Meet The Teacher
Year Four

September 2023

Year 4: Meet the Teachers

4R
Miss Ryan (Teacher)
Mrs Stanley (TA)

4S
Ms Smith (Teacher)
Mrs Crooks (TA)

Uniform

Please could ALL uniform (including PE kit) be named with your child's first name and surname. This means it is more likely to be returned if it is misplaced.

Term Dates-

School Open Morning – Saturday 30th September2023 9-11:30am.

AUTUMN TERM 2023	
Friday 1st September	INSET DAY
Monday 4th September	TERM STARTS
Tuesday 3rd and Thursday 5th October	Family Consultations
Thursday 19th October Thursday 14th December	Curriculum Evenings
Friday 20th October	INSET DAY
Monday 23rd October – Friday 27th October	HALF TERM
Friday 1st December	OCCASIONAL DAY
Wednesday 20th December	TERM ENDS 1.30 PM

- Please download the app or look on the website for an up to date school calendar.

School Rules

“Be kind, be safe, be respectful.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Values	Kindness	Respect	Friendship	Courage and Determination	Truth and Honesty	Trust

Recognition Board

Children who live out our school rules and values every day are recognised on our Recognition Board. It is also to recognise exceptional learning.

Learning behaviour

- Recognition Board for outstanding work and behaviour
- House Points
- Legendary Lines and Fantastic Walking
- Star of the Day
- Positive learning behaviours, growth mindset and making a ‘good mistake’

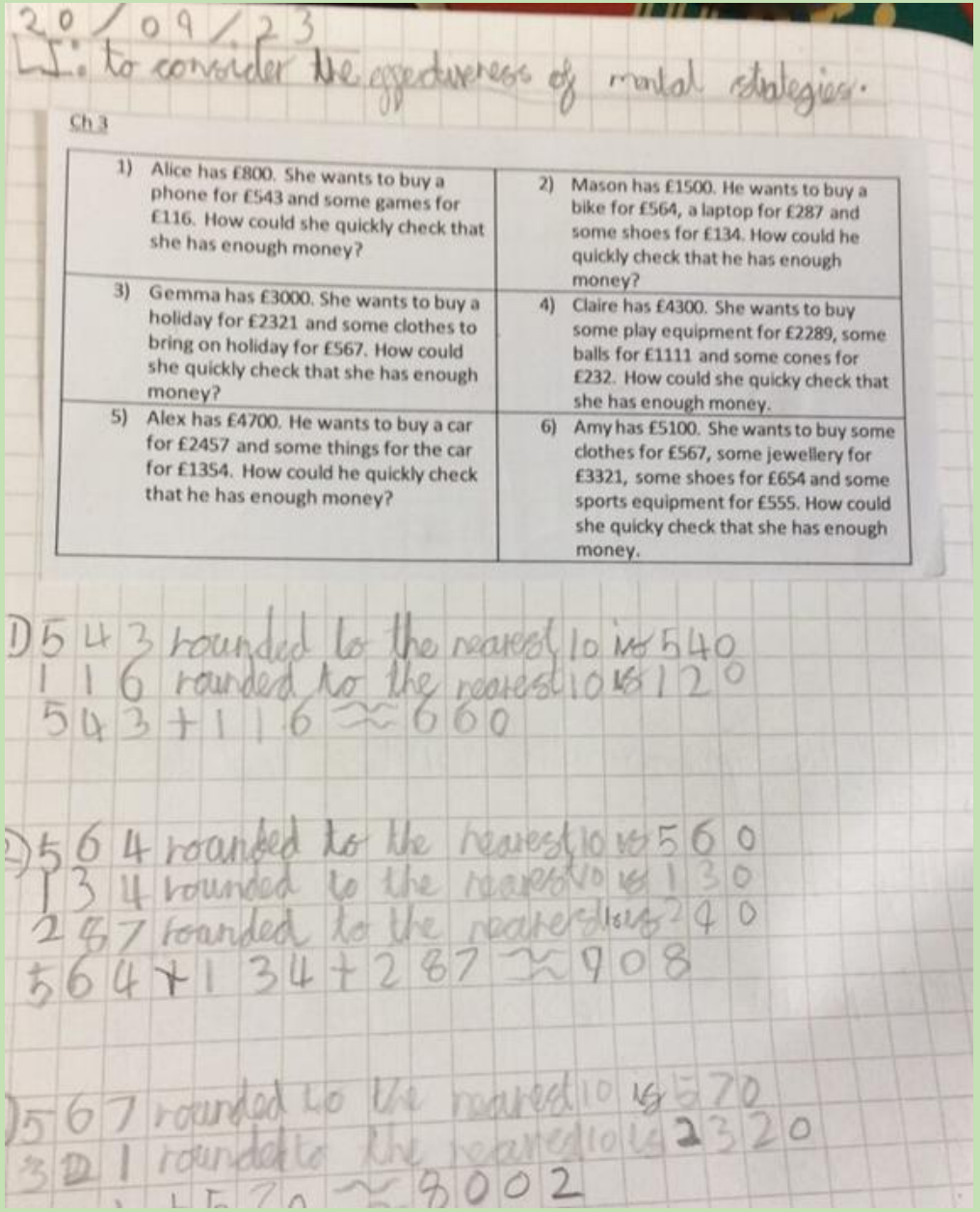
The School Day

- Maths and English take place every morning.
- Foundation subjects, including PE, generally take place during afternoon sessions.
- PE for both Year 4 classes is Friday afternoon for this half-term. In addition, 4R have PE on a Tuesday and 4S have PE on a Wednesday. PE kits should be in school every day in case of any changes in our weekly timetable.
- Handwriting and spelling lessons will take place throughout the week.
- The children have an assembly every day.

Maths in the Autumn term.

This term we will be looking at:

- Place value - Order and compare numbers beyond 1000.
- Rounding, estimation and magnitude.
- Securing addition and subtraction mental fluency.
- Counting in multiples of 6, 7, 9, 25 and 1000
- Multiplication and division facts (Times Tables)
- Factor pairs, integer scaling and correspondence problems
- Problem solving including measures to apply place value, mental strategies and arithmetic laws
- Multiply and divide a one or two-digit number by 10 and 100
- Measure - Conversion of units
- Measure - Compare, estimate and calculate
- Discrete and continuous data (time graphs), including application of scales and division
- Perimeter



Supporting your child's learning: Maths

Key terms:

- Regrouping (you may know this as partitioning)
- Fluency (the confident use of skills, not focused specifically on pace)
- Integers (whole numbers)
- Discrete data (counted e.g. number of children in a class, you cannot have half a child)
- Continuous data (measured e.g. heights of children in a class)

Strategies we will be using may include: part-whole model, formal written methods, number lines and mental fluency strategies.

It is essential that children are practising counting and times tables at home as these will support your child in every area of maths. Times Tables Rockstars will continue to be used to support children in practising their times tables regularly.

Maths Questions

$1583 = 1000 + \square + 80 + \square$

$200 + \square + 3000 = 3290$

Order these numbers from smallest to greatest.

1,101	1,011
1,100	1,001

Emma is calculating:

4536 - 1955

Which calculation should she use to estimate her answer?

True or False?

3900 can be made from 390 tens or 39 hundreds

Circle the numbers that will round to 3000 if rounded to nearest thousand.

3010 3801 3499 2501

Year 4 Overview

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions (including decimals)	Measurement	Geometry: Properties of Shapes	Geometry: Position and Direction	Statistics
Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Read roman numerals to 100 (i to c) and know that over time, the numeral system changed to include the concept of zero and place value.	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Recall multiplication and division facts for multiplication tables up to 12 × 12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to $^{1}/_{4}$; $^{1}/_{2}$; $^{3}/_{4}$. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places. Solve simple measure and money problems involving fractions and decimals to two decimal places.	Convert between different units of measure [for example, kilometre to metre; hour to minute]. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares. Estimate, compare and calculate different measures, including money in pounds and pence. Read, write and convert time between analogue and digital 12 and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2-d shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.	Describe positions on a 2-d grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon.	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Bowmansgreen- learning- our curriculum- Maths- year 4

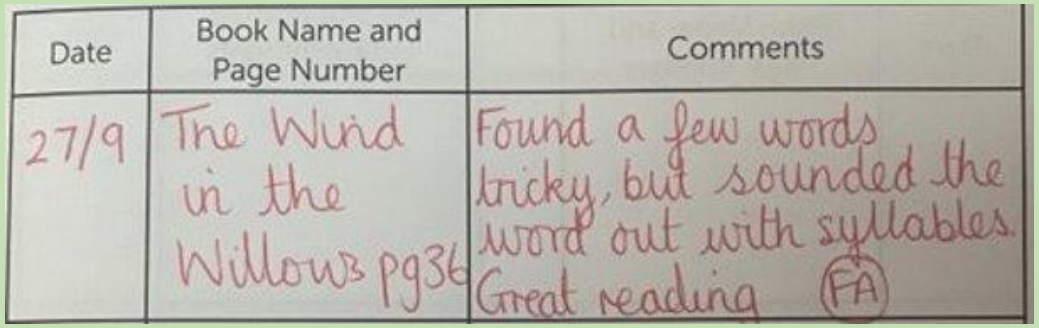
https://bowmansgreen.herts.sch.uk/learning/our-curriculum/maths/

Reading in Year 4

All the children will take part in guided reading, which means your child will be heard reading by an adult each week.

Reading in class is an exploration of challenging texts, led either by an adult or with an independent activity.

At the end of the year, children will be expected to read fiction, non-fiction and poetry and answer questions about what they have read.



Date	Book Name and Page Number	Comments
27/9	The Wind in the Willows pg36	Found a few words tricky, but sounded the word out with syllables. Great reading (FA)

How you can support your child

Encourage your child to read five times a week and listen to them on at least two of these occasions.

Ask your child questions related to the text they have read.

Example Reading Questions

- What has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Do you think the author intended you to like / dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- Find two things the author wrote about this character that made him / her likeable?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- Did this book make you laugh? Can you explain what was funny and why?
- Have you read anything else by this author? Is anything similar?
- Does this book remind you of anything else? How?
- When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
- Find two sentences which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- If the author had included another paragraph before the story started what do you think it would say?
- Would you like to read another book by this author? Why/ why not?

Writing – End of Year Expectations

Y4

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups **must** continue to be revised and practised across both key stages.

The national curriculum expectations: **proof-read for spelling and punctuation errors** and **assess the effectiveness of their own and others' writing and suggest improvements** will be important in enabling all children to meet the standards for their year groups.

Year 4
Working towards the expected standard
The pupil can: • write for a range of purposes • begin to use paragraphs • create settings and characters in narrative+ • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings) • use the range of punctuation taught up to and including Y2 correctly^ and some of the punctuation taught in Y3 and Y4^ • spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list* • write legibly.[1]

Year 4
Working at the expected standard
The pupil can: • write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings) • create settings, characters and plot in narrative+ • use speech punctuation correctly most of the time • use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence) • use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause) • use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been) • use the range of punctuation taught up to and including Y4 mostly correctly^ (e.g. commas after adverbials; use of apostrophe) • spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings • write legibly and with increasing fluency, paying attention to size and spacing • maintain the use of joined handwriting[2] throughout independent writing.

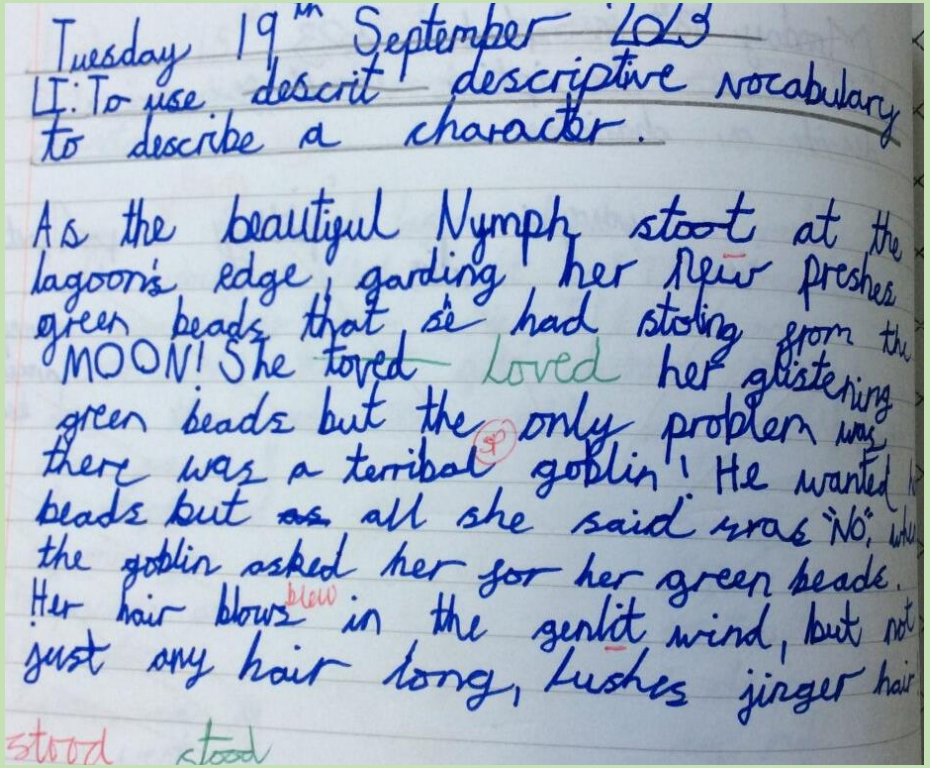
Year 4
Working at greater depth within the expected standard
The pupil can: • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • develop character through description, actions and dialogue • begin to make choices about using sentences of different lengths and types • improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).

Writing in the Autumn Term.

We have high expectations of your children's writing.

They need to 'ALWAYS' use:

- Capital letters for proper nouns
- Set out work following the school's expectations, with date on the top line and LI underneath
- Neat, cursive handwriting
- Punctuation- commas after fronted adverbials and to separate clauses, inverted commas in dialogue and apostrophes for contraction and possession
- Edit writing
- Learn and check spelling of Year 3/4 statutory words


Tuesday 19th September 2023
LI: To use descrit descriptive vocabulary to describe a character.

As the beautiful Nymph stoot at the lagoon's edge garding her new preshes green beads that se had stoling from the MOON! She toved Loved her glistening green beads but the only problem was there was a terribal goblin! He wanted beads but as all she said was "No" whe the goblin asked her for her green beads. Her hair blows blew in the gentle wind, but not just any hair long, lushes ginger hair.

stood stood

How you can support your child

Practise common exception words
Practise year 3 and year 4 statutory words
Handwriting
Spelling home learning

Wider Curriculum in the Autumn Term

- **Science** – 'Living Things' and 'States of Matter'
- **Geography** – Mexico
- **History**- The Mayan Civilization
- **Computing –** The Internet and Audio Production
- **PE –** Netball and OAA

  Gymnastics and Speed Stacking
- **Spanish** – Phonics and Pronunciation
- **Music** –Exploring Descriptive Sounds, focusing on timbre.
- **Art** - Abstract shape and space
- **DT** – Making a Pop-Up Book
- **PSHE** – 'Being Me in My World' and 'Celebrating Difference'
- **RE –** 'What holds communities together?' and 'Why do people worship?'

Check the school website for our yearly curriculum overviews.

Pitch and Expectations

- We have high expectations of every child, whether that be academic or behaviour.
- Presentation
- We will be pitching our teaching to incorporate the year group expectations, while taking into account that every child is working at their own pace towards achieving that expectation.
- Across the curriculum, we will sometimes be using three/ four challenges by which children can select the appropriate task. Sometimes all pupils will complete the same task but different scaffolds will be provided.

Presentation Expectations

- At Bowmansgreen, we take pride in our work.
- Write in pen in English and pencil in Maths.
- Write the date and L.I every lesson.
- Underline titles in pencil with a ruler.
- Begin each line at the red margin.
- Join every lower-case letter.
- One digit per box in Maths.
- If you make a mistake, which is a perfectly natural part of the learning process, we mark it with a **Good Mistake Dot** and strive to find out where we went wrong.

Home Learning

- Home Learning will be given out on a Thursday and is expected to be returned the following Tuesday.
- This will include:

  •English/Theme grids

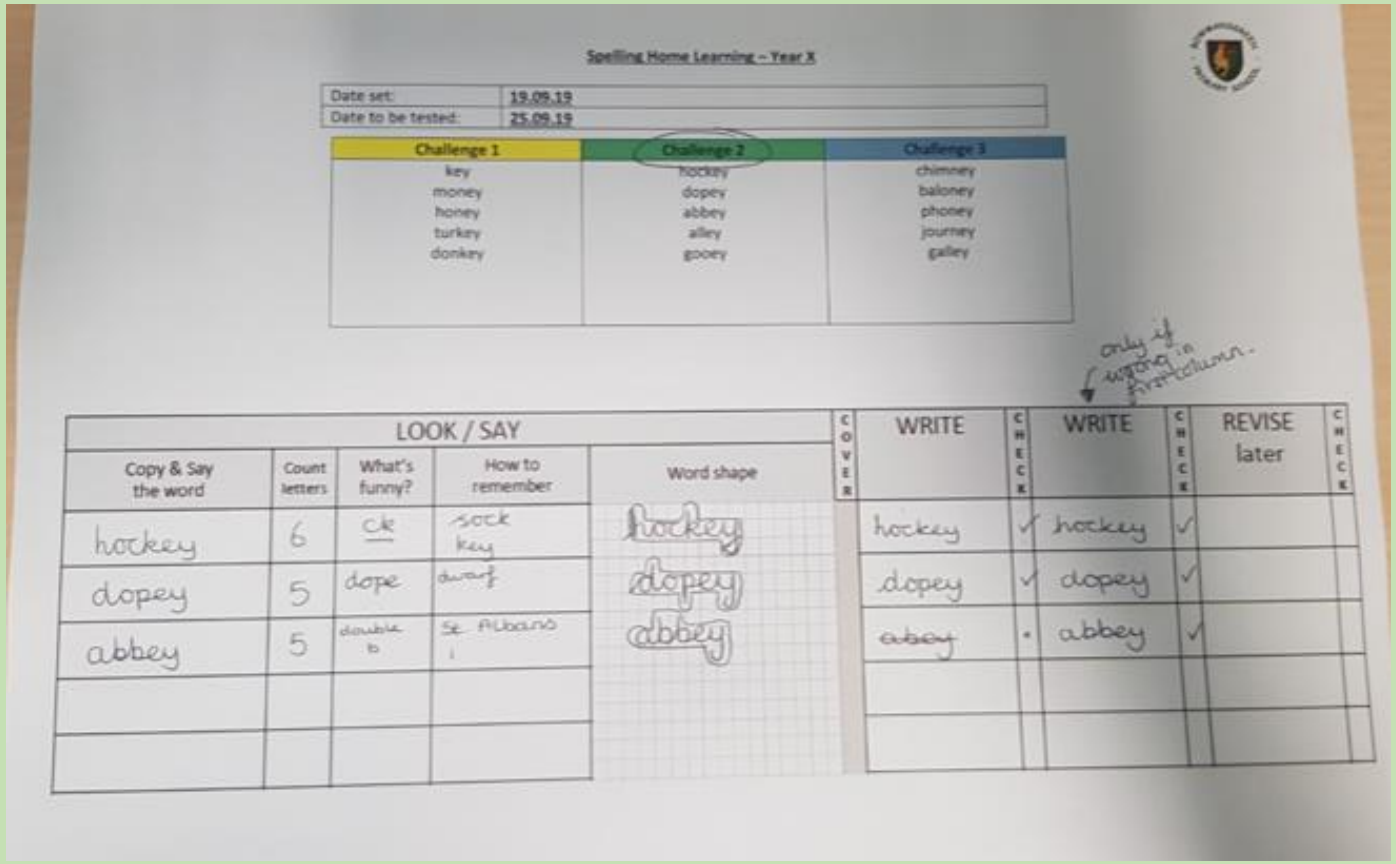
  •Maths

  •Spellings

  The children have had a practice home learning session (WAGOLL) in school. This was to show them our expectations of home learning.

  If your child is finding home learning difficult, please let us know. We are happy to go back through it if need be.
- We intend to test spellings on a Wednesday. It is really important that your child is learning their weekly spellings.

Spelling Home Learning



Spelling Home Learning – Year X

Date set:	19.09.19
Date to be tested:	25.09.19

Challenge 1	Challenge 2	Challenge 3
key	hockey	chimney
money	dopey	baloney
honey	abbey	phoney
turkey	alley	journey
donkey	gooey	galley

only if wrong in correction.

LOOK / SAY					COVER	WRITE	CHECK	WRITE	CHECK	REVISE later	CHECK
Copy & Say the word	Count letters	What's funny?	How to remember	Word shape							
hockey	6	ck	sock key	hockey		hockey	✓	hockey	✓		
dopey	5	dope	dwarf	dopey		dopey	✓	dopey	✓		
abbey	5	double b	St Albans	abbey		abbey	•	abbey	✓		

Don't forget to still write a sentence for each word. Encourage your child to use different openers and powerful vocabulary.

MyMaths

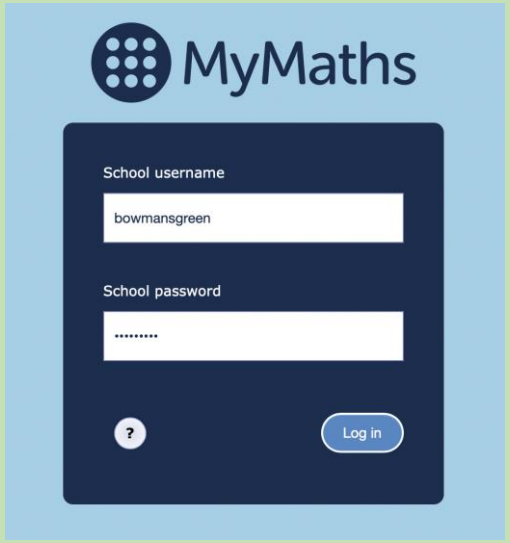
https://www.mymaths.co.uk

Bowmansgreen Portal

Log in:

bowmansgreen

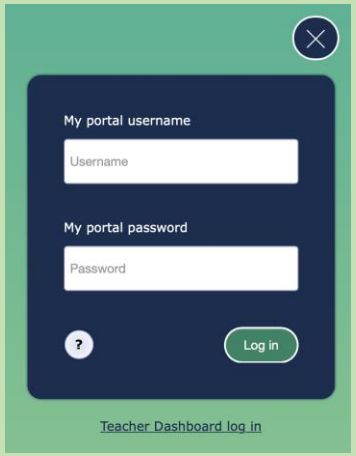
Password: square123

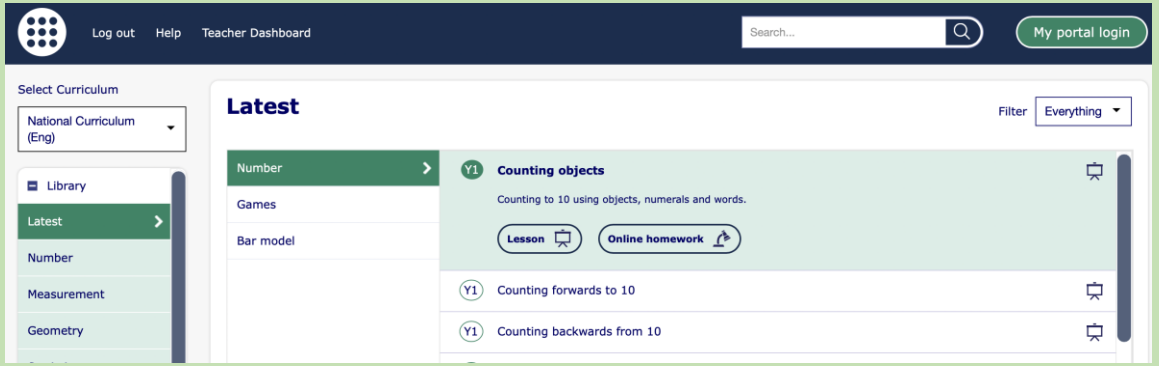


Pupil Portal

You can find this in the top bar.

You are also prompted to do this when you first log in and when you begin an online homework task.





Reading Records

- In both Year 4 classes, Reading Records need to be handed in every day.
- Example comments that your child could write include:

In a 'Winters Child', Tom is selfish at the beginning and at the end he is selfless.

We would be grateful if parents/carers could comment at least twice a week. *For example, Jacob was able to recall why Tom was late. He struggled to read the word special.*

Word of the Week

Please could you reinforce the ‘Word of the Week’ at home. Every Word of the Week is posted weekly on the school app e.g. lagoon and reflecting.

Things you could ask:

What does it mean?
What is the etymology of the word?
Do you know any synonyms or antonyms?
Can you use it in a sentence?
How does the word change when you add a prefix or a suffix?

Multiplication Tables Check

What is the MTC?

The MTC is an on-screen check consisting of 25 times tables questions. Your child will answer 3 practice questions before moving on to the official check and will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

- Focus on 6, 7, 8, 9, 11 and 12 times tables.
- Some questions on 2, 3, 4 and 5 times tables.
- No division questions.

Helpful resources:

Topmarks Hit the Button, Mathsframe MTC, TT Rockstars

There will be a parent/carer information session later in the year.

Useful websites to support your child's learning

- **BBC Bitesize KS2** (Maths, English, Science)
- **Woodlands Maths** http://www.primaryhomeworkhelp.co.uk/maths/
- **Primary Homework Help** http://www.primaryhomeworkhelp.co.uk/
- **Ducksters** (Science, Geography and History) https://www.ducksters.com/
- **Times tables** https://www.timestables.co.uk/
- **Top Marks** (times tables) https://www.topmarks.co.uk/maths-games/7-11-years/times-tables - Hit the Button!
- Maths Chase (times tables focus but more options too) - https://www.mathschase.com/