



Welcome
to
Year 4
2020-21

Learn – Enjoy – Succeed

Miss Dias
Mr Foster

Head of Year: Miss Aherne/Miss van Bergen

Year 4 will be an exciting and challenging year for your child. Building on the skills they have gained within Year 3, the emphasis will continue to be on cultivating independence and confidence along with developing the characteristics of effective learning.

The School Day

This year, our school day looks a little different to past years. Due to the continued need to minimise contact between groups of children, we will be implementing year group sized 'bubbles'. To avoid creating busy corridors, entrances and exits, we will be having staggered start and finish times through different gates, along with staggered break times and lunch times.

For Year 4, the school gates will open just before 8:50am. Ash Class will enter the school through Gate A and Maple Class will enter through Gate B and need to be in school by 9:00am. Upon entry, children will immediately make their way to their classroom where they will be greeted by a member of staff and start the day.

Breakfast Club will no longer be serving food. They will be purely a childcare facility. All children within the school will be provided the option of breakfast, each morning as they enter the classroom. We have teamed up with Magic Breakfast (a member of the National School Breakfast Programme) to ensure that no child starts the day too hungry to learn. The scheme offers premium quality bagels and a range of different types of healthy cereal for free.

At 3:20pm, the day will end for Year 4. They will be collected from the same gate they entered the school through at the start of the day, and need to be collected by 3:30pm. If you are unable to collect your child, please inform the office and/or class teacher, identifying who will be collecting. A password will be required to release your child to the nominated parent/adult which should be logged with the office.

Playtime

In Year 4, there is one playtime of 15 minutes at 11:00am in addition to a 50 minute lunch break from 12:20pm. Outdoor equipment will be provided for the children to use.

Lunch

We encourage all children to have a healthy school meal. The school kitchen provides us with a well-balanced nutritional menu; typically, this will be a hot meat or vegetarian meal with salad/vegetables, yoghurt and fruit as a dessert. We make every effort to meet the dietary requirements of children within school, however special requirements must be shared with the office staff.

Children eating packed lunches take their lunch at the same time as the other children. Please ensure that they have a healthy lunch including a piece of fruit each day. Their food must not include any nuts, fizzy drinks or chocolate!

Note: Should your child wish to change from or to school dinners, you will need to provide the office with at least three weeks' notice.

Free school meals (FSM) are a crucial entitlement for low income families. It helps to ensure that children within Year 3 or above from the lowest income families get a nutritious meal in the middle of the day. If your child is not eligible for Free School Meals, you must ensure that payment (£2.30 per dinner) is made in advance by Friday for the week ahead.

Extended Day Provisions

We provide additional services before and after the normal school day to support our busy families as well as help the children achieve their full potential. Due to current circumstances, these services have been limited but still include wrap around care with breakfast club, stay and play, and a reduced afterschool club service.

For further information about current availability, please contact the school office (office@watlingparkschool.org.uk) or the Extended Day Provision Lead, Ms Lulu (clubs@watlingparkschool.org.uk).

Communication

Although the school has an open door policy, it is important that teachers are not distracted whilst supervising the children which includes when collecting and dismissing the children at the start and end of the day.

Minor concerns or messages may be shared quickly during this time, however, for longer or more confidential conversations, an appointment should be made, either directly with the member of staff or through the office. For the foreseeable future, parents/carers will not be allowed onsite without an appointment.

Note: Parents should always contact the class teacher in the first instance before progressing to a more senior member of staff. This should be done, where possible, through ClassDojo.

Whilst we make every effort to be proactive in informing parents about important events which have taken place during the day, this is not always immediately possible.

The School Curriculum

National Curriculum

Children will follow the age related expectations for Year 4 outlined within the National Curriculum [Appendix A].

Core Subjects	Foundation Subjects
English – Reading and Writing	Art and Design
Mathematics	Design and Technology
Science	Geography
	History
	Computing
	Music
	Physical Education (PE)
	Modern Foreign Languages

Schools are also required to teach RE (Religious Education) as well as PSHCE (Personal, Social, Health and citizenship Education). Children might often refer to 'Jigsaw' instead of PSHCE as we follow a whole school approach where each lesson is referred to as a piece of a bigger puzzle.

Cross Curricular Topics

Across the whole school, we take a cross-curricular approach to learning. Through a main topic, such as 'Crime Doesn't Pay', learning is put into context by the integration and coherent sequencing of knowledge and skills from all subject areas. This makes learning broad and balanced whilst developing enjoyment and motivation, higher order thinking and questioning skills, curiosity and independence.

	Autumn	Spring	Summer
Year 4	Crime Doesn't Pay! <i>Crime and Punishment</i> 	Dear Greenpeace <i>Environmental Impact</i> 	The Water Kingdom <i>China [Asia]</i> 

See the 'Curriculum Overview' and 'Topic Webs' (which are published at the beginning of each term) for further information about each topic taught.

English – Reading

During the school week, there will be multiple opportunities for your child to explore a range of different texts either through a class book linked to the topic, as part of a group within guided reading sessions or individually during quiet reading.

Children may be asked to explore particular words or phrases or aspects of grammar and punctuation that have been taught, such as adjectives and apostrophes. They may be asked to consider the effect of language, the author's style or to discuss the characters and their motivations.

English – Writing

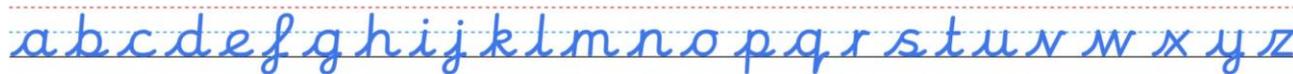
Children are given a variety of opportunities to write in many different genres (i.e. narrative, recount, report, instructions, etc.) across the curriculum. They are encouraged to develop their work by writing consistently in full sentences, using more sophisticated grammar and descriptive language in order to engage the reader. The importance of accurate punctuation in all forms of writing is not only encouraged but expected.

Children will continue to learn and apply a range of spellings, including rules and strategies, within all writing opportunities. They will also learn commonly misspelt words, as suggested by the National Curriculum (see overleaflet), during spelling lessons.

Word list – years 3 and 4

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

It is expected that children write in pencil, using a cursive joined style which will be practised during weekly handwriting lessons.



Towards the end of Year 4, children will be given the opportunity to earn a pen licence by demonstrating their ability to meet a range of criteria. Once the teacher is confident that the child has met all of the criteria, they will receive their pen licence and their first pen. They will then have the choice to work in pen or pencil as appropriate for the task at hand.

Speaking and Listening

Speaking and listening is an extremely important part of the curriculum. Our aim is to create a classroom environment where children feel confident to express their ideas and opinions without judgement. Equally, they are expected to listen to others with respect and consideration.

Mathematics

Across the school, we have adopted the Maths Mastery approach. It emphasises the importance of acquiring a deep, long-term, secure and adaptable understanding of the subject. Through the use of concrete resources, pictorial representations and abstract notation (which is often referred to as the C-P-A approach), children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.

We fundamentally believe that, all pupils are entitled to and are capable of succeeding within maths. We endeavour to not only develop the mathematic skills and understanding required for later life, but also an enthusiasm and fascination about maths itself.

The curriculum is organised into units, beginning with concepts of number which are then utilised and built upon within all other areas. Concepts are taught in small increments with significant time spent on developing deep knowledge of the key ideas (i.e. number and place value, the four operations, as well as multiplication and division facts) that are needed to underpin future learning.

While Mathematics is taught mainly as a discrete subject, every effort is made to link maths with other areas of the curriculum.

Although this is subject to change, Maths within Year 4 is expected to be taught in the following order (please see below).

	07.09.19	14.09.19	21.09.19	28.09.19	05.10.19	12.10.19	19.10.19
Autumn 1							
	Unit 1 Place Value – 4-Digit Numbers		Unit 2 Place Value – 4-Digit Numbers		Unit 3 Addition and Subtraction
Autumn 2							...
	Unit 3 Addition and Subtraction		Unit 4 Perimeter		Unit 5 Multiplication and Division		...
Spring 1	04.01.20 <small>(4 days)</small>	11.01.20	18.01.20	25.01.20	01.02.20	08.02.20	
			Unit 6 Multiplication and Division		Unit 7 Area	Unit 8 Fractions	
Spring 2	22.02.20	01.03.20	08.03.20	15.03.20	22.03.20	29.03.20	
	Unit 8 Fractions	Unit 9 Fractions			Unit 10 Decimals		
Summer 1	19.04.20 <small>(4 days)</small>	26.04.20	03.05.20 <small>(4 days)</small>	10.05.20	17.05.20	24.05.20	
	Unit 11 Decimals		Unit 12 Money		Unit 13 Time		
Summer 2	07.06.20	14.06.20	21.06.20	28.06.20	05.07.20	12.07.20	19.07.20
			MTC				...
	Unit 14 Statistics	Unit 15 Angles and 2D Shapes		Unit 15 Angles and 2D Shapes	Unit 16 Position and Direction		...

Multiplication Tables Check

In June 2020, the Year 4 multiplication tables check became statutory. Your child will need to take a short online test to make sure their times tables knowledge is at the expected level.

They will be asked to answer 25 questions on times tables from two to twelve. 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 twelve 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.

Physical Education (PE)

PE will be taught twice a week. It is important that your child has the correct kit. They will need: navy shorts, school tracksuit top and bottoms, red polo t-shirt, and suitable sports shoes. Lessons may take place inside or outside depending on the weather conditions.

Although the days and times are subject to change, PE lessons will be taking place on **Monday** and **Tuesday** for the first half of the term, and **Monday** and **Wednesday** for the second half of the term. Further information will be provided on the classroom door.

On PE days, children will be required to wear their PE kits to school, to limit the number of items being brought in from home as well as reduce the potential for contact and help maintain social distancing.

Music

Learning a musical instrument can be one of life's greatest joys. Musical endeavour can lead to higher levels of self-confidence, self-motivation and self-discipline. If you would like your child to have the opportunity to receive instrumental tuition from a professional teacher, please enquire at the office (office@watlingparkschool.org.uk) for available spaces as well as the expected tuition fee.

Note: Children will require their own instrument to practice.

MFL

We offer Spanish as our Modern Foreign Language. This is taught by Mrs Lilywhite.

Trips and Visits

The impact of educational trips is an important element in developing a child's knowledge and understanding of the world. They not only engage and stimulate curiosity, they also provide hands-on opportunities for children to see more abstract ideas discussed during lessons in reality. However, the school is unable to fund trips and visits, so if we do not receive enough payments from parents/carers, they will sadly be cancelled.

Parents and carers will be informed about the expected cost of all trips and visits at the beginning of the academic year. You will be able to pay this as a one-off payment or in instalments. You may be charged for a small number of additional events, but we will aim to keep this to a minimum.

Note: Being eligible for Free School Meals/Pupil Premium does **NOT** entitle you to free trips, visits or events. Please speak to the office for further advice or guidance.

Homework

Homework is used to reinforce or extend the work completed during lessons.

Each half term, a table containing a range of activities, linked to the current topic, will be posted to the Class Story on Class Dojo. Each week your child will be asked to complete one activity of their choice, either by themselves or with your support. The stars at the top of each column gives a different level of challenge. Each child is asked to complete at least one three-star challenge each half term.

Once an activity has been completed, the children should submit evidence of the task to their portfolio on Class Dojo. Teachers will then respond to each piece of work uploaded with a comment. For those children who do not have access to the internet, a paper copy of the activities can be provided.

We also appreciate your feedback, so please send the class teacher a message if your child has found any homework particularly challenging.

Guidelines to support your child with home learning:

- Little and often! Encourage your child to do a little bit of homework every day, so it is not left until the night before.
- Create the right atmosphere for learning. Choose a time when your child is not too tired or hungry. Remove or turn off all electrical gadgets.
- Have equipment ready to support their learning.
- Talk to your child; it will help deepen their understanding.
- Learn together! Do not be afraid to show them that even adults are still learning.

Reading

It is essential that your child reads aloud with you at home for at least 15 minutes per day. Children will be given access to a range of digital texts (and may be given the opportunity to select a book) at an appropriate level, to support reading at home. Details to access these will be provided by your child's teacher. Parents/Carers should ask questions about the text to further develop comprehension skills in addition to their understanding of vocabulary and content [Appendix B].

Depending on the length of the books they choose, will determine how often they should be changed. On average, a child within Year 4 should complete their book at least once per week.

Each time your child reads a book or digital story, you should record their progress within their reading diary by signing and dating the corresponding box along with writing a brief comment.

Reading for pleasure is also highly recommended and encouraged. See Appendix C for a list of recommended books which are age appropriate.

Spelling

Each week, your child will be assigned spellings to practice and learn. This should be done at least 3 times per week for approximately 10 minutes. See Appendix D for a number of recommended strategies that could be used.

Maths

It is really important that your child develops a secure sense of number. Children with good number sense can:

- Manipulate numbers to make calculations easier, and are flexible in their approach.
- Assess the reasonableness of an answer, and routinely estimate answers before calculating.
- Identify connections and readily spot patterns in numbers.
- Use several approaches to calculate and solve problems.

To achieve this, it is vital that your child is able to fluently recall:

- The number bonds and related subtraction facts to 10, 20, 100 and beyond.
- Different ways of constructing numbers (i.e. $12 = 10 + 2 = 6 + 6 = 5 + 5 + 2 = \dots$).
- The multiplication and division facts for **ALL** the times tables.
- A variety of mental strategies for adding and subtracting.

It is important that they practice the above concepts regularly at home (at least 3 times per week for approximately 10 minutes) so that they become embedded. This can be achieved whilst completing day to day activities like cooking, shopping and walking to school as well as by playing or completing a variety of games and puzzles (e.g. Uno, Rummikub, Sudoku, Monopoly etc.), including those invented by yourself or your child.



Children are also able to access online activities through 'Mathletics'.

<https://www.activelearnprimary.co.uk/login>

Other useful websites include:

- <https://www.topmarks.co.uk/maths-games>
- <https://nrich.maths.org/>
- <https://www.mathsisfun.com/>

Half Term Projects

During each holiday, every child within the school, will be given a project to complete. These projects are generally linked to either the time of year or specific event/concept.

Weekly Information

At the end of each week, class teachers will post a brief message (i.e. congratulations to the Stars of the Week, information about a specific event, etc.) along with a few sentences about what the children will be learning within the following week (for English, Maths and Topic) in addition to providing a few suggested activities to pre-teach content. This will replace the information that was previously going into the fortnightly newsletter.

General Information

Water Bottles

All children should have a water bottle with their name on in school every day.

Snack

If you would like to provide your child with a healthy snack (i.e. fruit) to eat during the morning playtime you may do so.

Birthday Treats

As a school, we will not cut up and/or distribute birthday cake, treats or party invitations! However, if you wish to do so, these can be distributed by yourself at the end of the day, provided there is enough for all children within the class. As with all food brought into school these **must not include nuts. Until further notice, permission must be granted by the school before handing anything out.**

Uniform

At Watling Park School, we pride ourselves on our 'Look Smart, Think Smart' philosophy and ask parents to support us in instilling this ethos in the children. Please see the 'School Uniform Code' for further information about requirements and expectations. Although the children will be returning to school in uniform, there will be some temporary adjustments due to current circumstances, including the removal of the expectation to wear a blazer and tie.

Our school uniform promotes a sense of pride in the school, looks smart and makes children feel equal to their peers in terms of appearance. Uniform should be worn with pride for the reason that everyone has the same smart appearance and celebrates belonging to the same school.

Please ensure that all uniform (including PE Kits, shoes and trainers) are clearly labelled with your child's name and class. Items occasionally are misplaced by the children and, if clearly labelled, can be returned when found. 'Iron on' and 'sew on' name tags can be purchased online. Permanent marker pens and biro pens (which will need re-writing after a period of time) are a quick and effective way of labelling items.

Please Note:

- It is essential that children have a waterproof coat in school every day during the Autumn and Spring terms.
- Sensible, black girls' boots can only be worn after October half term until February half term. Boots with fancy fur trims, jewels, high heels etc. are not acceptable.
- Wellington boots may be worn on snowy and icy days however school shoes should be provided in a bag to be worn in classrooms.
- Long hair should be tied back using only navy and black hair bands and/or clips.
- Watches and small stud earrings are the only permitted jewellery items, but they must be removed during PE, games or swimming.
- Nail varnish and make-up must not be worn.
- The school respects cultural dress and the uniform may be modified accordingly in consultation with the headteacher.

Parent Teacher Consultations

The first Parent Teacher Consultation at the beginning of October has two functions - reviewing the start of term and setting up a dialogue with the class teacher. Where relevant, the teacher will indicate initial targets for your child and request your support. This meeting will be taking place online via Zoom.

The second Parent Teacher Consultation will be held in the Spring Term. This meeting will provide further details of your child's progress and attainment.

End of Year Report

At the end of the academic year, a written report on all subject areas will be sent out to parents. You will be given the opportunity to speak to the teacher briefly regarding this as well as to meet your child's new teacher.

Parental Engagement and Events

Depending on Covid-19, there will be many opportunities for you, as parents, to come in to school and take part in various activities or events. These may include workshops, special activity days, class performances and/or charity days (such as Red Nose Day) – further details will follow.

Attendance

If your child is absent for any reason please phone/email on the day by 8:30am, and follow this up with a letter which is a legal requirement giving the date and reason for absence. Office email: office@watlingparkchool.org.uk

Please be sure that when your child says that they are unwell, they are truly feeling poorly. Many hours of learning time are missed due to children saying they feel ill when there may be other reasons for not wanting to come to school. Children often say they feel unwell, particularly at the start of a new term or new year group. During the Autumn and Winter months, children may feel colder than usual or be more difficult to rouse in the dark mornings. Quite often, children who come to school feeling slightly tired or unwell, pick up in the first 15 minutes of the day. Please speak to your class teacher if you are concerned at any point.

All adults in school are very experienced and will always monitor children and alert parents during the school day if they feel a child is not well enough to attend school.

Holidays

Children **MUST** avoid missing school for holidays. This absence will **NOT** be authorised and you may incur a fine. We understand that many special religious or cultural events fall inside the term time. A written request to the headteacher is required in order for religious or special/exceptional leave to be authorised. The form is available from the school office. Any child who is absent before or after any holiday period without official medical evidence will incur a fine (£120 per day per parent).

Punctuality

Please ensure your child is in school on time every morning. Many hours of learning are missed due to lateness. Learning begins at 8:50am. Your child will miss valuable learning experiences as well as social experiences if they arrive after this time. Please be aware that, often, a child's self-esteem can fall as they feel uncomfortable entering a full classroom of children in the middle of learning. Regular lateness on the part of the parent may cause your child to say they are unwell, so they can stay at home and do not have to feel embarrassed.

At Watling Park School, you will be asked on a daily basis to provide reasons for lateness. Whilst we appreciate that at times there may be traffic incidents, this will not be counted as a reason for regular lateness. If you live a distance away from the school and drive or have to take public transport, we urge you to leave at least 10-15 minutes earlier.

Medical

Please advise us of medical appointments in advance.

Please ensure your contact details are updated in case of emergencies at school.

If your child is prescribed a medicine (by a pharmacist, dentist or doctor) please collect and complete 'Form 1' from the office. This must be completed before any medication can be administered in school (this includes creams). All medicine (with suitable spoon) must be labelled with your child's name, in the original container and expiry date checked.

School Policies

Copies of up to date school policies can be accessed through the school website - www.watlingparkschool.org.uk

Watling Park's Parent Association (WPPA)

WPPA will be established as the new parents' organisation for the school. Its purpose will be to raise funds for local charities and the school along with organising social events for parents and children, as well as playing an important role in helping children and parents feel part of our school community.

The committee will meet on a regular basis through the course of the year. All members of the school community (such as parents/carers, staff, grandparents etc.) are welcome to attend these meetings.

Each year group will be represented on the committee by at least one parent. These parents will act as spokespeople and share information with other parents from your child's class, so we hope you can get involved.

The first endeavour we will be raising money for is the further enhancement our playground to support the engagement and physical development of our children.

Appendix A – National Curriculum

Age related expectations for Lower Key Stage Two (Year 3 & Year 4)	
Reading	Writing
<p><i>Word Reading</i></p> <ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p><i>Comprehension</i></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. Use dictionaries to check the meaning of words that they have read. Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Identify themes and conventions in a wide range of books. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry [for example, free verse, narrative poetry]. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph and summarising these. Identify how language, structure, and presentation contribute to meaning. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<p><i>Transcription – Spelling</i></p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Spell further homophones. Spell words that are often misspelt. Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p><i>Transcription – Handwriting</i></p> <ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p><i>Composition</i></p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Assess the effectiveness of their own and others' writing and suggesting 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. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p><i>Vocabulary, Grammar and Punctuation</i></p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use the present perfect form of verbs in contrast to the past tense. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials. Use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with plural nouns. Use and punctuate direct speech.

Age related expectations for Lower Key Stage Two (Year 4)

Mathematics

Number – number and place value

- 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.

Number – addition and subtraction

- 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.

Number – multiplication and division

- 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.

Number – fractions (including decimals)

- 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 one 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 $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- 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.

Science

Working scientifically

- Ask relevant questions and using different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

Living things and their habitats

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Animals, including humans

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

States of matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.

<ul style="list-style-type: none"> • Solve simple measure and money problems involving fractions and decimals to two decimal places. <p><i>Measurement</i></p> <ul style="list-style-type: none"> • 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. <p><i>Geometry – properties of shapes</i></p> <ul style="list-style-type: none"> • 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. <p><i>Geometry – position and direction</i></p> <ul style="list-style-type: none"> • 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. <p><i>Statistics</i></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. <p><i>Electricity</i></p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors.
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For further information, including the other subjects, follow the link below to access the national curriculum framework on the Department for Education website: <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Appendix B – Reading Comprehension Questions

Remembering

When and where did the story take place?
Who are the main characters?
What does the main character look like?
How does the book begin?
Where in the book would you find...?

Understanding

What is the book about?
From whose point of view is the story told?
What is happening?
What might this mean?
Which part do you like best? Why?

Applying

Can you think of another story with a similar theme?
Can you think of another story character similar to a character in this book?
Have you had any similar experiences?
Which stories have openings like this?
Can you think of another author who writes in a similar style?

Analysis

How has the author used description to show how this character is feeling?
How does the layout help...?
Can you explain why...?
Why did the author choose these words?
What evidence can you use to support your view?

Evaluating

Which text/story is better? Why?
Which parts of the text could be improved?
Which text is more persuasive? Why?
Did it have an effective ending?
Who would you recommend this to?

Creating

Using the evidence in the text, what do you think about...?
If you were the main character, how would you have reacted to this?
What would this character think?
Are there any other reasons why this might have happened?
Have the views in this text affected your opinion? Why? How?

Appendix C – Year 4 Book List

The list includes a broad range of genres, from both classic and popular authors, and a wide variety of themes.

It is vital that your child reads regularly from texts that are appropriate to their reading and comprehension ability. This may be from the books on this list or from others.

Animals

- Dumb Creatures – Jeanne Willis
- The Butterfly Lion – Michael Morpurgo
- The Peppermint Pig – Nina Bowden
- Doctor Dolittle – Hugh Lofting
- The Village Dinosaur – Phyllis Arckle
- The Tales of Olga da Polga – Michael Bond
- The Great Elephant Chase – Gillian Cross

Spooky/Mystery

- The Way to Sattin Shore – Phillipa Pearce
- The Legend of Captain Crow's Teeth – Eoin Colfer
- The Sandman and the Turtles – Michael Morpurgo
- Beaver Towers – Nigel Hinton
- The Watchers – Helen Cresswell
- The Snow Spider Trilogy – Jenny Nimmo

Humour

- Jeremy James Series – David Henry Wilson
- Vlad the Drac Series – Ann Jungman
- Little Wolf – Ian Whybrow
- Just William – Richard Crompton
- Vernon Bright Series – Steve Barlow
- Eddie Dicken Series – Philip Ardagh
- Desirable – Frank Cottrell Boyce
- The 13 Storey Treehouse – Andy Griffiths
- Mr Stink – David Walliams
- The Boy in the Dress – David Walliams
- Awful Auntie – David Walliams
- Ratburger – David Walliams
- My Friend's a Werewolf – Pete Johnson
- How to Train Your Parents – Pete Johnson
- Diary of a Wimpy Kid Series – Jeff Kinney
- Give Peas a Chance – Morris Gleitzman

Historical

- The Children of Green Knowe – Lucy M Boston
- War Game – Michael Foreman
- The Roman Mysteries: The Thieves of

Ostia – Caroline Lawrence

- Carrie's War – Nina Bawden
- The Amazing Story of Adolphus Tips – Michael Morpurgo

Fantasy

- Earth Giant - Melvyn Burgess
- Angels Unlimited - Annie Dalton
- The Spiderwick Chronicles - Tony Diterlizzi
- Araminta Spook series - Angie Sage
- The Strongest Girl in the World - Sally Gardner
- The Boy Who Could fly - Sally Gardner
- The Invisible Boy - Sally Gardner
- The Smallest Girl Ever - Sally Gardner

Adventure/Action

- Cows in Action – Steve Cole
- Emil and the Detectives – Erich Kastner
- Operation Gadgetman! – Malorie Blackman
- How to Train Your Dragon – Helen Cresswell
- The Great Elephant Chase – Gillian Cross
- The Last Castaways – Harry horse
- The Falcon's Malteser – Anthony Horowitz
- The House that Sailed Away – Pat Hutchins
- Dimanche Diller – Henrietta Bradford
- Toots Underwater – Carol Shields
- Lizzie Dripping – Helen Cresswell
- Ice Palace – Robert Swindells
- How to Steal a Dragons Sword – Cressida Cowell

Well-loved Authors

- Roald Dahl
- Enid Blyton
- C.S Lewis
- Jacqueline Wilson
- P.L Travers
- Charles Dickens
- Phillipa Pearce

Your local library is also an excellent resource for children's books.

Further details and links for these can be found on the Literacy Trust website, which also has useful information on accessing books for different levels of readers - www.literacytrust.org.uk/familyreading

Appendix D – Spelling Strategies

S U S

Study the word.



Underline the difficult part.

Say the word carefully.



Speed Writing

How often can you write the word correctly in one minute?



Mnemonics

Making up a "story" to help spell a word.

sad - sally ate dumplings.



Syllables/Chunks

Breaking the words into parts.

Clapping the sounds.



jogging jogg ing

flying fly ing

returned re turn ed

Look For Small Words Inside the Word

about a, out, bout

teacher tea, each, her, ache

Be positive



Words That Look the Same

Back is like pack and sack.



Use of Colour

Use a different colour for each letter.

Shapes of Words

Draw the shape of the word.

display



Writing the Word in Fancy Letters

BUBBLE

cursive

italics

Look 

Say 

Cover 

Write 

Check 

Three Times

Write the word three times and in different colours.

three three three

Pyramid Writing

Write your word in the shape of a pyramid.

d
do
dog



Consonant Circles

Write the word then circle all the consonants.

b e l i e v e

Words Without Vowels

Write each word with a line instead of each vowel. Go back later and fill in the missing vowels.

b _ l _ _ v _