



Dear Parents, Carers and Year 4 Children,

A very warm welcome to Year 4. I hope you are all enjoying being back in school and settling in well. Below is an overview of areas we will be working on in maths and English over the year and ways you can support at home; a summary of what homework I will be giving out this year is also included.

### **Reading**

#### **In school we focus on:**

- An enjoyment of reading.
- An understanding of a wide range of genres.
- Meaning of words in context.
- Reading with expression.
- Deciphering unknown words using phonics, blending, chunking and stretching and other strategies taught previously.
- Testing out different pronunciations with unknown words.
- An understanding of all aspects of the text – from characters and plot to layout and font.
- Predicting what might happen from details stated and implied.
- Inferences such as characters' feelings, thoughts and motives from their actions and justifying with evidence.
- Encouraging the children to question each other and express their viewpoint on the text.

#### **At home you could:**

- Talk about the text and if you ask questions keep enjoyment as a priority.
- Take turns to read.
- Talk about how texts can be read differently...fiction and non-fiction.
- Encourage your child to express an opinion about texts.
- Locate information using the contents and index.
- Identify parts of the sentence...Is it an adjective? 'It was a terrible book.' Find an adverb...'He ate his breakfast quickly.'
- Use dictionaries to check meanings of words.

### **Writing: Spelling**

#### **Ways we teach spelling at school:**

- Simple sentences dictated that include words and punctuation taught.
- First 2/3 letters of a word to check spellings in a dictionary.
- Word lists for Years 3-4 and groups of words and rules for Year 4.
- Generate as many possible words that fit in with the focus area, e.g. different 'shun' words.



- Explore similarities and differences that do not fit in with the rules, identifying anomalies, eg. taught not teached.

#### **How you can help with spelling at home:**

- Use taught spelling strategies.
- Write words on post-its and display around the house!
- Sing the words...or put a rhythm to the letters.
- Notice words in books.
- Does it look right? Have x2/3 go to select correct or closest version.
- Check in a dictionary.
- Dictate the spellings within a simple sentence.

#### **Writing: Handwriting**

- Currently writing in pencil, moving onto pen later in the year.
- Should be joined handwriting throughout independent writing and when practising spellings.
- Aim to increase fluency to support composition and spelling.
- Letter-join scheme.
- Encourage clear and joined handwriting in homework.

#### **Writing: Composition**

##### **In school we:**

- Discuss and compare ideas.
- Plan writing in different ways.
- Include different types of sentences: short snappy, extended using conjunctions, changing word order to make them more interesting.
- Organise paragraphs around a theme.
- Encourage a varied and rich vocabulary.
- Evaluate and edit, making changes to improve effectiveness. (Peer, self and teacher)
- Proof-read for spelling and punctuation errors.
- Read writing aloud to partner, group or whole class, encouraging and modelling appropriate intonation, tone and volume so that meaning is clear.

##### **At home you could:**

- Encourage writing for different purposes e.g. shopping list, postcards, letters, diary, messages, book reviews/blurbs, e-mails.
- Write for your child...be the scribe so that they can focus on their ideas and sentences.
- Use the computer to write.
- Encourage use of a dictionary.
- Don't correct every word.
- Remind to join handwriting.
- Praise good ideas and self-checking.



### **Writing: Grammar and Punctuation**

- Lower KS2 (Years 3 and 4) terminology taught: **adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks'), determiner, pronoun, possessive pronoun, adverbial.**
- Revision of Year 2 expectations: Use of **capital letters, full stops, question marks and exclamation marks** to demarcate sentences; **Commas** to separate items in a list; **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns for example, the girl's name.
- Using commas after fronted adverbials e.g. Running quickly down the street, the boy was in time for the bus.
- Indicating possession by using a possessive apostrophe with plural nouns e.g. My parents' car.
- Using and punctuating direct speech e.g. "One of the cows is going to have a calf," said the farmer to his wife.

### **English Homework**

- We have 3 group reading sessions during a week. With homework given on a Friday to be completed for the following Monday.
- Children will have a 'reading for pleasure' book which they are expected to read at home independently or with an adult.
- The children can change their 'reading for pleasure' book as they wish.

### **Mathematics: Number - Place value**

- Count in multiples of 6, 7, 9, 25 and 1,000
- Find 1,000 more or less than a given number
- Count backwards through 0 to include negative numbers
- Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- Order and compare numbers beyond 1,000
- Identify, represent and estimate numbers using different representations
- Round any number to the nearest 10, 100 or 1,000
- 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 0 and place value.

### **Mathematics: Number - Addition and Subtraction**

- Add and subtract numbers with up to 4 digits using the formal written methods of column 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.



### **Mathematics: Number – Multiplication and Division**

- Recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- Use place value, known and derived facts

to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers

- Recognise and use factor pairs and commutativity ( $2 \times 3 = 3 \times 2$ ) 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.

### **Mathematics: Number – Fractions**

- Recognise equivalent fractions.
- Count up and down in hundredths.
- Solve problems involving increasingly harder fractions.
- Add and subtract fractions with the same denominator.
- Recognise and write decimal equivalents of any number of tenths or hundreds.
- 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.
- Round decimals with 1 decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places up to 2 decimal places.
- Solve simple measure and money problems involving fractions and decimals to 2 decimal places.

### **Mathematics: Measurement**

- Convert between different units of measure [for example, kilometre to metre; hour to minute].
- Measure and calculate the perimeter in centimetres and metres.
- Find the area of 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.

### **Mathematics: Geometry**

- 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 2 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.



### **Mathematics: Homework**

Year 4 Maths homework will focus mainly on Times Tables as we are aiming for quick, confident and accurate recall ready for the Year 4 National Times Table Assessment at the end

of the year.

I will set a Times Table task on a Friday ready for a 'Times Table Quiz' the following Wednesday/Thursday.

### **Science**

#### **Working scientifically to:**

- Raise their own questions.
- Make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions.
- Recognise when a simple fair test is necessary and help to decide how to set it up.
- Make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.
- Collect data from their own observations and measurements, make decisions about how to record and analyse this data.
- Look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.
- Use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences.

#### **Scientific Areas of Study**

- Living things and their habitats
- Animals, including humans
- States of matter
- Sound
- Electricity

### **Physical Education**

- PE days will be Monday and Friday. Children will need PE kit on these days.
- Swimming will be in the Autumn term on a Monday morning.

I will be posting information and photos a few times a week on Class Dojo to show you what we are doing here in school and send out any reminders etc...

As ever, your support is very much appreciated. Please do not hesitate to contact me if you have any questions or concerns.

Thanks and best wishes, Mr Moss