Year 4 Briefing
September 2018
Aims:

- To give you a brief overview of the topics your child will be learning this year and any specific assessments.

- To let you know what targets your child will be working on this year in the core subjects of Maths and English.

- To give you ideas and support on how to help your child at home.
Along with the core subject of Reading, Writing and Maths, the children will be accessing a full and varied curriculum. Children will be learning in a variety of ways such as through practical experiences, trips, projects, writing and class work. These will be showcased in our topic books which the children love doing and are a great reminder of the amazing learning they did throughout the year.
The Curriculum

★ Last year we obtained valuable feedback from parents about the topics we were covering. This helped teachers in their planning and ensured that the children engaged in their learning.

★ Parents will have the opportunity to share their own views on the topics and learning the children have done when we have our Celebration of Work evenings.

★ This is really helpful, so please take advantage of this opportunity to share in your child’s learning.
Curriculum overviews are sent out at the beginning of the term, usually attached to the class letter. It is also available online. Please be aware that this is a working document and may well change as the year progresses.

### Autumn 1 – You’re a Bad Man Mr Gum!

<table>
<thead>
<tr>
<th>Launch</th>
<th>The Book - You’re a Bad Man Mr Gum! (It will be our first class novel.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highlight</td>
<td>Making creations for Mrs Lovely’s new Sweet Shop.</td>
</tr>
<tr>
<td>Landing</td>
<td>Grand Opening of Mrs Lovely’s new Sweet Shop</td>
</tr>
</tbody>
</table>

**English - Writing:**
- I can write a character description of Mr Gum.
- I can write a persuasive advert. (To visit the grand opening of Mrs Lovely’s new sweet shop.)
- I can write a non-chronological report about Mr Gum.

**English – Shared Reading**
- You’re a Bad Man Mr Gum!
- News Reports from the Lamonical Chronicle [http://www.mrgum.co.uk/lamonical-chronicle/](http://www.mrgum.co.uk/lamonical-chronicle/)

**Maths:**
- Number and Place Value

**Science:**

**Working Scientifically:**
- I can identify differences, similarities or changes related to simple scientific ideas and processes.
- I can use straightforward scientific evidence to answer questions or to support their findings.
- I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
6 Topics covered in Year 4

Autumn 1
You're a Bad Man
Mr Gum

Autumn 2
Dragons!

Spring 1
Matilda

Spring 2
Anglo Saxons and Vikings

Summer 1
Explorers!

Summer 2
Demon Dentist
Remember English covers - Phonics, Reading, Writing, Handwriting and SPAG.

Writing is the school's biggest priority for improvement this year and the area that we want children to make the most progress in!
Year 3 - 6 Target Writing Boards

I am now going to go through with you how these will work in my classroom.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CLASS</th>
<th>INDIVIDUAL</th>
<th>INDIVIDUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Y3) I can use a wider range of conjunctions to extend my sentences. E.g. when, if, because, although.</td>
<td>(Y4) I can use paragraphs to organise ideas around a theme.</td>
<td>(Y2) I can use commas in a list in my writing.</td>
<td>(Y3+4) I can include Year 3+4 statutory words spelled correctly in my writing.</td>
</tr>
<tr>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

Set by looking at their Independent Write in Summer 2.
NEW: Writing Conferencing!

Last year we piloted writing conferencing 1:1 sessions with the teacher. Due to its success at showing progress we are rolling this out to Years 1-6.
KS2 - Spellings

Your child will have spellings to learn each week that come from the National Curriculum. They will have a weekly test on a Friday. Every Friday, your child will still have a spelling test but spellings from previous weeks will also be included to make sure that children are retaining how to spell words rather than just memorising them for the test.

In class we will work on these spelling patterns as well as Statutory Words each week.

At the end of a half term, we will do a 20 word spelling test based on all the words learnt so far that year. Your child has taken a baseline assessment already so we can track progress!
Each term, there will be a Spelling Bee.

This will test how well your child has retained their learning.

I will let you know at least 2 weeks before, what spellings it will be focusing on.

It is a different approach to testing as the children have to spell them verbally.

There is a certificate(s) rewarded for our half termly Spelling Bee winners in Cup Assemblies.
Children have taken their baseline Star Reader test in school already to see if their ZPD level needs to change.

They will take a Star Reader Test every half term where we are hoping to see progress.

Quizzes - we are rewarding children who get 90%+ in quizzes with jelly worms, which the children still love!

To promote children moving up ZPD levels and achieving 90%+ in their AR quizzes children will be reading for pleasure 3 times a week for 30mins. This will include working 1:1 with an adult as well as taking quizzes.

⭐️ NEW - Reward system based on children's word count and points! ⭐️
More information to follow!
Whole School - Shared Reading!

We are continuing our shared class reading this year. This is where all the children have a copy of the same book. The teacher reads with the class and stops and asks comprehension questions based on VIPERS.

This happens 3 times a week and then they have written comprehension practise twice a week.

To help us measure progress, the children will do termly Reading Comprehension assessments.
Volunteer Readers?

Hearing children read regularly is vital. We are lucky that we have several parent volunteers in school in the afternoons, but we would love some more.

If you could spare a couple of hours a week any afternoon to support us in school with reading let us know.
Roche CP School Long Term Maths Plan 2018-2019

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn 1</th>
<th>Autumn 2</th>
<th>Spring 1</th>
<th>Spring 2</th>
<th>Summer 1</th>
<th>Summer 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td>Measurement and Shape, prioritising Key Objectives.</td>
</tr>
<tr>
<td>2</td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td>SATS Measurement, Shape and Statistics, prioritising Key Objectives.</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
</tr>
<tr>
<td>3</td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
</tr>
<tr>
<td>4</td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
</tr>
<tr>
<td>5</td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
</tr>
<tr>
<td>6</td>
<td>Place Value</td>
<td>Addition + Subtraction</td>
<td>Multiplication + Division</td>
<td>Fractions</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
<td>Measurement, Shape and Statistics, prioritising Key Objectives.</td>
</tr>
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Year 6 are to follow the same structure as other year groups but to their own timescale. End goal = KS2 SATS.
# Summative Assessment Timetable - Continuing 18-19!

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn 1 (A) 12th Sept Base line of previous year</th>
<th>Autumn 1 (A) 17th Oct</th>
<th>Autumn 2 (A+R) A on 12th Dec R on 18th Dec</th>
<th>Spring 1 (A) 13th Feb</th>
<th>Spring 2 (A+R) A on 27th March R on 3rd April</th>
<th>Summer 1 (A) 22nd May</th>
<th>Summer 2 (A+R) A on 10th July R on 17th July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>A = 15 Q 20 mins Can have objects and be read for</td>
<td>A = 15 Q 20 mins</td>
<td>A = 15 Q 20 mins R = 20 Q 35 mins (Includes 5 Aural Q)</td>
<td>A = 15 Q 20 mins</td>
<td>A = 15 Q 20 mins R = 20 Q 35 mins (Includes 5 Aural Q)</td>
<td>A = 15 Q 20 mins</td>
<td>A = 15 Q 20 mins R = 20 Q 35 mins (Includes 5 Aural Q)</td>
</tr>
<tr>
<td>Year 2</td>
<td>A = 24 Q 20 mins</td>
<td>A = 25 Q 20 mins</td>
<td>A = 25 Q 20 mins R = 30 Q 35 mins (Includes 5 Aural Q)</td>
<td>A = 25 Q 20 mins</td>
<td>SATS</td>
<td>A = 25 Q 20 mins R = 30 Q 35 mins (Includes 5 Aural Q)</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>A = 31 Q + 30 mins</td>
<td>A = 36 Q + 30 mins</td>
<td>A = 36 Q + 30 mins R = 24 Q 40 mins</td>
<td>A = 36 Q + 30 mins</td>
<td>A = 36 Q + 30 mins R = 24 Q 40 mins</td>
<td>A = 36 Q + 30 mins</td>
<td>A = 36 Q + 30 mins R = 24 Q 40 mins</td>
</tr>
<tr>
<td>Year 6</td>
<td>A = 36 Q + 30 mins (YEAR 6 MOCKS 10th - 12th September)</td>
<td>A = 36 Q + 30 mins</td>
<td>YEAR 6 MOCKS</td>
<td>A = 36 Q + 30 mins</td>
<td>YEAR 6 MOCKS</td>
<td>SATS</td>
<td>N/A</td>
</tr>
</tbody>
</table>
We have selected 7-8 Maths targets for your child this year.

We have picked very important ones for your child, but also ones that we feel you can support your child with at home.
**Year 4 Targets 2018/19**

<table>
<thead>
<tr>
<th>Autumn 1</th>
<th>Spring 1</th>
<th>Summer 1</th>
<th>Ongoing</th>
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<tbody>
<tr>
<td>Recognize the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).&lt;br&gt;GD objective: Recognize the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) when working with money and different measures.&lt;br&gt;GD objective: Solve real-life problems involving multiplication of two-digit and three-digit numbers by one-digit number using formal written layout.</td>
<td>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.&lt;br&gt;GD objective: Solve real-life problems involving multiplication of two-digit and three-digit numbers by a one-digit number using formal written layout.</td>
<td>[KEY] Convert between different units of measure (for example, kilometer to meter, hour to minute) to solve real-life, multi-step problems.</td>
<td>[KEY] Recall multiplication and division facts for multiplication tables up to 12 x 12.&lt;br&gt;GD objective: Rapidly and accurately recall multiplication and division facts for multiplication tables up to 12 x 12 when solving problems.</td>
</tr>
<tr>
<td>WT MA A GD</td>
<td>WT MA A GD</td>
<td>WT MA A GD</td>
<td>WT MA A GD</td>
</tr>
<tr>
<td>Autumn 2</td>
<td>Spring 2</td>
<td>Summer 2</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.&lt;br&gt;GD objective: Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why.</td>
<td>[KEY] Recognise and show, using diagrams, families of common equivalent fractions.</td>
<td>[KEY] Recognise and show, using diagrams, families of common equivalent fractions and begin to use this in different contexts.</td>
<td>Read, write and convert time between analogue and digital 12- and 24-hour clocks.&lt;br&gt;GD objective: Solve problems involving reading, writing and converting time between analogue and digital 12- and 24-hour clocks.</td>
</tr>
<tr>
<td>WT MA A GD</td>
<td>WT MA A GD</td>
<td>WT MA A GD</td>
<td>WT MA A GD</td>
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**Key:**<br>WT = Working Towards Target<br>MA = Mostly Achieved Target<br>A = Achieved Target<br>GD = Working at Greater Depth<br>KEY = Key objectives in Year 4
The target walls will be highlighted at the end of each half term to let you know how your child has done.

We will also be discussing them at Parents’ Evenings in the Spring and Summer.

They will be stuck in either their Homework Book or Reading Record for the year so you have access to them.
We also have an extension reward system for more able children. Anyone who scores 100% in two tests will receive a bronze 100% badge. Those achieving two or more 100% tests are then able to take a second test made up of associated facts and (for Y5 and Y6) square and cube numbers, with a silver 100% badge for those getting 100% in that test. Gold 100% badges and a golden calculator will be awarded to any pupil who goes the whole year getting 100% in the main test.

We will be taking many opportunities to get children practising their multiplication and division facts in class, please can you also support them at home. They are vital for children to know!
2019 Voluntary Multiplication Tables Check (MTC)

From the 2019 to 2020 academic year onwards, schools in England will be required to administer an online multiplication tables check (MTC) to Year 4 pupils.

Roche CP School will take part in a national voluntary pilot between 10th June and 28th June 2019, to allow us to familiarise ourselves with the check before it becomes statutory in June 2020.

The National Curriculum specifies that pupils should be taught to recall the multiplication tables up to and including 12x12 by the end of Year 4.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.
Free School Meals/Pupil Premium
What it actually is...

The Government is giving money to schools to help children from lower income families do their very best. The funding is called a 'Pupil Premium'.

Yes your child will get a free school meal every day, but the school would also get £1320 a year.

If your child did have the funding, but then you were not eligible, your child would still get money for 6 years. It is called Ever 6.

It is not to be confused with the Government's KS1 Free School Meal funding. This is for everyone in KS1 and only equates to the meal.

No one will know you have registered and it will not affect any other benefits.

We have paper application forms in class today or Chrissie has more in the office. You can also apply online at www.cornwall.gov.uk/schoolmeals

<table>
<thead>
<tr>
<th>Qualifying Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Income Support</td>
</tr>
<tr>
<td>✓ Income-Based Jobseeker's Allowance (not Contribution Based)</td>
</tr>
<tr>
<td>✓ Income-Related Employment &amp; Support Allowance (not Contribution Based)</td>
</tr>
<tr>
<td>✓ Child Tax Credit (CTC) with an annual income (as shown on your award letter from the Inland Revenue - TC502) of no more than £16,190.</td>
</tr>
<tr>
<td>✓ Guarantee element of State Pension Credit</td>
</tr>
</tbody>
</table>

Please note, if you are in receipt of Working Tax Credit, you do not qualify for Free School Meals, even if your annual income is below £16,190.
Official Parent Communication

Reminders:

😊Sept = Parent Briefings
😊January = Parents Eve 1
😊April = Parents Eve 2
😊July = End of Year Report

Remember you are welcome to make appointments with us at any time in the year.

CAMP MEETING WILL BE SOON!
Do you have any questions?

We look forward to working with you this year.

PLEASE let us know if we can help support you in working with your child at home or you want to share any ideas of what works well.