Welcome to Year 4 at Southville Primary School

2021-2022

Southville Primary

Enjoyment and Achievement in Learning

Purpose of the meeting

- An opportunity to meet you early on in the term before Parents' Evening (give you the chance to put names to faces)
- Introduce staff who will be working as part of our team to make sure that your child makes as much progress as possible
- Share with you information about our expectations and how you can help your child

Class staff team

Mrs Thwaites (Kiwi Class Teacher)

Miss Murphy (Koala Class Teacher)

Mr Smith (Kangaroo Class Teacher)

Miss Rance, Mrs Darwell and Mrs Giles (LSA, supporting and challenging groups in Y4)

Mr Goddard (HLTA – cover)

For ½ day per week all year 4 classes will be taught by Mr Goddard, whilst the class teachers work on planning high-quality lessons for the children.

Whole-school staff

Mr Bowman (Headteacher)

Mr Potter (Deputy Headteacher)

Mr Commander (Deputy Headteacher)

Mrs Moody (SENCO)

Mrs Mathias (Family Liaison Worker)

Mr Smith (Lower Key Stage 2 Phase Leader)

Key timings

- Our regular PE days are:

- Kiwi - Wednesday (outdoor) and Thursday (indoor)
- Koala – Thursday (indoor) and Friday (outdoor)
- Kangaroo – Tuesday (outdoor) and Thursday (indoor)

- Please send your child to school in their PE kit on PE days, wearing trainers/daps and a coat in case of rain.

Year 4 Homework Term 1 2021

All Around Us

Ongoing basic skills homework.

- Weekly **spellings**. A list is sent home / posted on Google Classroom every term. Tests are every **Friday**.

- Regular **reading of school books** and recording in your reading record. Your teacher will confirm which day(s) you will be changing books. You can, of course, read other books of your own in addition to reading your school book. We always want to hear about what you are reading!

- **Times tables,** including using TT Rock stars website. *The National Curriculum requires that all year 4 children need to be confident in quick recall of multiplication (and associated division facts) in all the tables from x1 to x12. Year 4 children really need to have achieved this by term 5.*

  The following websites may help, but more to follow!
  https://www.topmarks.co.uk/maths-games/7-11-years/times-tables
  https://www.timestables.co.uk/

Weekly homework in addition to the ongoing basic skills homework. Please complete one piece of homework each week. Homework is due on Wednesdays.

Creative pieces such as artworks or posters would be lovely to have up on our learning walls in the classroom, but you may also submit your homework on Google Classroom when your teacher tells you it is up and running for your class.

Choose from the following activities -- just one per week--in any order! You do not need to attempt all of these!

You can choose how you will record, e.g. photos, a poster, writing, a picture, a model etc.

- Create a diagram, poster or model about the water cycle. Make sure you show all the stages.
- Create a poster, diagram or model about water to display in our classroom. Relate it to what you are/have been learning in Term 1
- Create a home survey comparing how much water you use in a day, week or month
- Create a water saving poster detailing what people can do to conserve water
- Use water to create artwork, bring it in to display in the classroom. Include an explanation of how you used the water
- Research any recent water issues, either in your local community or the wider world
- List any solids, liquids and/ or gases you notice around the house, a walk around the neighbourhood, shops etc.
- Create a piece of artwork that includes a body of water
- Write a creative story about a trip to a beach, canal, river or other body of water
- Write a poem , to perform in class, about the ocean, river or other body of water
- Research any famous environmentalists and the impact they are having on our knowledge of how to conserve the world's water
- Research another country and its water, and compare this to your own life.

Key timings

- **Homework** will be set on Google Classroom (paper copies available) and **needs to be handed in on Wednesdays**.
- The children will receive an overview of all of their **homework and spellings** at the start of each term.
- We want children to enjoy sharing their learning with you and show you all the skills they are developing. **Homework should be completed in pencil.** Please encourage good presentation, but don't worry excessively about your child's handwriting, as the content is more important. Where possible, please have suitable writing materials at home, If you don't please don't hesitate to ask us.

Reading books will be sent home on different days depending on class.

Kiwi Class: Normally Friday

How to help your child with reading

- This is **one of the most important things that you can do** to help your child make **maximum progress**.
- Combine listening to your child read with reading to them, so that they hear your changing tone of voice and understand the pace of reading aloud. Even older children need to be heard reading and have stories read to them.
- Read whatever your child is interested in – magazines, websites, blogs, etc.
- Discuss the stories or facts you read about using a range of questions – not just about what happened, but also about whether they like the character, why they think the author used those words, what this story would be like in a different setting (we'll give you a handout of question prompts to help with this).
- Sign your child's Home-Learning Diary regularly and please make sure that they bring it with their reading book.

Our curriculum this year

Term 1: All Around Us (Sustainable Development Goal number 6 Clean Water and Sanitation- includes solids, liquid and gases) (Science led)

Term 2: Ancient Egyptians (History led)

Term 3: Imaginary Worlds (Art led)

Term 4: Anglo Saxons (History led

Term 5: Listen Up (Science led)

Term 6: Down Under (Geography led)

Our curriculum Term 1

Essential Learning

By the end of this term, you will have learned…

- How we classify solids, liquids and gases.
- The properties of solids, liquids and gases.
- The water cycle and the science behind it.
- Changes that happen to states of matter.
- The effect human behaviour has on the water cycle and the environment.
- About inspirational speakers and environmental activists and creating your own engaging and persuasive speeches.
- About the UN development goals (in particular the clean water and sanitation goals).
- How to write an information text about the water cycle
- How to write a recount in role.

Year 4: All Around Us

Hook Days

Introducing water & the states of matter

Scientific investigations

Block 1

Investigative work.
All about the states of matter.
The features of information/instruction texts (headings, subheadings, technical vocabulary, third person)
Writing essentials.

Block 2

Changes of state.
Exploring the water cycle
Explanation writing
(Time and Causal conjunctions, technical language and organisational features).

Block 3

Water in the UK
UN Development goals.
First person recount writing about people living with no water/bad water (Madagascar)
Comparing different locations.

Maths in year 4

Number – addition and subtraction

Statutory requirements

Pupils should be taught to:

- 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.

Notes and guidance (non-statutory)

Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1000, including counting in tens and hundreds, and maintaining fluency in other multiples through varied and frequent practice.

They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far.

They connect estimation and rounding numbers to the use of measuring instruments.

Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of zero and place value were introduced over a period of time.

Number – number and place value

Statutory requirements

Pupils should be taught to

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive 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.

Notes and guidance (non-statutory)

Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency (see English Appendix 1).

Maths in year 4

Number – multiplication and division

Statutory requirements

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to 12 × 12
- 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
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- 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.

Notes and guidance (non-statutory)

Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency.

Notes and guidance (non-statutory)

Pupils practise mental methods and extend this to three-digit numbers to derive facts, (for example 600 ÷ 3 = 200 can be derived from 2 x 3 = 6).

Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (see Mathematics Appendix 1).

Pupils write statements about the equality of expressions (for example, use the distributive law 39 × 7 = 30 × 7 + 9 × 7 and associative law (2 × 3) × 4 = 2 × (3 × 4)). They combine their knowledge of number facts and rules of arithmetic to solve mental and written calculations for example, 2 x 6 x 5 = 10 x 6 = 60.

Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or three cakes shared equally between 10 children.

Maths in year 4

Number – fractions (including decimals)

Statutory requirements

Pupils should be taught to:

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Notes and guidance (non-statutory)

recognise equivalent fractions and simplify where appropriate (for example, $\frac{6}{9} = \frac{2}{3}$ or $\frac{1}{4} = \frac{2}{8}$).

Pupils continue to practise adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole.

Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions.

Pupils' understanding of the number system and decimal place value is extended at this stage to tenths and then hundredths. This includes relating the decimal notation to division of whole number by 10 and later 100.

They practise counting using simple fractions and decimals, both forwards and backwards.

Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with one or two decimal places in several ways, such as on number lines.

Statutory requirements

- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- 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
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Notes and guidance (non-statutory)

Pupils should connect hundredths to tenths and place value and decimal measure.

They extend the use of the number line to connect fractions, numbers and measures.

Pupils understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths.

Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. Pupils use factors and multiples to

Maths in year 4

Measurement

Statutory requirements

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Notes and guidance (non-statutory)

Pupils build on their understanding of place value and decimal notation to record metric measures, including money.

They use multiplication to convert from larger to smaller units.

Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit.

They relate area to arrays and multiplication.

Geometry – properties of shapes

Statutory requirements

Pupils should be taught to:

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Notes and guidance (non-statutory)

Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium).

Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.

Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape.

Maths in year 4

Geometry – position and direction

Statutory requirements

Pupils should be taught to:

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Notes and guidance (non-statutory)

Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of coordinates, for example (2, 5), including using coordinate-plotting ICT tools.

Statistics

Statutory requirements

Pupils should be taught to:

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Notes and guidance (non-statutory)

Pupils understand and use a greater range of scales in their representations.

Pupils begin to relate the graphical representation of data to recording change over time.

Writing in year 4

Writing – composition

Statutory requirements

Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Notes and guidance (non-statutory)

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels.

Writing in year 4

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Notes and guidance (non-statutory)

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].

Writing in year 4

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between **plural** and **possessive** –*s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, *Later that day*, *I heard the bad news.*]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end

Year 4: Detail of content to be introduced (statutory requirement)	
	punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

How we make sure your child makes great progress

- High-quality lessons in all subjects pitched to the age and stage of development, ensuring engaging and exciting activities underpin the core learning
- Providing further challenge and extension for children who demonstrate a solid understanding of a concept or skill
- Giving regular quality feedback to children both verbally and in writing, making sure they know what they have done well and what they need to do to improve
- Encouraging children to evaluate their own learning and that of their peers
- An excellent learning environment that provides learning prompts, key vocabulary, explanations and examples to support and reinforce the learning
- Ongoing assessments of children's understanding to identify areas to work on and feed into future lessons
- Regular pupil progress meetings with senior staff and the SENCo to ensure all children are making sustained progress

Year 4 Multiplications Check

June 2021

A new end of year assessment was introduced in 2019/20. All state-funded maintained schools and academies (including free schools) in England are 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.

If you need anymore information you can find the assessment framework on the gov.uk website.

Uniform

Day-to-day uniform	PE kit	Swimming kit
• Plain or with school badge red school sweatshirts or cardigans • Plain or with school badge white or red polo shirts • Dark grey or black trousers, skirts or pinafore dresses • Dark grey or black shorts and gingham dresses may be worn in warmer weather • Plain grey, black, or red tights • Plain white, grey or black socks • Black flat shoes or sandals (fastening around the heel) • Where hairbands are worn, they should be plain red, white or black and no wider than 5cms. Flowers, bows or other accessories are not permitted. Hairclips should be plain. • Scarves or other head coverings are not allowed unless for religious/cultural reasons.	• Daps, plimsolls or trainers (age-appropriate fastening please) • Black shorts and white T-shirt • House colour t-shirt for sports day and house events • Black track pants and a warm red or house colour top for outdoor PE in winter • Children with long hair **must** have it tied or gripped back	• Swimming costume for girls and trunks (close fitting and ending above the knee) for boys • Goggles as approved by the pool staff • Towel to be sent from home • Children with long hair **must** have it tied or gripped back

Attendance

- Punctuality and attendance are vital – 5 minutes late each morning is 25 minutes per week, 950 minutes per year! That's almost 16 lessons of lost learning time.
- Attendance is monitored by the senior team and the Family Liaison Officer. If your child is persistently absent, the team will book a meeting with you to set targets for improving attendance.
- If you need any support with anything that is affecting your child's attendance, please get in touch with Mrs Matthias, our Family Liaison Officer.

Thank you for your support

Any questions?