

In Year 4 we will be covering these areas of the Maths curriculum:

- *Read, write, order and compare numbers up to 10,000*
- *Addition and subtraction within 10,000*
- *Multiplication and division up to 3 digit numbers.*
- *Word problems; Graphs; Fractions; Time*
- *Decimals; Money; Measurement (volume, mass, length)*
- *Area and Geometry*
- *Position and Movement*
- *Roman Numerals*



These are the ways in which you can help your child at home:

- *Discuss the methods they have used in class and in their homework.*
- *Encourage them to explain how they got to the answer.*
- *Ask them to show you their working out using a different method.*
 - *Can they draw diagrams to represent?*
- *Websites,*
 - <https://mathsnoproblem.com/en/parent-videos/>
 - <https://nrich.maths.org/>



*For more information about Maths No Problem, the new
maths framework we are using, please attend:*

the Maths parent Workshop

in mid-November.



Programs of study

English: poetry, play-script, character description, setting description, story from another culture, fantasy story.

Topic: Romans, Egyptians, settlements & rivers

Science: Sound, states of matter, electricity, living things and their habitats, and the human body.

Expectations for Reading – comprehension

- decode new words with confidence*
- reading at length with stamina including non-fiction texts*
- answer questions independently (including inference)*
- ask relevant questions to further their understanding including other viewpoints (e.g. the author's)*
- predicting and summarising*

Expectations for Writing:

●	<i>Using paragraphs to organise ideas around the theme</i>
●	<i>Creating settings, characters and plots in narratives</i>
●	<i>Using simple organisational devices (e.g. headings and subheadings) in non-narratives</i>
●	<i>Using the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</i>
●	<i>Using the present perfect form of verbs in contrast to the past tense (he has gone out to play/he went out to play)</i>
●	<i>Choosing nouns and pronouns appropriately for clarity and cohesion and to avoid repetition</i>
●	<i>Using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because of)</i>
●	<i>Using fronted adverbials</i>
●	<i>Expanding noun phrases by the addition of modifying adjective, nouns and preposition phrases (e.g. the strict maths teacher with curly hair)</i>
●	<i>Using basic punctuation confidently (e.g. capital letters, full stops, question marks, exclamation marks, apostrophes for contraction and commas for lists)</i>
●	<i>Using mostly correctly</i>
	<i>inverted commas and other punctuation -direct speech</i>
	<i>apostrophes to mark singular and plural possession (the girl's name, the girls' names)</i>
	<i>commas after fronted adverbials</i>

Health and Well Being

Eating breakfast; healthy packed lunch

Sleeping patterns

PE kit

Water bottles

Effective Feedback



Growth Mindset



GROWTH MINDSET vs. **FIXED MINDSET**

GROWTH MINDSET CHARACTERISTICS:

- EMBRACES CHALLENGES
- LEARNS FROM FEEDBACK AND CRITICISM
- INTELLIGENCE AND TALENT CAN BE DEVELOPED
- MORE EFFORT
- KEEPS TRYING AND NEVER GIVES UP
- PERSISTS IN THE FACE OF SETBACKS
- INSPIRED BY OTHERS' SUCCESS
- I WILL LEARN FROM FAILURE
- THIS WILL TAKE TIME AND HARD WORK
- I WANT TO KEEP LEARNING

FIXED MINDSET CHARACTERISTICS:

- AVOIDS CHALLENGES
- IGNORES CRITICISM
- INTELLIGENCE AND TALENT IS FIXED
- LESS EFFORT
- GIVES UP EASILY
- I AM A FAILURE
- THREATENED BY THE SUCCESS OF OTHERS
- I ALWAYS FAIL
- I WILL NEVER IMPROVE
- WHY SHOULD I BOTHER?

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FIXED MINDSET	MINDSET CHARACTERISTICS	GROWTH MINDSET
SET - YOU HAVE WHAT YOU HAVE	SKILLS+INTELLIGENCE	CAN BE GROWN AND DEVELOPED
HOW THEY LOOK PERFORMANCE FOCUS	MAIN CONCERN	LEARNING / GETTING BETTER PROCESS FOCUS
SOMETHING YOU DO WHEN YOU'RE NOT GOOD	EFFORT	AN IMPORTANT PART OF LEARNING
GIVE UP / CHECK OUT	CHALLENGES	PERSEVERE / WORK THROUGH IT - SHOW MORE GRIT
TAKE IT PERSONAL GET DEFENSIVE	FEEDBACK	LIKE IT / USE IT TO LEARN
HATE THEM / TRY TO AVOID MAKING THEM	MISTAKES	TREAT THEM AS A LEARNING OPPORTUNITY

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I have a **GROWTH MINDSET.**

I am in charge of how smart I am because I can **GROW** my **BRAIN** like a muscle by learning hard things.

I can achieve **ANYTHING**

with **EFFORT** and **RIGHT STRATEGIES.**

And when I fail or make a mistake, it is a **GREAT** thing, because

I can **LEARN** from them and **I GET BETTER!**

Big Life Journal
www.biglifejournal.com

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