



# Welcome to Year 4

A Handbook for Parents

*Ready | Respectful | Safe | Kind*



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## A Welcome from the Headteacher

Welcome, or welcome back, to Pinner Park Primary School.

This information is intended to help you and your child settle easily into the school. We aim to work closely with our families to enable each child to be the very best young person that they can be – developing intellectually, physically, emotionally, socially and spiritually. I hope you will find this booklet informative and we look forward to welcoming your child.

If you need any further information, please do not hesitate to contact me or another member of staff.

Best wishes,



**Nick Waldron**  
Headteacher

## Promoting Positive Behaviour

Right from the start the children, are encouraged to have a sense of belonging and respect for the school and community. Our behaviour code will help all those involved in school life to work together for the benefit of all.

We believe that it is important that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, built on four key words (Ready, Respectful, Safe & Kind), and these are reflected in the way that we promote good behaviour through the school. We want an environment where everyone feels happy, safe and secure.

The school expects every member of the school community to behave in a considerate way towards others.



ready



respectful



safe



kind

These four key words are displayed throughout the school and we spend time talking to the children about each aspect. They are also reflected on through our curriculum and through our regular assembly themes.

The school rewards good behaviour, because we believe that this will develop an ethos of kindness and co-operation. All our efforts are to promote good behaviour, rather than focus on poor behaviour.

We will not tolerate bullying of any kind and we have a separate Anti-Bullying Policy. Both policies can be found on the school web site.

## Important Adults in Year 4



**Birch**



**Chestnut**



**Oak**



**Willow**

<b>Class Teachers</b>	Miss Kalsi	Mr Roy	Miss Williams	Miss Akhund
<b>Teaching Assistants</b>	Mrs Benson Mrs Hirani Mrs Courtney Mrs Weetch			
<b>Other Adults</b>	Mr English – Assistant Headteacher / Lower Key Stage 2 Phase Leader Miss Williams – Year Group Leader Mrs Coxon – SENDCo.			

## The School Day

The school day for children in Year 4 officially starts at 8:55am each morning. For children in Key Stage 2 (Year 3 – Year 6) we operate a “Soft Start” whereby children can enter their classrooms from 8:45am. Any child arriving after this time will be marked late. Children can come into the playground, with their parent / carer, from 8:30am. When the whistle is blown the children in Year 3 – Year 5 line up at the door by the Upper School trim trail before they then lead into their classrooms. Year 6 children go to their classrooms through the gate by the bus.

At the end of the school day, 3:25pm, children will be led out of their classroom by their teacher who will then hand the children over then they see the relevant parent / carer. Year 6 children come out of their classrooms by themselves to meet their adult or to walk home on their own (if you have given your permission for them to do so).

Do try to be on time to collect your child at the end of the school day. If you are late to collect your child you will be able to collect them from Welfare via the main school office. If you are delayed please telephone the school office team to let them know.

## School Meals, Milk and Fruit

Our school meals, cooked on-site by Chartwells, are a delicious and healthy option for all children (and staff!)

We would encourage all our children to try our hot meals –why not try the meals for a month and enjoy the full range of the menu? All children in Reception are entitled to a free school meal. School meals must be ordered via ParentPay. Bespoke menus can be provided for children with allergies and other medical needs. See the school’s website for details.

We are a **nut free** school – please do not include any nuts or nut-containing products in snacks or lunchboxes.

During the morning break, children are able to have a piece of fruit or vegetable which is provided by the school.

Your child should bring a clear water bottle, with a non-spill cap, which they can use throughout the day.

## Equipment

To be **ready** to learn each day, your child will need to bring:

- A named water bottle (clear plastic with a non-spill lid)
- A book bag (we will provide your child with a reading book and reading diary)
- PE Kit (see School Uniform list)

## Helping in Class

We are always delighted to have an extra pair of hands in the classroom! If you would like to help on a regular basis in class, please speak to a member of staff.

## School Uniform

It is expected that children will wear full school uniform.

- Traditional, grey school skirt, trousers or shorts
- White polo shirt / shirt (with or without school logo)
- School sweatshirt / cardigan with school logo
- Grey, black, white or maroon socks or tights
- Burgundy / black / white hijab / turban / patka
- Black school-style shoes
- In the summer time pink and white gingham dresses may be worn

P.E. and Games Kit:

- Black shorts
- White t-shirt (with or without school logo)
- Black plimsolls / trainers
- Black tracksuit for outdoors Games lessons
- PE Bags with the school logo (available from the school office)

Jewellery is unsuitable for school wear as it is easily lost or damaged and can cause injury to wearers and others. No jewellery may be worn other than small studs for pierced ears, and these should not be worn on PE days. If items need to be worn for religious purposes, you will need to speak to the Headteacher.

No make-up or nail varnish should be worn.

Long hair should be tied back neatly with a simple bobble, scrunchy or alic band in school colours (black, gray or maroon). Hair should be worn in a style appropriate for the varied activities of the school day and coloured hair should be avoided.

## Attendance

We expect every child to be punctual, and to attend school every day. If your child is unable to attend school, please telephone before 9:30am on the day of the absence and send in written confirmation of the reason for the absence on your child's return. If you arrive late, please escort your child to the main entrance where they will be signed in and taken to their classroom.

The School does not support holiday and extended leave during term time as this disrupts children's learning and has an adverse effect on their progress. A "Leave of Absence" will only be granted under exceptional circumstances and must be applied for prior to the leave. This can be done by completing a form, available from the school office.

All children are expected to maintain an attendance rate of at least 95% as this is the national average for children of primary school age. As a school we aim to be above average and, therefore, the vast majority of children will have an attendance between 96% and 100%.

Our full Attendance Policy is available to download from the school website.

## Communication

We like to keep you informed about what is happening in school and we would hope that you will keep us informed of any circumstances that might assist us. For example: a change in family circumstances, illness or bereavement. Staff are always available at the end of the school day to discuss any concerns you may have – if they are busy with the class, you can pop into the school office and make an appointment or speak to one of the school leadership team who will be around the playgrounds.

Please inform the school office team as soon as possible if any of your contact details change so that we can keep in touch with you.

FOLLOW US ON SOCIAL MEDIA  
@PinnerParkSch



### Pinner Park Primary School

Melbourne Avenue, Pinner, Middlesex. HA5 5TL

T: 020 8863 2191

E: [office@pinnerpark.harrow.sch.uk](mailto:office@pinnerpark.harrow.sch.uk)

W: [www.pinnerpark.harrow.sch.uk](http://www.pinnerpark.harrow.sch.uk)

## School Travel

Children's safety is our first priority. We would encourage all our pupils to find a safe walking, cycling or scooter route to school. This reduces congestion around the school and improves safety for all.

If you do need to drive to school, please consider finding a safe place to park and then complete your journey to school on foot.

We encourage a voluntary one-way system along Melbourne Avenue and kindly request drivers not to perform U-turns along Melbourne Avenue in the busy time before and after school.

## Pinner Park Parents Teacher Association (PPPTA)

We have a very active association of parents, governors, staff and friends of the school which is a charity that exists to support the school's work. The Pinner Park Parent Teacher Association (PPPTA), led by a committee, organises community events, raises additional funds for the school and provides support in very practical ways.

Each class will have a PPPTA Rep who will share information about the work of the PPPTA and encourage you to join in where possible.

## The Use of Photographs

We use photographs in school for a number of different purposes:

- To record and assess children's progress in their learning
- To celebrate achievements
- For publication in school documents and the local press
- For publication on the school website (subject to compliance with the school's website policy)

As part of your admission form, we ask that you give us your consent to photograph your child for these purposes. This saves us having to ask you each time we want to publish a photograph in this way.

## e-Safety – The Use of email and the Internet

We want to make good use of ICT in school across the full range of the curriculum. Increasingly we make use of the internet. We use an IT Support Company and Internet provider who specialise in providing services to school and local authorities. This provides a very effective barrier to prevent children accessing inappropriate materials, unregulated chat, un-educational games and e-mail accounts.

We are an e-safety school and promote on-line safety throughout the curriculum.



## School Visits and Activities

We value the learning that can take place outside of the classroom when children make visits out of school and by having special visitors into school. Over the coming years, your child will have many opportunities to participate in these types of activities.

We will ask you for your general consent for these types of activities but we will also inform you before each event.

## What to do if things go wrong

We want to do our very best to educate and care for your children properly, but part of our commitment is always work to improve standards. If you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

If you have a concern or complaint, please contact your child's own teacher in the first instance. It is usually better to see them at the end of the day than at the beginning.

If you wish to discuss the matter with the Headteacher, then please contact the school office team to make an appointment to see him. As long as the Headteacher is in school, he tries to see people on the same day as he is contacted.

We will agree with you a course of action and aim to solve your complaint to your complete satisfaction as quickly as possible.

If, after further discussion with the staff of the school, you still feel that your complaint has not been dealt with properly, you should contact the Chair of Governors, whose name and contact details can be obtained from the school office team.

## The Curriculum in Year 4

This guide is intended to help parents and carers understand what children will be learning during this school year. Obviously, it would be impossible to set out in detail everything your child would learn, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help you to support your children in making the most of their education.

A new primary curriculum came into place for schools in England in September 2014. At Pinner Park Primary School, our curriculum is designed to ensure it meets all the requirements of the National Curriculum as well as providing a broad, balanced and engaging curriculum which is relevant to the children in our school.

English, Maths and Science remain very important in the curriculum and are considered core subjects in both primary and secondary schools. The National Curriculum sets out in considerable detail what must be taught in each of these subjects, and they will form a significant part of your child's learning week. In addition to these are the familiar foundation subjects: Art, Computing, Design Technology, Modern Foreign Languages (Year 3 upwards), Geography & History (referred to as Topic in our school), Music and Physical Education (PE). The requirements for these subjects in the National Curriculum are much briefer and we have a lot more flexibility to plan and deliver these in ways that are engaging and relevant to the children.

This new National Curriculum is, in some areas, significantly more demanding than in the past. For example, there is strong emphasis in math on the skills of arithmetic and also working in different ways with fractions. In English lessons there is now a stronger focus on the study of grammar, punctuation and spelling.

### Deeper Learning

If your child is achieving well, we will look at the following year group's learning outcomes as a way of extending the learning but we also encourage more in-depth and investigative work to allow for greater mastery and understanding of the concepts and ideas being covered.

### Children Needing Additional Support

If your child is struggling with their learning in any area, we will give them the additional support needed to ensure they make good progress. If you are concerned about the progress your child is making just discuss it with your class teacher or arrange to speak with the school's SENDCo.

### Tests your child will take

We use tests and other forms of assessments at all stages of our work. Most of the time, these are part of our normal classroom routine, and support the teachers' assessment of children's progress and attainment. However, at certain stages in a children's journey through primary school there are also national tests that must be taken by all children in state schools. Often referred to as 'SATs', the National Curriculum Assessments are compulsory at the end of Year 2 and Year 6. Children in these year groups will undertake Reading, Mathematics and Grammar, Punctuation & Spelling assessments. The test results are reported to the schools and parents at the end of the year.

In Year 4, your child will build on their work from Key Stage 1 to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects. They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

### Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children’s spoken language skills develop. In Years 3 and 4, some focuses may include:

- Use discussion and conversation to explore and speculate about new ideas
- Begin to recognise the need for standard English in some contexts
- Participation in plays, performances and debates
- Explain thinking and feeling in well-structured statements and responses

### Reading skills

- Extend skills of decoding to tackle more complex words including those with unusual spelling patterns
- Read a wide range of fiction, non-fiction and literary books
- Recognise some different forms of poetry
- Use dictionaries to find the meanings of words
- Become familiar with a range of traditional and fairy stories and be able to retell some orally
- Identify words which have been chosen to interest the reader
- Ask questions about what they have read
- Draw simple inferences about events in a story, such as how a character might be feeling
- Make predictions about what might happen next in a story
- Summarise ideas from several paragraphs of writing
- Find and record information from non-fiction texts
- Take part in discussions about reading and books

### Writing skills

- Write with joined handwriting, making appropriate join choices
- Spell words that include prefixes or suffixes, such as anticlockwise
- Spell some commonly misspelt words from the list for Years 3 and 4
- Use a dictionary to check spellings
- Use possessive apostrophes correctly in regular and irregular plurals, such as children’s and boys’
- Use examples of writing to structure their own similar texts
- Plan out sentences orally to select adventurous vocabulary
- Use paragraphs to organise ideas
- Use description and detail to develop characters and settings in stories
- Write interesting narratives in stories
- In non-fiction writing, use features such as bullet points and sub-headings
- Review their own work to make improvements, including editing for spelling errors
- Read others’ writing and suggest improvements
- Read aloud their writing to be clearly understood
- Extend sentences using a wider range of conjunctions, including subordinating
- Use the present perfect verb tense

- Use nouns and pronouns with care to avoid repetition
- Use conjunctions, adverbs and prepositions to add detail about time or cause
- Use fronted adverbials
- Use direct speech, with correct punctuation

### **Grammar Help**

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

**Present perfect verb tense:**

A tense formed using 'have' or 'has' followed by a verb, to indicate that an action has been completed at an unspecified time, e.g. The girl has eaten her ice-cream

**Fronted adverbial:**

A word or phrase which describes the time, place or manner of an action, which is placed at the start of the sentence, e.g. "Before breakfast,..." or "Carrying a heavy bag,..."

**Direct speech:**

Words quoted directly using inverted commas, as opposed to being reported in a sentence.

### **Parent Tip**

When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as 'went' and 'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'. You can also take opportunities to look at words like this that crop up in books you read with your child, considering how the choice of word affects your understanding of a story.

## Mathematics in Year 4

During the years of lower Key Stage 2 (Year 3 and Year 4), the focus of mathematics is on the mastery of the four operations (addition, subtraction, multiplication and division) so that children can carry out calculations mentally, and using written methods. In Year 4 your child is likely to be introduced to the standard written column methods of addition and subtraction.

### Number and Place Value

- Count in multiples of 4, 8, 50 and 100
- Recognise the place value of digits in three-digit numbers (using 100s, 10s and 1s)
- Read and write numbers up to 1,000 using digits and words
- Compare and order numbers up to 1,000

### Calculations

- Add and subtract numbers mentally, including adding either 100s, 10s or 1s to a 3-digit number
- Use the standard column method for addition and subtraction for up to three digits
- Estimate the answers to calculations, and use inverse calculations to check the answers
- Learn the 3x, 4x and 8x tables and the related division facts, for example knowing that  $56 \div 8 = 7$
- Begin to solve multiplication and division problems with two-digit numbers

### Fractions

- Understand and use tenths, including counting in tenths
- Recognise and show equivalent fractions with small denominators
- Put a sequence of simple fractions into size order
- Add and subtract simple fractions worth less than one, for example  $\frac{1}{7} + \frac{4}{7} = \frac{5}{7}$

### Measurements

- Solve simple problems involving adding and subtracting measurements such as length and weight
- Measure the perimeter of simple shapes
- Add and subtract amounts of money, including giving change
- Tell the time to the nearest minute using an analogue clock
- Use vocabulary about time, including a.m. and p.m., hours, minutes and seconds
- Know the number of seconds in a minute and the number of days in a year or leap year

### Shape and Position

- Draw familiar 2D shapes and make familiar 3D shape models
- Recognise right angles, and know that these are a quarter turn, with four making a whole turn
- Identify whether an angle is greater than, less than or equal to a right angle
- Identify horizontal, vertical, perpendicular and parallel lines

### Graphs and Data

- Present and understand data in bar charts, tables and pictograms
- Answer questions about bar charts that compare two pieces of information

## Science in Year 4

During Key Stage 2 (Years 3 to 6), the strands of science begin to become more recognisable as biology, chemistry and physics, although they will usually be grouped together in primary school. Children will continue to carry out their own experiments to find out about the world around them, and to test their own hypotheses about how things work.

### Scientific Investigation

Investigation work should form part of the broader science curriculum. During Year 4, some of the skills your child might focus on include:

- Set up simple comparative tests, ensuring that they are carried out fairly
- Make systematic observations, using appropriate equipment and standard units
- Gather and record information to help to answer scientific questions
- Use results to draw simple conclusions or to raise further questions
- Use straightforward scientific evidence to answer questions

### Rocks

- Compare and group different types of rocks based on their appearance and properties
- Describe how fossils are formed
- Recognise that soils are made from rocks and organic material

### Light

- Recognise that we need light to see things
- Notice that light is reflected from surfaces
- Know how shadows are formed, and identify how the size of a shadow changes

### Forces and Magnets

- Notice that some forces need contact to act, but that magnetic forces can act at a distance
- Observe how magnets attract or repel each other, describing magnets as having two poles
- Compare and group objects according to whether or not they are magnetic

### Parent Tip

Many families will have a magnet of some form about the house, and this makes a great tool for scientific investigation. A fun experiment is to compare whether household objects are attracted to magnets, such as keys, tins, cans, and even different denominations of coin.

## The Foundation Subjects in Year 4

At primary school, English, Maths and Science are the core subjects which make up the bulk of the timetable. That said, the other foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum. In addition, we teach Religious Education based on a syllabus agreed locally.

Here is a very brief outline of what will be covered in the foundation subjects during primary school. A breakdown of the units of work is included later on in this booklet.

### Art

Opportunities to explore, experiment and invent using a range of art and design media engages and inspires children's creativity. Children will explore a range of different techniques and will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. In addition, children will study the works of some great artists, architects and designers from history. Children will develop their own opinions about the different art and design they encounter and understand the cultural and historical importance of art.

### Computing

For the increasingly digital world in which the children will be growing, Computing helps children to understand how technology works and how systems are programmed to work efficiently. Computing helps children to become digitally literate so they can inform and express themselves using information technology. We also want our children to know how to act safely and responsibly on-line and therefore place emphasis on the importance of e-safety.

We include regular teaching of e-safety to ensure that children feel confident and safe when using computers and the Internet, and know what to do if they come across something either inappropriate or uncomfortable.

### Design and Technology

Through practical and creative activities children are encouraged to design and make products for particular purposes and to evaluate existing products. Through investigative disassembly and a complete design process, children will understand the stages needed to develop an idea into a finished product. They will develop practical skills, including handling food and will be encouraged to take risks and be innovative.

### Geography and History

Through a topic based approach, children develop their geographical and historical knowledge, skills and understanding through their termly or half-termly themes. Throughout each topic children will have opportunities to develop understanding of the human aspects of geography as well as some of the physical processes that shape our world. As historians, children will learn about the past and form opinions based on historical evidence.

The termly or half-termly topics are often linked to a trip or themed day in school which helps to enrich the children's understanding of, and enthusiasm for, the topic by bringing it to life.

### Music

Through listening to, reviewing and performing different types of music, children develop an appreciation of the rich variety of music and the effect it can have on us. Over the course of primary school, children will listen to and perform a range of music. In the first years of schooling this will often

include singing songs and rhymes, and playing untuned instruments such as tambourines or rainmaker sticks.

Throughout their time in school, children will have an opportunity to enjoy whole class music lessons and group instrumental sessions with specialist music teachers.

### **Physical Education**

Physical Education promotes good health and well-being and also fosters a sense of competitiveness and team spirit. Physical Education lessons include a range of individual disciplines such as dance, gymnastics and athletics, with team sports and games. Through these sports, children will learn the skills of both cooperation and competition. By the end of Primary School children should also have developed basic proficiency in swimming and water safety. Generally, children will have two PE lessons each week.

### **Religious Education (RE)**

We follow the locally agreed syllabus for RE. The topics covered in the RE lessons or on the themed RE days are part of the Harrow Agreed Syllabus and are reflective of the amazing diversity of religions and cultures represented in our school and in our community. RE lessons are intended to develop mutual understanding and respect of different faiths and beliefs.

### **Personal, Social, Health and Citizenship Education (PSHCE)**

Our approach to PSHCE is that it is integrated into our everyday teaching. This will sometimes be a special lesson, or it could be a circle time, a discussion or a visit. We cover two broad areas in our PSHCE teaching: 'Personal Understanding and Health', and 'Mutual Understanding in Local and Wider Community'. We also cover Sex and Relationships Education through our PSHCE.

### **Languages**

Schools can choose any language to study – we have chosen French. Over the course of their four years in Key Stage 2, children will be expected to make good progress, learning to ask and answer questions, present ideas to an audience both in speaking and writing, read a range of words, phrases and sentences, and write simple phrases, sentences and descriptions. Children will also learn about the appropriate intonation and pronunciation of the language.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ancient Egypt		Romans in Britain		Countries & Cultures	
Science	The Digestive System	Electricity: Circuits & Conductors	Changing States: Solids, Liquids & Gases	Classifying Living Things and Food Chains	The Water Cycle	Sound
Computing	Computer Animation	Blogging	Digital Images	Presenting Information - Publisher	Coding	
	e-Safety is revisited throughout each term					
PE & Games	Gymnastics: Body Movement & Balance	Invasion Games	Gymnastics: Travelling & Balance	Net & Wall Games	Gymnastics Striking & Fielding	Athletics
	2 Classes – Swimming Lessons			2 Classes – Swimming Lessons		
Music	Singing: Musical Expression		Using Scales	Expressive Duets	Singing Games: combining sound, movement and words	
Art	Papyrus Art	Print Making – Egyptian symbols	Roman Mosaics	Exploring Colour – colour mixing & brush skills	Clay modelling – Aztec tiles	Creating Aztec Designs
Design Technology	Light-Up Toys	Pop-up Cards			Mexican foods	
Religious Education	Hinduism	Special Journeys: the Christmas Story	The Importance of Prayer	Christianity: Easter	Important People in Religion	Who are the Baha’i?
Languages - French	Playtime	My home	My Town	Describing People	The Body	Sports
PSHE	Being Me	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me

## Home Learning in Year 4

### Why set home learning?

We set home learning activities because these activities can:

- Support the 'little and often' approach that is so key in learning
- Provide opportunities for independent study that extends, enriches or consolidates the work done in the classroom.
- Link learning at school and in the home

We also recognise that children learn in so many other ways – by baking, by playing games, by using the computer, by attending dance, Brownies, football or place of worship, by visiting new places, libraries and museums. We want to encourage these types of home learning and we have, therefore, set a level of homework and a time schedule that allows space for these.

### Core home learning

At the heart of our home learning approach is the desire to ensure that each child attains the very best in the basic skills of English and mathematics. Home learning supports the learning in class. This is an extremely important part of home learning and some should be undertaken each night. Core activity includes:

- Reading – either aloud with a partner or silently to oneself (both if possible)
- Learning and practicing multiplication tables and number bonds
- Word level work – learning letter sounds in Reception through to learning the spelling of high frequency words in Key Stages 1 and 2.

### What about spelling?

We believe that spelling is best taught alongside reading and writing activities. When Reception children learn to blend their first few sounds, they are already learning spellings. From this point forward, we will continue to teach spelling alongside reading and writing activities in class.

We will ask parents to help us to support learning in class by sending home sets of high frequency words (those most often used). Once children have mastered these, they will move onto learning the spelling of words with a particular sound or spelling pattern.

Our aim is that children should be able to independently and correctly apply the spellings and spelling rules they have learnt in all of their writing – not just when they have a spelling 'test'.

### Keeping a record

Each child in the school will be given a reading record in which parents should record the daily reading that your child is undertaking. As children get older, they will take more responsibility for completing the record.

### What to expect in Year 4

Our key in Year 4 is to promote the enjoyment of reading and to improve and develop the skills in reading, writing, spelling and mathematics – continuing the good work from the Foundation Stage.

### Reading

Regular reading with an adult using:

- Books that can be shared and enjoyed together
- Texts that the child can read using his or her phonic knowledge
- High frequency words

## Mathematics

Children in the Reception, Year 1 and Year 2 will be given practical maths activities to complete at home with you. There will be a lot of physical activities which explore numbers and help children start to investigate the ways they can work with numbers, shapes and patterns.

Children in Key Stage 2 (Year 3 – Year 6) will be set a series of on-line maths activities each week using their own “Mathletics” account. These activities will be linked to the topics the children have been covering in class that week and the teachers will set the activities to match each child’s understanding of the topic.

Learning the times tables (up to 12x12) is a vital part of becoming a confident mathematician. To make the learning of the times tables a more fun process, the children will be given challenges to complete on the online learning site – “Times Tables Rockstars”. Our aim is for children to accurately and fluently recall all of the times tables to help them to solve reasoning problems in all areas of maths.

## Other

In addition, from time to time, children may be asked to undertake an activity at home or ‘gather’ something for use in class. For example, when a class starts a topic on ‘holidays’, a class teacher may ask the children to bring in a photo or a postcard. This is not ‘homework’ as such, but does support the learning in school and in the home.



For access to free on-line resources that go with the Read Write Inc. Spelling programme that children follow from Year 2 – Year 6

<https://www.oxfordowl.co.uk/>



For access to the Mathletics site where teachers set a range of maths activities each week.

<https://www.mathletics.com/uk/>



For access to Times Tables Rock Stars for a fun, interactive way of learning the multiplication tables.

<https://trockstars.com/home>

Click on the images to go directly to the website.

## First 100 High Frequency Words

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

## Multiplication Square

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

## Assessment in Year 4

We use many ways to check what your children have learned in a lesson and what they need to do next. This is one of the most important things that teachers do in the classroom, so we know what to plan next for pupils in order to move them all on in their learning and make sure that they are both challenged and supported in lessons.

Day to day assessment takes place in the classroom. Class teachers will use questions, marking, feedback, observations and informal tests or quizzes to assess children. This then tells them what is needed next for each child.

We give good quality feedback to children – sometimes through writing in their books or talking to them about their learning and lessons, to find out what they do well and what they need to do next.

We sometimes use tests to show us what a child understands and then we can plan from the results of these. We also have regular pupil progress meetings where each teacher will meet with Senior Leaders to discuss children's progress in detail.

### **Multiplication Table Check**

During the Summer Term of Year 4, all children complete a national Multiplication Table Check test. This test is completed in school and is an on-line test. It is to check how well the children have learnt their times-tables up the 12 times table. The teachers can use the results of the check to see which children need some extra help to learn their times tables. Knowing the times tables fluently is a really important part of mathematics. Parents should help their children to learn these at home.

- Year 2 pupils should know the 2, 5 and 10 times tables.
- Year 3 pupils should recall those and also learn the 3, 4 and 8 times tables.
- Year 4 pupils should fluently recall all the times tables up to 12 x 12.