

# Year 4 Parent Information

December 2021

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@MrsBrackstoneY4

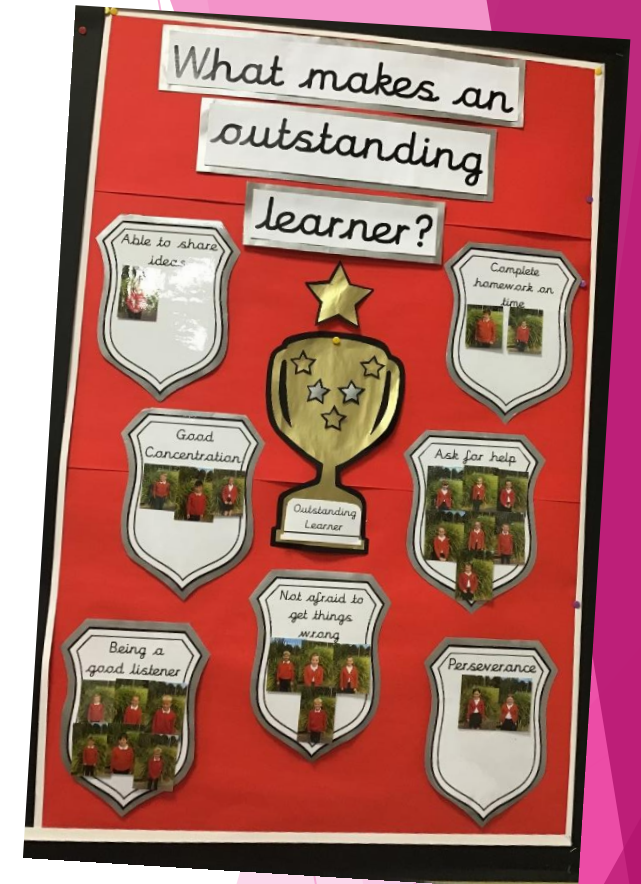
You can also contact us on the Y4 class email which is

[HHTYear4@hpoolholyltrinity.org.uk](mailto:HHTYear4@hpoolholyltrinity.org.uk)



# 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 and move around on our 'What makes an outstanding learner?' display.

# 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 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.
- ▶ Children from January will also have one Reading Eggspress comprehension task to complete per week. Again this will be set Tuesday to be completed by the Monday (6 days).

# 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

- ▶ Children take a test at the start of each term (September, January and April).
- ▶ Reading range is allocated based on Star Reader results (reading based test) 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, word count etc.
- ▶ Children receive reading tokens depending on their score.

# 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.
- ▶ Children are to record unknown words on the bottom of the page in their reading record if they come across them when reading. This allows an adult to discuss their meaning and help them to understand the text.

# 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?

**Vocabulary Questions with Victor**

- What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you feel by writing...? Why

**Inference Questions with Iggy**

- What do you think... means? Why do you think that? Could it be anything else?
- I think...; do you agree? Why / why not?
- How do you think...?
- Can you explain why...?
- What do these words mean and why do you think that the author chose them?

**Retrieval Questions with Rex**

- Find the... in this text. Is it anywhere else?
- When/where is this story set? How do you know?
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- What might this mean?

**Prediction Questions with Pip**

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

**Summarising Questions with Sheba**

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in X words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?

**Compare, Contrast and Comment with Cassie**

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?

**Be an Author with Arlo**

- What does the word... tell you about...? How?
- Find two ways that the author tells you...
- What do you think the author meant by...?

# 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 and the children have 6 seconds to answer it.

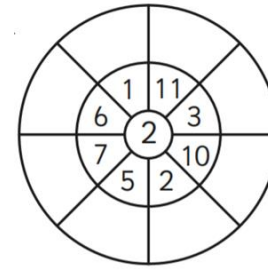
Every week we have a focussed times table and complete many tasks around the quick recall of those facts in class.

Below are examples of what your child can access at home to support their learning.

- ▶ Topmarks - daily 10 (allows them to select how long they have to answer the questions)
- ▶ BBC Super Movers
- ▶ Times table grids - timed activity
- ▶ Multiplication wheels and the children can take home sheets to practise with
- ▶ Top marks - 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/super movers/42612499>

Superhero Tests		Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <b>CAPTAIN AMERICA</b> Count on or back in ones.								
 <b>HULK</b> Count on or back in twos.								
 <b>ROBIN</b> 2X								
 <b>BATMAN</b> 5X, 10X								
 <b>AQUAMAN</b> +2, +5, +10								
 <b>THE BEAST</b> X3, X4, +3, +4								
 <b>THOR</b> X6, X8, +6, +8								
 <b>WONDER WOMAN</b> X7, X9, +7, +9								
 <b>CATWOMAN</b> X 11, X12, +11, +12								
 <b>IRONMAN</b> Multiply two digit numbers by one digit numbers.								
 <b>SUPERMAN</b> Multiply and divide using whole numbers and decimal numbers (HTU.t).								
 <b>SPIDERMAN</b> Short multiplication and short division.								
 <b>THE FLASH</b> BIDMAS								
 <b>WOLVERINE</b> Fractions, decimals, power of quantities.								

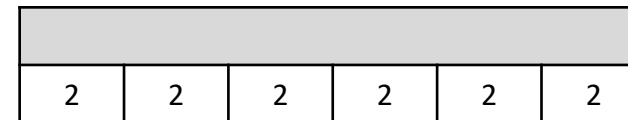


Multiplication wheel

This year our multiplication tests were updated.

They now consist of a fluency and problem solving part.

Questions are also presented as multiplication wheels and bar models.



Bar model

# 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.

1.11.2021

I.XI.MMXXI

1.  $5452 + 123 =$

2.  $673 - 392 =$

3.  $84 \div 4 =$

4.  $84 \times 4 =$

5.  $33 \div 11 =$

6.  $XXI + IX =$

7.  $435 + 200 =$

$768 - 600 =$

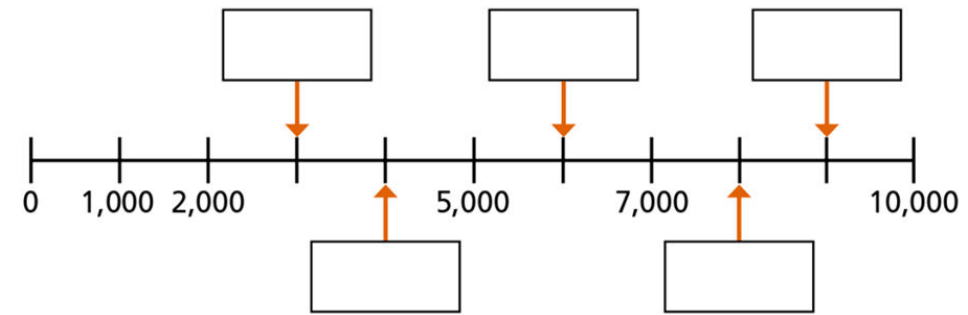
8. Represent 2659 in base 10.    .  $2659 =$

9. Write the next 3 numbers:  $77, 70, 63, ? ? ?$

10. Round 2872 to the nearest 10, 100 and 1000

Rounding	10	100	1000
2872			

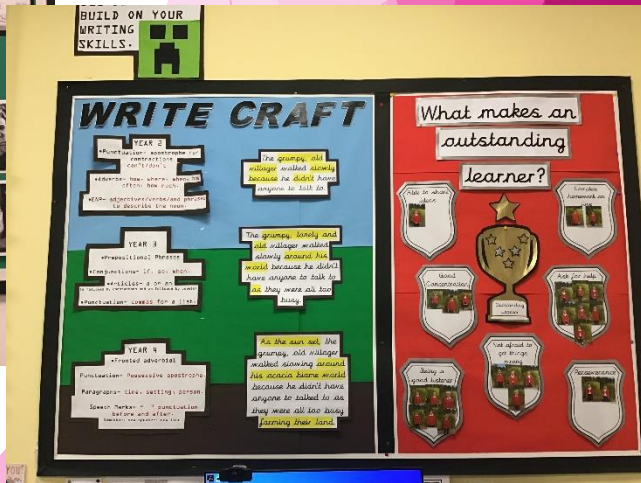
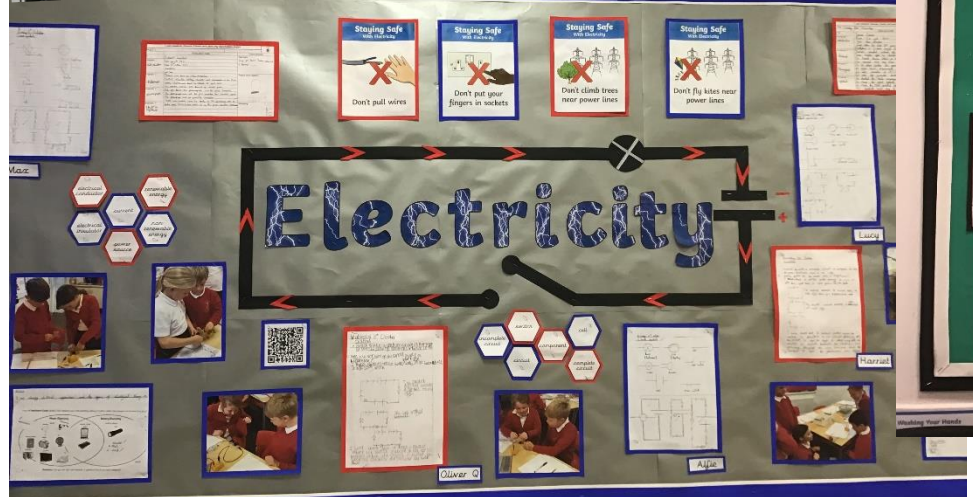
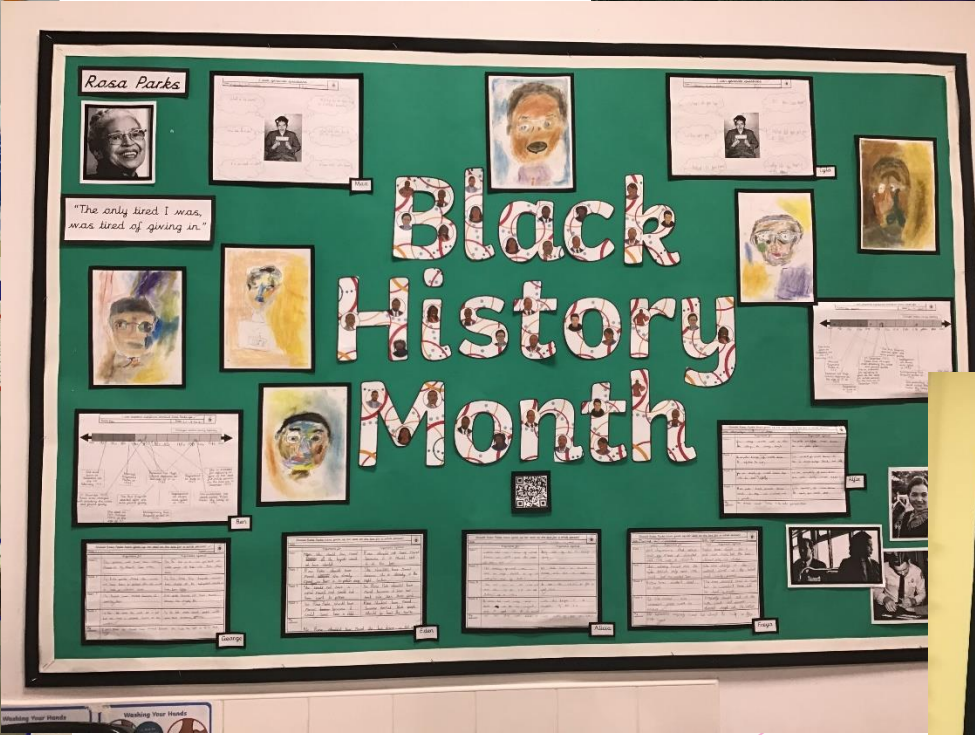
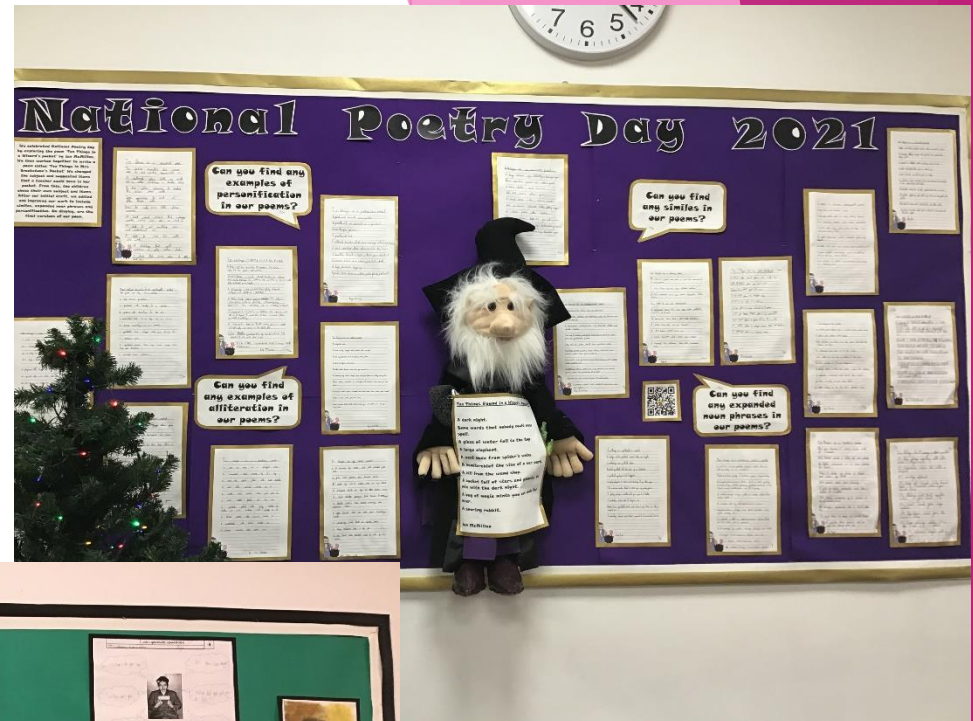
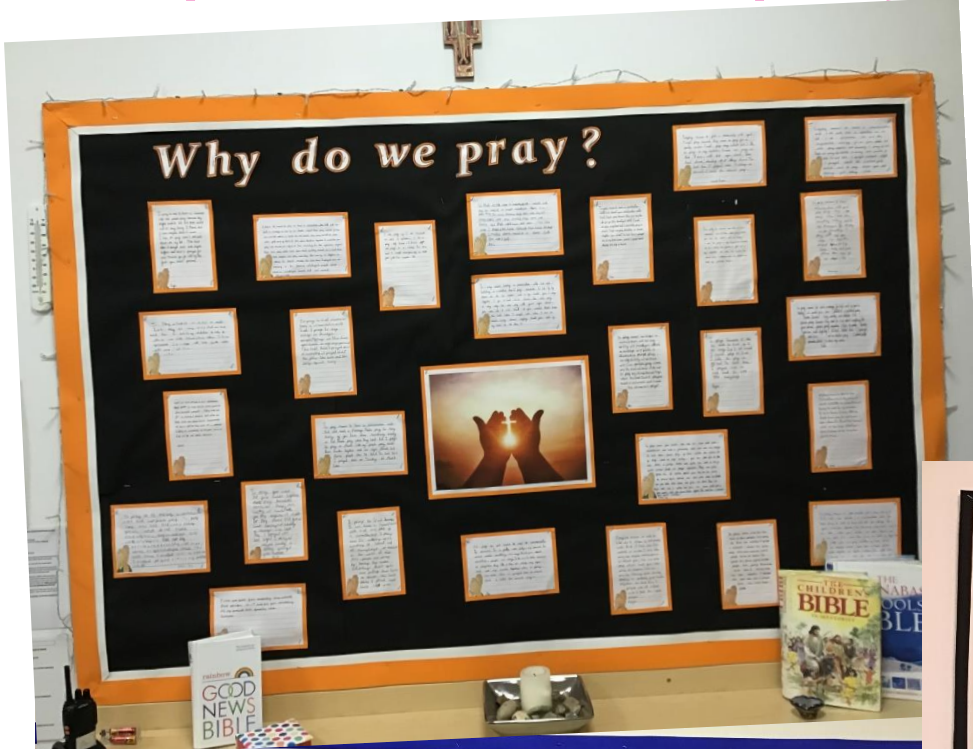
What numbers are the arrows pointing to?



# Take a look inside our Y4 classroom!



# A couple of our displays so far!



The background features abstract, overlapping geometric shapes in various shades of pink and magenta, creating a modern and vibrant aesthetic. The shapes are primarily triangles and polygons, some solid and some semi-transparent, layered to create depth and movement.

Thank you for your  
continued support.

Mrs Brackstone and Mrs Robinson