

Year 4 Parent Meeting

Discussing expectations of your child in Year 4

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@MrsBrackstoneY4

Independent learner - at home and at school

- ▶ Being a good listener- eye contact, listening to understand
- ▶ Asking for help- but having a try first!
- ▶ Positive attitude- I can do it, I will find a way
- ▶ Good concentration- looking, listening, participating
- ▶ Sharing with others - ideas, thoughts, good examples
- ▶ Doing homework on time - Monday!
- ▶ Perseverance - keep going, find a new way, get there in the end

Children choose a new skill that they would like to work on each half term.

Homework

- ▶ Homework is not being sent home via the pink homework book for foreseeable due to covid-19.
- ▶ Instead it will be an assignment set on Maths shed or Mathletics focusing on a different set of multiplication tables each week.
- ▶ It will be set on a Tuesday (at the same time as new spellings) and will last until the following Monday.
- ▶ The children must play a minimum of 10 games per week and this is monitored weekly.

Spellings

- ▶ Spellings rules are taught in class and given on a Tuesday. Spellings should be completed and returned the following Monday.
- ▶ The expectation is that children play at least 10 games on spelling shed or complete the written sentences in their yellow spelling book.
- ▶ Children need to learn the spelling by completing the practise sheet in their book.
- ▶ Sometimes spellings may be repeated if they are not being applied in their written work.
- ▶ Spellings that are not completed are to be done during break times.

Accelerated Reading Scheme

- ▶ Accelerated Reading Scheme
- ▶ Reading range is allocated based on Star Reader results (reading based test) that is completed half termly to show progress. Children are provided with their own 'code' which helps them to select a book suited to their needs.
- ▶ The majority of these books have a quiz attached to them which children access on the iPads. These quizzes are monitored, highlighting % passed, time taken, type of book etc.
- ▶ To pass a test, they need to score 80%, 90% or 100%. The children record these scores in their reading records.

Reading Records

- ▶ As a whole school, we ask that your child has three written entries into their reading record each week
- ▶ These comments are usually completed by your child, however feel free to add your own comments. If your child is reading an additional book at home, they can also make additional reading entries about this book.
- ▶ Reading letters are sent home to inform parents there is not a sufficient amount of reading record entries for that week. I provide children with 'reading time' daily, which may include reading their book, making a comment or completing a quiz.

Questions to ask when reading

- ▶ Summarise the paragraph/chapter
- ▶ Predict what will happen next
- ▶ Why is it named...?
- ▶ Why do you think this character is called...?
- ▶ How do you think the character felt when...? What word/phrase shows this?
- ▶ Why did the character do this? Would you have done the same?
- ▶ What does that word mean?

Maths













- ▶ We follow the Mastery approach to teaching mathematics, aiming for a deepened understanding of the curriculum. This involves being able to problem solve by applying knowledge to word problems (identifying important information) and explaining how and why to approach a problem in a particular way
- ▶ Maths lessons are structured as: Talk, Practise, Problem Solve
- ▶ The implementation of Mastery Maths improved reasoning scores in both key stages at the end of SATs last year - KS2 reasoning improved by 40%.

Times tables

Around April/May all Y4 children across the country will sit a multiplication test. This will consist of 25 questions from all 12 multiplication tables. The pass rate is 25 out of 25. We have a focussed session each week and fit in mini games, such as bingo/around the world as often as we can. Below are examples of what your child can access at home to support their learning.

- ▶ BBC Super Movers
- ▶ Times table grids
- ▶ Hit the button
- ▶ Weekly Maths shed task focusing on a different set each week
- ▶ Multiplication bingo
- ▶ Rote call - $1 \times 2 = 2$, $2 \times 2 = 4$, $3 \times 2 = 6$.
- ▶ Writing them down in order

<https://www.bbc.co.uk/sport/supermovers/42612499>

Superhero Tests		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
End of Year Expectations								
	INCREDIBLE HULK Can count on or back in ones, twos, fives and tens	*						
	BATMAN 2x, 5x, 10x							
	HAWK-GIRL 3x, 4x							
	THOR 7x, 8x							
	BLACK WIDOW 9x, 11x, 12x							
	SUPERMAN 12x12 with corresponding division knowledge							
	CATWOMAN To multiply decimals and divide by decimals							
	IRONMAN 2 digits x 1 digit (e.g. 74 x 7)							
	WONDERWOMAN Fractions, decimals and percentages of quantities (e.g. 20% of 25, ¼ of 50)							
	SPIDERMAN Short and long methods of multiplication and division							
	MR INCREDIBLE Number Knowledge (Squares, Cubes, Powers, Roots and Primes)							
	THE FLASH BIDMAS							

Hulk: counting in 1s, 2s, 5s and 10s

Batman: multiplying by 2, 5 and 10

Hawk Girl: multiplying by 3 and 4

Thor: multiplying by 6, 7 and 8

Black Widow: multiplying by 9, 11 and 12

Superman: divide using all times tables

Catwoman: dividing by tenths

Ironman: using short multiplication

Wonder Woman: finding fractions, decimals and percentages of quantities

Spiderman: solving short and long division problems

Mr. Incredible: square numbers, cubes, powers, roots and primes

The Flash: fantastic knowledge of BIDMAS

Top Ten

- ▶ Top Ten takes place at the start of the school day and consists of 10 questions.
- ▶ It is designed to improve children's recall of the key arithmetic procedures required to be at ARE (age related) in their year group. The purpose is to increase fluency in maths and provide consistent revision of arithmetic, helping children to retain information from lessons
- ▶ Top Ten only works if strategies are modelled thoroughly each session and children implement the modelling in their own work.
- ▶ We don't expect to see 10/10 every day but expect to see an improvement gradually.
- ▶ A problem solve questions is provided as an extra challenge and for them to apply what they have learnt.

8.10.2020

VIII.X.MMXX

Blue writing gives you examples of the other types of questions they will get.

Teddy is counting backwards.



three, two, one,
negative one,
negative two ...

What mistake has Teddy made? Talk about it with a partner.

1. $2657 + 3341 =$ *Column method*

2. $576 - 201 =$ *Column method*

3. Write 9542 in words. *Could be represent in counters, base 10 or Roman Numerals*

4. Round 508 to the nearest 10 and 100.

Rounding	10	100
508		

5. $73 \times 2 =$ *column method*

6. $45 \div 9 =$ *test fluency of known facts*

7. $978 \div 2 =$ *short division using the bus stop method*

8. $\frac{16}{20} + \frac{4}{20} =$ *could be add or takeaway*

9. Write 3 equivalent fractions for $\frac{1}{7}$?

10. What is $\frac{5}{10}$ of 30? *to be presented as a bar model*

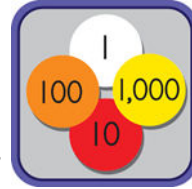
15.10.2020

XV.X.MMXX

1. $5462 + 5342 =$

2. $8888 - 3903 =$

3. Draw 2701 in counters.



4. Round 502 to the nearest 10, 100 and 1000.

Rounding	10	100	1000
502			

5. $66 \times 6 =$

6. $77 \div 7 =$

7. $486 \div 6 =$

8. Add 2000 to 4308 =

9. Write 90 in Roman Numerals.

10. Write the next 3 in the sequence: 25 50 75 ? ? ?

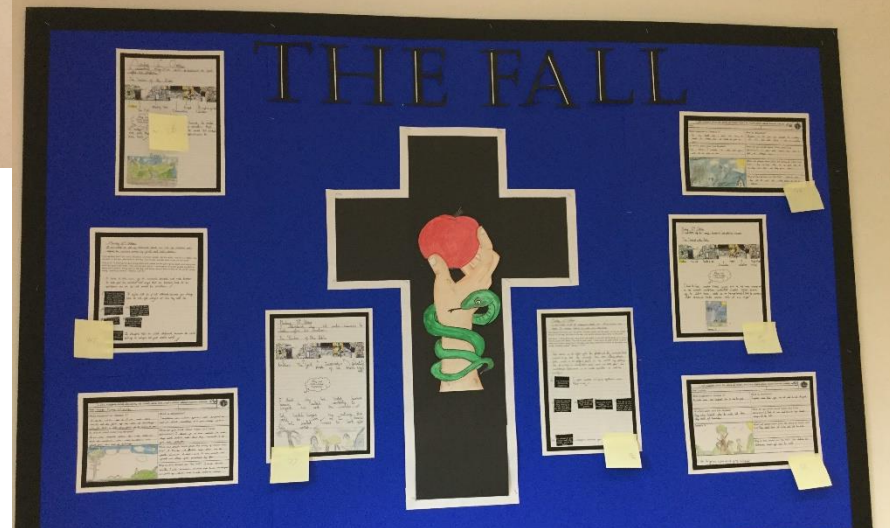
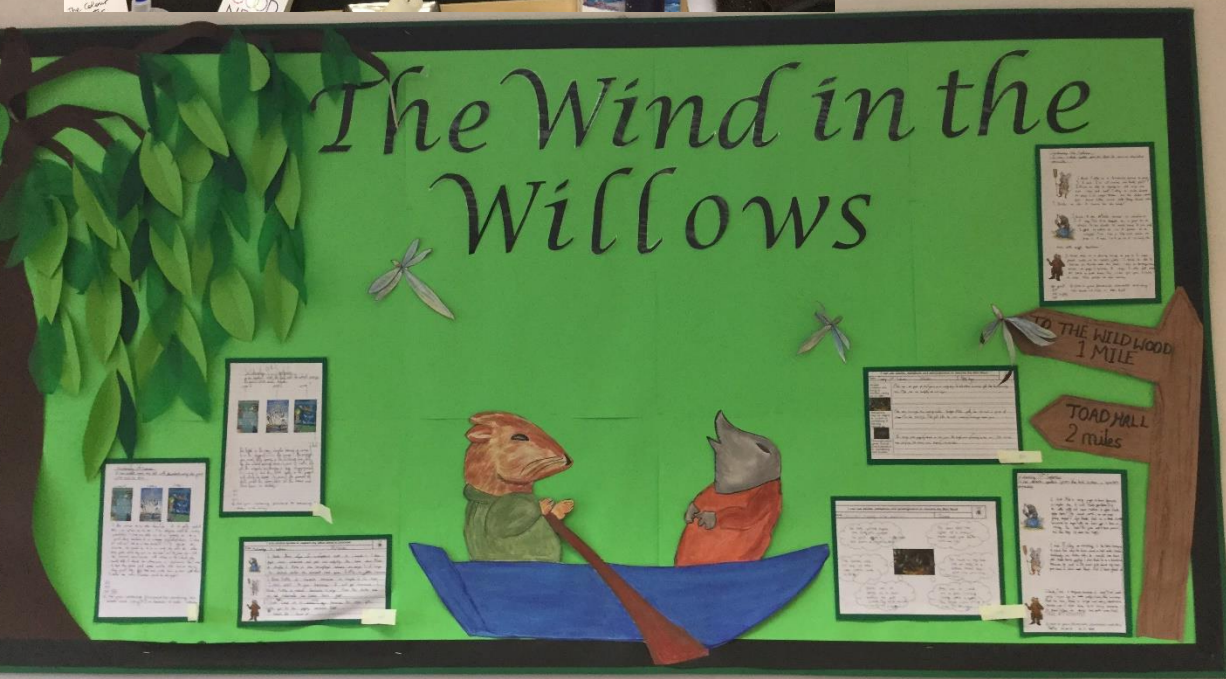
$$\begin{array}{r} 8 \square \\ + \square 4 \\ \hline \square 3 2 \end{array}$$

Fill in the missing digits.

Take a look in our Y4 classroom!



A couple of our displays so far!



Thank you for your
continued support

Mrs Brackstone