



Welcome to Year Four

Bishop's Waltham Junior School, 2020



During year 4 children get the chance to really settle into school life. We have many interesting and exciting topics such as the fascinating India topic, learning about the Anglo Saxons and Vikings which includes a local study of Winchester, learning a new musical instrument every term through Listen2Me and a two night residential trip to Stubbington Study Centre. Children will be taught in their own classes for all subjects. We hope that this welcome pack will answer any questions you may have but feel free to come in for a chat.

The Team

Teachers: Miss Pearmain (Redwood) and Miss Pascoe (Jackalberry)

Teaching Support Assistants: Mrs Harris (Redwood) and Mrs Amos (Jackalberry)

Communication between home and school

- Please do not hesitate to contact class teachers via their school email addresses. These can be found on the school jotter app under 'contacts'.
- We are happy to arrange a meeting over the phone – until further notice, we are trying to minimise the amount of adults we have on-site, but of course we can accommodate this if necessary.
- There will be a formal parents' evening in October and March.
- In February, you will receive a mid-year report for your child which sets out strengths and targets for the core subjects of Reading, Writing and Maths.
- In July, you will receive a formal report of your child's progress over the year.

Your involvement – At home

- Supporting your child with their homework.
- Regular reading at home.
- English and maths basic skill practise (especially time tables up to 12x12).
- Encourage your child to organise themselves.
- Name clothing, lunchboxes, etc. **Please note that children will not need to bring in their own equipment (pencil cases etc) as these will be provided for them.**

Times Tables

All pupils are expected to practise their times tables to support their mathematical understanding and aid speed of calculation. Pupils can access Times Table Rockstars website through the BWJS apps platform or through the stand-alone Times Tables Rockstars app. This will also be used during the school day to consolidate learning.

Your involvement – At school

There are various opportunities for you to become involved with the year group as a regular or one-off volunteer. If you would like to come into school as a regular volunteer, please contact Miss Pearmain (miss.pearmain@bwjsapps.co.uk) for an application form.

- Paired reading assistance in the afternoon.
- Support with trips.
- Clubs.
- Class support for more practical lessons.

Please note that we will not be allowing volunteers in school until at least after Christmas 2020.

Homework

Homework will be set on Thursdays and will be due back in school on Tuesdays. The children will have a homework book in which all of their homework will be put.

Maths

Maths homework will be given out weekly and will comprise of two parts. Children will be given a maths sheet of arithmetic questions which will follow a similar format each week, enabling children to practise their key skills. The sheet will also contain some questions to consolidate work they have done in class.

In addition to this, the children will be expected to use the Times Table Rockstars app or website each week to practise their times tables. Their log-in information will be put in their homework books.

Reading

Reading is our top homework priority at BWJS – it is the thing that makes the biggest difference to children's progress across the curriculum. Children should be reading at home, ideally every day. Each fortnight, children will be set a task to do which will be based on a book which they have been reading. We will send home a template for this wherever possible. These tasks will be shared with other children in the class, and children will be expected to be able to talk about them.

Topic

Occasionally, we may suggest additional topic-based homework which children may choose to complete, but there will be no obligation for children to take part in these.

Spellings

We follow a spelling curriculum at school, and we spend plenty of time learning new spellings. We will not be sending spellings home on a regular basis, but some children may have flash cards with key words on them to learn at their own pace, repeating the learning taking place in school

Pupils in Year Four who do not hand their homework in on time will be given one extra day; if it is not handed in on the following day, they will be expected to complete it during a break time.

Day-to-day organisation

- **Library:** Year 4's library days are on a **Tuesday and Friday**.
- **PE/Games:** PE is on a **Wednesday and Thursday**. We suggest that you bring your child's P.E. kit at the start of a half term and leave it in school. **Due to the current situation, our swimming session has been turned into an extra PE session. We ask that children come to school in their PE kits on these days.**
- **Morning Tasks:** We expect children to arrive in school promptly every day, as we will get straight to work at 8:45am with dedicated time to follow up on any outstanding issues from previous lessons. **Children in year 4 may enter the building from 8.20am onwards**
- **Assembly:** All school assemblies take place at the end of the afternoon and finish by 3:15pm – they will be class based for the foreseeable future.

Curriculum Overview

The following pages show the outline of our curriculum throughout the year.

Key End of Year Expectations For Year Four

The rest of this booklet provides information for parents and carers on the key end of year expectations for children in our school.

The National Curriculum outlines these expectations as being the requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching and homework. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your children please talk to your child's teacher.

Year Four Reading

Key End of Year Expectations

Word Reading

- Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met.
- Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.

Themes and Conventions

- Identifies themes and conventions in a wide range of books.

Comprehension - Clarify

- Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context.
- Uses dictionaries to check the meaning of words that have been read.

Comprehension - Monitor and Summarise

- Identifies main ideas drawn from more than one paragraph and summarises these.

Comprehension - Select and Retrieve

- Retrieves and records information from non-fiction.

Comprehension- Respond and Explain

- Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Inference

- Predicts what might happen from details stated and implied.
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.

Language for Effect

- Identify how language, structure, and presentation contribute to meaning.

Performance standard

By the end of Year 4, a child should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

A child can:

- read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity;
- prepare readings with appropriate intonation to show their understanding;
- summarise and present a familiar story in their own words;
- read silently and then discuss what they have read;
- attempt to match what they decode to words they may have already heard but may not have seen in print.
- discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts;
- help develop, agree on and evaluate rules for effective discussion.

A child recognises the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions

A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen

In non-fiction, a child knows what information to look for before beginning and is clear about the task. The child can use contents pages and indexes to locate relevant information

Year 4 Writing

Key End of Year Expectations

Transcription

- Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting

- Increase the legibility, consistency and quality of their handwriting e.g. is able to maintain fluency of writing and has sufficient stamina for typical written tasks

Composition: Composition and Effect

- In narratives, creates settings, characters and plot

Composition: Text Structure and Organisation

- Organises paragraphs around a theme

Composition: Sentence Structure

- Draft and writes by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Vocabulary, grammar and punctuation

- Proof-reads for spelling and punctuation errors
- Uses standard English forms for verb inflections instead of local spoken forms
- Uses fronted adverbials
- Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Uses inverted commas and other punctuation to indicate direct speech

Performance standard

By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate.

A child can:

- spell most words taught so far accurately and be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English;
- place the apostrophe in words with regular plurals (eg girls', boys') and in words with irregular plurals (eg children's);
- use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum document, and be able to apply them correctly to examples of real language such as their own writing;
- recognise some of the differences between standard English and non- standard English;
- use joined-up handwriting throughout all independent writing;
- write for a range of real purposes and audiences as part of the work across the curriculum. These purposes and audiences should underpin decisions about the form the writing should take such as a narrative, an explanation or a description; and
- adopt, create and sustain a range of roles.

A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops.

Year 4 Mathematics

Key End of Year Expectations

Number and place value

- Counts in multiples of six, seven, nine, 25 and 1,000
- Counts backwards through zero to include negative numbers
- Orders and compares numbers beyond 1,000
- Rounds any number to the nearest 10, 100 or 1,000

Addition and subtraction (inc statistics)

- Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why
- **Statistics:** Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Multiplication and division

- Recalls multiplication and division facts for multiplication tables up to 12 x 12

Fractions (including decimals)

- Recognises and shows, using diagrams, families of common equivalent fractions
- Counts up and down in hundredths; recognises that hundredths arise when dividing an object by 100 and dividing tenths by 10
- Rounds decimals with one decimal place to the nearest whole number
- Solves simple measure and money problems involving fractions and decimals to two decimal places

Measurement

- Converts between different units of measure eg kilometre to metre; hour to minute

Geometry: properties of shape

- Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identifies lines of symmetry in two dimensional shapes presented in different orientations

Geometry: position and direction

- Plots specified points and draws sides to complete a given polygon

Performance Standard

By the end of Y4, a child should be fluent with whole numbers and the four operations, including number facts and the concept of place value.

A child will be developing efficient written and mental methods and performing calculations accurately with increasingly large whole numbers.

A child can:

- solve a range of problems including those with simple fractions and decimal place value;
- draw shapes with accuracy using mathematical reasoning and analyse shapes and their properties, confidently describing the relationships between them
- use measuring instruments accurately, making connections between measure and number;
- recall the multiplication tables up to and including the 12 multiplication table and show precision and fluency in the work; and
- read and spell mathematical vocabulary correctly and confidently using a growing word reading knowledge and a knowledge of spelling.

Age Related Spelling Expectations

To be working at age related expectation, your child should be able to spell these words by the end of Year 4. Some of the listed words below may be thought of as quite challenging, but the 100 words in each list are split up and integrated amongst spelling rules, patterns and topic words throughout the four years of Key Stage 2.

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

Year Four SPAG Terminology

<p>Adverbial</p>	<p>A word or phrase that is used, like an adverb, to give extra information about a verb or clause. It usually answers the following questions:</p> <p>When something happens or how often? Where something happens? How something happens?</p> <p><i>E.g. The bus leaves in five minutes. The bus leaves from the station. She promised to see him last night.</i></p>
<p>Fronted Adverbial</p>	<p>A word or phrase at the front of sentence used, like an adverb, to modify a verb or clause. It is often followed by a comma.</p> <p><i>E.g. In five minutes, the bus leaves. Last night, she promised to see him.</i></p>
<p>Apostrophe</p>	<p>To show where letters are missing (contractions): <i>Is not = isn't Could not = couldn't</i></p> <p>To show possession: Place the apostrophe straight after the owner.</p> <p>With <u>nouns</u> (singular and plural) not ending in an s add 's: <i>The <u>girl's</u> jacket, the <u>children's</u> books</i></p> <p>With <u>nouns</u> (singular and plural) ending in an s, add only the apostrophe: <i>Miss <u>Briqqs'</u> house, the <u>guards'</u> duties.</i></p>
<p>Commas to mark phrases and clauses.</p>	<p>Listing <i>E.g. The fox <u>jumped over the back gate</u>, <u>scampered down the lane</u> and <u>into the ancient forest</u>.</i></p> <p>To mark a <u>subordinate clause</u> <i>E.g. <u>If at first you don't succeed</u>, try again. <u>Although the snake was small</u>, I still feared for my life.</i></p> <p>Introductory or opening phrases (Including adverbials & fronted adverbials) <i>E.g. <u>After dinner</u>, I am going to visit my friend.</i></p>

Determiner	<p>This specifies a noun as known or unknown.</p> <p>- articles (the, a or an) <i>The home team (known)</i> <i>A good team (unknown)</i></p> <p>- possessives (my, your) <i>My mum (known)</i></p> <p>*There is sometimes confusion about whether to use a or an. The sound of a word's first letter helps us to know which to use: If a word begins with a vowel sound, you should use an; if a word begins with a consonant sound, you should use a.</p>
Pronoun	<p>This type of word takes the place of the noun. We use these so that we do not have to repeat the same nouns over and over again.</p> <p><i>E.g. When Barnaby stroked the cat and listened to it purring softly, he felt calm and peaceful.</i></p>
Possessive pronoun	<p>A pronoun that shows possession. It can also be called a determiner.</p> <p><i>E.g. That essay is mine. His foot hurt.</i></p>