

What Will My Child Learn In Year 4?

If your child is about to begin Year 4, or is currently working in that year, you might be wondering what they will be learning. This can depend on the school, your child and the time of year, however this document is meant as a general guide, covering the sorts of things that your child might be working on.

English

Reading Comprehension

- Reading fluently is increasingly important however understanding what your child is reading is also very important.
- Children in Year 4 may listen to and discuss a variety of stories, non-fiction texts, poetry, plays and textbooks in order to understand that texts are structured in different ways and written for different purposes.
- Year 4 children should be encouraged to use a dictionary to understand meaning of words they don't know.
- Children might be expected to retell traditional and fairy stories, also myths or fables, in detail. They may also work on writing poems and plays to read aloud and perform using the correct intonation and volume.
- When reading poetry, children will be encouraged to recognise different types of poetry, e.g. tongue twisters or riddles.
- As well as understanding books they listen to, children will hopefully be understanding books they can read independently by checking that their reading makes sense, asking questions, inferring character feelings, thoughts and actions and justifying with evidence, making predictions and summarising the main ideas within a section of text. Inference involves using the clues in the story or picture to make a good guess.
- It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.
- Children will also be encouraged to look back in the text so they can find the answer to a question.

Writing and Spelling

- Your child may learn to use a wide range of prefixes (a group of letters added to the beginning of a word to change its meaning) such as in-, re-, sub-, dis- and mis- and suffixes (a letter or group of letters added to the end of a word to change its meaning) such as -ation and -ous.
- In addition to this, children in Year 4 may also learn how to spell a wider range of homophones (words which sound the same but are spelt differently such as hear /here, some /sum).
- Children will also be able to place the possessive apostrophe in the right place (e.g. the lady's bag, Lewis' jumper).

Handwriting

- Generally, children in Year 4 will continue to work on joining letters together so that they are always joining up their handwriting. Emphasis should be on the quality and consistency of the handwriting.

Writing - Composition

- Planning writing – In order to fully understand the structure and style of the text that they are writing in, they may be exposed to different texts of that type.
- Drafting and writing – Year 4 children may practise planning the sentences in their heads before writing them down, consciously including an interesting range of vocabulary.
- Children might also learn how to write in paragraphs and structure content well including all the necessary features of that writing style.
- Evaluate and edit – children will be encouraged to regularly assess the effectiveness of their own and other's writing, suggesting improvements and proof reading for grammar, spelling or punctuation errors.
- Children will keep in mind the level they are writing at and what they can do to achieve the next level.
- Finally, children will be taught how to use intonation when reading their writing out loud and vary the volume so what they are reading is clearly heard.

Writing - Vocabulary, Grammar and Punctuation

- In Year 4, your child may work on ironing out any Standard English mistakes such as 'I were' instead of 'I was', 'I did' instead of 'I done' and using apostrophes to mark plural possession, e.g. the boy's bag (one boy and his bag) and the boys' bags (the bags belonging to the group of boys).
- Your child may be encouraged to describe nouns with additional adjectives and prepositional phrases (telling of where, when, or why things happen).
- Children may also be encouraged to be using adverbial phrases to begin sentences. These act like adverbs telling you when, where, how or how often something happens and are always followed by a comma, e.g. 'At school...', 'Slowly...' and 'Later that evening...'.
- Children may work on using paragraphs accurately (begin a new paragraph when introducing a new character, section of a story or new information) and secure the punctuating of direct speech correctly (including an appropriate piece of punctuation before closing the speech marks).
- Your child may be encouraged to use more of a variety of tenses in their writing, such as the present perfect form rather than just the past tense. The present perfect is simply formed using the past tense of the verb 'to have', e.g. He has been living there since 2008, They've finished their work and She's gone on her own to the concert.
- Finally, Year 4 is a time for greater range of vocabulary, including a wider range of conjunctions to join sentences – when, if, although, however, although.



Number - Number and Place Value (Thousands, Hundreds, Tens and Ones)

- Your child may learn to count in jumps of 6, 7, 9, 25 and 1000 and practise finding 1000 more or less than another number having understood the place value of each digit of a four-digit number.
- They might work on making estimations and round numbers to the nearest 10, 100 and 1000.
- Children will solve problems involving these larger numbers and learn to read Roman numerals to 100, understanding that over time, our number system changed and included zero and place value.
- Your child might also practise ordering and comparing numbers beyond 1000.

Number - Addition and Subtraction

- In Year 4, your child may be taught to use formal column written methods to add and subtract numbers with up to four digits. (The methods and the order in which they are taught can vary between schools, your child's school will probably have a calculation policy that they would be willing to share with you).
- They may also be required to use their knowledge of addition as the opposite of subtraction (inverse) to check calculations, e.g. they would work out the addition calculation $432 + 367 = 799$ and check it by doing a subtraction calculation, $799 - 432 = 367$.
- Two step addition and subtraction problems will be posed to most children in Year 4.

Number - Multiplication and Division

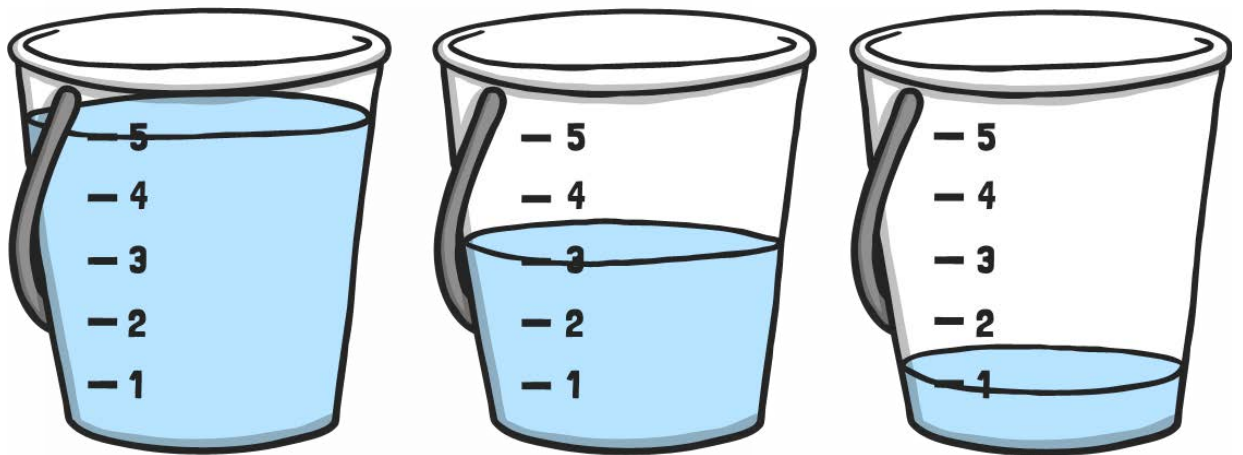
- The national expectation is that your child knows all their times tables up to 12×12 by the end of Year 4, and for some children this is no easy task.
- There are a range of helpful games and activities on the Twinkl website to help your child if you feel they need an extra source of support.
- In Year 4, multiplication of two and three digit numbers by a single digit number may be taught using formal written methods and solving problems.

Number - Fractions

- Fractions don't have to be scary! Your child may be taught to look for equivalent fractions, e.g. $1/6 = 2/12$ and $1/4 = 3/12$ (simplifying where possible, e.g. $6/10 = 3/5$) and solve problems involving fractions in order to calculate a quantity, e.g. $2/6$ of 18 litres.
- They may also work on adding fractions with the same denominator (lower number in the fraction) for example $3/8 + 2/8 =$.
- Your child may also be taught how to recognise and write decimals of the following fractions: $1/4$ (0.25), $1/2$ (0.5) and $3/4$ (0.75).
- They may practise dividing a one and two-digit number by 10 and 100, describing the digits as ones, tenths and hundredths.
- Rounding decimals with one decimal place to the nearest whole number and comparing numbers with the same number of decimal places (up to two decimal places) may also be practised.
- Finally, solving simple money and measures problems solving including fractions and decimals to two decimal places may be worked on.

Measurement

- Children might learn how to convert between different units of measure, e.g. hours into minutes, kilograms into grams.
- They may also learn how to work out the perimeter (the distance around the shape) in both cm and m. Your child may also learn about how to find the area of a shape this year.
- Estimating and comparing different measures may be another focus this year e.g. 'How much does this parcel weigh in grams/kilograms?', 'How many ml of liquid is there in this container?' or 'Which is longer, 300 seconds or 2 minutes?'
- Converting between analogue (clock with hands) and digital 12 and 24 clock might also be practised this year, e.g. quarter past 6 in the afternoon – 18:15.



Geometry - Properties of Shape

- In Year 4, children are likely to focus on looking for lines of symmetry in shapes in different orientations (different positions) and complete a shape or picture with one line of symmetry.
- Your child may work on comparing and naming different quadrilaterals (four sided shapes with four straight sides including parallelograms, trapeziums and rhombuses) and triangles (including acute, obtuse, right angled, equilateral, isosceles and scalene).
- Children will be taught to spot and compare different angles using a protractor including acute angles (less than 90 degrees) and obtuse angles (more than 90 degrees).

Geometry - Position and Direction

- Your child may describe positions on a grid, e.g. (2,5) and (4,7).
- The phrase 'Along the corridor and up the stairs' is a great way of remembering to take the x axis reference before taking the y reference.

Statistics

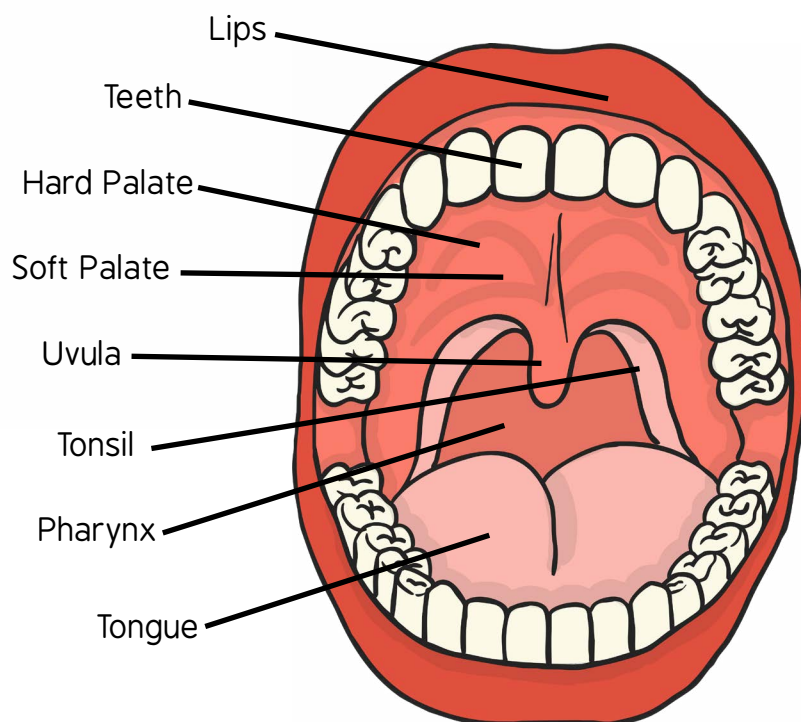
- Children might learn to present their data in bar charts and time graphs, interpreting the data in different ways such as finding differences, totalling and making comparisons.

Working Scientifically

- Science is a great way to find out about the world around us.
- Your child will be encouraged to raise questions, set up fair tests, make careful observations and take readings.
- Your child will then decide how to best present their data clearly, report on their findings and draw conclusions based on their initial question.
- All of the following topics are taught through the 'working scientifically' science strand.

States of Matter

- In Year 4, your child may learn about solids, liquids and gases and investigate changing state due to cooling or heating, measuring temperature in °C.
- It is likely that children will also learn about the water cycle, specifically focusing on evaporation (liquid to vapour /gas) and condensation (vapour /gas back to a liquid), linking the rate of evaporation to temperature.



Living Thing and Their Habitats

- Your child will be taught and practise how to group living things into the following categories of flowering plants, non-flowering plants, vertebrates: reptiles, birds, mammals, amphibians and fish and invertebrates (creatures without backbones): worms, spiders, insects, slugs and snails.
- In Year 4, children can also learn about human impact on environments, both positive and negative, and how this can affect a habitat.

Electricity

- Children might learn to spot common household appliances which work using electricity, make up a simple circuit, recognise the purpose of a switch and investigate whether a lamp will light or not depending on its position within the circuit.
- Finally, children might test different conductors (conduct the electricity) and insulators within the circuit.

Sound

- Children in Year 4 may learn how sound is made and how we hear. Children may also investigate pitch, volume and sound sources.

Art and Design

- Children may be encouraged to use sketch books to record ideas. They might also have the opportunity to learn about a great designer, architect or artist from history.
- In Art and Design in Year 4, children may learn about how light and dark is created within different mediums (e.g. textiles, printing, painting and 3D sculpture), further develop brush control and develop their skills at working with a range of malleable materials such as clay.
- After producing any piece of art, children are generally encouraged to evaluate their own and others' work critically, looking for ways to improve it.



Computing

E-Safety

- E-Safety is a very important aspect of computing in which children learn how to keep themselves safe online as well as being respectful of others.
- Children in Year 4 may learn about the importance of selecting a secure password and appropriate nickname instead of using their own name.
- Your child may be encouraged to discuss ways in which they can look after themselves and their friends online, including knowledge of safety features and understanding that any worries should be reported to an adult.
- Year 4 children should be taught to understand that anything they share online can be seen by anyone and recognise games and websites which are appropriate for their age.
- Your child may already be aware, but will be reminded that there should be a limit to the amount of time they spend on the internet and always ask an adult before downloading.

Working Online

- Children in Year 4 will hopefully be able to identify whether the resource they are using is on the Internet or school network. They will learn to use appropriate vocabulary in order to search safely on the internet and consider the accuracy and reliability of the website carefully.
- Your child may learn how to use hyperlinks (links a website to a document), learn about the copyright laws of photos and text and investigate how products are advertised on the internet.

Data

- Children may be taught how to organise data in different ways, looking for possible inaccuracies which will eventually lead to independently choosing the best way to present data so that others can understand.
- Your child may learn how to plan, create and search a database in order to answer questions and use a data logger to share and record findings (a device which records data over time).

Word Processing

- In Year 4, children may work on presenting their work in the most effective way which may involve including appropriate photos, videos or sound which would match the audience that the document is aimed at.
- During the production of a piece of work, children may be reminded how to use the spell checker and evaluate their own work in order to find ways of improving.

Programming

- Regarding programming, children will probably begin to create their own programs in Year 4. They may use different tools within software in order to do this and recognise errors in order to de-bug (solve problems).
- Children will be encouraged to test their programme as they work.

Design and Technology

Children in Year 4 may be encouraged to design, make and evaluate a product which could be used in one of a few different contexts such as within the home or at school.

Design

- In this year group, children might be expected to research similar products to the one they are expected to design, make and evaluate. From this, they will develop a list of criteria which their product must meet, being mindful of the audience. Children may then be encouraged to generate ideas together, communicating ideas through annotated sketches or models.
- At some point with Key Stage 2, children will understand how key individuals and events in DT have helped to shape our world, e.g. the invention of the motor car, microwave and computer.

Make

- Children may learn how to use a range of tools and methods with accuracy, in order to create their product and produce a high quality finish.
- Children will select the right materials or ingredients for the purpose of what they want to achieve.

Evaluate

- Once completed, children will evaluate their finished product saying what they like, dislike and what could be improved in relation to the design criteria.
- Your child will also be encouraged to evaluate the products of others considering the original criteria, suggesting possible improvements.

Technical Knowledge

- Children will apply their knowledge of how to stiffen, strengthen and make structures more stable when making a product.
- They may also have the opportunity to use gears, pulleys, linkages, levers and cams.
- In addition to this, they might extend their science work on electricity to create products with electrical systems which may incorporate bulbs, switches, buzzers and/or motors.
- Finally, children may use computing to control their products.

Cooking and Nutrition

- The new curriculum has a renewed emphasis on cookery and healthy cooking will be covered in both Key Stage 1 and 2.
- This year, your child may be taught to understand the importance of a healthy, balanced diet and apply this to designing and making a dish or snack using a range of cooking techniques.
- Children might learn about seasonality, learning where and how different ingredients are grown, reared, caught and processed.



Geography

Location Knowledge

- Children may use different types of maps or atlases to look for different environmental regions such as rainforests and mountain ranges around the world.
- Furthermore, your child may look into the different counties and cities within one part of the United Kingdom.

Place Knowledge

- Children may study features that are the same or different about a region of the United Kingdom and a region in a European country through studying its human (man-made) and physical (natural) geography.

Human and Physical Geography

- Children might learn about the following physical features: biomes (natural area of flora or fauna such as a forest) and vegetation belts (an area defined by the plants that grow there), rivers, mountains and the water cycle.



Geographical Skills and Fieldwork

- In Year 4, your child might be given the opportunity to use globes, maps, atlases and/or computer mapping in order to locate places and their human and physical features. He/she may also learn to use the eight points of a compass, four and six figure grid references and map symbols (including using Ordnance Survey maps).

History

Children may learn about the Roman Empire and how it influenced Britain, an event in history since 1066 and take part in a local historical study.

Music

- Your child might explore the way sounds can be combined and used expressively in order to compose music.
- They may combine several layers of sound, include improvisation or perform set parts in the process.
- Children in Year 4 are encouraged to sing expressively and make improvements to their work as they go in order to achieve the effect that they want.
- Over the course of Key Stage 2, children will research different styles and periods of music, including great composers.

Physical Education

Games

- Children are encouraged to take part in competitive game play having been taught the correct skills needed (both attacking and defending).
- They might apply this knowledge to creating their own games, devising rules and tactics.
- Children may be questioned on the impact that different activities have on different parts of the body.
- They will be encouraged to evaluate their own work and that of other teams.

Dance

- This year, children may be encouraged to create characters as part of a 'story dance'.
- The dancers must be expressive and tell the story through their movement.
- Children will be encouraged to warm up and cool down carefully, and questioned on why this is important.
- Again, as in the other areas of Physical Education, children will be asked to evaluate their own work throughout the activity and the work of others in order to produce the best work possible.

Gymnastics

- Children in Year 4 may develop a wider range of body shapes, actions and balances to put into a performance; there will be a greater emphasis on the accuracy and control of these skills.
- Children may be asked to apply their knowledge to creating a sequence, varying direction, speed and level.
- Children will be encouraged to describe their own work and that of others, suggesting positives and aspects which could be improved.

Athletics

- Improving the quality and consistency of skills such as hurdling, sprinting, long jump or high jump may be worked on in this year group.
- Children might be taught tactics which are needed and evaluate their effectiveness, discussing aspects that they need to work on.

Outdoor and Adventurous Activities

- Children love a treasure hunt and orienteering is a great activity to get children working together as a team, following instructions carefully.

