



# YEAR 4 LEARNING EXPECTATIONS

Updated Sept '21

Unit 1 - Who We Are Unit 2 - Sharing the Planet (ongoing unit) Unit 3 - How We Express Ourselves

Term 1

## MATHS

### Number

The base 10 place value system is used to represent numbers and number relationships, and can be extended to represent magnitude. The operations of addition, subtraction, multiplication, and division are related to each other and are used to process information to solve problems. There are many mental methods that can be applied for exact and approximate computations.

- ★ Recall and use addition and subtraction facts (number stories) to 100
- ★ Use and describe a variety of strategies to add or subtract most pairs of two-digit whole numbers (e.g.  $47 + 58$ ,  $91 - 35$ )
- ★ Use written and mental strategies to add/subtract 1 digit to a 3-digit number, with and without regrouping
- ★ Read, write and model numbers using the base 10 system to 1,000 and beyond
- ★ Compare, round and order numbers to 1,000
- ★ Recall and use addition and subtraction facts (number stories) to 100
- ★ Look for the most appropriate strategy of solving a problem: mental estimation, mental arithmetic, pencil and paper algorithm, calculator
- ★ Model numbers to a thousand or beyond using the base 10 place value system
- ★ Estimate quantities to 100 or beyond
- ★ Develop strategies for memorizing addition and subtraction number facts
- ★ Describe mental and written strategies for adding and subtracting two-digit numbers
- ★ Use mental and written strategies for addition and subtraction of two-digit numbers or beyond in real-life situations

### Pattern and Function

**Functions are relationships or rules that uniquely associate members of one set with members of another set.**

- ★ Reliably count by 2, 3, 4, 5, 10s and recognize patterns using a 100s chart
- ★ Recognize, create, describe and extend number sequences, visual and concrete patterns
- ★ Understand and use the inverse relationship between addition and subtraction

### Data Handling

**Data can be collected, organized, displayed and analyzed in different ways.**

- ★ Design a survey and collect, organize and display data in graph form
- ★ Select appropriate graph form(s) to display data
- ★ Understand that scale can represent different quantities in graph
- ★ Understand that data can be collected, displayed and interpreted using simple graphs (i.e. bar graphs, line graphs)



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- ★ Collect, display and interpret data using simple graphs (i.e. bar graphs, line graphs)
- ★ Design a survey and collect, organize and display data in graph form
- ★ Gather data to answer a question, using a simple survey with a limited number of responses (e.g. What is your favorite colour?)
- ★ Collect, organize and interpret data using bar graphs, pictographs, trees and Carroll and Venn diagrams and use mathematical language to describe the data (e.g. three more students walked to school than took the bus)

## Measurement

- ★ Select appropriate tools and units of measurement

## LANGUAGE

### Reading

Applying a range of strategies helps us to read and understand new texts. Different types and texts serve different purposes. What we already know enables us to understand what we read

- ★ Recognize the author's purpose, for example, to inform, entertain, persuade, instruct Uses reading strategies appropriately depending on the text and purpose
- ★ Use informational texts such as, reference books, dictionaries as well as computer and web-based applications with increasing independence
- ★ Begin to understand how to skim and scan texts, to decide whether they will be useful, before attempting to read in detail
- ★ Read a variety of texts aloud with appropriate fluency, accuracy, pacing, intonation and expression at year level
- ★ Understand sound-symbol relationships and apply reliable phonetic strategies when decoding print
- ★ Read texts at an appropriate level, independently, confidently and with good understanding using a variety of reading strategies
- ★ Read, comprehend and respond to a variety of genres, including: poetry, informational texts, short stories, fantasy
- ★ Make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses

### Writing

We write in different ways for different purposes. Thinking about storybook characters and people in real life helps us to develop characters in our own stories.

- ★ Write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading
- ★ Use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words
- ★ Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end
- ★ Write legibly, and in a consistent style
- ★ Proofread their own writing and make some corrections and improvements



# YEAR 4 LEARNING EXPECTATIONS

- ★ Use graphic organizers to plan writing, for example, Mind Maps, storyboards

## Speaking and Listening

Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding.

- ★ Listen appreciatively and responsively, presenting their own point of view and respecting the view of others
- ★ Listen for a specific purpose in a variety of situations
- ★ Understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations
- ★ Verbalize their thinking and explain their reasoning
- ★ Use language for a variety of personal purposes, for example, reflections, questions/answers, and sharing ideas and knowledge
- ★ Express thoughts, ideas and opinions and discuss them, respecting contributions from others
- ★ Follow multi-step directions
- ★ Use language to explain, inquire and compare
- ★ Begin to understand that language use is influenced by its purpose and the audience
- ★ Understand and use specific vocabulary to suit different purposes

## Viewing and Presenting

Different visual techniques produce different effects and are used to present different types of information.

- ★ Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.
- ★ Recognize and name familiar visual texts, for example, advertising, logos, labels, signs, ICT iconography
- ★ View visual information and show understanding by asking relevant questions and discussing possible meaning "
- ★ Use actions and body language to reinforce and add meaning to oral presentations
- ★ Realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding
- ★ With guidance, use the internet to access relevant information; process and present information in ways that are personally meaningful
- ★ Talk about their own feelings in response to visual messages; show empathy for the way other might feel
- ★ Attend to visual information showing understanding through discussion, role play, illustrations
- ★ Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip
- ★ Use a variety of implements to practice and develop handwriting and presentation skills
- ★ Through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame

Social Studies



# YEAR 4 LEARNING EXPECTATIONS

	<p><u>Strand: Social Organization and Culture</u></p> <ul style="list-style-type: none"> <li>★ The study of people, communities, cultures and societies</li> <li>★ The ways in which individuals, groups and societies interact with each other</li> </ul> <p><u>Strand: Social Resources and the Environment</u></p> <ul style="list-style-type: none"> <li>★ The interaction between people and the environment; the study of how humans allocate and manage resources</li> <li>★ Identify roles, rights and responsibilities in society</li> </ul>
	<p><b>Science</b></p> <p><u>Strand: Living Things</u></p> <ul style="list-style-type: none"> <li>★ The study of the characteristics, systems and behaviors of humans and other animals, and of plants</li> <li>★ The interactions and relationships between and among them, and with their environment</li> <li>★ Observe carefully in order to gather data</li> <li>★ Use a variety of instruments and tools to measure data accurately</li> <li>★ Use scientific vocabulary to explain their observations and experiences</li> </ul> <p><u>Strand: Earth and Space</u></p> <ul style="list-style-type: none"> <li>★ The infinite and finite resources of the planet</li> <li>★ Interpret and evaluate data gathered in order to draw conclusions</li> </ul>
	<p><b>PSPE</b></p> <p><u>Strand: Interactions</u></p> <ul style="list-style-type: none"> <li>★ An appreciation of the environment and an understanding of the environment and an understanding of, and commitment to, humankind's responsibility as custodians to the Earth for future generations.</li> </ul> <p><u>Strand: Active Living</u></p> <ul style="list-style-type: none"> <li>★ An understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle, the importance of regular physical activity; the body's response to exercise;</li> <li>★ The importance of nutrition; understanding the causes and possible preventions of ill health;</li> <li>★ The promotion of safety; rights and responsibilities we have to ourselves and others to promote well-being;</li> <li>★ Making informed choices and evaluating consequences, and taking action for healthy living now and in the future</li> </ul>
<p>Unit 4 - How We Organise Ourselves   Unit 5 - How the World Works   Unit 6 - Where We Are in Place and Time</p>	
<p>Term 2/3</p>	<p><b>MATHS</b></p> <p><u>Number</u></p> <p>The base 10 place value system is used to represent numbers and number relationships, and can be extended to represent magnitude. The operations of addition, subtraction, multiplication, and division are related to each other and are used to process information to solve problems. There are many mental methods that can be applied for exact and approximate</p>



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## computations.

- ★ Recognize number patterns to learn multiplication tables to learn and use facts for: 3,4,5,6 and 8
- ★ Check the reasonableness of answers using different computation strategies
- ★ Begin to compute simple 1 and 2 step word problems mentally
- ★ Model 2 by 1 digit multiplication problems. (e.g  $36 \times 4$ )
- ★ Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ )
- ★ Model 2 by 1 digit division problems (without remainders) (e.g.  $69 \div 3$ )
- ★ Look for the most appropriate strategy of solving a problem: mental estimation, mental arithmetic, pencil and paper algorithm, calculator
- ★ Use the language of fractions, for example, numerator, denominator
- ★ Read, write, compare and order fractions
- ★ Read and write equivalent fractions
- ★ Model addition and subtraction of fractions with the same denominator

## Pattern and Function

Functions are relationships or rules that uniquely associate members of one set with members of another set. By analysing patterns and identifying rules for patterns it is possible to make predictions.

- ★ Reliably count by 3, 4, 5, 6 and 8s and recognize patterns using a 100s chart
- ★ Understand that multiplication is repeated addition and division is repeated subtraction
- ★ Model (with manipulatives) the inverse relationship between multiplication and division

## Shape and Space

Shapes are classified and named according to their properties. Specific vocabulary can be used to describe an object's position in space.

- ★ Sort, describe and identify 2D polygons and 3D shapes by geometric properties (e.g number of sides or vertices, number and shape of faces, etc.)
- ★ Visualize 3D shapes from 2D drawings and identify simple nets of solid shapes.

Shapes can be transformed in different ways. Changing the position of a shape does not alter its properties. Geometric shapes and vocabulary can be used to describe an object's position in space.

- ★ Create symmetrical patterns, including tessellation
- ★ Represent shapes from different viewpoints or orientations
- ★ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- ★ Represent ideas about the real world using geometric vocabulary and symbols (i.e. through oral description, drawing, modeling, labeling)
- ★ Identify and describe 2D shapes on the surfaces of 3D shapes when viewing different orientations
- ★ Understand geometric shapes are useful for representing real-world situations
- ★ Locate features on a grid using simple coordinates in the first quadrant



# YEAR 4 LEARNING EXPECTATIONS

	<p><b>Measurement</b> Objects and events have attributes that can be measured using appropriate tools.</p> <ul style="list-style-type: none"><li>★ Use timelines in units of inquiry and other real-life situations</li><li>★ Read and use simple timetables, timelines and this year's calendar in real life situations.</li><li>★ Read and write digital and analogue time on 12-hour and 24-hour clocks</li><li>★ Read, use and write vocabulary related to time.</li></ul>
	<p><b>LANGUAGE</b></p> <p><u>Reading</u> Applying a range of strategies helps us to read and understand new texts. Different types and texts serve different purposes. What we already know enables us to understand what we read</p> <ul style="list-style-type: none"><li>★ Understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters</li><li>★ Uses reading strategies appropriately depending on the text and purpose</li><li>★ Use informational texts such as, reference books, dictionaries as well as computer and web-based applications with increasing independence</li><li>★ Begin to understand how to skim and scan texts, to decide whether they will be useful, before attempting to read in detail</li><li>★ Read a variety of texts aloud with appropriate fluency, accuracy, pacing, intonation and expression at year level</li><li>★ Understand sound-symbol relationships and apply reliable phonetic strategies when decoding print</li><li>★ Read texts at an appropriate level, independently, confidently and with good understanding using a variety of reading strategies</li><li>★ Read, comprehend and respond to a variety of genres, including: poetry, informational texts, short stories, fantasy</li><li>★ Make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses</li></ul> <p><u>Writing</u> We write in different ways for different purposes. Thinking about storybook characters and people in real life helps us to develop characters in our own stories.</p> <ul style="list-style-type: none"><li>★ Write about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading</li><li>★ Use appropriate writing conventions, for example, word order, word choice as required by the language(s) of instruction</li><li>★ Use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words</li><li>★ Organize ideas in a logical sequence, for example, write simple narratives with a beginning, middle and end</li></ul>





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- ★ Organize thought and feelings before speaking
- ★ Use oral language appropriately, confidently and with increasing accuracy
- ★ Listen appreciatively and responsively, presenting their own point of view and respecting the view of others Use language for a variety of personal purposes, for example, reflections, questions/answers, and sharing ideas and knowledge
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## **Social Studies**

### Strand: Human Systems and Economic Activities

- ★ The study of how and why people construct organizations and systems
- ★ The ways in which people connect locally and globally
- ★ The distribution of power and authority

### Strand: Human and Natural Environments

- ★ How people adapt to and alter their environment; how people experience and represent place
- ★ The impact of natural disasters on people and the built environment

### Strand: Continuity and Change Through Time



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	<ul style="list-style-type: none"><li>★ The study of the relationships between people and events through time</li><li>★ The past, its influences on the present and its implications for the future</li><li>★ People who have shaped the future through their actions</li><li>★ Use and analyse evidence from a variety of historical, geographical and societal sources</li><li>★ Orientate in relation to place and time</li></ul>
	<p>Science</p> <p><u>Strand: Earth and Space</u></p> <ul style="list-style-type: none"><li>★ The natural phenomena and systems that shape the planet and the distinctive features that identify it</li><li>★ Identify or generate a question or problem to be explored</li></ul>
	<p>PSPE</p> <p><u>Strand: Interactions:</u></p> <ul style="list-style-type: none"><li>★ An understanding of how an individual interacts with other people, other living things and the wider world</li><li>★ Behaviours, rights and responsibilities of individuals and their relationships with others, communities, society and the world around them</li></ul>