

Mathematics Key Objectives

It is vital that your child learns to apply the key mathematical skills outlined below in a real life context.

Add or subtract mentally pairs of two-digit whole numbers, e.g. $47 + 58$, $91 - 35$

Develop and use written methods to record, support and explain multiplication and division of two-digit numbers by a one-digit number, Including division with remainders, e.g. 15×9 , $98 \div 6$

Use diagrams to identify equivalent fractions, e.g. $\frac{6}{8}$ and $\frac{3}{4}$, or $\frac{70}{100}$ and $\frac{7}{10}$; interpret mixed numbers and position them on a number line, e.g. $3\frac{1}{2}$

Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate

Derive and recall multiplication facts up to 10×10 , the corresponding division facts and multiples of numbers to 10 up to the tenth multiple

Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of kilo, centi and milli and, where appropriate, use decimal notation to record measurements, e.g. 1.3 m or 0.6 kg

Know that angles are measured in degrees and that one whole turn is 360° ; draw, compare and order angles less than 180°

By the end of year 4 the children should have met all of the year 4 objectives and be starting to achieve some of the year 5 objectives.

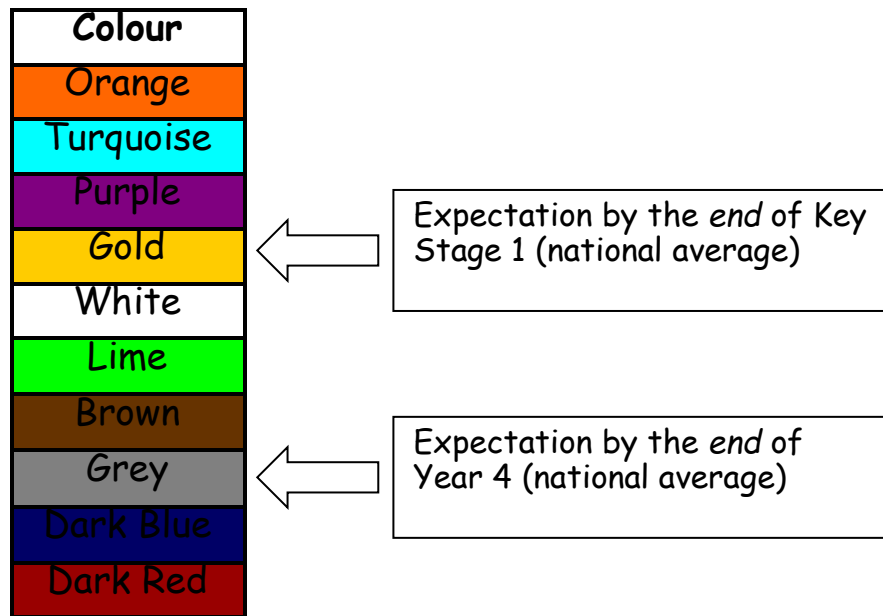


**A guide to the national expectations*
for a child at the end of Year 4**

*Some children will progress beyond this expectation and some will not achieve it until later in their schooling.

Your help and support at home is crucial. The more help and support a child receives at home, the more likely they are to achieve their true potential.

Reading Progression



Reading skills needed for Grey

- I can search texts precisely to locate evidence.
- I can select and use textual detail to answer specific questions.
- I rely on textual information rather than personal experience or knowledge extrinsic to the text.
- I can draw evidence from specific parts of information texts, recognising links between points in different sentences/sections.
- I recognise when specific words/phrases carry more than their literal meaning.
- I can trace developments through texts to deduce reasons, motive, cause and effect.
- I can read closely for accurate interpretation or implicit information.
- I can explain the use of common typographical conventions eg bold and brackets.
- I can identify words used by the author to achieve a given effect.
- I can identify key ideas and events in texts and explain them clearly.
- I can comment on some limited connections to other similar texts.

Writing Progression

Below is a sample piece of writing in line with the national average for a child at the end of Year 4