

**Mrs Morgan  
Year 4**



**Help  
Your  
Child  
At  
Home**



# Weekly Routine

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"><li>• Flashback Maths</li><li>• Handwriting – linked to weekly spellings</li><li>• 60 second read – comprehension work</li><li>• PE</li><li>• Assembly</li></ul>	<ul style="list-style-type: none"><li>• Flashback Maths</li><li>• SPAG work – Spelling, Punctuation and Grammar</li><li>• Sports/singing assembly</li></ul>	<ul style="list-style-type: none"><li>• Flashback</li><li>• SPAG work – Spelling, Punctuation and Grammar</li><li>• PE</li></ul>	<ul style="list-style-type: none"><li>• Flashback</li><li>• SPAG work – Spelling, Punctuation and Grammar</li><li>• Times Tables Test</li></ul>	<ul style="list-style-type: none"><li>• Celebration assembly</li><li>• Spelling test<ul style="list-style-type: none"><li>➤ Cold</li><li>➤ Hot</li></ul></li><li>• Homework given out</li></ul>

# Curriculum – Maths

## MATHS

In Maths, we use the White Rose Maths scheme of work. This allows for complete coverage of the Maths National Curriculum and progression throughout the school.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and Perimeter	Number: Multiplication and Division			
Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions				Number: Decimals		Consolidation	
Summer	Number: Decimals	Measurement: Money		Measurement: Time		Statistics	Geometry: Properties of Shape		Geometry: Position and Direction		Consolidation	

- Represent numbers to 1,000
- 100s, 10s and 1s
- Number line to 1,000
- Round to the nearest 10
- Round to the nearest 100
- Count in 1,000s
- 1,000s, 100s, 10s and 1s
- Partitioning
- Number line to 10,000
- Find 1, 10, 100 more or less
- 1,000 more or less
- Compare numbers



# Curriculum – English

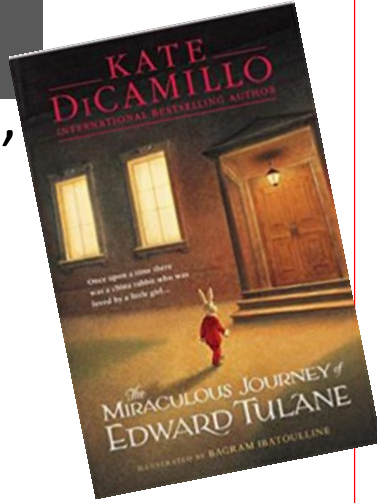
In English we will be studying a range of texts, including 'How to Train your Dragon' and 'The Miraculous Journey of Edward Tulane'.

Our lessons will focus on the range of elements that make up the Year 3 & 4 English National Curriculum Programmes of Study (link to this is on the 'Useful Websites and Links' page).

Our study of texts also allows the children to develop their writing skills – writing in a variety of ways for different audiences and purposes.

They will plan, write and evaluate not only their own work, but that of others as well.

Proof reading their work for spelling and punctuation errors will continue to be developed this year.



# Curriculum – English

Outside of our English lessons, we are also doing...

- ‘60 Second Reads’ – short comprehension tasks
- SPAG – Spelling, Punctuation and Grammar
- ‘Reading for Fluency’ sessions - children work in pairs to develop their fluency skills, after I have modelled it



# Curriculum – Science

## **SCIENCE – there are 5 units of work in Year 4**

### **Animals, including humans**

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

### **States of matter**

Pupils should be taught to:

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

### **Sound**

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



# Curriculum – Science

## **SCIENCE – units of work in Year 4**

### **Living things and their habitats**

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things

### **Electricity**

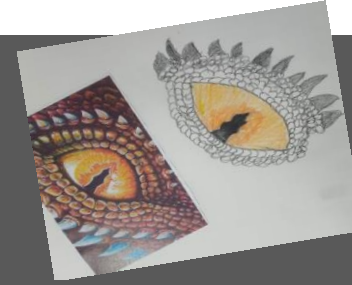
Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors





# Curriculum



**HISTORY** – In the Autumn Term, the children will be learning about the Anglo-Saxons and in the Summer Term, they will learn about the Ancient Egyptians.

**GEOGRAPHY** – In the Spring Term, the children will learn about the Amazon Rainforest.

**ART** – focusing on drawing, painting and mixed media, sculpture and 3D and craft and design.

**DT** – The children will look at food, structures, mechanical systems and electrical systems.

**ICT** – Using the ‘Switched on Computing’ scheme of work, the children will develop a range of IT skills this year, including that of coding, as part of the unit of work of becoming a software developer.

**RE** – This year the focus will be on Christianity and Judaism.

**FRENCH** – Using the theme of ‘Mr Men’ and ‘Little Miss’ characters, the children will focus on adjectives, dates, weather and the home.

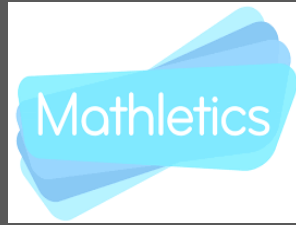
**PE** – The children will focus on developing their fundamental and sporting skills, with sessions taught by Mrs Morgan and Mr Gibbons (our specialist PE teacher)

**MUSIC** – The children will be taught music by our peripatetic music teacher, Mrs Brown.





# Weekly Homework



Spellingframe



## One formal, set piece of homework each Friday - Maths, English or Topic based & weekly spellings

- **HOMEWORK**

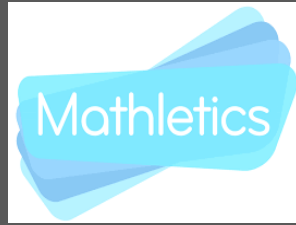
- Homework is usually (but not always) based on what we have been learning that week
- It could also be research or an introduction to a new or upcoming topic
- Homework will be either paper or IT based e.g. Mathletics
- In addition to homework, the children are encouraged to read and have a go on TT Rockstars and Spelling Frame
- Occasionally, a project may be set (usually based on the topic) and more time will be given for this e.g. two weeks

**I always endeavour to have information on Seesaw about the homework and spellings given, just to provide parents with further information (and in case homework/spelling books have been left in school).**

**This is usually available from 3pm each Friday.**



# Weekly Homework



Spellingframe



- **SPELLINGS**

- Your child will be given spellings to learn each Friday.
- Spellings are linked to 'Spelling Frame' which your child has a login for. There are many games and tests on 'Spelling Frame' that will allow your child to practise his/her spellings ahead of the test.
- Before they have seen the spellings, they will be given a 'cold test'. This allows them to ascertain what they already know and don't know.
- After learning the spellings at home during the week, they are given a 'hot test' on Friday mornings.
- Before they break up for half term, there will be a 'big test' and this will be a random collection of spellings, based on what they had learnt during that half term.
- By the end of Year 4, the children are expected to know all of the Year 3/4 Statutory Spellings. They are deemed to be 'working towards the expected level' if they do not know how to spell of all these words. Therefore, alongside their weekly spellings, they will also be learning the statutory spellings too. If you are able to practise these with your children at home (they are in the back of reading diaries) that would be great.



## Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

# Home Learning – reading at home

## Top Tips

### For Reading with Your Child at Home



As we all know, there is a lot more to reading than just reading! Here are some tips to help during reading sessions with your child at home.

- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. Use a dictionary to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'big'. Ask your child to think of another word that means the same, e.g. 'huge' (use a thesaurus).
- Make predictions. What do you think will happen next? What makes you think that?
- Start at the end of the book. What do you think has happened before this point? Why do you think that?
- Discuss feelings. How do you think the characters are feeling? What has made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
- What have you learnt? What do you know now that you didn't know before reading the book?

#### During Reading

Encourage children to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?

You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting, and plot in a lot of detail. You might want to take it in turns to read so your child can hear how you read.



We would encourage your child to read at home (to an adult) as often as possible.

Reading out loud, to an adult, allows your child to develop fluency and accuracy and the use of expression and intonation.

Talking to your child about the text they are reading, also allows you to gauge his/her understanding.

Children with an IDL login are encouraged to do this daily - try to do this 'little and often' i.e. a little bit (five minutes) each day rather than big chunks, then nothing for ages!

This sheet is in the back of your child's reading diary



# Home Learning – reading at home

## BOOK BANDS

This is slowly being rolled out throughout Key Stage 2, where the aim is for all children, from Years 3 – 6, to be reading banded books (alongside a free reader book).

Your child should be able to read most (if not all) the words from their banded book.

This allows your child to then focus on the meaning behind the text – the storyline, the characters etc – and so develop their comprehension skills.

Ideally, they should be reading their banded book to an adult as often as possible (and getting their diary signed for their 2 house points).

Their free reader book can then be their ‘reading for pleasure’ book.



# Times Tables Check



In June 2020, the [new Year 4 multiplication tables check](#) become statutory. Therefore in June 2023, your child will need to take a short online test to make sure their times tables knowledge is at the expected level.

## What is the check?

The [multiplication tables check](#) is an **online test** for pupils in Year 4. Pupils are asked to answer **25 questions** on times tables from **two to 12**. They are given **six seconds per question**, with three seconds rest between each question, so the test should last less than five minutes.

Questions about the **six, seven, eight, nine, and 12 times tables** are likely to come up most often, as these are the hardest for most children to learn. It's a good idea to focus on these tricky times tables with your child.

First and foremost, the check is about finding out which children are struggling with their times tables so that they can get extra support. It is not a judgement on what your child can do, but a way for the school to know how their teaching is going and to adjust their focus if needed.



# Times Tables Check



## How can I help my child prepare?

The best way to keep the test stress-free is to work some times tables practice into your daily routine well in advance. With regular practice, your child will get used to tackling these kind of questions with confidence.

If your child is feeling nervous in the approach to the check, don't panic. Here are five tips for helping your child learn their times tables to help get them up to speed:

### 1. Use times table wall charts

Wall charts show all the answers for a particular times table.

On the 'Useful Websites and Links' page on Class 4's website page, there is a downloadable PDF of times tables posters. You can stick them up somewhere where they'll be seen often. For instance, you could put them over the sink so that your child will see them when they're brushing their teeth. You'll be amazed how quickly they learn when they see these number facts every day!

## Files to Download

[PX\\_MathsContent\\_BK\\_TimesTablesInSchool\\_01\\_CH.pdf](#)





# Times Tables Check



## 2. Learn the tricks for difficult times tables

There are clever tricks for remembering several of the times tables. For instance, watch Andrew Jeffrey's method for tackling the seven times table (YouTube video clip on 'Useful Websites and Links' page on Class 4's website page). There are also more tricks to learn in the downloadable PDF.

## 3. Play times tables games

Games and challenges are a great way to support learning, and a few minutes a day will make all the difference. Why not play snap with some [times tables flashcards](#), matching the sums to the answers as fast as you can? Or you could surprise your child by asking times tables questions at random times during the day and seeing how quickly they can respond (this works particularly well as a competition between siblings or friends).

Using games keeps practice short and sweet, and makes the process much less of a chore for you and your child. You can find a collection of times tables games and activity sheets on the Oxford Owl link on the 'Useful Websites and Links' page.

### Useful Websites and Links

[Year 4 Times Tables Check - government info](#)

[Oxford Owl - help with times tables](#)



# Times Tables Check



## 4. Make it real

If your child can't see any point in learning their times tables, try showing them how this knowledge is useful in everyday life. Instead of just rote learning their times tables, try to create opportunities for your child to use multiplication in problem solving. For example, ask them to scale up a recipe or calculate whether they have enough money to buy more of their favourite things (such as sweets or football cards). This will help your child see the value of their learning.

## 5. Practise on the computer

Help your child become comfortable reading and answering questions on a screen. Your child has a login for TT Rockstars, which contains tests and games that replicate the Year 4 Times Tables Check. There is a link to TT Rockstars on the 'Useful Websites and Links' page.



# Useful Websites and Links

## TIMES TABLES

[Year 4 Times Tables Check - government info](#)

[Oxford Owl - help with times tables](#)

[TT Rockstars](#)

[Hit the Button - times tables games](#)

## ENGLISH

[English - Gov Programmes of Study](#)

[BBC Bitesize - English](#)

[Spelling Frame](#)

## HISTORY/GEOGRAPHY

[BBC Bitesize - Anglo-Saxons](#)

[Who were the Anglo-Saxons?](#)

[BBC Bitesize - Ancient Egyptians](#)

[Cool Fact Kids - Amazon Rainforest Facts](#)

[Kids Britannica - Amazon Rainforest](#)

[National Geographic Kids](#)

From the Year 4 class page, there is a link to this page.

This has got links to different websites, videos and PDF documents that you and your child may find useful.

If you have any questions, please contact me, via email at:

[cmorgan@weaver.cheshire.sch.uk](mailto:cmorgan@weaver.cheshire.sch.uk)

I like to provide parents with a flavour of school life, by regularly putting photos and videos on our class Twitter page. Follow us on:  
**@Y4Weaver**

This is a closed account, meaning I have to accept your request to follow and also means you are unable to retweet anything I post.

