



The New National Curriculum a guide for Year 4 Parents

The new National Curriculum came into schools in September 2014 and from summer 2016 all children in Year 2 and 6 will be required to sit new tests as we work towards a new model of assessment. We hope that the following parent guide will help you understand the expectations for children at the end of each year.

What's changed?

English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week.

Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Foreign Languages (age 7+ only), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: schools have much more flexibility regarding what they cover in these subjects.

Much of the publicity about the changes to the curriculum has focussed on '**higher expectations**' in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In English lessons there will now be more attention paid to the study of grammar and spelling; an area which was far less notable in previous curriculums.

High Achievers

If your child is achieving well, rather than moving on to the following year group's work we will encourage more in-depth and investigative work to allow a greater **mastery** and understanding of concepts and ideas.

Tests your child will take

Small classroom tests, such as spelling tests are part of classroom routines. However, at certain stages of school there are also national tests which must be taken by all children in state schools. 'SATS' or National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling.

Where previously these tests – and other teacher assessments – were graded in levels (between 1 and 6) from 2016 the tests will be reported as a scaled score, with a score of 100 representing the expected level for each age group.

In Year 1 children will also take a national phonics test. This will be completed in June on a 1:1 basis with their class teacher. The results will be reported with the children's end of year reports and will demonstrate if they have met the required standard.

Mathematics in Year 4

Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1,000
- Count backwards, including using negative numbers
- Recognise the place value in numbers of four digits (1000s, 100s, 10s and 1s)
- Put larger numbers in order, including those greater than 1,000
- Round any number to the nearest 10, 100 or 1,000
- Read Roman numbers up to 100

By the end of Year 4, children will be expected to know all of their times tables up to 12×12 by heart. This means not only recalling them in order but also being able to answer any times table question at random, and also knowing the related division facts. For example, in knowing that $6 \times 8 = 48$, children can also know the related facts that $8 \times 6 = 48$ and that $48 \div 6 = 8$ and $48 \div 8 = 6$. This expertise will be particularly useful when solving larger problems and working with fractions.

Calculations

- Use the standard method of column addition and subtraction for -values up to four digits
- Solve two-step problems involving addition and subtraction
- Know the multiplication and division facts up to $12 \times 12 = 144$
- Use knowledge of place value, and multiplication and division facts to solve larger calculations
- Use factor pairs to solve mental calculations, e.g. knowing that 9×7 is the same as $3 \times 3 \times 7$
- Use the standard short multiplication method to multiply three-digit numbers by two-digit numbers

Measurements

- Convert between different measures, such as kilometres to metres or hours to minutes
- Calculate the perimeter of shapes made of squares and rectangles
- Find the area of rectangular shapes by counting squares
- Read, write and convert times between analogue and digital clocks, including 24-hour clocks
- Solve problems that involve converting amounts of time, including minutes, hours, days, weeks and months

Key Tip — Fractions

- Use hundredths, including counting in hundredths
- Add and subtract fractions with the same denominator, e.g. $\frac{4}{7} + \frac{5}{7}$
- Find the decimal value of any number of tenths or hundredths, for example $\frac{7}{100}$ is 0.07
- Recognise the decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$
- Divide one- or two-digit numbers by 10 or 100 to give decimal answers
- Round decimals to the nearest whole number
- Compare the size of numbers with up to two decimal places

Graphs and Data

- Construct and understand simple graphs using discrete and continuous data
- **Did you know?** - Discrete data is data which is made up of separate values, such as eye colour or shoe size. Continuous data is that which appears on a range, such as height or temperature.

Shape and Position

- Classify groups of shapes according to the properties, such as sides and angles
- Identify acute and obtuse angles
- Complete a simple symmetrical figure by drawing the reflected shape
- Use coordinates to describe the position of something on a standard grid
- Begin to describe movements on a grid by using left/right and up/down measures

English by the End of Year 3 and 4

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, but in Years 3 and 4, some focuses may include:

- Use discussion and conversation to explore and speculate about new ideas
- Begin to recognise the need to use Standard English in some contexts
- Participation in performances, plays and debates
- Explain thinking and feeling in well structured statements and responses

Reading Skills

- Extend skills of decoding to tackle more complex words, including those with unusual spelling patterns-read a wide range of fiction, non-fiction and literary books
- Recognise some different forms of poetry
- Use dictionaries to find the meanings of words
- Become familiar with a range of traditional and fairy tales, including telling some orally
- Identify words which have been chosen to interest the reader
- Ask questions about what they have read
- Draw simple inferences about events in a story, such as how a character might be feeling
- Make predictions about what might happen next in a story
- Summarise ideas from several paragraphs of writing
- Find and record information from non-fiction texts
- Take part in discussions about reading and books
- Makes sense, and self correct reading where necessary

Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

- Present perfect tense: a tense formed using 'have' and a participle, to indicate that an action has been completed at an unspecified time, e.g. The girl has eaten her ice-cream
- Fronted adverbial: a word or phrase which describes the time, place or manner of an action, which is placed at the start of the sentence, e.g. "Before breakfast,..." or "Carrying a heavy bag,..."
- Direct speech: words quoted directly using inverted commas, as opposed to being reported in a sentence

Parent Tip

Children begin to identify how authors choose words for effect, for example by selecting 'wailed' instead of 'cried', or 'enraged' rather than 'cross'. They may begin to make such choices in their own writing, too.

In lower Key Stage 2, your child will build on their work from the infants to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects. They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

English in Year 4 continued...

Writing skills

- Write with joined handwriting, making appropriate join choices
- Spell words that include prefixes and suffixes, such as anticlockwise
- Spell some commonly misspelt words correctly, taken from the Y3/4 list
- Use a dictionary to check spellings
- Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boy's
- Use examples of writing to help them structure their own similar texts
- Plan out sentences orally to select adventurous vocabulary
- Use paragraphs to organise ideas
- Use description and detail to develop characters and settings in story writing
- Write interesting narratives in stories
- In non-fiction writing, use features such as sub-headings and bullet points
- Review their work to make improvements, including editing for spelling errors
- Read other's writing and suggest possible improvements
- Read aloud work that they've written to be clearly understood
- Extend sentences using a wider range of conjunctions, including subordinating conjunctions
- Use the present perfect verb tense
- Use nouns and pronouns with care to avoid repetition

To add information to a sentence about its location, children might use conjunctions ("Although it was still early..."), adverbs ("Early that morning...") or prepositions ("At about six-thirty that morning..."). Often these techniques allow children to write more complex sentences.

Spellings

accidentally	imagine	reign
actually	increase	separate
believe	knowledge	special
breath	material	straight
breathe	medicine	strength
business	mention	suppose
calendar	natural	therefore
caught	naughty	though
century	occasion(ally)	although
consider	opposite	thought
continue	ordinary	through
disappear	particular	various
eighth	peculiar	
enough	possess (ion)	
exercise	possible	
experience	pressure	
experiment	probably	
favourite	promise	
forward (s)	purpose	
height	quarter	
	question	