Parental Handbook
Year 4

Website: buckstones.oldham.sch.uk
Telephone: 0161 770 5850
The purpose of this booklet is to help you to understand the requirements and expectations during Year 4 and show how you can help to support your child in school and at home.

General Information

Children should continue to develop their independence by remembering things they need on a daily basis, handing in homework and changing reading books themselves. Included with this booklet is a list of things your child will need on a daily basis. Please encourage your child to look at this list each day.

Please label all of your child’s belongings clearly. Thank you

Reading

Children will continue to read 1:1 with adults in school on a regular basis.

In Year 4, we continue to focus on reading with fluency and expression, developing children’s inferential understanding and discussing authors’ choices of language.

Children should continue to read their scheme books for approximately 10 minutes every night. It is very helpful if parents can spend time discussing the text and new vocabulary. This is much more valuable for the development of children’s comprehension skills than rapid progress through the scheme.

The bookmark reward scheme continues throughout the Juniors. Children need to read four times a week (signed by parents in their reading journal) in order to get a sticker on their bookmark.

When your child has finished reading a book, they should respond to it in their reading journal by completing a reading journal activity or short book review.

This year at Buckstones, we are introducing a reading challenge for each year group which consists of a range of reading activities for your child to complete by the end of the year.

The Multiplication Tables Check

This is the first year where the Multiplication Tables Check (MTC) will be statutory in Year 4. The check will be completed online and take place in the Summer Term. Children have a 6 second time limit to answer each one of the 25 questions. In order for your child to achieve their potential in this check, they must practise their tables regularly at home by playing TT Rockstars and in other ways. The Soundcheck game on TT Rockstars works in almost exactly the same way so it is a good idea for children to play this particular game at least once a week.

Writing

In writing, our main focus in school is a regular two-week writing cycle, using quality texts as a basis for children’s own writing. Further writing activities will be included as part of other subjects.
In Year 4, we continue to focus on improving the accuracy of basic skills: grammar, spelling and punctuation and as well as developing the children's use of more complex and interesting sentence structures and exciting vocabulary.

Maths

Here are some of the things we focus on in Maths. Also included at the back of this booklet are the Maths criteria for Year 4.

Multiplication facts for all the times tables not covered in Year 3. All children should know all of the times tables up to 12 x 12 including their associated division facts by the end of Year 4.

Developing mental calculation strategies

Becoming confident in the use of a range of formal and informal written methods of calculation.

Reasoning and problem-solving – children will be given more practical and open-ended problem-solving activities and encouraged to talk about the maths they use and their approach to problems. They will often work in groups or pairs. The aim is for the children to be more confident in their use of mathematical vocabulary and make links and connections between the skills they are taught and their application in a range of situations.

Time, measurement and money.

It is very important that children have frequent experience at home of dealing with real money and time in real situations. Parental help here is extremely valuable. The expectation by the end of Year 4 is that children will be able to tell time accurately on analogue and digital clocks using both 12 and 24 hour times.

Homework

Homework will be handed out on Thursday along with the weekly spelling list. Homework should be handed in on a Monday and the spelling test is on a Tuesday. Homework will consist of English and Maths to consolidate work done in class. Sometimes, work will support what we are doing in other subjects.

In addition, children should do daily reading spelling practise and times tables practise for around 5 minutes each per day.

Topics in Year 4

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Science</td>
<td>Living things and their habitats</td>
<td>States of Matter</td>
<td>Sound</td>
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<td></td>
<td>Animals including humans</td>
<td></td>
<td>Electricity</td>
</tr>
<tr>
<td>History</td>
<td>What was it like to be a child just after</td>
<td>Roman Britain</td>
<td>The Anglo-Saxons</td>
</tr>
<tr>
<td>Geography</td>
<td>Greater Manchester</td>
<td>France</td>
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<tr>
<td>Art</td>
<td>Drawing</td>
<td>Painting</td>
<td></td>
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<tr>
<td>Design Technology</td>
<td>Textiles (Stuffed</td>
<td>Food (Pizza)</td>
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<td></td>
<td>Christmas</td>
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<td>Decoration)</td>
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<td>Printing</td>
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<td></td>
<td></td>
<td>Electronics (Torches)</td>
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</tbody>
</table>

**Hometime**

Please inform school if there is a change in the person picking up your child on a particular day.

Phone: 0161 770 5850

**Extra-Curricular Activities**

Tuesday – Football

Thursday – Choir and band

Friday - Dance

Other activities may become available at other times of the year.
Year Group Expectations for Year 4

Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 100
- Find 1000 more or less than a given number
- Round any number to the nearest 10, 100 or 1000
- Count backwards through zero to include negative numbers
- Recognise the place value of each digit in a 4 digit number
- Order and compare numbers beyond 1000
- Identify, represent and estimate numbers using different representations
- 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
- Estimate and use inverse operations to check answers to calculation

Addition and Subtraction

- Add numbers with 4 digits using the formal written methods of columnar addition where appropriate
- Subtract numbers with 4 digits using the formal written methods of columnar subtraction where appropriate
- Solve addition and subtraction two-step problems in context
**Multiplication and Division**

- Recall all multiplication facts to 12x12
- Recall all division facts to 12 x 12
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- Recognise and use factor pairs and commutativity in mental calculations
- Divide a 1-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths
- Divide a 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths
- Solve multiplication and division two-step problems in context
- Multiply 2-digit numbers by a 1-digit number using formal written layout
- Multiply 3-digit numbers by a 1-digit number using formal written layout
- Solve integer scaling problems
- Solve correspondence problems such as n objects are connected to m objects

**Fractions and Decimals**

- Round decimals with one decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to 2 decimal places
  - Recognise and write decimal equivalents of any number of tenths or hundredths
- Solve simple measures and money problems involving fractions
- Solve simple measures and money problems involving decimals to 2 decimal places
- 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 100 and dividing tenths by 10
- Solve problems involving 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 to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$
Measurement

- Convert between different units of measure (e.g. km-m, hour-minute)
- Measure and calculate the perimeter of a rectilinear figure 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 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

Geometry

- Describe positions on a 2D grid as coordinates in the 1st 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
- Compare and classify geometrical shapes, including quadrilaterals and triangles, based on their properties and sizes
- Know that angles are measured in degrees and identify acute and obtuse angles and compare and order angles up to two right angles by size
- Identify lines of symmetry in 2D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry

Statistics

- 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
A guide to Year 4 expectations in Maths

Following the changes in the National Curriculum, we are providing some information to support you with your child’s learning.
Please use this guide to support your child with their maths homework throughout the course of the year.
The following calculation methods have been approved by the government. Your child will be expected to confidently and independently use and apply the majority of these skills by the end of the school year.
Subtraction of column addition and addition using the formal written methods and odd numbers with up to 4 digits.

<table>
<thead>
<tr>
<th>Year 4</th>
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</thead>
<tbody>
<tr>
<td>818</td>
</tr>
<tr>
<td>122</td>
</tr>
<tr>
<td>678</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>158</td>
</tr>
<tr>
<td>567</td>
</tr>
<tr>
<td>284</td>
</tr>
</tbody>
</table>

Creating 10s Bar (no units)

<table>
<thead>
<tr>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>757</td>
</tr>
<tr>
<td>57</td>
</tr>
<tr>
<td>24</td>
</tr>
</tbody>
</table>

Creating 10s Bar (no units)

<table>
<thead>
<tr>
<th>Year 3</th>
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</thead>
<tbody>
<tr>
<td>500 + 70 + 7</td>
</tr>
<tr>
<td>300 + 40 + 2</td>
</tr>
<tr>
<td>200 + 30 + 5</td>
</tr>
<tr>
<td>3 + 2</td>
</tr>
</tbody>
</table>

Adding 3 digit numbers not crossing 10 bar.
<table>
<thead>
<tr>
<th>Year 4</th>
<th>Year 3</th>
</tr>
</thead>
</table>
| \[
\begin{array}{c}
\frac{192}{312} \\
\frac{184}{-321} \\
\frac{209}{-323} \\
\frac{322}{-521} \\
\end{array}
\] |

Methods of columnar addition and subtraction, using formal written digits. Subtract numbers up to 4.

Subtraction
Year 4

Mathematics Appendix I
Division with exact answers (see short division method and short multiplication method)

Pupils practice to become fluent in using a formal written layout

Multiplying two-digit and three-digit numbers by a one-digit number

Year 3

Multiplication
Written methods of short and progress to the formal
digit numbers by one-digit numbers

Starting with calculations of two-digit methods for multiplication,
Pupils develop reliable written
Recall multiplication and division facts

Year 4

| \[ \frac{3}{5} \div \frac{1}{2} \] |
| \[ \frac{4}{7} \div \frac{3}{4} \] |

Recall multiplication and division facts

Year 3

| \[ \frac{2}{3} \div \frac{1}{2} \] |
| \[ \frac{1}{2} \div \frac{1}{4} \] |
| \[ \frac{1}{4} \div \frac{1}{8} \] |

Recall and use multiplication and division

Appendix (3)

With exact answers (see Mathematics formal written method of short division pupil's practice to become fluent in the pupils progress to become fluent in the tables up to 12 × 12 for multiplication tables up to 12 × 12 recall multiplication and division facts
Standard 4 is the expectation for mainstream primary children by the end of Year 4.

**Essential basic skills are now ‘past their sell-by date’ at Standard 4:**

Can almost always use correct grammatical structures; can almost always structure and punctuate sentences correctly; can use a range of connectives; can spell monosyllabic and common polysyllabic words correctly (Year 3).

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can use paragraphs for time, event and place in some of their writing.</td>
</tr>
<tr>
<td>2</td>
<td>Can develop characters and describe settings, feelings and emotions.</td>
</tr>
<tr>
<td>3</td>
<td>Can select vocabulary for effect or appropriateness to task</td>
</tr>
<tr>
<td>4</td>
<td>Can use some cohesive devices within and across sentences e.g. determiners, pronouns and nouns, which can refer back to earlier words, to aid cohesion and avoid repetition.</td>
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<tr>
<td>5</td>
<td>Can use the correct Standard English verb inflections, e.g. we were instead of we was.</td>
</tr>
<tr>
<td>6</td>
<td>Can use fronted adverbials, demarcated with a comma, in some of their writing (Before the sun came up, he ate his breakfast. All night long, she danced. Under the clock, he stood and waited. By the train station, we met. As fast as he could, the rabbit hopped.)</td>
</tr>
<tr>
<td>7</td>
<td>Can use a range of sentences, including simple, compound and complex sentences for effect</td>
</tr>
<tr>
<td>8</td>
<td>Can expand sentences by the addition of modifying adjectives, nouns and preposition phrases in some of their writing.</td>
</tr>
<tr>
<td>9</td>
<td>Can use inverted commas and other punctuation for direct speech in some of their writing.</td>
</tr>
<tr>
<td>10</td>
<td>Can spell some unfamiliar regular polysyllabic words accurately.</td>
</tr>
<tr>
<td>11</td>
<td>Can spell many words correctly including common exception words (Year 4 NC appendix) in spelling tests.</td>
</tr>
<tr>
<td>12</td>
<td>Increase the legibility, consistency and quality of their handwriting.</td>
</tr>
<tr>
<td>13</td>
<td>Can use links to show time or cause e.g. later in the day, eventually, because of.</td>
</tr>
<tr>
<td>14</td>
<td>Can use features of writing which are appropriate to the selected task, e.g. use of dialogue in a story; use of 1st person in a letter; use of imperative for instructions.</td>
</tr>
</tbody>
</table>
Interesting points or words in texts.
Look at illustrations and discuss.
Every so often pause and ask questions.

Without fear of getting it wrong.
Chance to practice their reading skills
Prepare and should give your child the
Reading with your child should be fun and
Fun fiction books and comics.
Also read magazines, newspapers.

School. You could encourage your child to
Read the books issued by
Giving homework support, but you don't
Reading with your child can be a way of

Confidence.
Themselves and gives children reassurance.
Giving them a chance to express
Letting children choose their own books

Time that you'll both value.
Few minutes. It soon becomes a special
your child every day, even if it's just a

Spent a little time reading with

Setting a good example.
If children see parents reading, they'll

How you can help your child with

Your child at home.

This letter is designed to help you, help
opportunities through any other subjects.
equally, the children may have these

Literacy/English Reading session, but
Some reading may happen in the
other children.

Group Reading (sharing a text with
Research (using ICT/Reference
Comprehension
Lessons
Shared text work in Literacy
Reading skills)
Guided Reading (teacher working
Independent Reading

which include:
wide range of reading opportunities.
In school, your child may experience a

Every child's reading is important.

At Bucktron Primary School, we

Parents and Carers
A child who follows this path will be a successful learner.

They will be presented with a book once they have filled their book mark.

1) Read a book of their own choice, your child (peer or older brother) reviews per week.

2) A book, which is read aloud and talked about their book for.

3) Their reading journal.

Your child's weekly summary is signed by their parent.

Year 3 and 4 will receive a sticker on their book mark if they have:

Skills:

- Range of opportunities to develop. As a school we offer the children a breadth of texts, which can be read aloud.
- Reading experiences and can discuss. The child who reads to the top of a reading scheme builds up a breadth of reading and would progress to the top of a reading scheme.
- A good reader is not just a good reader who reads. A good reader is a reader who reads.

Reward for Reading:

Reading Journals:

In the journals, there will be points to help your child with their reading and understanding of the text. Each of the home readers have a booklet to record the work your child has done. The child will be expected to do the work at home.

Each of the home readers have a booklet to record the work your child has done. The child will be expected to do the work at home.

Reading at home:

Please encourage your child to read their reading scheme.

Guided Reading:

In school, the children are given a guided reading activity. This allows the children to work with the teacher on a guided reading text.

Understanding of the text:

We use this session to teach your child's reading skills for your child's ability. We use this session to teach your child's reading skills for your child's ability.
A Guide for Parents

Punctuation

Grammar and

Prefixes Primary School

Year 3 and 4

This, her, our.

They, possessive pronoun: tells you who or what owns a noun, e.g.

Pronoun: a word that takes the place of a noun, e.g. he, she, it.

Relation to another, e.g. on, between, under.

Preposition: a word that tells us the position of one object in

of a root word, e.g. in + possible.

Prefix: is a group of letters that can be added to the beginning
PostDOC is the Predicate.

The dog sleeps in his basket. The dog is the subject and sleeps in his basket is the predicate. The dog sleeps in his basket is a compound sentence because it contains a subject and a verb. The dog sleeps is a simple sentence.

It does not contain a verb, e.g., with the class.

Phrase: a group of words that do not make sense on their own and are not a complete thought. Sentences: groups of sentences that are about a general idea or topic.

"Jonathan said, "We are going to the cinema for my birthday tomorrow." Jonathan was shown by using inverted commas around those words.

Direct speech is when the actual words of a person are spoken. For example, "I crossed the bridge." makes sense on its own. Indirect speech does not, e.g., "When I crossed the bridge, it was raining." makes no sense on its own.

Clause: a group of words that can be used as a whole sentence or a sentence part. For example, "I am writing a letter." is a clause.

Although I was scared, I crossed the bridge.

Articles: a or an, is used with words that begin with a vowel.

Nouns: things or people.

Verb: a word that tells us about the action.

Adverb: a word that tells us about when, where, how, why, or how much.

Adjective: a word that tells us about the state or quality of something.

Pronoun: a word that is used to take the place of a noun.

Preposition: a word used to link nouns and verbs.

Conjunction: a word used to join ideas together. A compound sentence has two or more simple sentences joined together. A complex sentence has two or more ideas together within one sentence.

Sometimes verbs are used:

Some words are used to join ideas:

Common noun: name of a general thing e.g., boy, train, table.

Compound sentence: two simple sentences joined together.

Year 3 and 4
Buckstones Reading Challenge: Year 4

Try to complete as many of these challenges as possible throughout Year 4. Record the name of the book in the relevant box. Ask your teacher for a sticker for your sheet once you have completed each challenge. You must use a new book for each challenge.

<table>
<thead>
<tr>
<th>Read a book with a one-word title</th>
<th>Read a book from your local library</th>
<th>Read a book you swapped with a friend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Retell a story to an adult</td>
<td>Read a book that makes you laugh</td>
<td>Read a book that was given to you as a present</td>
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<tr>
<td>Read a book published in the year you were born</td>
<td>Read a non-fiction book based on a school topic</td>
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<tr>
<td>Read an adventure story</td>
<td>Read a book where the main character is an animal</td>
<td>Read a story set in another country</td>
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<tr>
<td>Read a book where the chapters are named</td>
<td>Read a book that is set in the past</td>
<td>Read a play</td>
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</table>