



Southcoates

Primary School

Year 4

This booklet contains information about the key skills your child needs to develop this year in order to work at the appropriate level for a child their age.

Please keep this information and ask your child about it from time to time: Which ones have they got? Which ones are they struggling with?

If you want to know more about how you can help your child to develop these skills please ask their class teacher.

M

Y4



Southcoates
Primary School

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s

- I can double 2 digit numbers and halve even numbers to 200.
- I can recall quickly the 6, 7 and 8 times tables out of sequence and the corresponding division facts.
- I can add and subtract numbers mentally like these:
 $78 + 27 =$ and $90 - 63 =$
- I can identify pairs of fractions that total 1.
E.g. $\frac{1}{4} + \frac{3}{4} = 1$
- I can multiply numbers like 27 and 64 by 10 or 100 and divide numbers like 1358 and 7493 by 10 and 100.
- I can use decimals in the context of money. (I know £ and pence and know the amount.)

M

Y4



Southcoates
Primary School

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Top Tips for Parents!

CLIC Maths 'Learn it's' for Year 4:

Term 1:

6 times table

Term 2:

7 times table

Term 3:

8 times table

Step 1: Say the times table up to 5x.

E.g. $5 \times 6 =$, $5 \times 7 =$ and $5 \times 8 =$

Step 2: Say the times table up to 10x.

E.g. $10 \times 6 =$, $10 \times 7 =$ and $10 \times 8 =$

Step 3: Say the table.

Step 4: Know the tables jumbled up.

Step 5: Know the fact family:

E.g. $4 \times 6 = 24$

$6 \times 4 = 24$

$24 \div 4 = 6$

$24 \div 6 = 4$

W

Y4



Southcoates
Primary School

r

- I can use commas to separate ideas in my sentences and use apostrophes correctly.

- I can use speech marks to show when someone is talking (direct speech) and I know how to report what someone has said (reported speech).

i

- I can organise my ideas and sentences so that I am writing in paragraphs.

t

- I can use the correct words when I write about something which happened yesterday (past tense); is happening today (present tense); or will happen tomorrow (future tense).

i

- I can link my sentences and paragraphs using interesting joining words (connectives) E.g. or, when and although.

n

- I can use different words to add more detail to actions in my sentences. (Adverbs)

g

- I can spell most of the Y4/5 high frequency words.

W

Y4



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Primary School

Top Tips for Parents!

- Commas(,) can be used to separate ideas in a sentence. E.g. It is pouring with rain, I need to run for the bus.
- Apostrophes(') show that something belongs to someone. E.g. The pencil is Sarah's. This is John's sister. That boy's dog is badly behaved.
- Apostrophes also show when 2 words have been shortened and joined together. E.g. can not = can't they have = they've do not = don't I am = I'm
- Speech marks(" ") go around words that are spoken in a sentence. E.g. Alex shouted, "Help me!" John said, "Pass me the ball!"
- Paragraphs show a change of focus, time or place in a piece of text.
- Connectives are words that join pieces of information within a sentence. E.g. and, but, so, also, because, meanwhile, however, although, thus.
- Adverbs describe how you do something. E.g. spoke loudly, ran quickly.

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R

Y4



Southcoates
Primary School

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- I can use lots of different ways to work out how to read a new word.
- I can read aloud so that people will enjoy listening to me.
- I can use the words that I read to explain what the author means when I am reading something that I have never read before.
- I can use clues in the text to help me understand what the author really means.
- I can find information quickly because I know how the writing is organised in both information and story texts.
- I can explain how the author has used interesting words to tell me how the characters are behaving and what they are doing.
- I can say what I think about what I have been reading.
- I can recognise words and sentences which give me clues that the text is telling me about people or places which are different to what I already know about.

R

Y4



Southcoates
Primary School

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Top Tips for Parents!

- When your child comes across a word that they cannot read they can:
 - ⇒ Break it into smaller parts
 - ⇒ Sound the word out
 - ⇒ Read the whole sentence - what word could fit in?
 - ⇒ Learn all of the high frequency words from Year 1 and 2
- When reading aloud encourage your child to use different voices for different characters.
- When your child has finished reading to you, ask them what they think about what they have read. E.g. What do you think will happen next? What time of year do you think the story is set? Which character do you like or dislike the most? **Always** ask them to tell you why they think this.