

# *Year 4*



***Miss Hume   Mrs Seaman   Mrs Odigie  
Mrs Panesar and Mrs Shahzard***



# *Step Up September!*

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*We are sure that many of you are concerned that your child has missed out on learning opportunities because of the pandemic. Please be assured that we will be working hard to ensure that we close academic gaps but also nurture your child's emotional needs. Children learn best when they are feeling happy so we will be making sure that we get the right balance.*

*We have carefully planned the curriculum to ensure that we cover any Year 3 learning objectives in Reading, Writing and Mathematics that your child was not taught last year.*



# Attendance

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*Your child's learning is very important and we want to make sure that we make the most of every opportunity. Please ensure your child is in school every day and on time.*

*If your child's attendance is lower than 95% this is a cause for concern.*





## **PE Arrangements**

*PE is an essential part of the curriculum; please ensure your child has their PE kit in school.*

❖ *4H have PE on Monday and Wednesdays .*

❖ *4O will have PE on Wednesdays and Fridays.*

❖ *Every Friday your child's PE kits will be sent home to be cleaned and returned on Monday.*

*Reading regularly improves fluency and accuracy and develops good comprehension skills. We will also be asking the children to create topic based projects each half term.*



# *Weekly Homework*

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- *Maths given out Friday due in Tuesday.*
  - *Grammar given out Friday due in Tuesday.*
  - *Reading- Every day*
  - *Spelling practise*
  - *Topic based homework due in every half term.*
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- *You can find your child's homework in their reading record*



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# *Reading*



# *There are many ways in which you can support your child with their reading. Listening to your child read can take many forms.*

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*First and foremost, focus developing an enjoyment and love of reading.*

- ❖ *Enjoy stories together – reading stories to your child is equally as important as listening to your child read.*
- ❖ *Read a little at a time but often, rather than rarely but for long periods of time!*
- ❖ *Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.*
- ❖ *Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.*
- ❖ *All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.*

*Visit the local library - it's free!*





# READING STRATEGIES

## PREDICT



Determine what you think will happen in the text. Use the title, text, and illustrations to help you.

## VISUALIZE



Create mental images of the characters, settings, and events in the text.

## QUESTION



Stop and ask yourself questions to see if the text makes sense. Reread the text if you need more information.

## CONNECT



Think about what you already know about the text. Find ways to relate the text to yourself, other texts, and the world around you.

## IDENTIFY



Determine the author's purpose. Find the important details, the main idea, and the themes of the text.

## INFER



Use clues in the text and your own knowledge to fill in the gaps and draw conclusions.

## EVALUATE



Think about the text as a whole and form opinions about what you read.





# *Maths*

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*During the first half term we will be focusing on place value and the four operations in Maths. On the next few slides, you will see the methods that we will be teaching.*

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*Please encourage your child to log in to Mathletics every week as we will be setting tasks based on what has been taught during that week. Login details are inside your child's reading record. Mathletics is a fantastic resource so please take the opportunity to use it.*



# Year 4 Multiplication Check

*You may be aware that from June 2020 there is a new test for year 4 children called the “Multiplication Tables Check”.*

*Under the national curriculum primary school children are expected to know their 12 times tables by the end of Year 4. So we’ve been preparing students to know their times tables by the end of Year 4 for quite some time*

*The check itself:*

- *will take place in the summer term in June.*
- *is done online using a computer.*
- *will take no longer than 5 minutes.*
- *will feature 25 questions and children will have 6 seconds to answer each question.*
- *There’s no problem solving or division just simple “ $3 \times 4 = ?$ ” type questions*

*We will need your continued support to help practise the times tables with your children.*

*Some easy ways to do this include:*

- *asking questions such as “What’s  $7 \times 8$ ?”*
- *reciting times tables by rote (4 times 1 is 4, 4 times 2 is 8, etc)*
- *using apps and games*
- *singing times tables songs (there are lots on Mathletics)*





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*In primary school, times tables knowledge is vital for quick mental maths calculations and problem solving, as well as for many of the topics children learn in years 5 and 6 (division, fractions, percentages).*

*We have a fantastic online resource called Times Tables Rockstars. This is a fun and engaging way for your children to learn their tables. Their log in details can be found in their Reading Records.*

*If you have a question or want to offer your thoughts on any of the above, please bring them to our attention.*



# Addition & Subtraction

$\begin{array}{r} 6 \cancel{7} 12 \\ - 56 \\ \hline 16 \end{array}$	$\begin{array}{r} 38 \\ + 93 \\ \hline 131 \\ \hline 1 \end{array}$
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# Multiplication

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*The Grid Method is based on the idea of splitting both numbers being multiplied, into their tens and ones.*

×	30	5
7	210	35

$$210 + 35 = 245$$



# *Expanded Long Multiplication*

	T	H	T	O	
			3	6	
X			7	4	
			2	4	(4 X 6)
		1	2	0	(4 X 30)
		4	2	0	(70 x 6)
	2	1	0	0	(70 x 30)
	2	6	6	4	





# Short Division

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$$186 \div 6 =$$

$$\begin{array}{r} 031 \\ 6 \overline{) 186} \end{array}$$

no groups of 6  
can be made

$1 \times 6 = 6$

$3 \times 6 = 18$



# Writing

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# Year 3 and 4 Statutory Spellings

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



# Year 4 Writing Checklist

## Working at the Expected Standard:

<b>Pupil(s) are beginning to independently apply their knowledge:</b>
To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
To write narratives with a clear beginning, middle and end with a coherent plot.
To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
To create more detailed settings, characters and plot in narratives to engage the reader.
To consistently organise their writing into paragraphs around a theme.
To maintain an accurate tense throughout a piece of writing.
To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
To use the full range of punctuation from previous year groups.
To use all the necessary punctuation in direct speech mostly accurately.
To use apostrophes for singular and plural possession with increasing confidence.
To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.
To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.
To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.
To spell homophones correctly, e.g. which and witch.
To spell all of the Year 3 and 4 statutory spelling words correctly.
To consistently use a neat, joined handwriting style.



# Year 4

## Vocabulary, Grammar and Punctuation

### Word

I can

recognise the difference between plural and possessive -s  
use standard English in speech and writing

### Sentence

I can

add adjectives, nouns and prepositions to give more detail  
use fronted adverbials

### Text

I can

use paragraphs to organise my ideas  
choose appropriate pronouns or nouns to help my writing flow

### Punctuation

I can

use inverted commas and other punctuation to indicate direct speech  
use apostrophes to show plural possession  
use commas after fronted adverbials

### I can talk about my work using these words

pronoun

determiner

possessive pronoun

adverbial



# **The General Message ...**

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*Listen to your child read.*

*Sign your child's book journal.*

*Read over your child's homework.*

*Test your child on their spellings.*

*Test your child on their times tables.*



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*Thank you for your support!*



*Thank you!*

A decorative graphic featuring the words "Thank you!" in a large, black, cursive script. The text is surrounded by several small, five-pointed gold stars of varying sizes. Below the text is a thick, gold, brush-stroke style swoosh that curves under the words. The entire graphic is set against a white background.