



LIFE IN YEAR 4

Our aims, expectations and overview of the year ahead.



TOPICS IN AUTUMN



Curriculum coverage.

Autumn 1 - Healthy Living.

Currently in full swing! Letter and recipe writing, lists and trips to the shops, planning the layout of the farmers market- using perimeter and area to name a few of the life skills we have been using!

Other topics throughout the year may be: The Tudors, the rainforest, the Olympics, Magic, Iron man, Chocolate
.... Others to be led by the children!

OUR AIMS

Behaviours for learning

This term we will be focusing on:

- ⦿ Building stamina
- ⦿ Independence
- ⦿ Self motivated learning.



Rewards

- 😊 The zone board and raffle
- 😊 Merit charts- a big hit!
- 😊 Table points and class points
- 😊 Star of the week, CJ top table, Golden Assembly, Golden Tea

WHAT DO WE EXPECT?

Fabulous
behaviour

Fully
focused

Quiet
working at
tables

Positive
Contribution

Effective
Listening

Stamina

EXPERIENCES TO ENHANCE AND ENGAGE



- ◉ Harvest production: Friday 9th October- Kings Road Hall
- ◉ Farmers market: Friday 16th October at 2pm outside Mrs Pearce and Mrs McAree's classroom. To raise money for our school and other charities- St Mary's Primary School in Njombe, Tanzania.
- ◉ How can you help?- We welcome ALL donations, local produce, plants cakes and biscuits!
- ◉ Class assemblies- Both class assemblies are next term. Look out for the dates and times on the weekly newsletters.

READING



Our aims:

- ◉ For children to enjoy reading and see it as a pleasurable activity as well as a means of following instructions and finding things out.
- ◉ To have the reading skills necessary to read a range of text types for pleasure and for information/
- ◉ To be confident, competent readers.
- ◉ To have access to a range of reading experiences.

READING



Text covered this term

As a class we are reading Mr Stink by David Walliams.

How can you help?

- ◉ Home Readers
- ◉ Reading to your child
- ◉ Alternate ways to support reading in a busy household- siblings.

◉ Pause, Prompt, Praise!

- ◉ *Pause* to help them work out new words.
 - ◉ *Prompt* by questioning throughout.
 - ◉ *Praise* for trying, whether they are right or wrong!
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- ◉ After reading, talk about the book; their likes and dislikes, the plots, the character etc...
 - ◉ Our Year 4 top tips for reading at home have some useful suggestions and questions you can ask your child at home.

WHAT ELSE CAN YOUR CHILD READ?

- Magazines and comics
- Travel brochures
- Instructions or recipes
- What's on television tonight
- Information books
- Manuals
- Newspapers
- Poems
- Taped/CD/Recorded stories
- Sports Reports
- Shopping lists.....

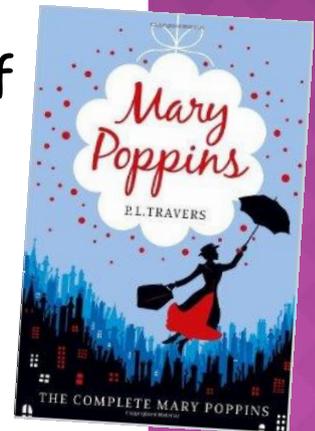
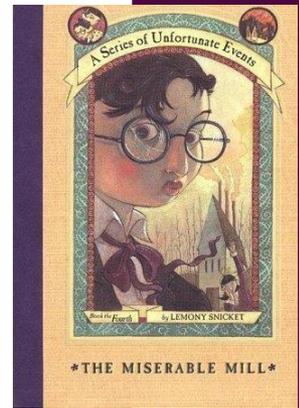


MY CHILD IS A GOOD READER- CAN I STILL HELP?

- ◉ The answer is YES! It is vitally important to still have an understanding of what your child is reading. Although they very often want to read in their head, once fluent it is still important to hear them read!

Things you can do!

- ◉ Discuss with them what they have read, the character, plot, important parts, genre, what they have learnt, feelings that the story evoked, testing understanding of difficult vocabulary and establish reading preference.



MY CHILD WON'T READ- HOW CAN I HELP?

- ◉ Read TO your child as much as possible, modelling yourself as a reader.
- ◉ Don't force them to read huge amounts- a couple of pages, little and often!
- ◉ Discuss any concerns with the class teacher.
- ◉ Encourage your child to read lots of different text types of their choice!
- ◉ Websites listed to support reading in pack!

BY THE END OF THE YEAR, CHILDREN SHOULD BE ABLE TO...

- Apply knowledge of suffixes, prefixes and root words to read words aloud and also understand the meaning of new words.
- Read further exception words where the spelling of the word and the sound of the word are unusual.
- Understand what they read in books and identify main ideas
- Summarise and identify how language, structure and presentation contribute to meaning.
- Listen to and discuss a wide range of books including fiction, poetry, plays, non-fiction and reference texts.
- Read a wide range of books including fairy tales, myths, legends and are able to retell these orally.
- Identify themes and conventions used in a wide range of books.

WRITING

EXPECTATIONS AT THE END OF THE YEAR

- ◉ Accurate use of a wide range of punctuation, e.g. Commas, question marks, semicolons, speech marks.
- ◉ Punctuation used for effect and interest.
- ◉ Range of connectives used to join writing- so, but, because, also, however.
- ◉ Wide range sentence types, using commas to add more detail in a sentence. E.g. The boy, who was four years old, rushed to the hall.
- ◉ Writing linked and well structured.
- ◉ Adventurous vocabulary choices that match the topic
- ◉ Secure use of paragraphs
- ◉ Clear style and viewpoint
- ◉ Use of feelings and emotions in their writing
- ◉ Past and present tense secure

WRITING

Building stamina

Monday preparation day in order to prepare for an extended write on Wednesday.

Genres covered this term

Non-fiction, explanations, letter writing, instructions, invitations

SUPPORT WRITING AT HOME.



- Talk through their ideas with them before they start to write, for example, prompt them to think about how they intend to tackle a subject.

- Help them to reflect on their writing, particularly the effect they hoped to have on the reader,

- Encourage them to read through their work, shaping their sentences for clarity and impact and checking their accuracy.

Follow your child's interests!

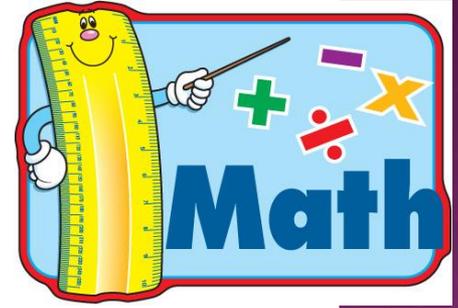
- ◉ Does your child like football, off-road cycling, designing clothes or playing with make-up? Whatever their interests, there are good writing opportunities.

Perhaps:

- ◉ *Diaries or journals*
- ◉ *Shopping list*
- ◉ *Letters to relatives (with hopefully a reply!)*
- ◉ *Reviews about football and the scores*
- ◉ *Notes around the house- post it notes!*
- ◉ *Emails*

- ◉ PLENTY OF PRAISE AND ENCOURAGEMENT!

MATHS COVERAGE THIS TERM



- ◉ What happening this term?
- ◉ Continue to develop and secure their understanding of number and place value.
- ◉ Using efficient mental and formal methods.
- ◉ Times tables at speed
- ◉ Choosing the correct operation to complete problems
- ◉ Data Handling- bar and pie charts
- ◉ Coordinates
- ◉ Problem solving
- ◉ Fractions
- ◉ Shape, space and measure

In order to support your child in their homework we have provided a calculation policy for you to take home; this shows the steps and methods we use in all four operations in Mathematics

EPIPHANY: OUR LEARNING OBJECTIVES

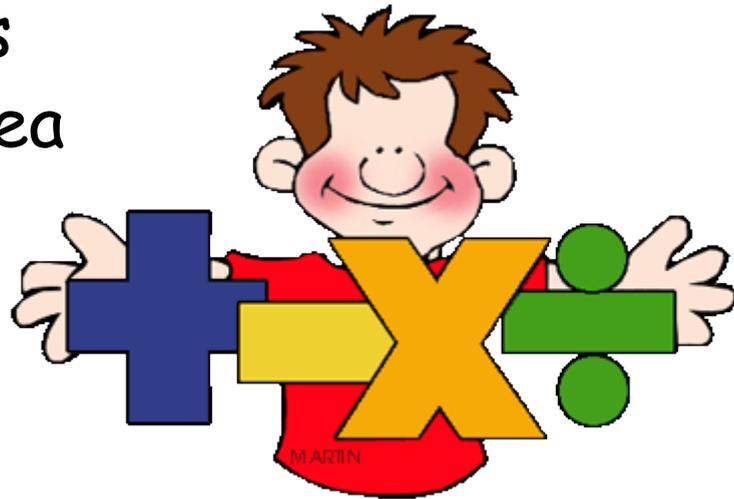
		Number	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry - Shape	Geometry - Position and Direction	Statistics
Entering 28	H	Identify, represent and estimate numbers using different representations. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).			Recognise and show, using diagrams, families of common equivalent fractions.	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.	Identify lines of symmetry in 2-D shapes presented in different orientations.		
	F	Order and compare numbers beyond 1000.	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.		Add and subtract fractions with the same denominator. Recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$.	Find the area of rectilinear shapes by counting squares.	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.		
Developing 29	H	Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	Estimate and use inverse operations to check answers to a calculation.	Recall multiplication and division facts for multiplication tables up to 12×12 . Multiplying together three numbers.	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Recognise and write decimal equivalents of any number of tenths or hundredths. Compare numbers with the same number of decimal places up to two decimal places.	Estimate, compare and calculate different measures, including money in pounds and pence.	Complete a simple symmetric figure with respect to a specific line of symmetry. Identify acute and obtuse angles and compare and order angles up to two right angles by size.	Describe positions on a 2-D grid as coordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon.	Interpret and present discrete and continuous data using appropriate graphical methods,
	F	Round any number to the nearest 10, 100 or 1000. Count in multiples of 6, 7, 9, 25 and 1000.		Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	Round decimals with one decimal place to the nearest whole number. 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.	Convert between different units of measure [for example, kilometre to metre; hour to minute].		Describe movements between positions as translations of a given unit to the left/right and up/down.	including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

BY THE END OF THE YEAR, ALL CHILDREN SHOULD BE ABLE TO...

- **Number** - Solve number and practical problems that involve all other number skills acquired with increasingly larger numbers.
- **Addition and subtraction** - Solve addition and subtraction two-step problems in contexts, deciding correct operations needed.
- **Multiplication and division** - Recognise and use factor pairs, solve problems using multiplication and division, solve problems using operations with unknown elements e.g $12 \times ? = 144$.
- **Fractions** - Solve simple measure and money problem using fractions and decimals, use fractions to solve multiplication and division and quantities.
- **Measurement** - Estimate and compare measure including money, convert between different units of measure.
- **Geometry: Shapes** - compare and classify shapes, symmetry, identify obtuse and acute angles, compare and sort angles.
- **Geometry: Position and direction** - positions on a 2D grid, plot points and draw sides to a polygon, translation and movement of shapes.
- **Statistics** - interpret and present data, draw graphs, charts, tables, solve problems using data.

MATHS AT HOME

- ◉ How much?- A game to play whilst shopping!
 - ◉ Times tables
 - ◉ Decimal number plates
 - ◉ Find perimeter and area
 - ◉ Telephone challenges
 - ◉ Target 1000
 - ◉ Dicey subtractions
 - ◉ Line it up
- ◉ ...are just a few, there are many more in our parent pack!



COOL TIME (CARRY ON OUR LEARNING)



- ◉ Reading each night- please record in their reading record **books!** We do expect the children to be reading to an adult.
- ◉ Spellings are issued on a Thursday and tested on the following Thursday. Children are expected to practise their spellings every night.
- ◉ Spellings will be linked to Year 4 phonics. They are differentiated therefore we expect them to score highly.

Spellings

COOL TIME

COOL TIME

- ◉ Homework set on Wednesday and handed in on Tuesday.
- ◉ Literacy/ Maths alternated each week, unless it's a mini project.
- ◉ Times tables tests.
- ◉ It is your child's responsibility to hand their homework in on time and ensure it is completed to their best ability.



THANK YOU FOR YOUR CONTINUED
SUPPORT

