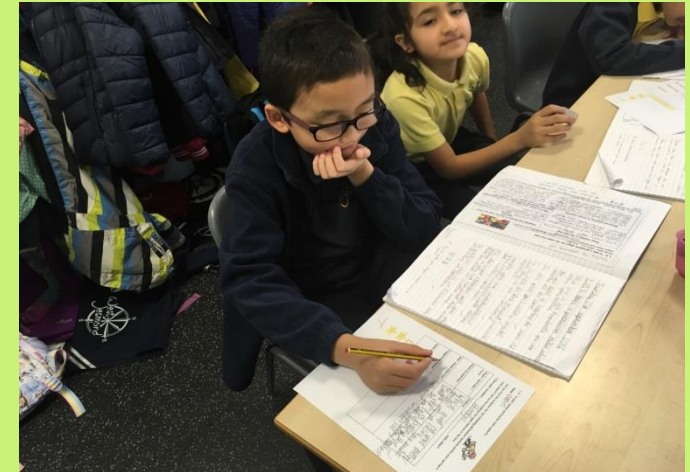
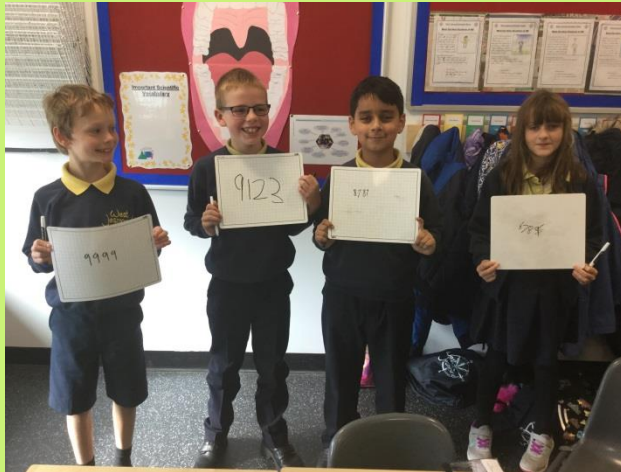


# Welcome to Year 4



# Year 4 Team.



Mr Farooqi



Mr. Cook



Mr Edwards



Mr. Black



Mrs Finnigan



Mrs Corker



# Aims for the meeting:



- Routines
- Reading books and Reading record
- Homework (Mathletics , Times tables Rock stars)
- PE
- Clubs
- End of year expectations for Reading, Writing and Maths
- How you can support your child at home.
- Assessment
- Any questions?



- Year 4 enter and leave school by the undercroft door
- The buzzer goes at 8.45 a.m. and all children should be in class by 8.50 a.m.
- Year 4 come out at 3.20 p.m. from the same door as they enter in the morning
- Parents can catch teachers for a “quick word” or to make an appointment to speak at 3.20 p.m.

# P.E.



- Tuesday and Thursday.
- P.E. kit to be in school every day.
- All children need to wear the following for P.E. : white t-shirt; dark shorts or leggings; suitable trainers or plimsolls for use both indoors and outdoors.
- If your child is unable to do P.E., please write a note in their diary explaining why.
- No jewellery to be worn on P.E. days.





# Swimming.



- Each Year 4 class has 1 term of swimming lessons:  
Autumn term 4E, Spring term 4F, Summer term 4C.
- These sessions run on Thursday afternoons.
- The children need to bring a towel, swimming costume and their own goggles if required.
- It is preferable that all children have already had experience of being in the pool before their term of lessons.



# Clubs.



- Year 4 can try the following clubs...
- Football
- Running (Tuesday Aut 4C; Spr 4E; Sum 4)
- French
- Dance
- JAM
- Music (Choir, Djembe, String Band)
- Chess
- Hockey





# Topics

## **Science**

- Teeth and digestion
- Electricity
- Changing state
- Sound
- The water cycle
- Living things and habitats

## **History**

- The Great War
- Ancient Greeks
- Romans

## **Geography**

- Rivers
- Frozen kingdom
- France





# **Reading Books and Reading Records.**

- Each child has a Library book which they choose themselves and change as and when they finish their books.
- The children will also have a Treetops reading scheme book based on their teacher's assessment of their current reading level.
- Treetops books are changed on the same day each week.
- 4F Tuesday ; 4C Wednesday; 4E Thursday.
- Children will be heard reading individually or in small groups.
- Comments about your child's reading will be written in their reading record by a teacher, classroom assistant or other adult.
- Please aim to hear your child read at least twice a week and record any reading at home in their reading diary, including page numbers.

# How can you support reading at home?



## Some Helpful Questions



Who was the character that...?

Show me in the text where you found...

Find one/two things that the main character did in this part of the story.

Tell me about what sort of character **N** was from the things they did/said in the story.

What do you think **N**'s thoughts were at this point in the story/play? Use the text to help you think through your answer.

How did [one of the characters] change their ideas/ attitudes during the story/play? What was it that brought about this change?

What do you think would have happened if...?

Tell me about one important event that happened that could not be left out. Why is it so important? If **N** had not done [ ], how might this have changed other events in the story?

How has the author organised the writing?

Why does the author begin a new paragraph here?

What is/are the main event(s) that happen(s) in this/each paragraph?

How has the author used words/phrases to make this character funny/sad/adventurous/clever/frightening/excited, etc?

Which part of the story best describes the setting/characters/action?

Which words and/or phrases do this?

Find and copy some words or phrases that show us that this character is special/helpful/adventurous/unsure/worried, etc.

How did the story make you feel? Why did it make you feel like this?

How does this make the reader want to read on?

## Some Helpful Questions



Some helpful question prompts to use when reading a Non Fiction book...

Where can you find an important piece of information about ...?

Find two pieces of information that tell you about ...

What does this part of the text tell us about ...?

Which part of the text tells us about ...?

How does this text layout help the reader?

How does (a diagram/picture/caption/ sub-headings in this text) help you to understand the information on this/these pages?

What is the purpose of the list/diagram/caption/ sub-headings in this text?

Find something that is not a fact but the author's opinion.

## English - Reading Challenges

1. Describe a character. Explain why you like or dislike this character and use examples from the text.	2. Draw a story map.	3. Predict what you think will happen next and explain why, drawing on what you have read so far.	4. Using speech bubbles, draw a conversation between two characters in the story.	5. Identify some verbs, adverbs and adjectives which are new to you. Find their meaning and use them in some sentences of your own.
6. On finishing a book, write a review and explain why you think others should read the book.	7. Compare two characters in the story. What similarities do they share? How are they different?	8. Change the effect of a sentence in the story by changing different verbs, adverbs and adjectives.	9. Compose a new blurb for the book you have just read.	10. Write an alternate end or happy ending to the story. Or one which leaves the reader in suspense!
11. Transform a chapter of your book into a play script.	12. Write a diary extract as one of the characters in the story.	13. Pick a selection of at least five descriptive sentences and explain why you like them.	14. Compare the book you have just read with another similar story. Which one did you prefer and why?	15. Write an informative newspaper report of a part of the story you found compelling.
16. Collect similes, metaphors and examples of personification you found in the story.	17. Create an enigma/poem about the author of the book.	18. Draw a map of the story setting and label it. Include some facts about each of the places identified.	19. Write a letter to one of the characters in the story or to the author of the book.	20. Construct a timeline of the main events in the story. Write suitable connectors between each of the events.
21. Write about a memory or experience of your own which is similar to something you've read in the book.	22. How did the book make you feel? Explain your ideas.	23. Write 5 questions for someone who has read the book to check that they had read and understood the story.	24. Give some specific advice to a character. Write their letter to an agent and then write the published response.	25. Pick a character from the story. How do they change as the story develops? Use words and phrases from the text to support your answer.

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## English - Reading Challenges

26. Choose a character from the book and write an acrostic poem about them.	27. Plan a persuasive talk about a key character in the book.	28. Use the main events from the story to write a letter to the author which explains the progress forwards and backwards as problems and resolutions occur.	29. Choose a key moment in the story. How does this event change the course of the story?	30. Think of 5 questions you would like to ask the author. Then answer the questions as if you were the author.
31. Which character in the book do you most identify with and why?	32. Which character in the book would you least like to be? Why?	33. Write a telephone conversation between you and one of the characters from the story.	34. Make a fact file about one of the characters in the story.	35. Using ideas from the text, make a 'True or False' quiz for someone else who has read the book.
36. Find ten words in your book which use a prefix or a suffix. Identify the root word and write the meaning of each of the words.	37. Find as many different plural spelling rules as you can in your book. List words together which use the same rule.	38. Find six words in the book you find interesting. Find a range of synonyms and antonyms for each.	39. Pick a paragraph in the story and rewrite it in the future tense.	40. Identify 6 sentences containing subordinate clause starters. Use each of these to start sentences of your own.
41. Create a glossary of the technical vocabulary used in the text.	42. Use some of the factual information from the text to draw and label a diagram.	43. Make a list of facts you have learned from your non-fiction book.	44. Create a board or card game using facts from your book.	45. Create a title for your non-fiction book. Include a picture, the title, author and illustrator.
46. Write a letter to a scientist about the subject of the book. Use more questions you still feel remain unanswered.	47. Make a 'Did You Know?' poster of something you learned from your book.	48. Write down 5 truths and 5 lies about the subject you have just read about. Ask a friend to identify which is which. Can you trick them?	49. Use the format of the non-fiction book you have just read with another in the same subject. What are the similarities and differences? Which did you prefer?	50. Compare the non-fiction book you have just read with another in the same subject. What are the similarities and differences? Which did you prefer?

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## An example of Year 4 writing :

from the spider crab. His hands were still digging and now inside the gloves blood was watering down like tiny bits of red rain drops.

20/6

### Chapter 4 Shadow crab

Dr Honey kept on going until he knew it was useless, so he kept down the dark tunnel.

While he was swimming along <sup>when</sup> he saw some little bits of those kinds of red sea worms and bits and pieces of skeleton but mostly little shrimps floating around the water.

Slowly, but carefully, Dr Honey swam into a turn. Suddenly, a sound of something big was scuttling on the sea bed.

### Chapter 5 Monster Crab

A dark shadow swept past just as the scuttling was heard. Claws jabbed onto a rock, then the second claw came flying onto the rock on the other side of the tunnel, two beady eyes peeped in between a dead path and the body followed.

The brave Dr Honey inched nearer and



# How can you support writing at home?



- Look for as many opportunities to write as possible; writing means more when it has a purpose!
- Help your child with gentle reminders about how to hold their pencil and form their letters correctly.
- When your child is writing, spend some time talking it through beforehand and help them think about what they want to say before they begin to write.
- If you can, support your child in reading their writing back to you – does it make sense? Are there any little changes you can make together to improve it?
- Look at how your child is spelling their words. Are there some high frequency words (common words) which they should be beginning to spell correctly?
- Enjoy it!



# Maths Yearly Overview



## Year 4 – Yearly Overview

	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			Consolidation
Spring	Number- Multiplication and Division			Measurement - Area	Fractions				Decimals			Consolidation
Summer	Decimals		Measurement- Money		Time	Statistics		Geometry- Properties of Shape		Geometry- Position and Direction	Consolidation	

# Year 4 Maths Expectations.



Pupils are expected to know all of their times tables facts by the end of the year – up to  $12 \times 12$ .

The tables need to be rapidly recalled and pupils need to be confident with the corresponding division facts.

During the Summer term, all children will take part in a national 'Times Tables Check' to check knowledge of their times tables.

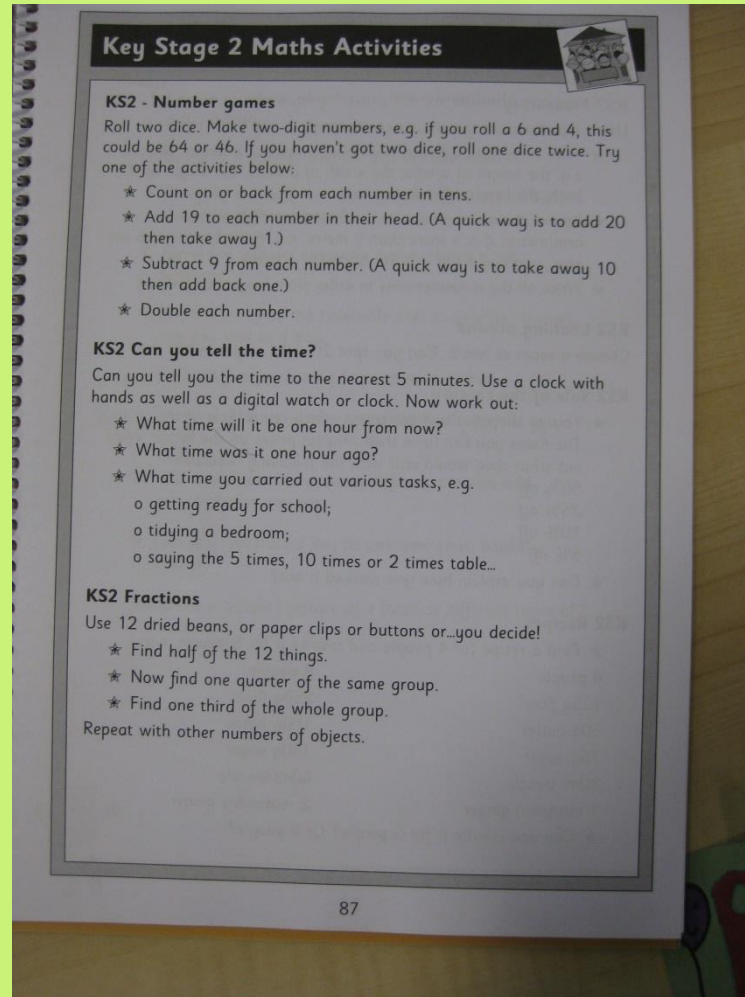




# How can you support mathematical understanding at home?



Supporting your child with their weekly Mathletics homework, discussing strategies and how your child reached their answer. It is also important to get in the habit of checking over answers, including using strategies such as the inverse.



Talk about the date and the time in everyday situations, and any money-related conversations in shops, for example, and converting between different units of measurement.





- Homework is handed out on Wednesday and should be completed and returned to school by the following Monday.
- There will be 1 or 2 Maths task, usually on Mathletics, each week.
- Your child will have a times table to practise each week.
- There will also be English or topic tasks either online or in homework books. Please ensure your child completes the tasks in pencil.
- Spellings to learn are given on Monday and tested on Friday.

Homework



Mathletics





# Parents Evening

Wednesday 13 November

1.30 pm – 7.00 pm

School hall



**Thank You.**