

WELCOME

TO

YEAR 4



Mental well-being and Growth Mindset

To help ease the children gently back into school, we are doing a series of well-being lessons looking at anxiety, feelings, self-esteem and “building myself strong”.

We will also look at the 5 keys to Success and the Multiple Intelligences. (How we are all Smart in different ways)



Believe you can
achieve...

....and you will!

Building confidence!



5 KEYS TO SUCCESS

1. **Confidence**
2. **Persistence**
3. **Emotional Resilience**
4. **Organisation**
5. **Getting Along**





G

M

I can learn from my
MISTAKES

R

I

I can IMPROVE by
WORKING HARD

O

N

I will NEVER give up

W

D

I am DETERMINED
to do my BEST

T

S

SELF - REFLECTION
will help me SUCCEED

H

E

I can overcome
challenges with EFFORT

T

I can TRAIN MY
BRAIN

**Believe you
can achieve
and you
will!**

Overview of Year 4 Term 1

GROWTH MINDSET– Mindmaps / What makes a good learner? / the brain / 5 Keys to success / how we are smart

Class Reader- The incredible Reversing peppermints.

Science – Digestion, healthy eating and teeth / Electricity /circuits

History – **Ancient Greeks**(Keen children could visit the library for more information or use online searches.

Overview of Year 4 Term 1

- **Art** –portraits / still life artists e.g. Cezanne, Renoir / Ugandan Folk Art
- **PE** – Team work / problem solving / hockey.

SPORTS PARTNERSHIP-Gymnastics

- **Music** –We are unable to sing at present. We will explore, choose, combine and organise musical ideas using an electronic sound source



Overview of Year 4 Term 1

- **DT** – Design an Electrical device / Christmas decoration
 - **RE** - God, David and the Psalms / Christmas LIGHT
 - **PSHE** – We are looking at “Mental health and well being/ Emotions/ Getting Along and falling out!
 - **COMPUTING** – Programming music, coding, online safety and digital research skills.
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Changes due to Covid

- I am not teaching the Y4 Curriculum (in Literacy and Maths) yet.
- *We are building confidence with basic skills such as improving the recall of number bonds to 10, 20 and 100 and times tables such as 2x a 5x and 3's and 4's. (Children are asked to go on **HIT THE BUTTON** for 5 minutes 5 times a week.)*

Maths in Year 4 / Times tables test

- My aim is for all children to ask for help, to improve in confidence and to make great progress. (Learning key number facts really helps!)
- Children will be learning the objectives from Y3 that they missed.
- Year 4 will probably sit a Times Tables Test later in the year. (This was due to be introduced last year.)
- Children are expected to learn by heart all times tables to 12x12 (Children will need to move from using fingers to knowing times tables!)..essential if a child is to be confident!



Maths -Working at the expected standard

These are some of the expectations for the end of a normal Y4 year. I will be ensuring children can achieve the Y3 targets before moving onto Y4 targets. Children may not achieve all Y4 targets this year due to time missed in Lockdown. We will work towards them gently.

Pupils should be taught in Y4 to:

- 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
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- 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
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout

Learning Key number facts Builds confidence

- Internet games – visit Hit the Button, Times Tables Rockstars,
- Card games – help speed up the recall of facts e.g. Tables / divisions
- E.g. children need to know $24 \text{ div } 3 = 8$ as well as $8 \times 3 = 24$
- We will learn these in families e.g. $4 \times 3 = 12$
- $3 \times 4 = 12$
- $12 \text{ div } 3 = 4$
- $12 \text{ div } 4 = 3$



How do we teach maths in Year 4?

1. Informal methods

Adding 9, 19, 99 (e.g add 10 the take away 1)

Number lines mentally! E.g 58-20

2. Partitioning

 e.g. $163+132$

$$= 100 +60+3 +100 30+2$$



How do we teach maths in Year 4

Multiplication

1. Repeated addition

$$6 \times 25p = 25p + 25p + 25p + 25p + 25p + 25p$$

2. Grid method

x	20	3	
8	160	24	

	160
+	24
	184



How do we learn times tables

1. Learn steps e.g. count in 4's
 2. Count on fingers
 3. Chant table (using fingers)
 4. Learn 5 x (e.g 5x4) and the 10 x (10x4)
 5. Use 10x to work out 9x a number
 6. Fingers for 9x
 7. Quick fire card games
 8. Testing times tables - out of order
 9. Computer games -Hit The Button / Rockstars
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Writing in Year 4

WOW Words – discuss and use big words as much as possible at home. **Sp/R/Wr**

Punctuation – they need to use fullstops, exclamation marks and question marks. Also commas and speech marks.– **Please discuss how punctuation is used when reading with your child.**

Conjunctions– Use a much greater range **e.g. because however, whereas, although**

Openers – Open sentences in a variety of ways.....**(Good writers come from good readers!)....regular practice!**



statements for reading

- **These are some of the expectations for the end of a normal Y4 year. I will be ensuring children can achieve the Y3 targets before moving onto Y4 targets.**
- Y4 pupils will be taught to:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
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Some Y4 expectations for writing

- **Y4 children will :-**
- use further prefixes and suffixes and understand how to add them
- spell homophones
- spell words that are often misspelt
- place the possessive apostrophe
- proofread for spelling and punctuation error
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials (sentence openers)
- using commas after fronted adverbials
- using and punctuating direct speech



General expectations in Year 4

1. **BEST EFFORT** – All the time!
2. Ask for help as soon as you need it
3. Neat, joined handwriting all the time
4. Care with spelling
5. Writing in sentences
6. **Y4 MINDSET**- “All our work is our best work!”



Homework!

- Always given on a Friday
- To be returned on a Friday

- Reading – 10-15 mins per night
(Regularly reading 5 times a week makes a huge difference to confidence.)



Homework!

- Reading – Reading book
- Spellings
- Multiplication tables and divisions
- Literacy/Mathematics sheets

Timings- approx 20 mins a day,
plus 10 mins reading time.)

- Homework will be posted on DOJO.



Homework - How can you help?

- Encourage your child to choose a regular time
(A timetable may help)
- And to sit down quietly at a table
- Please help them if they need help but **they should be able to do much of it independently**
- **Parents could help check afterwards and possibly write comments if you have helped them.)**



Visits and Visitors

- Unfortunately we can't have any visits at present.



Reading in class

1. **Changing reading books** – Children to ask Miss Iddon or myself -as soon as they have finished it.
2. **Use a reading bag** if possible or similar to carry books
3. **Please let me know if your child is finding their books too easy, too hard or are not interested for some reason.** (via DOJO will be quicker)
4. **Children to read 10-15 mins daily and sign record.**
5. If possible, please fill in the reading record with a comment three times a week. Children can sign on the other 2 nights. **...it helps me enormously!**

How can I help with reading?

Strategies

- Sounding out words e.g. dismal
try and spot letter patterns e.g. ai, er,
ar, oa e.g. repairing e.g. dis m a l

Reading on (*If the child is stuck on a word then re read the whole sentence to ensure full understanding.*)

- Syllables himself him self

(Spot words within words)



Extra reading strategies

- **Put a finger under difficult words** (*to help brain focus on words*)
- **Re-read sentences** (*when your child has been stuck on a word or if they don't understand the sentence.*)
- **Take a breath at fullstops** (*think have I understood the last sentence?*)



How can I help with reading?

1. Praise / sound interested – Difficult when you are tired! (A cosy chair helps!)
2. Give them time
3. Ask lots of questions - that read between the lines!



How can I help with reading?

4. **Wow Words** – Discuss meanings of words and phrases – *Ask your child to explain what a word means e.g. wandered, or to give you a similar word.*
5. **Story cd's / audio books**– Are great for introducing vocabulary
6. **Check your child changes their book regularly**
7. **Sign the record and let me know how your child did** – (The best readers generally read regularly.)



What should they read?

- ANYTHING !!!!!!!
 1. Library book
 2. TV listings
 3. Newspaper e.g First News
 4. Own books
 5. Road signs
 6. Instructions / recipies

N.B. Please encourage your child to read any of these
BUT not at the expense of school books.

Children should read their school book 5 times a week.



Prepare for the learning Journey!

- 1) **WATER**- Drink to think!
- 2) **SLEEP / REST** – 10-11 hours per night is the suggested recommendation.
- 3) **EXERCISE** – Healthy Body / Healthy Mind
- 4) **HEALTHY EATING**– brain friendly food – bananas, blueberries, pasta
- 5) **PRAISE AND HIGH EXPECTATIONS** – encouraging your child helps build confidence.
- 6) **ATTENTION** – tiredness affects concentration/ quiet music or story time before bed can aid sleep.
- 7) **SCREENTIME** – too much can hinder concentration and affect sleep.



Miscellaneous Items

- **PE – Tuesday / Wednesday**
- **(Ear studs need to be taken out or covered with plasters- brought in from home!)**



Question

Q- Someone once said, "What is the greatest gift you can give your child?"

A- Their answer was, "Your time!" (Thank you for all the time that you are giving your child. I know many of you will be very busy and this can be hard but will pay dividends later.) THANK YOU!

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I hope this was
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Please
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