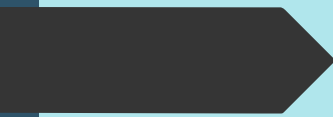






Class teacher : Ms O'Sullivan

Year 4 Classroom assistants: Ms Tarleton

- 
- Children are welcome to bring in their own pencil cases from home, if they wish.
  - PE days will be on Tuesday and Thursday - Children must come to school in their uniform and get changed in school. We have put in place separate changing arrangements for the girls and boys. PE tops are now white only.
  - The children can bring their own water bottles and a **healthy snack** for their break .
  - If your child is attending after school club regularly, please let me know their days via email.
  - Please ensure all uniform, coats and PE kits are labelled.
  - Please adhere to our school uniform policy, inclusive of jewellery. After October half term, we say goodbye to Summer uniform and hello to Winter.
  - Please inform/update us with any allergies, intolerances and medicines.
  - Homework



## ➤ **Becoming confident and independent in learning**

- Overall, perhaps the single most important aspect of this year is children's increasing independence and confidence in what they can achieve at school. Your child will be encouraged to start to think about their own learning. They need to make decisions on how to present work, how and when to complete homework, and also how to learn best. We will be encouraging the children to have a 'give it a go' attitude towards their learning.
- Children often ask questions, and we will encourage them think for themselves too: Could they answer the question themselves? Can they make that choice? If they can, then they are learning skills which are vital for Year 5, Year 6 and adult life. That is how their learning changes from the beginning to the end of the year!
- This can be a year in which we will work to nurture and encourage the feelings of independent thinking, learning and decision making. There will be a number new things introduced this year in both literacy and numeracy however we will be building on prior knowledge from Year 3 whilst developing and deepening understanding and knowledge. This means that the expectations and workload will be increased, therefore it is critical that your child is punctual every morning and has a strong attendance throughout the year.

- Topic overview for this half term

Literacy : The Selfish Giant and Space explorer Neil Armstrong

- Numeracy : Place value and addition and subtraction.
- Science: Animals including humans
- RE: The Bible
- Geography: North America
- PE: Team building and Fitness
- PSHE : safety , caring ,resilience, friendships and me and my relationships.
- Music: Mamma Mia percussion, body beats and rhythms.
- ICT: (use of Purple Mash, word, google)

# Year 4 Reading

- ▶ As mentioned by Dr. Seuss, 'The more that you read, the more things you will know. The more that you learn, the more places you'll go.'
- ▶ In Year 4, this is the habit we want to continue and I would appreciate your support in encouraging this. Reading is a huge part of the curriculum, and in year 4 we read on a daily basis. We are encouraging the children to enjoy reading a range of texts both fiction and non-fiction.
- ▶ We would ask that the children bring in their reading records every Monday so that we can check with the children to see what they have been reading and monitor reading progress. Feel free to write comments into the children's reading records as they will be checked every Monday.
- ▶ I will hear children read during Guided reading and additionally where needed.

## Key areas to help reading with your child at home

**Vocabulary** : Give/explain the meaning of words in context

**Infer** : Make inference from the text/ explain and justify using evidence from the text.

**Predict** : Predict what might happen from the details stated and implied.

**Explain** : Identify/explain how information/narrative content is related and contributes to the meaning as a whole.

Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.

**Retrieve**: Retrieve and record key information/key details from fiction and non-fiction.

**Summarise** main ideas from more than one paragraph

# Spellings and Times tables

- The children will be sent home spellings and times tables/number facts weekly which will be handed out on a Friday and then tested the following Wednesday. The children will need to know all of their times tables up to their 12x tables so it is important that they are going over these daily at home. We try to encourage a 'try your best attitude'. To help prepare for Friday spellings and tables I would recommend adopting the 'say it , spell it , check it' rule when revising daily as well as having a go at writing their spellings in sentences. I would also encourage the children to look up the meanings of any unknown spellings in the dictionary which can also be accessed online.
- I also encourage children to log on regularly to their times tables rockstars accounts to practise their tables at home.



# Times tables screening June 23

[Times tables screening](#)



## Multiplication

1 ONE	2 TWO	3 THREE	4 FOUR	5 FIVE	6 SIX
1x1 = 1	2x1 = 2	3x1 = 3	4x1 = 4	5x1 = 5	6x1 = 6
1x2 = 2	2x2 = 4	3x2 = 6	4x2 = 8	5x2 = 10	6x2 = 12
1x3 = 3	2x3 = 6	3x3 = 9	4x3 = 12	5x3 = 15	6x3 = 18
1x4 = 4	2x4 = 8	3x4 = 12	4x4 = 16	5x4 = 20	6x4 = 24
1x5 = 5	2x5 = 10	3x5 = 15	4x5 = 20	5x5 = 25	6x5 = 30
1x6 = 6	2x6 = 12	3x6 = 18	4x6 = 24	5x6 = 30	6x6 = 36
1x7 = 7	2x7 = 14	3x7 = 21	4x7 = 28	5x7 = 35	6x7 = 42
1x8 = 8	2x8 = 16	3x8 = 24	4x8 = 32	5x8 = 40	6x8 = 48
1x9 = 9	2x9 = 18	3x9 = 27	4x9 = 36	5x9 = 45	6x9 = 54
1x10 = 10	2x10 = 20	3x10 = 30	4x10 = 40	5x10 = 50	6x10 = 60
1x11 = 11	2x11 = 22	3x11 = 33	4x11 = 44	5x11 = 55	6x11 = 66
1x12 = 12	2x12 = 24	3x12 = 36	4x12 = 48	5x12 = 60	6x12 = 72
7 SEVEN	8 EIGHT	9 NINE	10 TEN	11 ELEVEN	12 TWELVE
7x1 = 7	8x1 = 8	9x1 = 9	10x1 = 10	11x1 = 11	12x1 = 12
7x2 = 14	8x2 = 16	9x2 = 18	10x2 = 20	11x2 = 22	12x2 = 24
7x3 = 21	8x3 = 24	9x3 = 27	10x3 = 30	11x3 = 33	12x3 = 36
7x4 = 28	8x4 = 32	9x4 = 36	10x4 = 40	11x4 = 44	12x4 = 48
7x5 = 35	8x5 = 40	9x5 = 45	10x5 = 50	11x5 = 55	12x5 = 60
7x6 = 42	8x6 = 48	9x6 = 54	10x6 = 60	11x6 = 66	12x6 = 72
7x7 = 49	8x7 = 56	9x7 = 63	10x7 = 70	11x7 = 77	12x7 = 84
7x8 = 56	8x8 = 64	9x8 = 72	10x8 = 80	11x8 = 88	12x8 = 96
7x9 = 63	8x9 = 72	9x9 = 81	10x9 = 90	11x9 = 99	12x9 = 108
7x10 = 70	8x10 = 80	9x10 = 90	10x10 = 100	11x10 = 110	12x10 = 120
7x11 = 77	8x11 = 88	9x11 = 99	10x11 = 110	11x11 = 121	12x11 = 132
7x12 = 84	8x12 = 96	9x12 = 108	10x12 = 120	11x12 = 132	12x12 = 144

## Multiplication

Multiplication can be understood as repeated addition or, in other words, when we multiply two numbers, we add as many copies of one of them.

We use the symbol  $\times$  to mean multiplication.



$$5 \times 3 = 5 + 5 + 5 = 15$$

We have 3 rows of 5 stars each which, in total, are 15 stars.

## Multiplication tables check

### Do you have a child in year 4 at primary school?

If so, your child will be participating in the multiplication tables check in June.

The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help your child's school to identify if your child may need additional support.

### What is the Multiplication tables check?

It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

### What if my child cannot access the check?

There are several access arrangements available for the check, these can be used to support pupils with specific needs. Your child's teacher will ensure that the access arrangements are appropriate for your child before they take the check in June.

The check has been designed so that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL). However, there may be some circumstances in which it will not be appropriate for a pupil to take the check, even when using suitable access arrangements. If you have any concerns about your child accessing the check, you should discuss this with your child's headteacher.

### Do I need to do anything to prepare my child for the check?

No, you do not need to do anything additional to prepare your child for the check. As part of usual practice, teachers may ask you to practise times tables with your child.

Schools will have unlimited access to a try it out area from March. They can use this to make sure pupils have the necessary support required to access the check. This includes opportunities for pupils to familiarise themselves with the check application and try out any access arrangements that may be required.

### How will the results be used?

Schools will have access to all their pupils' results, allowing those pupils who need additional support to be identified.

### Will I receive feedback on my child's check?

Yes. Your child's teacher will share your child's score with you, as they would with all national curriculum assessments. There is no pass mark for the check.





## Grid method long multiplication

$$37 \times 5 =$$

X	30	7
5	150	35

$$37 \times 5 = 150 + 35$$

$$37 \times 5 = 185$$

3	5	6	+	2	1	3	=													
3	5	6	→	3	0	0	+	5	0	+	6									
+	2	1	3	→	2	0	0	+	1	0	+	3								
	5	6	9	←	5	0	0	+	6	0	+	9								

## Expanded column subtraction

### Column subtraction

$$942 - 214$$

Expanded method

$$\begin{array}{r} 900 \quad \overset{30}{\cancel{40}} \quad \overset{12}{\cancel{2}} \\ - 200 \quad 10 \quad 4 \\ \hline 700 \quad 20 \quad 8 \end{array}$$

Compact Method

$$\begin{array}{r} \overset{3}{9} \overset{12}{\cancel{4}} \overset{2}{\cancel{2}} \\ - 214 \\ \hline 728 \end{array}$$

### Column method

$$\begin{array}{r} 5 \quad 6 \quad 7 \\ + 1 \quad 9 \quad 9 \\ \hline \textcircled{7 \quad 6 \quad 6} \end{array}$$

## Adding and subtracting simple fractions

When fractions have the same denominator it is quite easy to add them together and to subtract them.

For example,

$$\frac{3}{5} + \frac{1}{5} = \frac{3 + 1}{5} = \frac{4}{5}$$


We can show this calculation in a diagram:



**Denominator** – The bottom number of a fraction.

**Numerator** – The top number of a fraction.

- To know their times tables to 12x12 by heart (both multiplication and division facts.) Focusing on: x6 and x7 Autumn term, x8 and x9 Spring term and x11 and x12 Summer term.
- To practise the expanded and compact addition and subtraction written methods  
To be able to tell the time to the nearest one minute on an analogue and digital clock.
- To read and write 4/5 digit numbers and understand what each digit represents.
- To be able to add and subtract 2 digit numbers mentally.
- To be able to measure objects in metres and centimetres using a ruler.
- To double 3 digit numbers and halve even 3 digit numbers
- Identify equivalent fractions for  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{3}$   $\frac{1}{6}$   $\frac{1}{8}$  and  $\frac{1}{10}$ .
- To be able to draw pictograms, bar graphs and line graphs and interpret them.

- 
- To be able to use the grid and vertical algorithm method to solve multiplication calculations (will send method home when covering in class)
  - To place 4-digit numbers on a number line.
  - To round 4-digit numbers to the nearest 10, 100 and 1000.
  - To name and describe 2D and 3D shapes.
  - Solve every day real life word problems.
  - To read, use and compare negative numbers.
  - Recognise and read Roman numerals.
  - To use, find and plot coordinates.
  - To multiply and divide by 10, 100 and 1000.

## Literacy, what to expect

### Grammar

► You will find that there will be an increased focus on grammar that your child will need to develop and use in their writing.

### ► **Writing - Composition**

- Planning writing – In order to fully understand the structure and style of the text that they are writing in, they may be exposed to different texts of that type.

- Drafting and writing – Year 4 children may practise planning the sentences in their heads before writing them down, consciously including an interesting range of vocabulary.

- Children will continue to write in paragraphs and structure content well including all the necessary features of that writing style.

- Evaluate and edit – children will be encouraged to regularly assess the effectiveness of their own and other's writing, suggesting improvements and proof reading for grammar, spelling or punctuation errors.

- Children will keep in mind the level they are writing at and what they can do to achieve the next level.

- Finally, children will be taught how to use intonation when reading their writing out loud and vary the volume so what they are reading is clearly heard.

## Writing - Vocabulary, Grammar and Punctuation

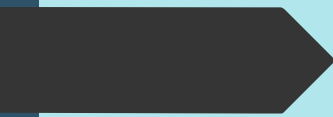
- In Year 4, your child may work on ironing out any Standard English mistakes such as 'I were' instead of 'I was', 'I did' instead of 'I done' and using apostrophes to mark plural possession, e.g. the boy's bag (one boy and his bag) and the boys' bags (the bags belonging to the group of boys).
- Your child may be encouraged to describe nouns with additional adjectives and prepositional phrases (telling of where, when, or why things happen).
- Children may also be encouraged to be using adverbial phrases to begin sentences. These act like adverbs telling you when, where, how or how often something happens and are always followed by a comma, e.g. 'At school...', 'Slowly...' and 'Later that evening...'.
- Children may work on using paragraphs accurately (begin a new paragraph when introducing a new character, section of a story or new information) and secure the punctuating of direct speech correctly (including an appropriate piece of punctuation before closing the speech marks).
- Your child may be encouraged to use more of a variety of tenses in their writing, such as the present perfect form rather than just the past tense. The present perfect is simply formed using the past tense of the verb 'to have', e.g. He has been living there since 2008, They've finished their work and She's gone on her own to the concert.
- Finally, Year 4 is a time for greater range of vocabulary, including a wider range of conjunctions to join sentences – when, if, although, however, although.



## Spelling

use further prefixes and suffixes and understand how to add them  
spell further homophones

- ▶ spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals use the first two or three letters of a word to check its spelling in a dictionary
- ▶ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- ▶ There is a statutory spelling list for year 3/4 which is normally split across the two years. I will be giving out the common exception words that can be use as additional spellings to revise at home.



I hope that all of the information in this powerpoint has been useful for you all. Please do not hesitate to contact me if you have any worries or concerns about your child, you can email me or leave a message at the office, and I will phone you back as soon as possible. I may not be able to respond to your emails straight away during class time but I will try to get back to your emails as promptly as possible when the school day is over. If it is urgent, please ring through to the office or email general post and I will be able to receive the message sooner. I look forward to working alongside you and your children this year and look forward to the year ahead.

Kind regards,

► Ms O'Sullivan



## Contacts:

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Mrs Tumilty (Special Educational Needs Co-Ordinator SENCo)

Mrs Di Tunno (Family worker)