



Supporting Your Child in Year 4

Spring Term 2022



Dear Parents,

I hope you have all had a fantastic Christmas and New Year. We are now back to school for our Spring Term and I can see already, that your children are ready for the term ahead, as they have come back with a very settled, positive and hard-working attitude. Perfect for this important year ahead!

The Curriculum

Below outlines some of the areas that we will be covering over the Spring 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 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 continuing this term, it would be lovely to see them there. Every child can shine!

Manners

It is really important that we promote good manners within the school, so please remind your child that as a school, we will be looking out for wonderful manners and rewarding these with class dojos.

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 cards, 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

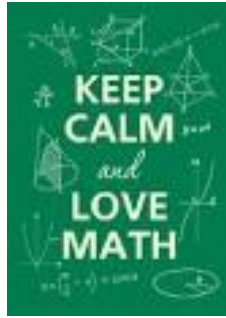
Literacy units of work this term will be: instructions, traditional tales, recounts and poetry. The children will be following the Talk for Writing scheme and breaking down each text type to get a deeper understanding of what the key features are to make each piece a good one.

The children will further 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 again this term. It is important that children are practising their comprehension skills at home too. The person reading with the child can ask them questions about what they have read, as well as the children creating their own questions to ask them. This helps secure their understanding of the text.

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 in either written comprehension activities or during Book Talk. To support their learning and comprehension skills therefore, it would be helpful if you could encourage your child to read daily, a range of both fiction and non-fiction texts and, if possible, ask your child questions about 'what' they have read. Please comment briefly in their reading journal, on their comprehension, reading and vocabulary skills. Thank you.

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; multiplication and division, area, fractions and decimals, but all of the four operations will also be visited.

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 in year 4 and 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. The children will continue with the 'Famous Five' multiplication test, which has proven to be very popular with the children and has produced excellent results! A 'Famous 5' grid will be sent home every week as part of their homework and the children will be tested every Friday.

It would also be helpful to your child if you can ask them to 'explain' how they have solved any problems they are given. 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.

I hope this helps when tackling maths homework.

ADDITION

E.g.

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

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?

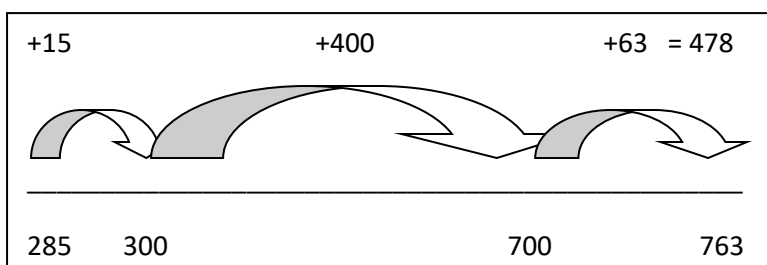
How many less is 7 than 18?

18 take away 7

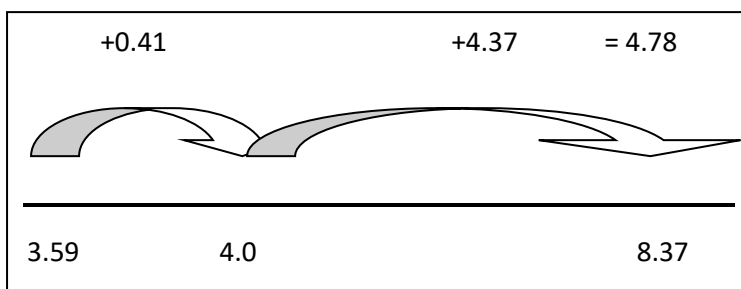
Decrease by 13.....

Fewer for concrete objects

$763 - 285$ (HTU - HTU)



$8.37 - 3.59$ (Decimals to 2 decimal places)



$$326 - 135 = 191$$

$$\begin{array}{r} 326 \\ - 135 \\ \hline 191 \end{array}$$

MULTIPLICATION

PARTITIONING

HTU \times 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 \times 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 \times TU

$$24 \times 43$$

X	40	3
20	800	60
4	160	12

$$800 + 60 = 860$$

$$160 + 12 = 172$$

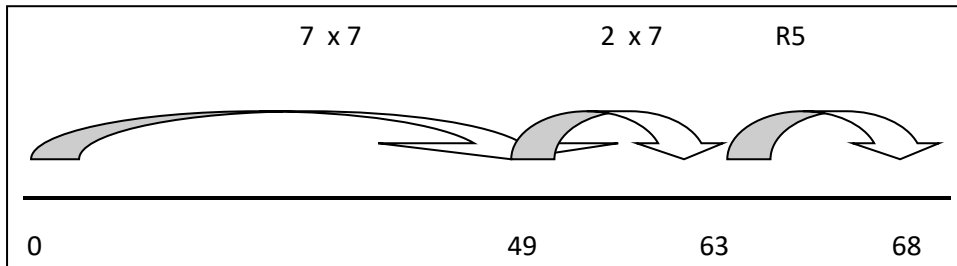
$$\begin{array}{r} 860 \\ + 172 \\ \hline 1032 \end{array}$$

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

$$£4.68 \div 4 =$$

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



History

Our History Topic for the first half of the Autumn Term is 'The Romans.' The children will be using their knowledge organisers to develop an understanding of the Romans, for example; how they lived, fought and worked. Homework Knowledge Organisers will be sent home to help support the children in their home learning.

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!



Science

We shall be studying 'States of Matter.' The unit will teach your child about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will work scientifically and collaboratively to investigate the weight of a gas. Furthermore, they will have chance to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.



DT

In Design Technology, we will be creating story books using various moving mechanisms. The children will be using their story writing skills and gaining knowledge of how to design and create their own models using different equipment.



Music

It is wonderful to see how much the children are really enjoying music. This term they will be creating songs to promote the awareness of bullying, gaining further knowledge on musical notation and using technical vocabulary. In the second half of the term, we will be focusing our music sessions around Bill Withers song 'Lean on Me.' I am looking forward to introducing the children to some classics!



RE

We will be researching into the questions; How do festivals and worship show what matters to a Muslim? And, How do festivals and family life show what matters to Jewish people? We will be using discussion and reflection as well as learning new information to try to answer them.



PSHE

The children will be using our Jigsaw curriculum to explore how they and others feel.

Across the year, the children will be discussing the following units.





P.E.

Physical activity supports our mental health, fitness and wellbeing, so your child will have a PE lesson every day for 30 minutes. However, two of those lessons will be a PE based English and maths session.

They will need a Glenmere t-shirt and jumper (which can come in any colour) black shorts and an outdoor PE kit, including tracksuit bottoms and a warm top if the weather is cold. A change of footwear is essential. 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, children need to have their PE kits in school on Monday and take it home on Fridays. 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. We have bought into Purple Mash, which will allow the children to learn and partake in sessions in and out of school. Some homework may be set through Purple Mash. The children have brought home their log in numbers to be able to use this at any time.

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/>

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr> - This is an excellent interactive site, to help your child learn to touch type - a very valuable skill nowadays!

Maths

<http://nrich.maths.org/teacher-primary>

bbc bitesize - (type in any area of maths)

Science -States of Matter

<https://www.bbc.co.uk/bitesize/topics/zkkg87h>

<https://www.topmarks.co.uk/Search.aspx?q=solids%20and%20liquids>

<http://www.sciencekids.co.nz/gamesactivities.html>

BBC bitesize is a valuable resource to consolidate learning and understanding for all curriculum areas.

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



BOOKLIST

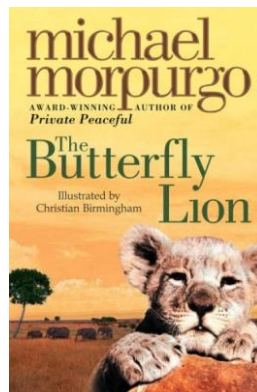
Children in year KS2 are encouraged to read a range of books, from poetry e.g. Roald Dahl's *Revolting Rhymes*, to *The Hobbit*!

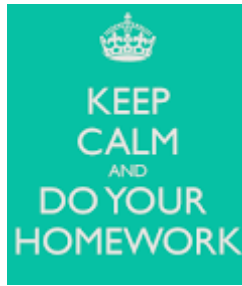
I have included examples of the types of books cover each genre the children need to be reading. These particular books don't need to be read, but it states the 'type' of book.

- **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

We are currently reading the book 'The Butterfly Lion' by Michael Morpurgo. Why not read more of his books? It would be great if some children could give a book review to the rest of the class.

Bertie rescues an orphaned white lion cub from the African veld. They are inseparable until Bertie is sent to boarding school far away in England and the lion is sold to a circus. Bertie swears that one day they will see one another again, but it is the butterfly lion which ensures that their friendship will never be forgotten.





Homework

Homework will continue to be given out on a Friday and will be due back in the following Thursday. A record of homework returned will continue to be kept, as completing their homework is imperative to their learning and to reinforce what they understand and need help or support with. There have been a few issues with children not completing their homework, so this will now be carefully monitored this term.

Children will continue to be given weekly spellings to learn in class and at home for testing each week. There will also be a weekly times table and mental maths test reviewing the week's work in the form of the Famous 5 grid. All children will continue to work in their CGP books and the tasks set will be on sheets denoting the pages to be completed.

I am really looking forward to the Spring Term with your children, I am sure it will be a happy, fun and productive one!

Thank you.

Mrs. T Dorrington.