

Phase Leader:

Mrs Thakore

Year Group Leader &
Class teacher:

Mrs Bhatt

Class Teacher:
Mr Thomas

Class Teacher:
Ms Al-Zeer

Class Teacher:
**Mr
Segman**

Learning
Support:
Mrs Jani

WELCOME
to year 4!

+ Year 4 Uniform Expectations

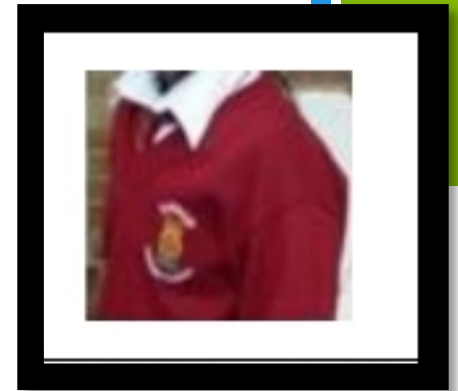
Winter Uniform:

- Grey trousers/skirt
- White shirt
- Burgundy sweatshirt with school logo
- Sensible shoes **(not trainers)**
- Grey/white socks
- Plain tights – black, grey, white

Summer Uniform:

- Grey shorts/skirt
- White polo shirt
- White/grey socks
- Yellow and white checked dress
- Sensible sandals – no open toes.

- Hijabs – Either black, white or burgundy.



See the
[Barham
Primary
School](#)
website for
examples



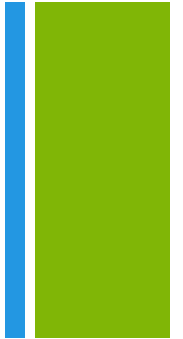
Swimming – Start date subject to government guidelines.

- Your child will be having swimming lesson this year.
- It is a statutory requirement and it states in the national curriculum that primary aged children should be taught to:

swim competently, confidently and proficiently over a distance of at least 25 metres.

- They will need the correct swimwear to be allowed into the pool
 - Swimsuit (one piece) OR tight fitting swimming shorts (modesty swimwear is available in shops)
 - Swimming hat
 - Towel
 - £1 for a locker
 - **THEY ARE NOT ALLOWED TO WEAR ANY JEWELLERY**

More information will come to you when your child starts swimming.



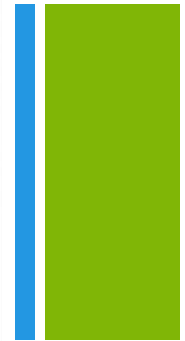
+ Expectations

- National Curriculum including assessments

(from September 2014).

- **Bands and steps** are used to assess children.
- Many objectives from higher year groups have been moved down to year 4, so the expectations are higher than they used to be.
- Children in Year 4 will be expected to be a

Band 4S (Band 4 secure) by the end of the year.



Band progress line

3b	3b+	3w	3w+	3s	3s+
4b	4b+	4w	4w+	4s	4s+
5b	5b+	5w	5w+	5s	5s+

+ Year 4- Topics



Some topics for next year are being revised and revamped. Refer to the school website for more information in due course.

https://www.barhamprimary.co.uk/_site/data/files/docs%20website%20pages/curriculum/jan%2020/Barham%20Primary%20Whole%20School%20Curriculum%20Overview%202019%20-%202020%20003.pdf?pid=20

Target sheets for the core subjects are on the website.

Class _____

Week 10

Target Tracker
ESD is owned by Essex County Council

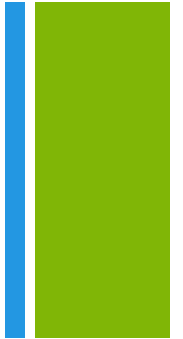
Spelling	Composition	Vocabulary, Grammar & Punctuation
<ul style="list-style-type: none">I can use the prefixes in, im, in-, in-, sub-, inter-, super-, anti-, auto-I can understand and add the suffixes -ation, -ousI can add endings which sound like 'shun' spell -tion, -sion, -cion, -cion e.g. invention, tension, discussion, magicianI can spell words ending with the 'g' sound spell -que and the 'y' sound spell -que e.g. unique, antique, uniqueI can spell words which sound the same but have different meanings: accept/reject, affect/effect, suffix/suffice, very/ferry, kneel/knead, meddle/muddle, mislead/mislead, commotion/commotion, consistent/consistent, witness/witnessI can spell more complex words that are often misspelt e.g. thought, occasionally, interestI can spell words with the 's' sound spell 'ce' e.g. science, someI can use the possessive apostrophe correctly in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children'sI can use the first three or four letters of a word to check its spelling in a dictionaryI can accurately write sentences from memory, dictated by the teacher, that include words and punctuation taught so far	<ul style="list-style-type: none">I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, words and grammarI can plan my writing by talking about the important parts to have in a story, poem, explanation or non-fiction piece, and I can retell the work a number of timesI can rewrite my work, making improvements by saying the work out loud, using the best words I know and the best sentence structures I canI can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped togetherI can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary, and I can adapt my work depending on the audienceI can organise my non-fiction writing so that it has headings and sub-headingsI can assess my work, and that of others, and suggest improvementsI can edit my work by changing the grammar to improve the way my work readsI can proof-read my writing for spelling and use of punctuationI can read my work out to a group with confidence and make sure it sounds interesting, controlling tone and volume so that its meaning is clear	<ul style="list-style-type: none">I can explain the difference between the plural and the possessive -sI can use the correct form of the verb inflection e.g. we were instead of us wasI can make my writing interesting by using adjectives and other descriptive methodsI can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad newsI can use paragraphs to organise ideas around a themeI can use a mixture of pronouns and adverbs in my writing to aid continuity and avoid words being repeatedI can use inverted commas and other punctuation to indicate direct speech e.g. 'The conductor shouted, "Sit down!"I can use apostrophes to mark plural possession e.g. the girl's house, the girl's namesI can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good newsI can understand and use the following terms: determiner, pronoun, possessive pronoun, adverb

Handwriting

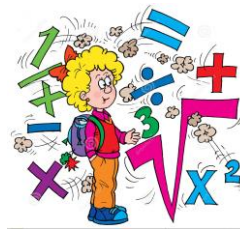
- I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined
- I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap

+ Writing

- The curriculum has a larger focus on grammar, punctuation and spellings. Grammar is also important, even when speaking.
- Each week we will be setting home learning linked to spellings
 - **Spellings** are **very** important this year.
 - They need to be **secure** in the year 3 and 4 spelling list
- **Reading daily** will be expected and will also support your child's progress in speaking and writing.
- **Daily reading homework** in line with DR selfies



+ Maths



- **Daily Maths Homework** which will link to the lesson the children have done.
- Times tables up to 12×12 . Children should be able to recall them at speed.
 - A **times tables check** will happen at the end of the year
 - Google – [Maths Frame Times Table](#) check for a useful link.
- Multiplying and dividing by 10.
- Telling the time past and to the hour at minute intervals, including 24 hour, 12 hour, digital and analogue.
- Using Maths in the wider world – cooking – measuring, reading scales, shopping – counting money, estimating, calculating change.

+ Daily Reading Homework



Read out loud to help fluency

Destination Reader Home-Learning

Each DR stem has activities for you to do to consolidate and practise your reading skills on the texts you are reading at home.

Put a tick next to each activity you have done

Clarifying

1. Write out the words which you have clarified while reading.
2. Use a dictionary to check you have clarified correctly.
3. Do any of your new words have multiple meanings?
4. Can any of your new words be used as different word classes? For doubt can be used as a noun and a verb depending on the context of the sentence.
5. Learn to spell new words which you have clarified.

Inferring

1. Describe a character from what you have read so far. Use evidence from the text to support your descriptions. Remember to explain your answer by using the word because.
2. Describe the setting from what you have read so far. Use evidence from the text to support your descriptions. Remember to explain your answer by using the word because.
3. Describe the mood. Use evidence from the text to support your answer. Remember to explain your answer by using the word because.
4. Can you explain what you think the writer's (author/poet) viewpoint is at this point in the text?
5. Choose a character. Can you explain what you think that character's viewpoint is at this point in the text?

Questioning

Using the Questioning stems, think of questions raised from the text to deepen understanding

Questioning Stems

- Who
- What
- When
- Where
- I wonder
- Why
- How
- What if
- Why do you think
- How do you think
- How do we know

Evaluating

Language

1. Choose a word/phrase what from you have read which you liked. Explain why you feel it works well. Use the word because in your explanation.
2. Has the author/poet used an example of figurative language? What was the impact of the figurative language on the reader? What images does the figurative language create in the mind of the reader?
3. Can you explain how the author could have improved upon their work? Even better if...

Organisation

1. Explain how the text is well - organised. (Non-fiction)
2. Can you explain any contrasts you have read - contrasts between characters, mood, and viewpoint?

Predicting

Before reading, look at the front cover.

1. Write a short description based on the cover and title about what you think this book maybe about. Can you explain why you have chosen this book to read?
2. Write a short explanation of what you think will happen in the next chapter/ next page? Use evidence from the text and the word because to support your explanation.
3. If you have chosen a non-fiction book - what do you think you will learn? Why have you chosen this topic to learn more about? What do you want to learn?

Making Connections

Text to self

1. How does one of the character's you read about link with another character you have read about or seen in film/television?
2. Can you explain how you can identify with one of the characters you have read about?

Text to text

1. Can you explain what book/text this book/text is similar to. Use the word because in your explanation.
2. Can you explain how the main character is like another main character you have read about? Remember to use the word because in your explanation.

Text to world

1. Can you explain how a character/theme/idea link to a story/film/person or event in your life? Remember to use the word because in your explanation.

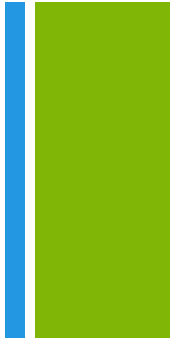
Summarising

1. Write a headline (fiction) or a title (non-fiction) for the page/chapter you have just read.
2. Summarise what you have just read in 10 words.
3. Summarise what you have just read in 50 words.
4. Write a sentence explaining what the main theme of what you have just read is. Explain why you think this by using the word because and evidence from the text.
5. Write a sentence explain what the key idea of what you have just read is. Explain why you think this by using the word because and evidence from the text.

DEFINITELY visit the library regularly to choose new books to read. Look into joining the **Half-term Reading Activities** at all Brent libraries.

+ Home Learning

- This year children will receive daily homework in reading and in maths. This will be handed out **everyday** and will need returning the next day – it will take them **approximately 5-10 minutes** of their time at home.
- Children will be set **spellings each week** to practise, learn and understand them, so that they can write them into their work. They will be tested on them each week.
- Children may be set another piece of **writing homework** – this may link to their learning in class so return dates may vary.
- Children will be expected to complete homework to **a high standard**.
- This work will be **peer or self-marked** (by the children) during the lessons. The class teacher will look at the quality. They children will be provided with a checklist to help them mark the work. This process helps them understand the expectations and will help them improve in the future.
- If children are not returning their homework on time, they will get a **break time detention**.



+ What will your child need?

- A **pencil case** which should be small and made of plastic so that it can be cleaned when necessary. It should include where possible sharp pencils, rubber, sharpener, ruler, glue stick and colouring pencils.

All stationery should be labelled with your child's name



- Your child will need **homework books**. A lined and squared homework book.

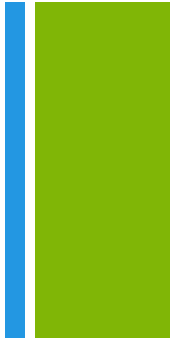


+ How can you help your child?

- **Science Museum** – Looking at the human body, electricity & sound.
- **Literacy** – Reading a variety of text types and genres e.g. newspapers, books, non fiction books, magazines, comics, encyclopaedias...
- Go to the library and research about;

Ancient Romans

- **Swimming** – It's **free** for children during school holidays
- Keep a **diary** to record what they have been doing over their weekend and holidays.
- Help your child to practice their number operations, times tables, number bonds and maths skills every day as they will need to be confident in all of these next year.



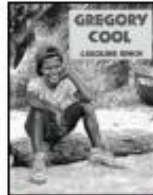
+ How can you help your child?

- Join the library (if you don't already belong to one) and encourage your child to read a book for at least 20 minutes a day. Encourage your child to read a variety of genres.



+ Recommended Reading List

Ahlberg, Allan The Clothes Horse
 Aiken, Joan Fog Hounds Wind Cat Sea Mice
 Bennett, Jill A Pot of Gold
 Binch, Caroline Gregory Cool
 Branford, Henrietta Spacebaby
 Catling, Patrick Skene The Chocolate
 Cresswell, Helen The Sea Piper
 Cross, Gillian The Demon Headmaster
 Crossley-Holland, Kevin Beowulf
 Foster, John & Paul, Korky Dragon Poems
 Goodhart, Pippa Flow
 Hughes, Ted The Iron Man
 Jaffrey, Madhur Robi Dobi
 Verses
 Seattle, Chief Brother Eagle,
 King, Clive Stig of the Dump



Leeson, Robert Smart Girls
 Lewis, C S The Lion, The Witch and The Wardrobe
 MacLachlan, Patricia Sarah, Plain and Tall
 Masters, Anthony The Ghost Blades
 Mayo, Margaret The Orchard Book of Creation Stories
 Touch Morpurgo, Michael The Dancing Bear
 Nimmo, Jenny The Dragon's Child
 O'Brien, Robert C Mrs Frisby and the Rats of Nimh
 Pearce, Philippa Dog So Small
 Pullman, Philip The Firework-Maker's Daughter
 Ransome, Arthur Swallows and Amazons
 Steptoe, John Mufaro's Beautiful Daughters
 Stevenson, Robert Louis A Child's Garden of



Sister Sky Wilder, Laura Ingalls Little House on the Prairie
 Williams, Marcia Greek Myths for Young Children

Further suggestions:

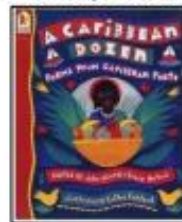
Carroll, Lewis



Grahame, Kenneth



Nicholls, Grace



Streatfield, Noel



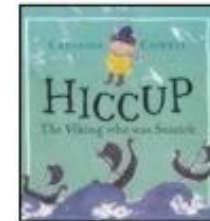
Kinney, Jeff



Wilson, Jacqueline



Cowell, Cressida



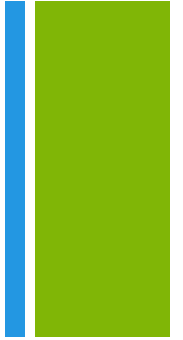
+ How can you help your child?

■ Year 3 & 4 Word list

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



Any questions?



- If you have any questions please do not hesitate to request an appointment with your class teacher.

- We look forward to working with you and your children this year.

