Year 4

Curriculum Objectives

READING

Objective	Child Speak Target	Greater Depth Target
Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. ↳ **GD objective:** Independently apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.	*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 can independently use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.*
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ↳ **GD objective:** Read more exception words, noting the unusual correspondences between spelling and sound, and where these occur in a range of words.	*I am aware that some words sound different to how they are spelt.*	*I know a range of words sound different to how they are spelt.*
Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ↳ **GD objective:** Develop positive attitudes to reading and understanding of what they read by listening to and evaluating a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	*I can show you I have understood the increasingly wide range of texts I have read.*	*I can evaluate an increasingly wide range of texts I have read.*
Develop positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read. ↳ **GD objective:** Develop positive attitudes to reading and understanding of what they read by confidently using dictionaries to check the meaning of words that they have read and uses them in their own work.	*I can use a dictionary to check the meaning of new words.*	*I can use a dictionary confidently to check the meaning of new words and use them in my own work.*
Develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books. ↳ **GD objective:** Develop positive attitudes to reading and understanding of what they read by identifying and evaluating themes and conventions in a wide range of books.	*I can identify different themes and conventions in a wide range of books I read.*	*I can identify and evaluate different themes and conventions in a wide range of books I read.*

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Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ↳ **GD objective:** Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding, comparing it with other books and explaining the meaning of words in context.	*I check what I have read to ensure it makes sense.*	*I check what I have read to ensure it makes sense by comparing it with other books I have read and exploring the meaning of new words.*
Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. ↳ **GD objective:** Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with a range of quality evidence.	*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 use a range of quality evidence from different parts of the text to justify my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.*
Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types]. ↳ **GD objective:** Understand what they read, in books they can read independently, by accurately predicting what might happen from key details stated and implied [based on content, simple themes or text types].	*I can predict events in stories from what I have read.*	*I can accurately predict events in stories from what I have read.*
Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these. ↳ **GD objective:** Understand what they read, in books they can read independently, by identifying and categorising main ideas drawn from a broad range of paragraphs and summarising these.	*I can tell what the main ideas in a book are from reading a number of paragraphs.*	*I can tell what the main ideas in a book are from reading a number of paragraphs and categorising my ideas efficiently.*
Retrieve and record information from non-fiction. ↳ **GD objective:** Independently retrieve and record information from non-fiction in a range of contexts.	*I can use non-fiction books to find out about things.*	*I can use non-fiction books to find out about things independently.*

WRITING

Objective	Child Speak Target	Greater Depth Target
Use further prefixes and suffixes and understand how to add them (English Appendix 1). ↳ **GD objective:** Independently apply further prefixes and suffixes in a range of contexts (English Appendix 1).	*I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.*	*I have increased my knowledge of prefixes and suffixes and can accurately apply them in my writing.*
Spell further homophones. ↳ **GD objective:** Spell a wider range of homophones independently and use them correctly in their writing.	*I can spell an increasing number of homophones.*	*I can spell a wide range of number of homophones independently and can use them correctly in my work.*
Spell words that are often misspelt (English Appendix 1). ↳ **GD objective:** Spell a wider range of words that are often misspelt and use them accurately in their work in a range of contexts (English Appendix 1).	*I am able to spell words that are often misspelt.*	*I am able to spell an increasing number of words that are often misspelt and include them in my writing.*
Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. ↳ **GD objective:** Independently place the possessive apostrophe accurately in words with regular plurals [for example: girls', boys'] and in words with irregular plurals [for example: children's].	*I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.*	*I know how to use the possessive apostrophe independently and accurately in words with regular and irregular plurals.*
Use the first two or three letters of a word to check its spelling in a dictionary. ↳ **GD objective:** Independently use the first three letters of a word to check its spelling in a dictionary.	*When using a dictionary, I am able to use the first two or three letters of a word to check its meaning.*	*When using a dictionary, I can use the first three letters of a word to check its meaning independently.*
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ↳ **GD objective:** Write from memory more complex sentences, dictated by the teacher, that include words and punctuation taught so far.	*I can write simple sentences from memory that have been dictated to me, using the correct punctuation.*	*I can write more complex sentences from memory that have been dictated to me, using the correct punctuation.*
Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ↳ **GD objective:** Consistently and fluently use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	*In handwriting, I know which letters are appropriate to join.*	*In handwriting, I know which letters are appropriate to join and I can join them consistently.*
Increase the legibility, consistency and quality of their handwriting [for example, by	*My joined handwriting is legible with all*	*My joined handwriting is fluid from letter*

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ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. ↳ **GD objective:** Increase the speed, fluidity and quality of their handwriting [for example: by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	*letters the same height and the correct distance apart from each other.*	*to letter with all letters the same height and the correct distance apart from each other.*
Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ↳ **GD objective:** Plan their writing by independently discussing and comparing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	*I plan my writing by looking at similar texts I have written before - discussing the structure and vocabulary.*	*I independently plan my writing by comparing and discussing similar texts I have written before - identifying and evaluating the structure and vocabulary.*
Plan their writing by discussing and recording ideas. ↳ **GD objective:** Plan their writing by discussing and recording a range of creative ideas in a range of contexts.	*I am able to use ideas to plan my writing.*	*I am able to use a range of creative ideas to plan my writing.*
Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). ↳ **GD objective:** Draft and write by independently composing and rehearsing creative sentences orally (including dialogue), progressively building and using more creative and richer vocabulary and an increasing range of sentence structures (English Appendix 2).	*I am using an increasing range of sentence structures and richer vocabulary in my writing.*	*I am using a wider range of sentence structures and a more creative, richer vocabulary in my writing.*
Draft and write by organising paragraphs around a theme. ↳ **GD objective:** Draft and write by appropriately organising paragraphs around a theme in a range of contexts.	*I can draft my work into paragraphs.*	*I can draft my work into suitable paragraphs.*
Draft and write by creating settings, characters and plot in narratives. ↳ **GD objective:** Draft and write by creating a diverse range of effective settings, characters and plot in narratives.	*I can organise my writing using different settings, characters and plot.*	*I can organise my writing using a wide range of effective settings, characters and plot.*
Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings]. ↳ **GD objective:** Draft and write by independently using simple organisational	*I can organise my writing by using headings and sub-headings.*	*I can organise my writing independently by using headings and sub-headings.*

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devices in non-narrative material [for example: headings and sub-headings] in a range of contexts.		
Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. ↳ **GD objective:** Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting a range of valid improvements.	*I can edit my own work and that of others and add improvements to the texts.*	*I can edit my own work and that of others and add a range of valid improvements to the texts.*
Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. ↳ **GD objective:** Evaluate and edit by proposing effective changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences in a range of contexts.	*I can edit written work to improve the use of grammar.*	*I can edit written work to effectively improve the use of grammar.*
Proof-read for spelling and punctuation errors. ↳ **GD objective:** Accurately proof-read for all spelling and punctuation errors in a range of contexts.	*When I finish a piece of work I will read it through to correct spelling and punctuation errors if present.*	*When I finish a piece of work I will read it through thoroughly to correct all spelling and punctuation errors if present.*
Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ↳ **GD objective:** Confidently read aloud their own writing, to a group or the whole class, using a range of appropriate intonation and controlling the tone and volume so that the meaning is clear and the audience is engaged.	*I can read my writing out to an audience in an interesting and clear manner.*	*I can confidently read my writing out, engaging an audience in an interesting and clear manner.*
Indicate grammatical and other features by using commas after fronted adverbials. ↳ **GD objective:** Indicate grammatical and other features by independently using commas after fronted adverbials in a range of contexts.	*I use commas after fronted adverbials - such as 'Later that day, I heard the bad news'.*	*I use commas after fronted adverbials independently - such as 'Later that day, I heard the bad news'.*
Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. ↳ **GD objective:** Develop their understanding of the concepts set out in English Appendix 2 by creatively and independently choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	*I am beginning to develop my understanding of choosing nouns and pronouns appropriately to enhance my writing.*	*I am beginning to develop my understanding of choosing nouns and pronouns appropriately and independently to enhance my writing.*
Develop their understanding of the concepts set out in English Appendix 2 by using fronted adverbials. ↳ **GD objective:** Develop and apply their understanding of the concepts set out in	*I am beginning to use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example, 'Later that*	*I can use fronted adverbials (adverbs at the beginning of a sentence) in my writing - for example: 'Later that day, I*

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English Appendix 2 by independently using fronted adverbials.	*day, I heard the bad news'.*	*heard the bad news'.*
Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. ↳ **GD objective:** Use grammatical terminology for Year 4 understanding and applying Standard English forms for verb inflections instead of local spoken forms [for example: we were instead of we was, or I did instead of I done] correctly in their writing where appropriate.	*I know I should not write in the same way that I talk.*	*I know I should not write in the same way that I talk and I should write in Standard English when necessary.*
Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns. ↳ **GD objective:** Indicate grammatical and other features by accurately indicating possession by applying the possessive apostrophe with plural nouns in a range of contexts.	*I can show I know how to correctly use the possessive apostrophe with plural nouns in my writing.*	*I always show I know how to correctly apply the possessive apostrophe with plural nouns in my writing.*
Indicate grammatical and other features by using and punctuating direct speech. ↳ **GD objective:** Indicate grammatical and other features by using and accurately punctuating direct speech.	*I can punctuate speech in a text.*	*I can punctuate speech in a text accurately.*
Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading. ↳ **GD objective:** Use, understand and apply the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading independently.	*I can talk about my work using the learning from my Year 4 grammar list.*	*I can talk about my work using the learning from my Year 4 grammar list independently.*
Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely. ↳ **GD objective:** Develop their understanding of the concepts set out in English Appendix 2 by independently using expanded noun phrases to convey complicated information concisely.	*I describe nouns in careful detail when I need to write about a complex object. For example, I use 'a dripping, shaggy dog' instead of 'a dog'.*	*I independently describe nouns in careful detail when I need to write about a complex object. For example: I use 'a dripping, shaggy dog' instead of 'a dog'.*

MATHS

Objective	Child Speak Target	Greater Depth Target
Count backwards through zero to include negative numbers. ↳ **GD objective:** Confidently and quickly count backwards through zero to include negative numbers.	*I can count backwards to negative numbers below zero.*	*I can count backwards quickly to negative numbers below zero.*
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). ↳ **GD objective:** Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) when working with money and different measures.	*I know what each digit means in four-digit numbers such as 2024.*	*I know what each digit means in four-digit numbers when working with money and measures such as 7024g.*
Order and compare numbers beyond 1000. ↳ **GD objective:** Confidently order and compare numbers beyond 1000 when in a variety of contexts.	*I can order and compare numbers above 1000.*	*I can confidently order and compare numbers above 1000 in contexts of money or measures.*
Round any number to the nearest 10, 100 or 1000. ↳ **GD objective:** Accurately round any number to the nearest 10, 100 or 1000 in context.	*I can round a number to the nearest 10, 100 or 1000.*	*I can round a number to the nearest 10, 100 or 1000 and use this in different problems.*
Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. ↳ **GD objective:** Independently add and subtract numbers with up to 4 digits, including decimal notation, using the formal written methods of columnar addition and subtraction where appropriate.	*I can add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction).*	*I can add and subtract numbers with up to 4 digits, including decimal numbers, using written methods (for example, using column addition and subtraction).*
Recall multiplication and division facts for multiplication tables up to 12 × 12. ↳ **GD objective:** Rapidly and accurately recall multiplication and division facts for multiplication tables up to 12 x 12 when exploring problems.	*I know all my times table up to the 12 times tables.*	*I know all my times table up to the 12 times tables and can use them quickly.*
Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1. ↳ **GD objective:** Use place value, known and derived facts to multiply and divide mentally, including: multiplying decimal values by 0 and 1.	*I know what the outcome is when I multiply a number by 1 or by zero.*	*I know what the outcome is when I multiply a decimal value by 1 or by zero.*

Objective	Child Speak Target	Greater Depth Target
Use place value, known and derived facts to multiply and divide mentally, including: Dividing by 1. ↳ **GD objective:** Use place value, known and derived facts to multiply and divide mentally, including: division of decimal values.	*I know what the outcome is when I divide a number by 1.*	*I can calculate the outcome of a decimal divided by another number.*
Use place value, known and derived facts to multiply and divide mentally, including: multiplying together three numbers. ↳ **GD objective:** Rapidly and accurately use place value, known and derived facts, to multiply and divide mentally, including: multiplying together three numbers.	*I can multiply three numbers together, such as 3 x 6 x 9.*	*I can multiply three numbers together, such as 7 x 6 x 9 quickly and accurately.*
Recognise and use factor pairs and commutativity in mental calculations. ↳ **GD objective:** Confidently recognise and describe the use of factor pairs and commutativity in mental calculations.	*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 know what factor pairs are I can multiply numbers in any order and use my knowledge to work out questions in my head confidently.*
Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. ↳ **GD objective:** Solve real-life problems involving multiplication of two-digit and three-digit numbers by a one-digit number using formal written layout.	*I can multiply a two-digit or a three-digit number by a one-digit number using written methods.*	*I can solve real-life problems by multiplying a two-digit or a three-digit number by a one-digit number using written methods.*
Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ↳ **GD objective:** Independently count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten and begin to compare this with units of measurement.	*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 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 and begin to compare this with units of measurement*
Add and subtract fractions with the same denominator. ↳ **GD objective:** Add and subtract fractions with the same denominator to solve problems in different subjects or across multi-step problems.	*I can add and subtract fractions with the same denominator.*	*I can add and subtract fractions with the same denominator to solve problems in different subjects.*
Recognise and write decimal equivalents of any number of tenths or hundredths. ↳ **GD objective:** Recognise, write and order decimal equivalents of any number of tenths or hundredths.	*I can tell you the decimal equivalents of any number of tenths or hundredths - such as 1/10 = 0.1 and 23/100 = 0.23.*	*I can tell you the decimal equivalents of any number of tenths or hundredths - such as 1/10 = 0.1 and 43/100 = 0.43 and order them.*

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Recognise and write decimal equivalents to 1/4, 1/2, 3/4. ↳ **GD objective:** Independently recognise, write and order decimal equivalents to 1/4, 1/2, 3/4 and 2/4.	*I know what the decimal equivalents are for 1/4, 1/2 and 3/4.*	*I know what the decimal equivalents are for 1/4, 1/2, 2/4 and 3/4 and can order them independently.*
Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. ↳ **GD objective:** Confidently find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	*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 confidently divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point.*
Round decimals with one decimal place to the nearest whole number. ↳ **GD objective:** Round decimals with one decimal place to the nearest whole number to estimate and check the answers to problems.	*I can round decimals with one decimal place to the nearest whole number.*	*I can round decimals with one decimal place to the nearest whole number and use this to estimate and check the answers to problems.*
Compare numbers with the same number of decimal places up to two decimal places. ↳ **GD objective:** Compare and order a range of numbers with the same number of decimal places up to two decimal places.	*I can compare numbers such as 0.26 and 0.56 to say which is bigger or lower.*	*I can compare and order a string of numbers such as 0.26, 0.31 and 0.56 to say which is bigger or lower.*
Convert between different units of measure [for example, kilometre to metre; hour to minute]. ↳ **GD objective:** Convert between different units of measure [for example, kilometre to metre; hour to minute] to solve real-life, multi-step problems.	*I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm.*	*I can convert one unit of measurement to another, such as kilometre to metre, hour to minute and cm to mm to solve real-life problems.*
Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. ↳ **GD objective:** Measure and calculate the perimeter of a compound rectilinear figure in centimetres and metres.	*I can measure and calculate the perimeter of a rectangle (including a square).*	*I can measure and calculate the perimeter of compound rectangles.*
Find the area of rectilinear shapes by counting squares. ↳ **GD objective:** Find the area of rectilinear shapes by multiplying the length by the width.	*I can find the area of a rectangular shape by counting the number of squares the shape takes up.*	*I can find the area of a rectangular shape by multiplying the length and width together.*

Objective	Child Speak Target	Greater Depth Target
Read, write and convert time between analogue and digital 12- and 24-hour clocks. ↳ **GD objective:** Solve problems involving reading, writing and converting time between analogue and digital 12- and 24-hour clocks.	*I can read, write and convert time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.*	*I can solve problems involving reading, writing and converting time between clocks with hands (analogue clocks) and digital 12- and 24-hour clocks.*
Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. ↳ **GD objective:** Confidently compare and classify geometric shapes, including quadrilaterals and triangles, based on their range of properties and sizes.	*I can group 2-D shapes based on their properties (such as the number of sides) and sizes.*	*I can organise and compare 2-D shapes based on their range of properties (such as the number of sides) and sizes.*
Identify acute and obtuse angles and compare and order angles up to two right angles by size. ↳ **GD objective:** Independently identify acute and obtuse angles and compare and order angles up to two right angles by size.	*I can find acute and obtuse angles and order a set of given angles by size.*	*I can find acute and obtuse angles and order a large set of given angles by size independently.*
Complete a simple symmetric figure with respect to a specific line of symmetry. ↳ **GD objective:** Complete a more complex symmetric figure with respect to a specific line of symmetry.	*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.*	*If I have been given one half of a complex symmetrical shape, I can complete the other half based on the position of the line of symmetry.*
Describe positions on a 2-D grid as coordinates in the first quadrant. ↳ **GD objective:** Describe and plot positions on a 2-D grid as coordinates in the first quadrant.	*I can find the coordinates of a point on a grid.*	*I can find and plot the coordinates of a point on a grid.*
Describe movements between positions as translations of a given unit to the left/right and up/down. ↳ **GD objective:** Accurately describe movements between positions as translations of a given unit to illustrate the movement of a shape to the left/right and up/down.	*I can move (translate) a point on a grid by a given set of jumps either up/down or left/right.*	*I can accurately move (translate) a shape or set of points on a grid by a given set of jumps either up/down or left/right.*
Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. ↳ **GD objective:** Interpret and present a range of discrete and continuous data using appropriate graphical methods, including bar charts and time graphs from a range of different subjects.	*I can take continuous and discrete data and create a bar chart or time graph.*	*I can take continuous and discrete data and create a bar chart or time graph from a range of different subjects.*