

Supporting Your Child in Year 4



Autumn Term 2019



Dear Parents,

Welcome back. I hope you've had an enjoyable summer holiday and are ready for the year ahead. I have had a lovely first week with the children and I am very much looking forward to the year ahead. Year 4 have come back with a positive attitude and are showing me they are ready for Year 4!

The Curriculum

Below outlines some of the areas that we will be covering over the Autumn Term, and some ideas on how you might support your child's learning at home. Literacy and Maths will follow the new National framework for Yr. 4. See details on:

<https://www.gov.uk/government/collections/national-curriculum>

Children will be supported and encouraged throughout the year. Interventions will be available outside of the learning day, as well as in class to support and extend learning. Other areas of the curriculum will be available for the children to learn and shine in too! We have many sporting clubs to help support our future athletes, as well as other new and exciting clubs such as science, art and musical theatre. Every child can shine!

Extend their learning!

Playing games/doing activities with your child can help to enrich their learning. Here are a few ideas for literacy, numeracy and science you could play/do with your child.

Literacy and maths – Crack the code! Ask your child to solve the literacy problem by answering questions, (mathematical) to find the number that corresponds to the right letter e.g. 19,3,9,5,14,3,5.....can you figure it out? The answer is SCIENCE. Each letter corresponds to its numerical position in the alphabet e.g. A=1, B=2 and so on.

Literacy – Deepen the children's story writing skills by reading higher level books to them to enrich their choice of vocabulary.

Literacy – Give them a story starter and a theme and ask them to write you a story based on the theme you give them. Can they create a mood?

Literacy – pictures – Give them an interesting picture. Ask them to brainstorm about it, then create a story starter of their own that's good enough to hook a reader and reel them in.

Maths – Magic squares – Can they fill in a grid of numbers e.g. 4x4 grid where each line adds up to the same amount?


Magic Square
EXAMPLE
The sum is 170.

5	70	75	20	→ 170
60	35	30	45	→ 170
40	55	50	25	→ 170
65	10	15	80	→ 170
← 170	← 170	← 170	← 170	← 170

Maths – Sudoku!

Maths – bbc bitesize is an excellent website to use to reinforce and extend learning.

Science – bbc bitesize give interactive games for the children to play to consolidate and further their learning.

Science – Experiment with; cornflower, oil and water, dissect plants, look for bird and animal habitats when out walking. Ask them questions like, because I have longer legs than you, does it mean I can jump further? What is the scientific name for the skull?

Memory games – A good memory is vital to extending a child's capabilities. Memory matching cars, a tray of goodies covered with a tea towel – can they remember what was on the tray to tell you which is missing if one is removed as the tea towel is removed?

Have fun learning and experimenting with your children!

Literacy

Literacy will be very creative this term, using pictures, drama and outdoor activities, to stimulate and support your children's learning. There is a whole school focus on spelling and grammar, so we will be doing fun games and activities every literacy lesson, to help embed these skills.

We will be following the objectives set in the new national curriculum framework for year four and we will be focusing predominantly this term on fiction; specifically writing using descriptive language, to create exciting pieces of work, by using adjectives, adverbs and interesting openings to describe characters and for setting the scene. We will also be doing specific writing linked with our topic of the Romans. (See topic web plan.)



The children will begin to develop their independent skills of planning, drafting, revising, editing and presenting, to ensure there are producing the highest standard of work they are capable of.

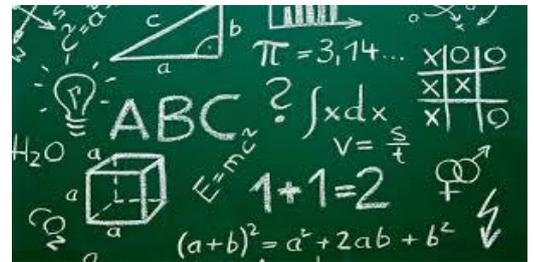
Reading comprehension skills are a particular focus this term. It is essential to ensure that the children understand what they are reading. These skills will be tested during assessments, so we are practising them on a daily basis. To support their learning and comprehension skills therefore, it would be helpful if you could listen to your read daily, a range of both fiction and non-fiction texts and ask your child questions about 'what' they have read. Please comment briefly in their reading journal, on their comprehension, reading and vocabulary skills.

Presentation is important, so cursive, joined handwriting is essential now they are in year 4, and I would appreciate if you could ensure that homework is completed to a neat standard to help them practise and reflect our expectations at school.

Numeracy

Numeracy lessons will also follow the new National framework. Our areas to focus on this term are:

- **Recognise place value**
- **Find 100 more and less than a number**
- **Ordering 4 digit numbers**
- **Rounding numbers to nearest 10,100 and 1,000**
- **Roman numerals**
- **Count backwards through zero**
- **Addition and subtraction with 4 digit numbers- written method**
- **Inverse operations- *checking work***
- **Word problems**



We will be practising mental calculations regularly, every day during our Numeracy lessons and on a weekly basis, as mental recall is a valuable resource when doing any calculation, but particularly in light of the new introduction of a multiplication tables assessment when they eventually get into Year 6 and do their SATs. I know this seems a long way off, but the more confident the children are, the happier they'll be and easier they'll find it.

Maths needs to make sense, so if possible, please could you reinforce multiplication skills at home by saying their tables and then applying them to everyday situations (for example when out shopping, they could add up the items value, or work out the change from a larger note) and encourage them to explain the methods they've used, that they are learning to use at school. Children find problem solving tricky, so applying it to real life situations is invaluable. Therefore, any opportunities you have to give them a problem to solve for example taking them to the shops and asking them to count up how much you are spending and what your change would be if handing over a value note (e.g.£10) would really help their skills and to make learning fun and 'mean something!'

It would also be helpful to your child if you can ask them to 'explain' how they have solved the problem. This will reinforce their own understanding and verbalise their thinking.

I have included some examples of how addition, subtraction, multiplication and division questions might be answered.

ADDITION

E.g.

$47 + 76 =$ $\begin{array}{r} \text{TU} \\ 47 \\ + 76 \\ \hline 123 \\ \cancel{11} \end{array}$	$258 + 87 =$ $\begin{array}{r} \text{HTU} \\ 258 \\ + 87 \\ \hline 345 \\ \cancel{11} \end{array}$	$366 + 458 =$ $\begin{array}{r} \text{HTU} \\ 366 \\ + 458 \\ \hline 824 \\ \cancel{11} \end{array}$
--	---	---

Subtraction

Many children have difficulties with calculations involving subtraction. They need to understand that the symbol - can be interpreted in a number of ways using a variety of language.

$18 - 7$

18 subtract 7

18 minus 7

What is the difference between 18 and 7?

What is the difference between 7 and 18?

How many more is 18 than 7?

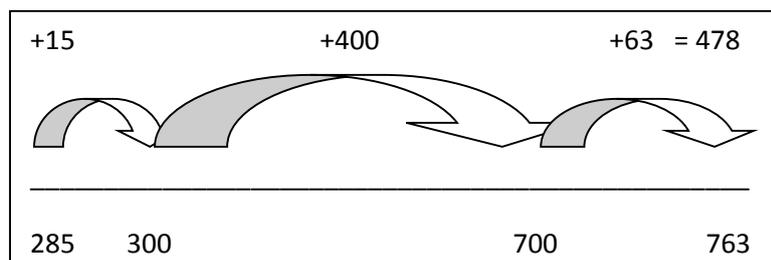
How many less is 7 than 18?

18 take away 7

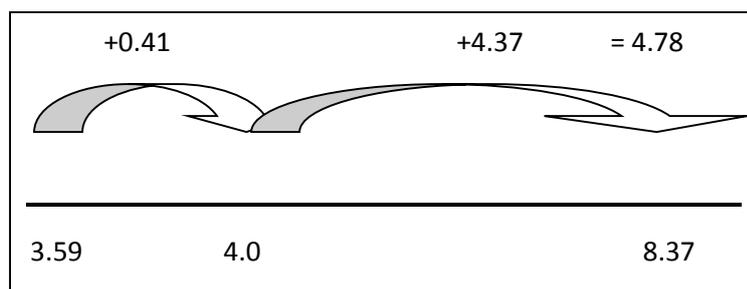
Decrease by 13.....

$763 - 285 \text{ (HTU - HTU)}$

$$\begin{array}{r} \text{H T U} \\ 7 \text{ } 13 \\ \cancel{8} \ \cancel{4} \ 13 - \\ 5 \ 5 \ 6 \\ \hline 2 \ 8 \ 7 \end{array}$$



$8.37 - 3.59 \text{ (Decimals to 2 decimal places)}$



MULTIPLICATION

PARTITIONING

HTU x U

$$235 \times 7 =$$

$$(200 + 30 + 5) \times 7$$

$$200 \times 7 = 1400$$

$$30 \times 7 = 210$$

$$5 \times 7 = 35$$

$$1400 + 210 + 35 = 1645$$

TU x TU

$$23 \times 57 =$$

$$(20 + 3) \times (50 + 7)$$

$$20 \times 50 = 1000$$

$$20 \times 7 = 140$$

$$3 \times 50 = 150$$

$$3 \times 7 = 21$$

$$1000 + 140 + 150 + 21 = 1311$$

GRID METHOD

TU x TU

$$24 \times 43$$

X	40	3
20	800	60
4	160	12

$$800 + 60 = 860$$

$$160 + 12 = 172$$

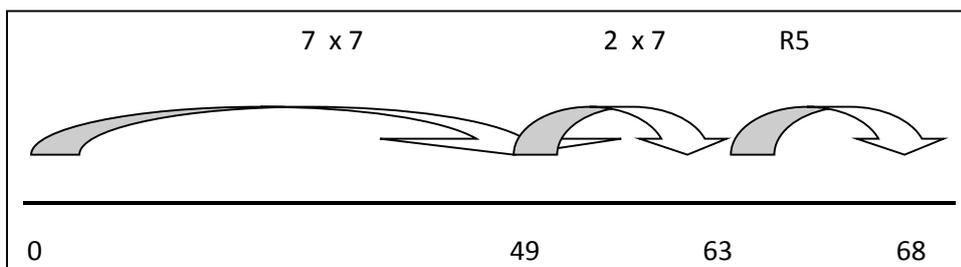
$$\begin{array}{r} 860 \\ + 172 \\ \hline 1032 \\ \checkmark \end{array}$$

DIVISION

TABLES KNOWLEDGE AND REMAINDER

I know $7 \times 7 = 49$ and I know $2 \times 7 = 14$

$$68 \div 7 = 9 \text{ r}5$$



BUS STOP METHOD

$$£4.68 \div 4 =$$

$$\begin{array}{r} 117 \\ 4 \overline{) 468} \end{array}$$

Foundation Subjects



Our History Topic for the first half of the Autumn Term is 'The Romans.' The children will be working creatively as the Romans did to create their own mosaics and Roman shields, as well as learning all about the life and times of the Romans; how they lived, fought and worked.

The children will be invited to do their own presentation about their findings on the Romans to the rest of the class. This is great experience and builds confidence!

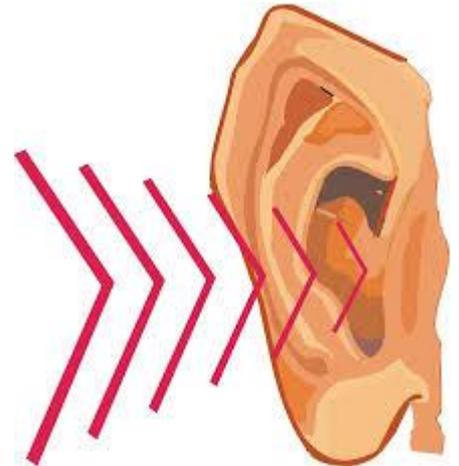
The second half of the Autumn term will be great fun as it is all about Rainforests!

The children will be finding information about the rainforests of the world, their locations, climates and main features and use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Science

Electricity and Sound

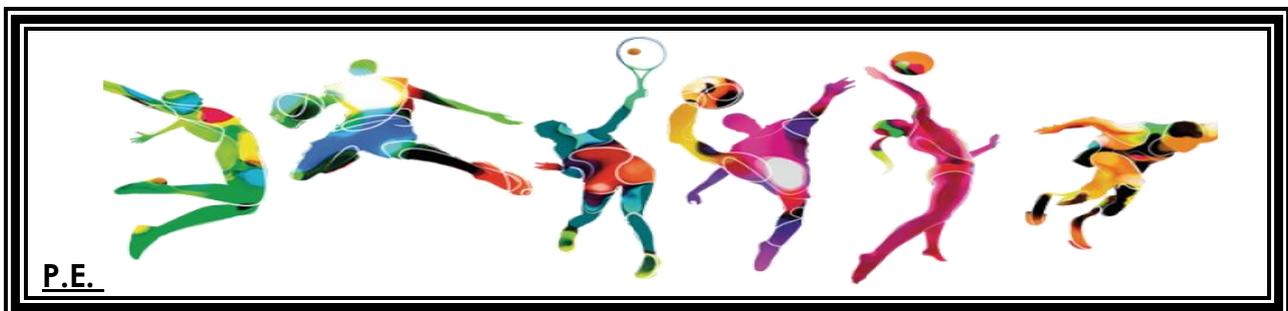
In this unit the children will find out all they can about electricity: investigating how circuits work and how we use them to send electricity to bulbs and buzzers and sound: how it travels, pitch and volume. They will then investigate materials to see which will provide the best insulation against sound. We will be having lots of fun making muffle boxes, string telephones and a tuning fork experiment.



Here are the National Curriculum objectives:

Pupils should be taught to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases



Your child will have three official P.E. lessons a week, but will be involved in many physical activity sessions or clubs throughout the week. Our P.E days are; Tuesday morning basketball, Wednesday afternoon gymnastics, Thursday morning tennis and Thursday afternoon running.

They will need a **white t-shirt (for indoors, any colour for outdoor preferably dark), black shorts and an outdoor PE kit, including tracksuit bottoms and a warm top if the weather is cold. A change of footwear is needed. The children need plimsolls or indoor trainers for indoor sessions, trainers for outdoors, and these should not be the same shoes as their school shoes. Football boots are needed, especially if the children are involved in any extra-curricular football activities as they will not be able to participate if they do not have the correct footwear, it is a health and safety recommendation. Therefore both boots and shin pads are essential.**

As we will be outdoors for some of the sessions, it is **VERY important that your child has an outdoor kit, which will need to reflect the weather. A lightweight waterproof can also be worn, as we will still be outside if it is drizzly rain, and sun cream needs to be put on before**

coming to school if it's hot! I would like all children to bring a water bottle to school to be taken out for PE please. They will need to keep rehydrating themselves and this is the most efficient way of ensuring they do so, without eating into valuable PE time by needing to go inside for a drink at the water fountain. Please ensure the water bottles are clearly named, and the children will be encouraged to bring them home daily to wash them, and bring back for the following day. Although PE is timetabled as detailed above, it would be useful if children could have their PE kits in school on Monday and take it home on Fridays, as there are lots of other opportunities for sessions arising during the school week this term, and afterschool activities may require them to change. **Please also note that for ALL PE activities, NO jewellery whatsoever must be worn, including earrings, watches and necklaces.**

ICT

Children will continue to develop their ICT skills and have enjoyed using the program 'Kodu' to create their own games. They will also be using 2 simple Music Toolkit to create music. They will also be composing their own pieces of music using ICT.

Research using ICT is invaluable to enrich children's learning of all areas of the curriculum, so I have provided a list of websites that may be useful during this term.



Literacy

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/
<http://www.bbc.co.uk/bitesize/ks2/english/reading/>

Maths

<http://nrich.maths.org/teacher-primary>
bbc bitesize – (type in any area of maths)

History - The Romans

<http://www.bbc.co.uk/education/topics/zwmpfa8>
<http://www.primaryhomeworkhelp.co.uk/Romans.html>
<http://resourcesforhistory.com/historywebsites.htm>

Science - Sound

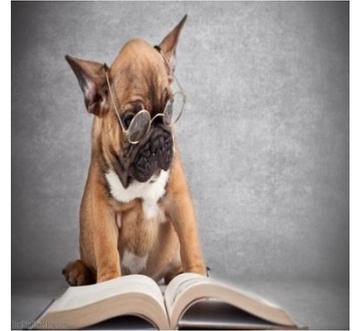
<http://www.childrensuniversity.manchester.ac.uk/learning-activities/science/the-brain-and-senses/how-the-ear-works/>
http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/sound/read/1/

Any other sites you or your children find useful, please let me know so I can add them to the list! Thank you.

BOOKLIST

Children in year KS2 are encouraged to read a range of books, from poetry e.g. Roald Dahl's Revolting Rhymes, to The Hobbit!

I have included examples of thy types of books cover each genre the children need to be reading. These particular books don't need to be read, but it states the 'type' of book.



- **Aesop's Fables**, Michael Rosen, Fables
- **Horrid Henry**, Francesca Simon, Stories in familiar settings
- **Horrid Henry's Birthday Party**, Francesca Simon, Stories in familiar settings
- **How to Train Your Dragon**, Cressida Cowell, Fantasy
- **The Hole**, Oyvind Torseter, Imaginative Stories
- **The Usborne Complete Book of Art Ideas (or Usborne Book of Art Skills, or Usborne book of Art Ideas)**, Fiona Watt, Instructions and Explanations
- **The Kingfisher Book of Music**, Chris de Souza, Information Texts
- **Leonardo da Vinci for Kids, His Life and Ideas**, Janis Herbert, Biography
- **Window**, Jeannie Baker, Image Poems
- **Any Horrid Henry books (not early reader editions)**, Francesca Simon, Stories in familiar settings
- **Children's Book of Music**, pub Dorling Kindersley, Information Texts
- **Usborne Introduction to Music: Internet Linked**, Eileen O'Brien, Aziz Khan and LR Galante, Information Texts
- **The Works**, chosen by Paul Cookson, Poetic Form – Syllabic Poems
- **The Poetry Chest**, John Foster, Poetic Form – Syllabic Poems
- **My Teacher's as Wild as a Bison**, Carol Rumble, Poetic Form – Syllabic Poems

Reading is amazing and, as it is a real passion of mine, I would love the children to develop a real love for reading as it develops a higher vocabulary and extends their imagination.

Homework

Homework will be stepped up now they are in Year 4. It will be given out on a Friday and will be due back in the following Thursday. A record of homework returned will be kept this year, as completing their homework is imperative to their learning and to reinforce what they understand and need help or support with.

Children will not be given weekly spellings to be checked as they will be working on spellings every day throughout the week and will be tested on these practised in class. However, in order to support your child with spelling you can be practising the Year 3/ 4 spelling list:



<http://ludgvan.cornwall.sch.uk/wp-content/uploads/2017/01/year-3-4-spellings.pdf>

The children will be issued with a 'booster' book and will be given 3 pieces of work consisting of maths, grammar, punctuation and comprehension. If ever there are any issues, worries or concerns with homework, please do not hesitate to ask me. I'm here to help! I will go through with the children on a Friday, what their homework is each week, so that they know what I expect from them.

Thank you for your support in your child's learning. I hope this year will be as happy for you as much as it will be for the children. Here's to a great year 4!

Thank you.

Mrs Dorrington