

Year 4

Core Subjects



Year 4 Writing Toolkit

coordinating conjunctions

Connects two main clauses.

for, and, nor, but, or, so, yet

subordinating conjunctions

Connects a subordinate clause to a main clause

when, if, because, although

apostrophe for possession

the girl's name (shows singular possession)

the girls' names (shows plural possession)

apostrophe for contraction

Apostrophes shows where the letters would be if the word was written in full.

cannot → can't

1st, 2nd or 3rd Person

shows the narrative point of view

1st person: I, we, me, my, mine, our, ours

2nd person: you, your yours

3rd person: he, his, him, she, her, hers, it, its, their, theirs

present perfect form

Used to describe past actions which are related to the present.

He has gone out to play.

I have finished my work.

expanded noun phrases

Adds additional detail to the noun by adding adjectives or by explaining where the noun is.

beautiful, blue sky

The adjectives must not be synonyms and must have a comma to separate them.

the fox in the playground

the strict maths teacher with curly hair

pronouns

Using pronouns avoids repetition of the noun and helps cohesion

She waved to him.
His mother is over there.
This will be an overnight visit.

inverted commas

Inverted commas are used to indicate direct speech.

"Did you hear that noise?" whispered Sam.

standard English

was/were:

Singular (I, he, she, it) – She was busy doing her homework.

Plural (you, we, they) – They were quiet doing their work.

did/done:

Past tense (an action that has already happened) – He did his homework on time.

Past participle (we add an auxiliary verb) – He has done his homework on time.

fronted adverbials

Used at the start of a sentence to describe manner, time or place. Must be followed by a comma.

In the early morning,
With great caution,

heading

The title of a non-fiction text

All about the Romans

sub-heading

Given to a paragraph/subsection

Roman weapons, Roman roads

Varying openings draws attention to the opening clause or phrase. It's also a way to create cohesion in texts as it helps them to flow, avoiding repetition of 'the….'
Action: Stamping down the stairs, Hiding behind the tree,
Adverbials of time: Just then, All of a sudden, In a flash,
Speech: "I'm going out," Sam shouted. "Help!" screamed….

A simple sentence stands alone. *I went for a walk.*
Varying sentence structure can take many forms:
-Two main clauses are joined with a conjunction
The bird ate a worm and it flew into the tree.
-A subordinate clause- it doesn't make sense alone. The commas separate the clauses.

The subject and verb must match within a sentence; however, they may vary across a piece of work. For example, in a past tense narrative, direct speech may be present tense.

Past already happened	Present today or now
I was dancing yesterday in PE. Last week, I jumped over the bar.	I am going swimming today at school. I like to play catch.

Year 4

- Vary sentence structure, using different openers. Use sentences of different forms including some sentence structures with more than one clause
- Use past and present tense correctly and consistently
- Use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns (for clarity and to avoid repetition).
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials and use a comma after each one (e.g. Later that day, I heard bad news.).
- Use apostrophe for singular and plural possession.
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs.

Cohesive devices are words or phrases that make clear how the different parts of a text fit together. These are used within and across paragraphs to help them to flow. Some examples of cohesive devices are:
Pronouns: refer back to earlier nouns used to avoid repetition.
Sam – he, the boy, his, him.
Aisha – she, her, the girl.
Prepositions, conjunctions and adverbs: make relations between words clear. Before leaving, check… After lunch…, Finally…

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. E.g. *the teacher expanded to: the strict maths teacher with curly hair*

An expansion of the noun with adjectives for description. *evil beast …. small timid creature*

Placed at the front of the sentence as a **fronted adverbial** and it is then followed by a comma. Gives information related to time, place or manner.
After much hesitation, the child leapt into the abyss and hoped for the best.
Staring at what was in front of him, he realised it wasn't as bad as he had first thought.

Apostrophes to mark **singular** and **plural** possession
the girl's name is… the girls' names are
the dog's paw is …. the dogs' paws are

-Use " " when a character starts and finishes speaking
-Start speech with a capital letter
-Punctuate within the

A group of linked sentences about the same thing. Start the new **paragraph** on a new line when you are writing about a new idea, person, place or event. Paragraphs organise your work and show themes. Apply these within written work:
-Narrative: at least **beginning, middle** and **end,** however there will be others such as a change in setting or event in a longer story.
-Report writing: each new section with a new subheading
Heading = The title All about the Romans
Subheadings =Within the report - **Roman Weapons** **The Empire**

Vocabulary	Infer	Predict	Explain	Retrieve	Sequence
Draw upon knowledge of vocabulary in order to understand the text. 	Make inferences from the text. 	Predict what you think will happen based on the information that you have been given. 	Explain your preferences, thoughts and opinions about the text. 	Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	Sequence the key events in the story. 
Example questions • What does the word ..... mean in this sentence? • Find and copy a word, which means ..... • What does this word or phrase tell you about.....? • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/ mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think ..... is repeated in this section?	Example questions • Why was..... feeling.....? • Why did ..... happen? • Why did ..... say .....? • Can you explain why.....? • What do you think the author intended when they said.....? • How does ..... make you feel?	Example questions • Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?	Example questions • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?	Example questions • What kind of text is this? • Who did.....? • Where did.....? • When did.....? • What happened when.....? • Why did ..... happen? • How did .....? • How many.....? • What happened to.....?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward(s)
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

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TIMES TABLES

THE KEY TO MATHS SUCCESS

1x	2x	3x	4x	5x	6x
1 × 1 = 1	2 × 1 = 2	3 × 1 = 3	4 × 1 = 4	5 × 1 = 5	6 × 1 = 6
1 × 2 = 2	2 × 2 = 4	3 × 2 = 6	4 × 2 = 8	5 × 2 = 10	6 × 2 = 12
1 × 3 = 3	2 × 3 = 6	3 × 3 = 9	4 × 3 = 12	5 × 3 = 15	6 × 3 = 18
1 × 4 = 4	2 × 4 = 8	3 × 4 = 12	4 × 4 = 16	5 × 4 = 20	6 × 4 = 24
1 × 5 = 5	2 × 5 = 10	3 × 5 = 15	4 × 5 = 20	5 × 5 = 25	6 × 5 = 30
1 × 6 = 6	2 × 6 = 12	3 × 6 = 18	4 × 6 = 24	5 × 6 = 30	6 × 6 = 36
1 × 7 = 7	2 × 7 = 14	3 × 7 = 21	4 × 7 = 28	5 × 7 = 35	6 × 7 = 42
1 × 8 = 8	2 × 8 = 16	3 × 8 = 24	4 × 8 = 32	5 × 8 = 40	6 × 8 = 48
1 × 9 = 9	2 × 9 = 18	3 × 9 = 27	4 × 9 = 36	5 × 9 = 45	6 × 9 = 54
1 × 10 = 10	2 × 10 = 20	3 × 10 = 30	4 × 10 = 40	5 × 10 = 50	6 × 10 = 60

7x	8x	9x	10x	11x	12x
7 × 1 = 7	8 × 1 = 8	9 × 1 = 9	10 × 1 = 10	11 × 1 = 11	12 × 1 = 12
7 × 2 = 14	8 × 2 = 16	9 × 2 = 18	10 × 2 = 20	11 × 2 = 22	12 × 2 = 24
7 × 3 = 21	8 × 3 = 24	9 × 3 = 27	10 × 3 = 30	11 × 3 = 33	12 × 3 = 36
7 × 4 = 28	8 × 4 = 32	9 × 4 = 36	10 × 4 = 40	11 × 4 = 44	12 × 4 = 48
7 × 5 = 35	8 × 5 = 40	9 × 5 = 45	10 × 5 = 50	11 × 5 = 55	12 × 5 = 60
7 × 6 = 42	8 × 6 = 48	9 × 6 = 54	10 × 6 = 60	11 × 6 = 66	12 × 6 = 72
7 × 7 = 49	8 × 7 = 56	9 × 7 = 63	10 × 7 = 70	11 × 7 = 77	12 × 7 = 84
7 × 8 = 56	8 × 8 = 64	9 × 8 = 72	10 × 8 = 80	11 × 8 = 88	12 × 8 = 96
7 × 9 = 63	8 × 9 = 72	9 × 9 = 81	10 × 9 = 90	11 × 9 = 99	12 × 9 = 108
7 × 10 = 70	8 × 10 = 80	9 × 10 = 90	10 × 10 = 100	11 × 10 = 110	12 × 10 = 120



PRACTICE EVERY DAY
AND YOU WILL SUCCEED!

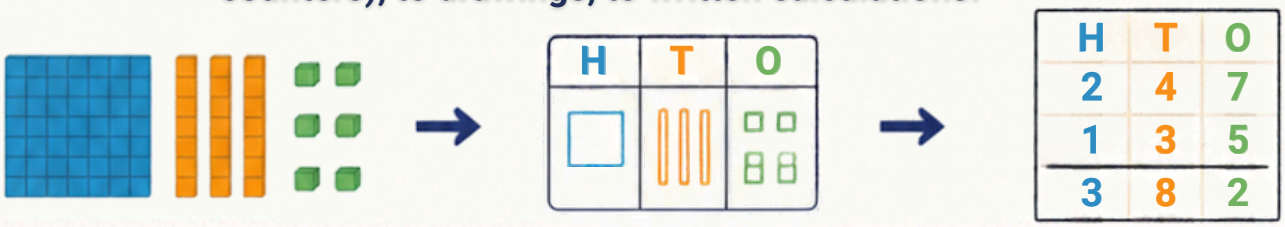


LOWER KEY STAGE 2 | YEARS 3–4:

HOW WE DO WRITTEN MATHS

HUNDREDS TENS ONES

Children move from practical resources (Base 10 place-value counters), to drawings, to written calculations.



1 COLUMN ADDITION | WITH EXCHANGING

247 + 135 = 382

H	T	O
2	4	7
+ 1	3	5
3	8	2
	1	

1. Align digits by place value.
2. Add ones first.
3. Exchange 10 ones for 1 ten.
4. Then add tens and hundreds.



2 COLUMN SUBTRACTION | WITH EXCHANGING

352 − 178 = 174

H	T	O
2 ~~3~~	1 ~~4~~ 5	1 ~~2~~
- 1	7	8
1	7	4

- Align place values.
- Exchange 1 ten for 10 ones and regroup as needed.
- Subtract ones, then tens, then hundreds.



★ The total value stays the same.

3 MULTIPLICATION | PARTITIONING → GRID → COLUMN

4 × 15 = (4 × 10) + (4 × 5) = 40 + 20 = 60

Partition first; use a grid; progress towards the formal column method.

Partition

15

10 | 5

4 × 10 = 40 | 4 × 5 = 20

40 + 20 = 60

Grid

X	10	5
4	40	20

40 + 20 = 60

Column

23 × 3

9 ← 3 × 3 ones = 9 ones

60 ← 3 × 2 tens = 6 tens

69

3 × 23 = 69

4 DIVISION | SHARING & GROUPING → SHORT DIVISION

48 ÷ 4 = 12

Share and group with practical resources before recording short division.

4 tens shared as 1 ten each

8 ones shared as 2 ones each

12

13 ÷ 4 = 3 remainder 1



3 in each group | 1 left over

$$4\overline{)13}\quad 3,\ 12,\ 1$$

WHAT TO SAY AT HOME

- What does each digit represent?
- Can you show it with counters or a drawing?
- Where did you exchange?
- How can you check your answer?

YEAR 4 MATHS KNOWLEDGE ORGANISER

Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
product	result of two factors multiplied against each other	3 x 5 = 15
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36…

Roman numerals

1	I	50	L
5	V	100	C
10	X		

Measurement conversions

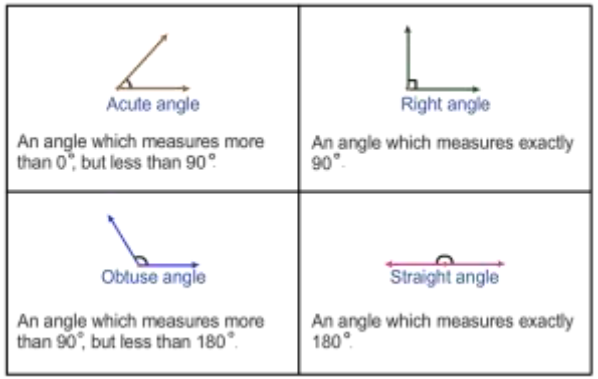
Month	Days
January	31
February	28 (29 in leap year)
March	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31
1 year = 365 days (≈ 52 weeks) Leap year = 366 days	

1 **cent**imetre	10mm
1 metre	100cm
1 **kilo**metre	1,000 m
1 **kilo**gram	1,000 grams
1 litre	1,000 **milli**litres

Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,4) = go right 3, down 4.

Angles



2D shapes

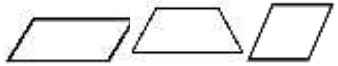
Name	No. of sides
triangle	3
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygon = shape with straight sides
regular = all sides/angles the same
irregular = sides/angles **not** same

Types of triangle



Types of quadrilateral



PERIMETER

Is the total distance around a shape.

AREA

Is the amount of space inside a 2D shape usually measured in cm^2 or m^2.

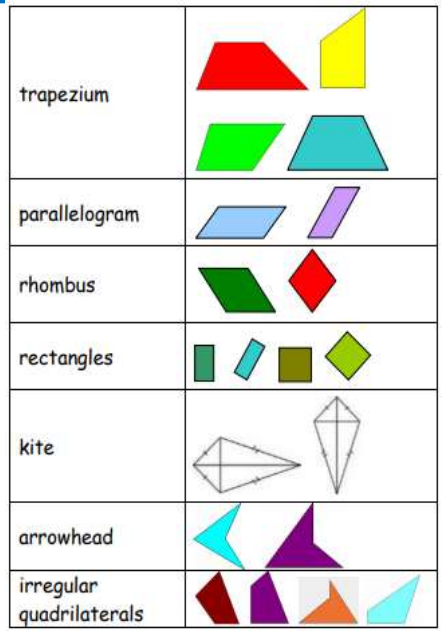
3D shapes

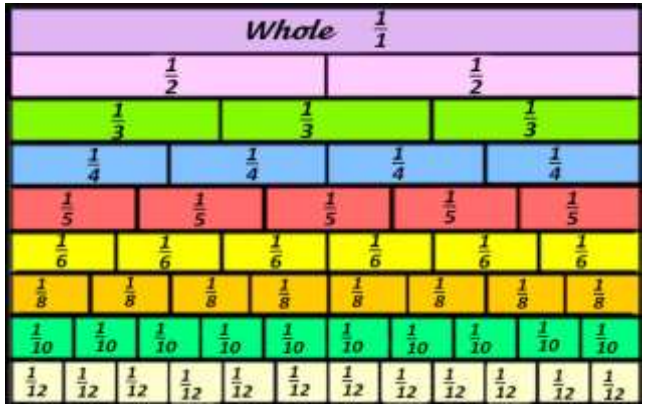


	square-based pyramid	triangular-based pyramid	triangular prism
faces (the flat sides)	5	4	5
edges	8	6	9
vertices (the points where the edges meet)	5	4	6

Fractions & decimals

1/20	0.05	÷ 20
1/10	0.1	÷ 10
1/5	0.2	÷ 5
¼	0.25	÷ 4
½	0.5	÷ 2
¾	0.75	÷ 4, x3
1	1	÷ 1
Equivalent fractions		
1/4	2/8	3/12
1/3	2/6	3/9
1/2	2/4	3/6
3/4	6/8	9/12
1/5	2/10	3/15





Numerator

Denominator

Equivalent

Fraction

Part

Whole

Equal