

# Buckstones C.P. School



## Parental Handbook

### Year 4

Website: [buckstones.oldham.sch.uk](http://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

	Autumn	Spring	Summer
Science	Living things and their habitats  Animals including humans	States of Matter	Sound  Electricity
History	What was it like to be a child just after	Roman Britain	The Anglo-Saxons

	the Industrial Revolution?		
Geography	Greater Manchester	France	
Art	Drawing	Painting	Printing
Design Technology	Textiles (Stuffed Christmas Decoration)	Food (Pizza)	Electronics (Torches)

### 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  $12 \times 12$
- Recall all division facts to  $12 \times 12$
- 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.



Year 3	Year 4
<p>add numbers with up to three digits, using formal written methods of columnar addition and subtraction</p>	<p>add numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p>
<div data-bbox="1324 772 1420 1108"> <math display="block">\begin{array}{r} 235 + 342 \\ \hline \end{array}</math> </div> <div data-bbox="1324 1321 1420 2049"> <math display="block">2 + 3 \text{ digit numbers not creating 10s barrier}</math> </div> <div data-bbox="1173 739 1316 1164"> <math display="block">\begin{array}{r} 200 + 30 + 5 \\ 300 + 40 + 2 \\ \hline 500 + 70 + 7 \end{array}</math> </div> <div data-bbox="1157 1310 1300 1467"> <math display="block">\begin{array}{r} 24 \\ + 33 \\ \hline 57 \end{array}</math> </div> <div data-bbox="1149 1612 1284 1814"> <math display="block">\begin{array}{r} 224 \\ + 533 \\ \hline 757 \end{array}</math> </div> <div data-bbox="1037 750 1109 1288"> <p>creating 10s barrier (units only)</p> </div> <div data-bbox="1021 1366 1093 2016"> <p>creating 100s, 10s barrier (units + tens)</p> </div> <div data-bbox="853 817 1005 1008"> <math display="block">\begin{array}{r} 224 \\ + 537 \\ \hline 761 \end{array}</math> </div> <div data-bbox="837 1489 989 1713"> <math display="block">\begin{array}{r} 284 \\ + 567 \\ \hline 851 \end{array}</math> </div>	<div data-bbox="518 784 694 996"> <math display="block">\begin{array}{r} 678 \\ + 543 \\ \hline 1221 \end{array}</math> </div> <div data-bbox="510 1209 686 1444"> <math display="block">\begin{array}{r} 8492 \\ + 1321 \\ \hline 9813 \end{array}</math> </div>

Year 3	Year 4
<p>subtract numbers with up to three digits, using formal written methods of <i>columnar addition and subtraction</i></p>	<p>subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p>
<div data-bbox="1098 846 1257 981"> <math display="block">\begin{array}{r} 54 \\ - 23 \\ \hline 31 \end{array}</math> </div> <div data-bbox="1098 1093 1257 1272"> <math display="block">\begin{array}{r} 154 \\ - 23 \\ \hline 131 \end{array}</math> </div> <div data-bbox="1098 1406 1257 1585"> <math display="block">\begin{array}{r} 567 \\ - 314 \\ \hline 253 \end{array}</math> </div>	<div data-bbox="523 857 683 1048"> <math display="block">\begin{array}{r} 528^{2'}2 \\ - 3223 \\ \hline 209 \end{array}</math> </div> <div data-bbox="523 1171 683 1350"> <math display="block">\begin{array}{r} 88^{11'}2^{1'} \\ - 3332 \\ \hline 189 \end{array}</math> </div> <div data-bbox="523 1462 683 1653"> <math display="block">\begin{array}{r} 88^{4'}04 \\ - 3122 \\ \hline 192 \end{array}</math> </div>

Year 3	<p>Pupils develop reliable written methods for multiplication, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication.</p>	<div data-bbox="1289 943 1331 1120" data-label="Equation-Block"> <math display="block">23 \times 5</math> </div> <div data-bbox="1187 992 1224 1265" data-label="Equation-Block"> <math display="block">3 \times 5 = 15</math> </div> <div data-bbox="1139 938 1176 1308" data-label="Equation-Block"> <math display="block">20 \times 5 = 100</math> </div> <div data-bbox="1027 949 1064 1408" data-label="Equation-Block"> <math display="block">100 + 15 = 115</math> </div> <div data-bbox="1150 1626 1310 1785" data-label="Equation-Block"> <math display="block">\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ 2 \end{array}</math> </div>
Year 4	<p>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (see <u>Mathematics Appendix 1</u>).</p>	<div data-bbox="520 898 683 1106" data-label="Equation-Block"> <math display="block">\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \\ 21 \end{array}</math> </div>

Year 3	Year 4
<p>Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>Pupils develop reliable written methods for division, starting with calculations of two-digit numbers by one-digit numbers and progressing to the formal written methods of short multiplication and division.</p>	<p>Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></p> <p>Pupils practise to become fluent in the formal written method of short division with exact answers (see <u>Mathematics Appendix 1</u>).</p>
<div data-bbox="1209 936 1295 1079"> <math display="block">\begin{array}{r} 22 \\ 4 \overline{) 88} \end{array}</math> </div> <div data-bbox="1197 1236 1283 1447"> <math display="block">\begin{array}{r} 12 \text{ r } 1 \\ 4 \overline{) 49} \end{array}</math> </div> <div data-bbox="1184 1639 1270 1859"> <math display="block">\begin{array}{r} 16 \text{ r } 3 \\ 4 \overline{) 67} \end{array}</math> </div>	<div data-bbox="539 936 625 1079"> <math display="block">\begin{array}{r} 14 \\ 7 \overline{) 98} \end{array}</math> </div> <div data-bbox="529 1294 616 1554"> <math display="block">\begin{array}{r} 022 \text{ r } 2 \\ 6 \overline{) 134} \end{array}</math> </div>

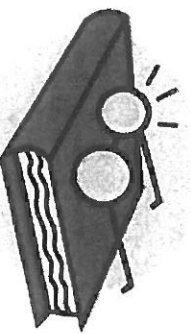
4:

No	Criteria
1	Can use paragraphs for time, event and place in some of their writing.
2	Can develop characters and describe settings, feelings and emotions.
3	Can select vocabulary for effect or appropriateness to task
4	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.
5	Can use the correct Standard English verb inflections, e.g. we were instead of we was.
6	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.)
7	Can use a range of sentences, including simple, compound and complex sentences for effect
8	Can expand sentences by the addition of modifying adjectives, nouns and preposition phrases in some of their writing,
9	Can use inverted commas and other punctuation for direct speech in some of their writing.
10	Can spell some unfamiliar regular polysyllabic words accurately.
11	Can spell many words correctly including common exception words (Year 4 NC appendix) in spelling tests.
12	Increase the legibility, consistency and quality of their handwriting.
13	Can use links to show time or cause e.g. later in the day, eventually, because of.
14	Can use features of writing which are appropriate to the selected task, e.g. use of dialogue in a story; use of 1 <sup>st</sup> . person in a letter; use of imperative for instructions.



# Reading At Buckstones

How you can help your child  
with their reading?



Parents and Carers,

At Buckstones Primary School, we consider reading to be of great importance and the key to all other aspects of learning as it impacts on everything a child does.

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

- Independent reading
- Guided reading (teacher working with a group to develop particular reading skills).
- Shared text work in Literacy lessons
  - Comprehension
- Research (using ICT/reference books)
- Group reading (sharing a text with other children).

Some reading may happen in the Literacy/Guided Reading session but equally, the children may have these opportunities through any other subjects.

This leaflet is designed to help you, help your child at home.

How you can help your child with their reading

If children see parents reading, they'll copy. Don't feel guilty about relaxing with a book, a newspaper or magazine. You are setting a good example.

Spend a little time reading with (or to) your child every day, even if it's just a few minutes. It soon becomes a special time that you'll both value.

Letting children choose their own books gives them a chance to express themselves and gives children real confidence.

Reading with your child can be a way of giving homework support, but you don't need to just read the books issued by school. You could encourage your child to also read magazines, newspapers, non-fiction books and comics.

Reading with your child should be fun and relaxed, and should give your child the chance to practise their reading skills without fear of 'getting it wrong'.

Every so often pause and ask questions, look at illustrations and discuss interesting points or words in texts.

### Guided Reading

In school the children work with the teacher on a Guided Reading activity. This is a planned session giving the teacher opportunity to teach or practise the relevant reading skills for your child's ability. We use this session to teach different reading strategies, hear your child read and/or ask questions to ensure understanding of the text.

### Reading at home

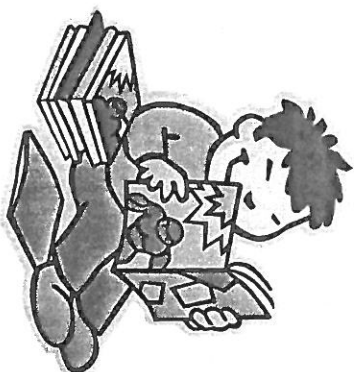
Please encourage your child to read their book to you (several times if necessary) until they are familiar with the words and demonstrate a good level of understanding. Always encourage your child to stop if what they have read does not make sense and have another go.

Each of the home readers have information to help you know what to expect of your child on that level of the scheme.

### Reading Journals

All the children in the school are given a Reading Journal. This needs to be brought into school each day with the child's home reading book. We also ask parents to sign and date when you hear your child read at home.

In the journals there will be pointers to help your child with their reading and questions you can ask them when you read together.



### Reward for Reading

Your child will be rewarded for efforts made with reading. A good reader is not a child who races to the top of a reading scheme but one who has a breadth of reading experiences and can discuss, predict, explain etc. a variety of texts. As a school we will offer the children a range of opportunities to develop these skills.

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

- 1) read and talked about their book for four nights per week (signed by Parent in their reading journal).
- 2) read a book of their own choice through the week as well.
- 3) completed a book review per week.

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



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

Prefix: is a group of letters that can be added to the beginning of a root word, e.g. im + possible.

Preposition: a word that tells us the position of one object in relation to another, e.g. on, between, under.

Pronoun: a word that takes the place of a noun, e.g. he, she, it, they. Possessive pronoun: tells you who or what owns a noun, e.g. his, her, our.



September 2014

**Buckstones Primary School**

## **Grammar and Punctuation**

### **A Guide for Parents**

**Year 3 and 4**

## Year 3 and 4

**Adverb:** gives more meaning to a verb. Many tell us how something happened, but it can also tell us when or where.

**Adverbial phrase:** a group of words that tells us more about the verb.

**Adverbs of manner:** tell us how something happened.

**Adverbs of time:** tell us when something happened.

**Adverbs of place:** tell us where something happened.

**Apostrophes:** apostrophes used to mark singular and plural possession, e.g. the girl's name, the girls' names.

**Article:** (a or an) 'an' is used with words that begin with a vowel.

**Clause:** a group of words that can be used as a whole sentence or part of a sentence. It contains subject and verb. (Main clause makes sense on its own. Subordinate clause does not, e.g.

Although I was scared, I crossed the bridge.).

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

**Complex sentence:** link two or more ideas together within one sentence. Sometimes conjunctions are used to link ideas; sometimes verbs are used.

**Compound sentence:** two simple sentences joined together. A conjunction like: and, but or so, is used to join the sentences.

**Conjunction:** a word used to join ideas within a sentence e.g. and, because, so, when.

**Connective:** a word used to join two phrases/clauses/sentences (a conjunction is also a connective) e.g. therefore, finally, furthermore.

**Comparative adjective:** used to compare two nouns, e.g. bigger.

**Determiner:** goes in front of a noun and its adjective to help tell us which person or thing the sentence is about, or how much or how many of them there are. Articles are also determiners, e.g. one, many, every.

**Inverted commas:** direct speech is when the actual words of a person are shown by using inverted commas around those words, e.g. "We are going to the cinema for my birthday tomorrow," Jonathan said.

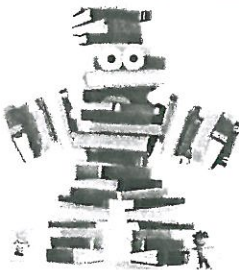
**Paragraph:** a group of sentences that are about an idea or topic.

**Phrase:** a group of words that does not make sense on its own and it doesn't contain a verb, e.g. with the class.

**Predicate:** this is the part of the sentence which tells us what the subject is or does. It always contains a verb, e.g. The dog sleeps in his basket. **The dog** is the subject and **sleeps in his basket** is the predicate.

# 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.

<p>read a book with a one-word title</p> <p><input type="text"/></p>	<p>read a book from your local library</p> <p><input type="text"/></p>	<p>read a book you swapped with a friend</p> <p><input type="text"/></p>
<p>retell a story to an adult</p> <p><input type="text"/></p>	<p>read a book that makes you laugh</p> <p><input type="text"/></p>	<p>read a book that was given to you as a present</p> <p><input type="text"/></p>
<p>read a book published in the year you were born</p> <p><input type="text"/></p>		<p>read a non-fiction book based on a school topic</p> <p><input type="text"/></p>
<p>read an adventure story</p> <p><input type="text"/></p>	<p>read a book where the main character is an animal</p> <p><input type="text"/></p>	<p>read a story set in another country</p> <p><input type="text"/></p>
<p>read a book where the chapters are named</p> <p><input type="text"/></p>	<p>read a book that is set in the past</p> <p><input type="text"/></p>	<p>read a play</p> <p><input type="text"/></p>