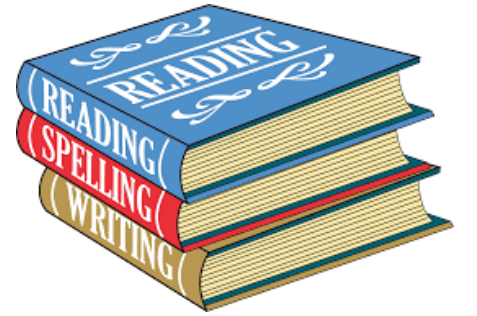


Help  
Your  
Child  
At  
Home

Mrs  
Morgan  
Year 4



# Weekly Routine

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none"><li>• PE</li><li>• Spelling test</li><li><input type="checkbox"/> Hot test</li><li><input type="checkbox"/> Cold test</li><li>• Assembly</li></ul>	<ul style="list-style-type: none"><li>• Assembly</li></ul>	<ul style="list-style-type: none"><li>• PE</li></ul>	<ul style="list-style-type: none"><li>• Times Tables Test</li></ul>	<ul style="list-style-type: none"><li>• Celebration assembly</li><li>• Homework given out</li></ul>













# Curriculum - Maths



## MATHS

In Maths, we use the White Rose Maths scheme of work. This allows for complete coverage of the Maths National Curriculum and progression throughout the school.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction			Measurement: Length and Perimeter		Number: Multiplication and Division			
Spring	Number: Multiplication and Division		Measurement: Area	Number: Fractions				Number: Decimals		Consolidation		
Summer	Number: Decimals	Measurement: Money		Measurement: Time		Statistics	Geometry: Properties of Shape		Geometry: Position and Direction		Consolidation	

-  Represent numbers to 1,000
-  100s, 10s and 1s
-  Number line to 1,000
-  Round to the nearest 10
-  Round to the nearest 100
-  Count in 1,000s
-  1,000s, 100s, 10s and 1s
-  Partitioning
-  Number line to 10,000
-  Find 1, 10, 100 more or less
-  1,000 more or less
-  Compare numbers

# Curriculum - English

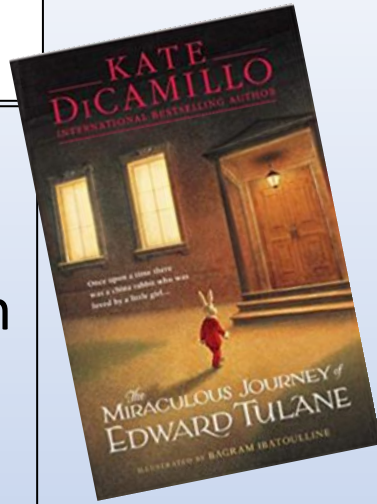
In English we will be studying a range of texts, including 'How to Train your Dragon' and 'The Miraculous Journey of Edward Tulane'.

Our lessons will focus on the range of elements that make up the Year 3 & 4 English National Curriculum Programmes of Study (link to this is on the 'Useful Websites and Links' page).

Our study of texts also allows the children to develop their writing skills – writing in a variety of ways for different audiences and purposes.

They will plan, write and evaluate not only their own work, but that of others as well.

Proof reading their work for spelling and punctuation errors will continue to be developed this year.



# Curriculum - English

Outside of our English lessons, we are also doing...

- '60 Second Reads' – short comprehension tasks
- SPAG – Spelling, Punctuation and Grammar
- 'Reading for Fluency' sessions - children work in pairs to develop their fluency skills, after I have modelled it



## Working at the expected standard in Year 4

The pupil can:

### Composition

- ✓ In narratives, create increasingly effective settings, characters and plot
- ✓ In non-narrative work, use organisational devices such as headings and sub headings with increasing effect
  - Draw upon material read
  - Write in a range of genre forms

### Grammar and Punctuation

- ✓ Use fronted adverbials (e.g. *Later that day*) with a comma mostly correctly
- Use paragraphing to organise ideas around a theme
- Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition
- ✓ Use inverted commas and other punctuation to indicate direct speech mostly correctly (e.g. *comma after the reporting clause, punctuation within inverted commas: The conductor shouted, "Sit down!"*)
- ✓ Use a new line for a new speaker when writing direct speech
- ✓ Use apostrophes to mark plural possession (e.g. *The girl's name, the girls' names*)
  - Understand and use specific Y4 terminology (*determiner, pronoun, possessive pronoun, adverbial*)

### Spelling

- ✓ Spell most of the homophones and near homophones from the Y3/4 appendix
- ✓ Spell most of the words in the yr3/4 NC list and majority of focus spelling rules in appendix 1
  - Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ous, -cian
  - Spell mostly correctly words that contain the l sound spelt with a y (e.g. *Egypt, gym, myth*)
  - Spell mostly correctly words that contain the k sound spelt ch (e.g. *chemist, echo, character*)
  - Spell mostly correctly words with the sh sound spelt ch (e.g. *chef, machine, brochure*)
  - Spell mostly correctly words with the g sound spelt gue and the k sound spelt que (e.g. *tongue, antique, league, unique*)
  - Spell the u sound spelt ou (e.g. *young, touch, double*)
- ✓ Use standard English forms mostly correctly (e.g. *we were instead of we was, I did instead of I done*)
  - Use the first two letters of a word to check its spelling in a dictionary

### Handwriting

- ✓ Increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders

### Evaluate and Edit

- Assess the effectiveness of their own and others' writing and suggest improvements
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ✓ Proof read for spelling and punctuation errors

# Curriculum - Science

**SCIENCE – there are 5 units of work in Year 4**

## **Animals, including humans**

- the digestive system in humans
- identify types of teeth in humans and their simple functions
- food chains

## **States of matter**

- solids, liquids or gases
- changing state of materials when they are heated or cooled.
- evaporation and condensation.

## **Sound**

- how sounds are made
- pitch
- volume of a sound and the strength of the vibrations.
- sounds getting fainter as the distance from the sound source increases

# Curriculum - Science

## **SCIENCE – units of work in Year 4**

### **Living things and their habitats**

- grouping living things.
- classification keys.
- environments and dangers to living things

### **Electricity**

- common appliances that run on electricity
- construct a simple electrical circuit.
- identify whether or not a lamp will light in a simple series circuit.
- switches.
- conductors and insulators



# Curriculum

**HISTORY** Anglo-Saxons and the Ancient Egyptians.

**GEOGRAPHY** –the Americas and Rainforests.

**ART** – focusing on drawing, painting and mixed media, sculpture and 3D and craft and design.

**DT** –food, structures, mechanical systems and electrical systems.

**ICT** – creating a maths game using ‘Scratch’, creating art using ‘Inkscape’ and ‘Scratch’ and creating spreadsheets in Excel.

**RE** –Christianity and Judaism.

**FRENCH** –adjectives, dates, weather and the home.

**PE** –sessions taught by Mrs Morgan and Mr Gibbons (our specialist PE teacher). Swimming in the spring term.

**MUSIC** – The children will be taught music by Love Music Trust and will learn an instrument.

# Weekly Homework

MathleticsSpellingframe

**One piece of homework each Friday – this will be similar to what the children did in Year 3.  
Mathletics / TT Rockstars / Spelling Frame**

- Occasionally, a project may be set (usually based on the topic) and more time will be given for this e.g. two weeks

**I always endeavour to have information on Seesaw about the homework and spellings given, just to provide parents with further information (and in case homework/spelling books have been left in school).**

# Weekly Homework



Spellingframe



## SPELLINGS

- Your child will be given spellings to learn each **Monday**.
- Spellings are linked to 'Spelling Frame' which your child has a login for. There are many games and tests on 'Spelling Frame' that will allow your child to practise his/her spellings ahead of the test.
- Before they have seen the spellings, they will be given a '**cold test**'. This allows them to ascertain what they already know and don't know.
- After learning the spellings at home during the week, they are given a '**hot test**' the following Monday.
- By the end of Year 4, the children are expected to know all of the **Year 3/4 Statutory Spellings**. They are deemed to be 'working towards the expected level' if they do not know how to spell of all these words. Therefore, alongside their weekly spellings, they will also be learning the statutory spellings too. If you can practise these with your children at home, (they are in the back of reading diaries) that would be great.



# Year 3 and 4 Statutory Spellings

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

# Home Learning – reading at home

## Top Tips

### For Reading with Your Child at Home



As we all know, there is a lot more to reading than just reading! Here are some tips to help during reading sessions with your child at home.

- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. Use a dictionary to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'big'. Ask your child to think of another word that means the same, e.g. 'huge' (use a thesaurus).
- Make predictions. What do you think will happen next? What makes you think that?
- Start at the end of the book. What do you think has happened before this point? Why do you think that?
- Discuss feelings. How do you think the characters are feeling? What has made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
- What have you learnt? What do you know now that you didn't know before reading the book?

#### During Reading

Encourage children to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?

You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting, and plot in a lot of detail. You might want to take it in turns to read so your child can hear how you read.

We would encourage your child to read at home (to an adult) as often as possible.

Reading out loud, to an adult, allows your child to develop fluency and accuracy and the use of expression and intonation.

Talking to your child about the text they are reading, also allows you to gauge his/her understanding.

Children with an IDL login are encouraged to do this daily - try to do this 'little and often' i.e. a little bit (five minutes) each day rather than big chunks, then nothing for ages!

This sheet is in the back of your child's reading diary

# Home Learning – reading at home

## BOOK BANDS

At various points during the year, your child will be ‘bench-marked’. This allows us to ascertain your child’s book band colour.

Your child should be able to read most (if not all) the words from their banded book.

This allows your child to then focus on the meaning behind the text – the storyline, the characters etc – and so develop their comprehension skills.

Ideally, they should be reading their banded book to an adult as often as possible (and getting their diary signed for their 2 house points).

Their free reader book can then be their ‘reading for pleasure’ book.



Poster



**The Accidental Pirates: Voyage to Magical North**  
Claire Fayers



**Agent Zaiba Investigates: The Missing Diamonds**  
Annabelle Sami & Daniela Sosa



**Alex Sparrow and the Really Big Stink**  
Jennifer Kilick



**Arthur and the Golden Rope**  
Joe Todd-Stanton



**Atlas of Adventures**  
Lucy Letherland



**The Fantastic Flying Books of Mr Morris Lessmore**  
W. E. Jacobs



**FARTHER**  
Grahame Baker Smith



**Flotsam**  
David Wiesner



**Giant**  
Kate Scott



**The Girl Who Stole an Elephant**  
Nuzuna Farook



**Aubrey and the Terrible Yoot**  
Horacio Clare



**The Bacteria Book**  
Steve Mould



**The Beast and the Bethany**  
Jack Meggat-Phillips & Isabelle Follath



**The Best Ever Book of Funny Poems**  
chosen by Brian Moses



**Bill's New Frock**  
Anne Fine



**Glitch**  
Sarah Grayley



**Gobins**  
Philip Reeve



**The Great Chocoplot**  
Chris Callaghan



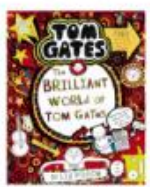
**Greta Zargo and the Death Robots from Outer Space**  
A. F. Harrold & Joe Todd-Stanton



**The Griffin Gate**  
Vivien Harry & Natalie Smirke



**The Borrowers**  
Mary Norton



**The Brilliant World of Tom Gates**  
Liz Pichon



**Clever Polly and the Stupid Wolf**  
Catherine Storr



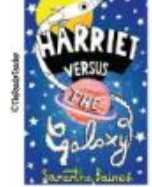
**Cookie! and the Most Annoying Boy in the World**  
Konnie Huq



**Corey's Rock**  
Sita Brahmachari & Jane Ray



**Guardians of Magic: The Cloud Horse Chronicles**  
Chris Riddell



**Harriet Versus the Galaxy**  
Samantha Barnes



**The Highland Falcon Thief**  
M. G. Leonard & Sam Sedgman



**Hot Like Fire and Other Poems**  
Valerie Bloom



**The House at the Edge of Magic**  
Amy Sparkes



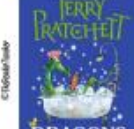
**Curiosity: The Story of a Mars Rover**  
Markus Motum



**Danger is Everywhere: A Handbook for Avoiding Danger**  
David O'Doherty & Chris Judge



**The Day War Came**  
Nicola Davies & Rebecca Cobb



**Dragons at Crumbling Castle**  
Terry Pratchett



**El Deafo**  
Cece Bell



**How to Train Your Dragon**  
Cressida Cowell



**How to Train Your Parents**  
Pete Johnson



**The Hundred and One Dalmatians**  
Dodie Smith



**The Hundred-Mile-an-Hour Dog**  
Jeremy Strong



**I Am the Seed That Grew the Tree**  
Fiona Waters & Fran Pheasant-Garmon



**Emil and the Detectives**  
Ench Kusner



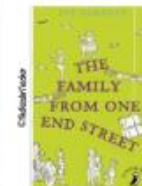
**The Explorer**  
Katherine Rundell



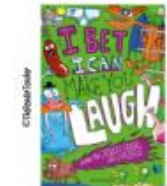
**Explorers: Amazing Tales of the World's Greatest Adventurers**  
Nellie Huang and Jessamy Hawke



**Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay**  
by Alexandra Stewart and Joe Todd-Stanton



**The Family from One End Street**  
Eve Garnett



**I Bet I Can Make You Laugh**  
Joshua Seigel & Friends



**Ice Palace**  
Robert Swindells



**I, Cosmo**  
Carlie Sorisak



**Illuminatomy**  
Kate Davies & Carnovsky



**Island**  
Mark Janssen



# Times Tables Check



In June 2020, the Year 4 multiplication tables check become statutory. Therefore, in June 2025, your child will take a short online test to make sure their times tables knowledge is at the expected level.

## What is the check?

The multiplication tables check is an **online test** for pupils in Year 4. Pupils are asked to answer **25 questions** on times tables from **two to 12**. They are given **six seconds per question**, with three seconds rest between each question, so the test should last less than five minutes.

Questions about the **six, seven, eight, nine and 12 times tables** are likely to come up most often, as these are the hardest for most children to learn. It's a good idea to focus on these tricky times tables with your child.

First and foremost, the check is about finding out which children are struggling with their times tables so that they can get extra support. It is not a judgement on what your child can do, but a way for the school to know how their teaching is going and to adjust their focus if needed.



# Times Tables Check



## How can I help my child prepare?

The best way to keep the test stress-free is to work some times tables practice into your daily routine well in advance. With regular practice, your child will get used to tackling these kind of questions with confidence.

If your child is feeling nervous in the approach to the check, don't panic. Here are five tips for helping your child learn their times tables to help get them up to speed:

### 1. Use times table wall charts

Wall charts show all the answers for a particular times table.

On the 'Useful Websites and Links' page on Class 4's website page, there is a downloadable PDF of times tables posters.

#### Files to Download

[PX\\_MathsContent\\_BK\\_TimesTablesInSchool\\_01\\_CH.pdf](#)





# Times Tables Check

## 2. Learn the tricks for difficult times tables

There are clever tricks for remembering several of the times tables. For instance, watch Andrew Jeffrey's method for tackling the seven times table (YouTube video clip on 'Useful Websites and Links' page on Class 4's website page). There are also more tricks to learn in the downloadable PDF.

## 3. Play times tables games

Games and challenges are a great way to support learning, and a few minutes a day will make all the difference. You can find a collection of times tables games and activity sheets on the Oxford Owl link on the 'Useful Websites and Links' page.

## Useful Websites and Links

[Year 4 Times Tables Check - government info](#)

[Oxford Owl - help with times tables](#)



# Times Tables Check



## Practise on the computer

Help your child become comfortable reading and answering questions on a screen. Your child has a login for TT Rockstars, which contains tests and games that replicate the Year 4 Times Tables Check. There is a link to TT Rockstars on the 'Useful Websites and Links' page.

TT Rockstar Battles – I will be setting 'battles' on TT Rockstars for the children to take part in.



# Useful Websites and Links

## TIMES TABLES

Year 4 Times Tables Check - government info

Oxford Owl - help with times tables

TT Rockstars

Hit the Button - times tables games

## ENGLISH

English - Gov Programmes of Study

BBC Bitesize - English

Spelling Frame

## HISTORY/GEOGRAPHY

BBC Bitesize - Anglo-Saxons

Who were the Anglo-Saxons?

BBC Bitesize - Ancient Egyptians

Cool Fact Kids - Amazon Rainforest Facts

Kids Britannica - Amazon Rainforest

National Geographic Kids

From the Year 4 class page, there is a link to this page.

This has got links to different websites, videos and PDF documents that you and your child may find useful.

If you have any questions, please contact me, via email at:

[cmorgan@weaver.cheshire.sch.uk](mailto:cmorgan@weaver.cheshire.sch.uk)

I like to provide parents with a flavour of school life, by regularly putting photos and videos on our class Twitter page. Follow us on:  
**@Y4Weaver**

This is a closed account, meaning I have to accept your request to follow and also means you are unable to retweet anything I post.

