

WELCOME TO

YEAR 4!



The Year 4 team

Class 15: Miss Holloway and Mrs Bowler (Class teachers)
Miss Elward (LSA)

Class 16: Mr Kirby (Class teacher)
Mrs StJohn (LSA)

Class 17: Mrs Wanley and Mrs Sahota (Class teachers)
Miss Ellis (LSA)

School uniform

- Tie (please name it!)
- Green, white or black hair accessories
- Black shoes



PE kit

- Outdoor (Tuesday) and Indoor (Thursday)
- If you haven't already, you could purchase one of our lovely green MP t-shirts!
- White t-shirt or green MP t-shirt, black shorts, black tracksuit for the colder weather and a change of shoes (pumps/trainers)

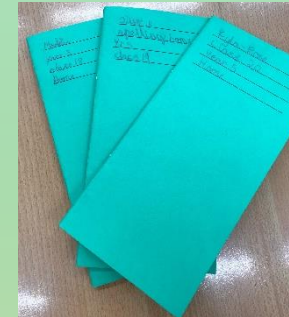


Our expectations



Spellings

- There will be a test each week and new spellings will be sent home weekly.



Homework

- Set on Friday
- Due in on Wednesday

What will children need to bring into school?

- Packed lunch (unless they have hot dinners)
- A healthy snack for break time - only fruit or vegetables are allowed
- A named water bottle
- Indoor and outdoor PE kit
- Once children are back in school, they will be given a reading book and reading record which they should keep in their bag
- All stationery will be provided by the school, so children should not bring in a pencil case or any stationery

READING

is to the

MIND

what

exercise

is to the **BODY.**

—Sir Richard Steele



Why Read at home?

STUDENT A READS

- 20 minutes per day
- 3,600 minutes per school year
- 1,800,000 words per year



SCORES IN THE 90TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT B READS

- 5 minutes per day
- 900 minutes per school year
- 282,000 words per year



SCORES IN THE 50TH
PERCENTILE ON
STANDARDIZED TESTS

STUDENT C READS

- 1 minute per day
- 180 minutes per school year
- 8,000 words per year



SCORES IN THE 10TH
PERCENTILE ON
STANDARDIZED TESTS

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, and Student C will have read for 3.

WANT TO BE A BETTER READER? SIMPLY READ.

www.bettefetter.com

Ways a Parent Can Help with **READING**

1

Let your child see you reading!

Have magazines and books in your home.

2

Help your child find appropriate word & reading games on the computer.

Keep a dictionary on hand. Help your child look up new words they read or hear.

3

Read mysteries with your child and try to figure out the clues together.

4

Movie version coming out?

Read the book together first, then talk about which you each liked better.

5

Set aside a time and place for your child to read -

like a comfy chair and a reading light in a quiet place

6

Visit your public library regularly.

Look for and read together the books that were your favorites when you were a kid.

7

Encourage your child to write -

letters, thank you notes, emails, journals, lists, stories about their own trips, events, and daily life

8

Ask your child questions about what he or she is reading, such as:

- What is the story about?
- Who are the important characters in the story?
- Where does the story take place?
- Why do you think the character made that choice?
- Why did that happen?
- How did you know about...?
- Would you recommend this book to your friends?

9

Ask your child to draw a comic strip about what happens in the story.

Provide word searches, crossword and other word games and puzzles, or help your child make his/her own

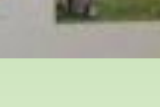
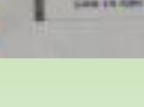
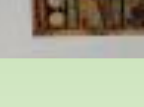
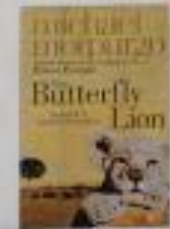
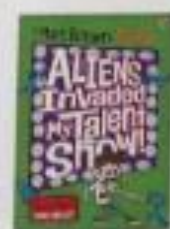
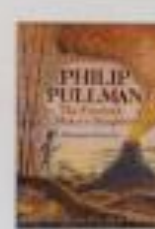


Share with your child about what you're reading... and encourage your child to do the same

50 Recommended Reads for...

Year 4

Books for Topics



Ways a Parent Can Help with **SPELLING**

1

Have your child write spelling words:

- On paper with pencils, pens, markers or paint
- With chalk on a sidewalk or patio
- With dry erase markers on a mirror
- Type on the computer
- With his/her fingers in a plate of pudding
- With fingers in shaving cream on a counter

2

Have your child spell the words out loud while you are in the car or in line at a store

3

Spell words using blocks, Scrabble tiles, or flash cards

(Make your own with index cards - one card for each letter. Consider using different colored cards for vowels)

4

If the list of words to learn is long, have your child choose 4-5 to focus on at a time

5

Have your child write the words in alphabetical order or in order from shortest to longest

6

Play "Hangman" with your child using the spelling words

Make crossword puzzles and word searches with the spelling words for your child to solve

7

Combine spelling with physical activity

Have your child do jumping jacks, saying one letter per jump, or while walking up and down stairs, saying one letter per step

8

Keep a dictionary in your home and help your child look up unfamiliar words



Encourage your child to read!
Good readers are often good spellers.

Ways a Parent Can Help with **MATH**

1

Look for shapes and patterns in real life

2

Have your child measure ingredients for a recipe you are making

3

Ask your child to explain the math skills he or she is working on in school

4

When helping your child with homework or school assignments, ask him or her to explain how he or she got an answer

5

Help your child find some appropriate number and problem-solving games to play online

6

Play card or board games that involve counting or patterns

7

Ask your child to count change at the grocery store, or to estimate the total cost while you are shopping

8

Compare:

Which is the tallest?
...the heaviest?
...the longest?
...the smallest?
...the fastest?
...the hottest?
...the most expensive?

9

Have tools such as a ruler, a scale, a calculator, and a measuring tape available to use in your house

10

Encourage your child to track or graph scores or stats for a favorite sports team

11

Use dice or playing cards to make a game out of practicing math facts



Point out ways math is part of “real” life: money, computers, music, art, construction, cooking...

All around us, every day.

Year 4 expectations in English

Topic: Punctuation and Grammar			Year: 4	Strand: English Curriculum																													
Fronted adverbials <table border="1"> <thead> <tr> <th>Time</th> <th>Location</th> <th>Feelings/manner</th> </tr> </thead> <tbody> <tr> <td>Today, Yesterday, On Monday, In the blink of an eye, Later, Recently, In June, After dusk,</td> <td>Over the mountain, In the distance, On the shore, In the house, Down the stairs, Outside, Around the corner, On the boat,</td> <td>Anxiously, In a flash, Suddenly, Nervously, Curiously, Joyfully, Frantically, As fast as she could,</td> </tr> </tbody> </table>			Time	Location	Feelings/manner	Today, Yesterday, On Monday, In the blink of an eye, Later, Recently, In June, After dusk,	Over the mountain, In the distance, On the shore, In the house, Down the stairs, Outside, Around the corner, On the boat,	Anxiously, In a flash, Suddenly, Nervously, Curiously, Joyfully, Frantically, As fast as she could,	Vocabulary <table border="1"> <tbody> <tr> <td>Adjective</td> <td>A word that adds more information about a noun.</td> </tr> <tr> <td>Adverb</td> <td>A word that adds more information about verbs, adjectives or other adverbs.</td> </tr> <tr> <td>Adverbial</td> <td>A group of words that can function as an adverb.</td> </tr> <tr> <td>Command</td> <td>Tells you to do something. Often urgent and short. Get in the car.</td> </tr> <tr> <td>Exclamation</td> <td>Usually begin with 'How' or 'What'. Full sentence including a verb. What happened to your car!</td> </tr> <tr> <td>Noun</td> <td>Names of things that we can touch (concrete) or abstract (ideas, emotions).</td> </tr> <tr> <td>Paragraph</td> <td>Connected sentence about one idea or theme.</td> </tr> <tr> <td>Preposition</td> <td>Shows the relationship between words. usually describe the position of something, the time when something happens and the way in which something is done.</td> </tr> <tr> <td>Question</td> <td>Sentences that ask something or show doubts. Is that your car? Usually end with question mark.</td> </tr> <tr> <td>Statement</td> <td>Sentence that claims something as truth. My car is blue. Ends with full stop.</td> </tr> <tr> <td>Reporting clause</td> <td>A clause which indicates that you are talking about what someone said or thought (said, or shouted).</td> </tr> </tbody> </table>			Adjective	A word that adds more information about a noun.	Adverb	A word that adds more information about verbs, adjectives or other adverbs.	Adverbial	A group of words that can function as an adverb.	Command	Tells you to do something. Often urgent and short. Get in the car.	Exclamation	Usually begin with 'How' or 'What'. Full sentence including a verb. What happened to your car!	Noun	Names of things that we can touch (concrete) or abstract (ideas, emotions).	Paragraph	Connected sentence about one idea or theme.	Preposition	Shows the relationship between words. usually describe the position of something, the time when something happens and the way in which something is done.	Question	Sentences that ask something or show doubts. Is that your car? Usually end with question mark.	Statement	Sentence that claims something as truth. My car is blue. Ends with full stop.	Reporting clause	A clause which indicates that you are talking about what someone said or thought (said, or shouted).
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Fronted adverbials A sentence that includes a fronted adverbial is used to guide the reader and used to describe the action that follows. Normally when or where something is happening. <div style="text-align: center; margin-top: 10px;"> <p>Earlier today, I ate my cereal.</p> <p>← Main clause</p> <p>↑ Fronted adverbial ↓ Normally followed by comma</p> </div>																																	
Creating expanded noun phrases to develop a clear picture. <table border="1" style="width: 100%;"> <tbody> <tr> <td>Noun</td> <td>Dragon</td> </tr> <tr> <td>Determiner</td> <td>The dragon</td> </tr> <tr> <td>Adjectives (comma between the adjectives)</td> <td>The fearsome, mighty dragon.</td> </tr> <tr> <td>Prepositions or use "with" to add further information.</td> <td>The fearsome, mighty dragon sailed across the sky. The fearsome, mighty dragon with razor sharp fangs.</td> </tr> </tbody> </table> <div style="margin-top: 10px;"> <p>articles a boy, an orange, the cat</p> <p>demonstratives this apple, that car, these shops, those girls</p> <p>possessives his hat, her homework, my book, their house</p> <p>quantifiers some rice, each word, every box</p> <p>numbers one chair, two men, three dogs</p> <p>question words which bag, what letter, whose computer</p> </div> <p style="text-align: right; margin-top: 10px;">Determiners go before a noun to identify it in further detail.</p>						Noun	Dragon	Determiner	The dragon	Adjectives (comma between the adjectives)	The fearsome, mighty dragon.	Prepositions or use "with" to add further information.	The fearsome, mighty dragon sailed across the sky. The fearsome, mighty dragon with razor sharp fangs.																				
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Year 4 expectations in maths

Broken down into the
different areas of maths

Maths – End of Year 4 Expectations	
New National Curriculum Objectives	
Number and Place Value	count backwards through zero to include negative numbers
	count in multiples of 6, 7, 9, 25 and 1 000
	find 1 000 more or less than a given number
	order and compare numbers beyond 1 000
	compare numbers with the same number of decimal places up to two decimal places
	identify, represent and estimate numbers using different representations
	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.
	recognise the place value of each digit in a four-digit 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 units, tenths and hundredths
	round any number to the nearest 10, 100 or 1 000
	round decimals with one decimal place to the nearest whole number
	solve number and practical problems that involve all of the above and with increasingly large positive numbers
Addition and Subtraction	add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
	estimate and use inverse operations to check answers to a calculation
	solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
Multiplication and Division	recall multiplication and division facts for multiplication tables up to 12×12
	multiply two-digit and three-digit numbers by a one digit number using formal written layout
	use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
	recognise and use factor pairs and commutativity in mental calculations
	solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Multiplication Tables Check

From the 2019/20 academic year onwards, all state-funded maintained schools and academies (including free schools) in England will be required to administer an online multiplication tables check (MTC) to year 4 pupils.

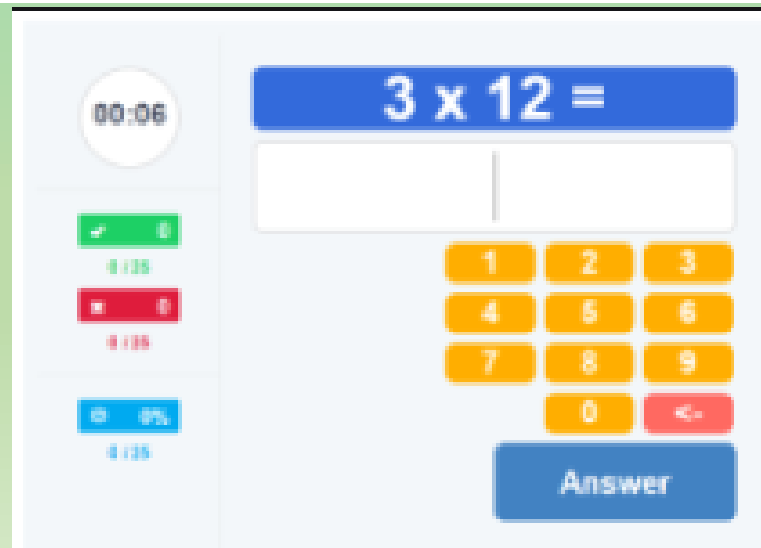
The [national curriculum](#) specifies that pupils should be taught to recall the multiplication tables up to and including 12×12 by the end of year 4.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools will have a 3-week window to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

- MTC Test will be in June - have a 3 week period to complete
- All children in Year 4 will take the test
- On screen digital assessment
- **Children will have 6 seconds to answer each question in a series of 25.**
- Each question will be worth one mark

Questions will be selected from the 121 number facts that make up the multiplication tables from 2 to 12, with a **particular focus on the 6, 7, 8, 9 and 12 times tables** as they are considered to be the most challenging.



The screenshot shows the Multiplication Tables Check interface. At the top left, there is a timer showing 00:06. Below the timer are three buttons: a green 'Check' button, a red 'Next' button, and a blue 'Previous' button. The main display area shows the question $3 \times 12 =$ in a blue box. Below the question is a white input field. To the right of the input field is a numeric keypad with buttons for digits 1 through 9, 0, and a red 'Backspace' button. At the bottom right is a blue 'Answer' button.

Emotional and social development

Relationships
& Sex Education
(RSE)

Primary School Guide Key Stage 2			
Approximate Ages Corresponding stages	Year 3 Child 7-8	Year 4 Early Adolescent 8-9	Year 5 Early Adolescent 9-10
Brain Development	Becoming more cognitively flexible engaging in complex thinking and planning. Neural connections in the brain being fine-tuned through pruning. Increase the brains processing speed and efficiency.	Information travels with greater speed through the nervous system and different parts of the brain begin to work in coordination with one another in new combinations.	Different start to emerge regarding maturity between boys and girls. The Sub-cortex will start the pruning earlier in Girls as they start to become socially aware and mature.
Mental & Intellectual Development	Longer attention spans able to manage less detailed direction. Like to share their knowledge with others. Improving literacy skills. Can utilize increasing complex and creative strategies. Learning takes place most effectively through play experiences.	Their ability to apply logic and reason increases, as does their ability to focus attention, they are able to concentrate on tasks for longer periods of time & begin to use their own resources prior to seeking adult help or they may seek out peers for assistance. Eight-year-olds demonstrate more highly-developed thinking skills as well as the ability to solve problems with creative strategies.	Attention span up to an hour or more. Enjoys doing research on topics of interest to them. Work well in groups and cooperates to work on projects or activities.
Interpersonal Development	More independent and are sociable. May have spells of being rebellious & aggressive. Be the role model for them when dealing with emotions.	Begin to understand the concept of masking emotions & can vary their use of coping strategies to deal with challenging situations. In peer interactions, they may start to engage in leadership, goal-setting, elaborate fantasy play & an assortment of interactive games. Having one close friend is key developmental accomplishment at this age.	It becomes emotionally more important to have friends. Especially of the same sex. They become more aware of changes to their body and their self-image.
Adult Support and Guidance	Encourage physical activity, children mature quicker if they engage in physical activity. Focus on strengths, abilities and talents, Help them to start to manage their emotions & be comfortable with them. Increase their ability to manage aspects of their lives i.e. remembering things to do that make their lives easier.	They now read for pleasure with books associated to their interest. May want to rely less on adult supervision yet be aware of them sharing their needs and wants. Increase encourage them to find ways to solve emotional & social problems. On line activities to be restricted, none before bed time.	Children who feel good about themselves can resist peer pressure more so keep developing the sense of self-worth. Talk about their strengths and challenges they are facing help them develop strategies to manage online activities to be restricted before bed.

Autumn Term

Invaders

- The history of Romans - when and why they invaded Britain
- Comparing Britain and Italy - locating human and physical characteristics
- Map work - finding Roman towns
- The Roman Empire
- Romans Impact - Education, roads, architecture, Religion etc
- Timelines - Romans, Anglo-Saxons, Vikings
- Battles - Impact they had on Britain
- Settlements - Anglo Saxon/Vikings
- Roman artwork - mosaics, Roman busts
- Roman DT Day - making Roman food
- Science - States of matter



- **We will be visited by a Roman soldier during the autumn term and are also hoping to make Viking long ships with Anthony James, a professional junk model artist**

Spring Term

Waves

- The study of the ocean
 - Seas and oceans of the world
 - The Great Barrier Reef
 - Environmental issues
 - Submarine design
 - Observational drawing
 - Paint work
 - Living things and their habitats
 - Making instruments
 - Music from around the world
 - Music artists from Coventry
 - Composing own songs
 - Sound and how the ear works
-
- **Hopefully, we will be visiting the Sea Life Centre in Birmingham**

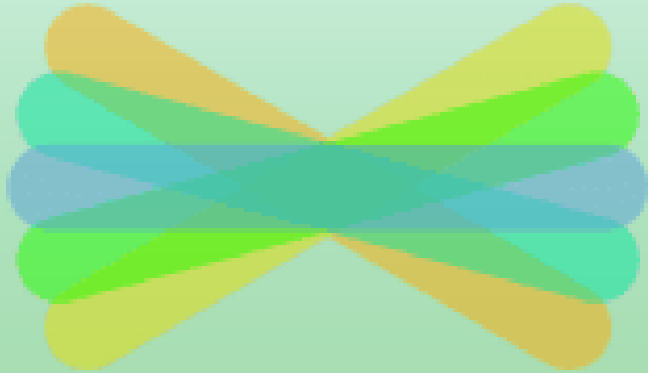


Summer Term

Totems and Tepees

- Locate North America and learn about the mountainous regions.
- Learn about the different Native American tribes.
- The truth about Pocahontas!
- Use your art skills to make a totem pole using paint and textured materials.
- Make a headdress including patterns from Native America
- Discover and learn about the real-life survival story of Eric LeMarque





Seesaw

Keep up to date with
your child's learning by
connecting to Seesaw.

If you are not yet
connected, let your
child's class teacher
know.