding, including integer scaling and harder correspondence problems such as  $n$  objects are connected to  $m$  objects



# Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)
- both to read aloud and to understand the meaning of new words they meet
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Develop positive attitudes to reading and understanding of what they read by:
  - (a) listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - (b) identifying and discussing themes and conventions in \*and across\* a wide range of writing
- Understand what they read, in books they can read independently, by
  - (a) checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - (b) identifying main ideas drawn from more than one paragraph and summarising these
  - (c) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - (d) predicting what might happen from details stated and implied
- Retrieve and record information from non-fiction
- Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read

# Writing

- Spell further homophones
- Draft and write by: organising paragraphs around a theme
- Draft and write by: in narratives, creating settings, characters and plot
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Proof-read for spelling and punctuation errors
- Develop their understanding of the key concepts by:
  - (a) choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - (b) using the present perfect form of verbs in contrast to the past tense
- Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials



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# Science

- Ask relevant questions
- Plan different types of scientific enquiries to answer questions
- Set up simple and practical enquiries, comparative and fair tests
- Make systematic and careful observations using a range of equipment, including thermometers and data loggers
- Take accurate measurements using standard units, where appropriate
- Record findings using simple scientific language, drawings and labelled diagrams
- Record findings using keys, bar charts, and tables
- Gather, record, classify and present data in a variety of ways to help to answer questions
- Report on findings from enquiries, including oral and written explanations, of results and conclusions
- Report on findings from enquiries using displays or presentations
- Identify differences, similarities or changes related to simple scientific ideas and processes
- Use straightforward scientific evidence to answer questions or to support their findings
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions