



*Year 4 Parents' Information Evening
2015*

Year 4 Team



4B - Mrs Bloomfield

Alternate Wednesdays - Mrs Redman

4M - Miss Miller

Alternate Wednesdays - Mrs Toseland

*Teaching assistants - Mrs Stafford, Mrs
Chavasse, Mrs Hyde and Mrs Davis*

Our aims for Year 4

What makes a successful learner?

"I can do it!"

Positive Attitude

Perseverance

Independence

Being a good listener

Asking for help when you need it

Not being afraid to get things wrong

Always try your best

Being able to share ideas and knowledge

Concentration

Responsible

Sense of purpose

Doing your homework on time and regularly



Reading



Our most important aim is to foster a love of books and reading.

Children have been organised into groups in each class and will read at least once a week (mostly twice) in their group in Guided Reading time. Where appropriate, books will link to our termly topic.

When they are not reading they will have an activity to complete including grammar and spelling.

The focus is on comprehension - have the children really understood what they have read? Can they retrieve information? Can they comment on the words the author has used and the effect he is trying to create? Can they predict future events? Etc...

PLEASE read at home as much as possible - find a quiet time to share a good book! When possible, discussing the content of what they have read will help their written comprehension skills.

As children become increasingly fluent it is perfectly acceptable for them to read independently. However, it would be great if you could still record this in their reading log so that we know how often children are reading at home.

Retrieval of information

Inference

Example question: How does a character feel?

Deduction

Example question: What do you think a character might do next?
Explain why you think this.

Opinion

Example question: Do you think this character is a kind person? Use evidence from the text to support your answer.

Commenting on effectiveness of language

Example question: 'Mrs Bloomfield thought watching England play football was a bit like watching paint dry.' Why is this a good way to show how Mrs Bloomfield feels about watching football?

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Literacy

Handwriting - we will have weekly handwriting sessions where the focus will be on developing a consistent and joined style.

Children will be aiming for a pen license!

Spelling - as a booklet for the whole term - given time in mornings to learn. New spellings set and tested on a Monday.

Being a good writer - some of our objectives:

Magpie ideas - good writers are good readers! Children need to "steal" good vocabulary to use in their own writing.

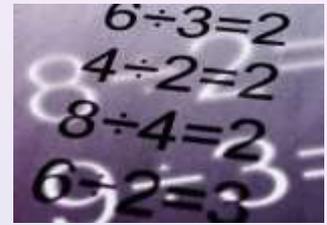
Using a range of sentence starters e.g. ...ly, ...ed words

Adding in and adding on to sentences e.g. the cat sat on the mat....

Using a range of punctuation accurately and effectively.

Paragraphs used accurately to organise overall texts

Mathematics



Mathematics is taught daily for an hour in classes + 20 minute mental maths sessions 5 times a week.

Don't shy away from maths if you didn't like it at school. Try to find new ways to enjoy the subject with your child.

Working to learn times tables is key - buy one get two free method! Knowing their times tables is an essential skill that will help them in all areas of maths. If children don't know their tables, it really will hinder their learning.

Continued practice of mental maths skills is also essential. E.g. number bonds to 10, 20, 50 or 100, using what you know in other ways e.g. if you know $4 \times 5 = 20$ then what is $4 \times 50 = ?$

Make the maths you do FUN!

Maths homework is set on a Friday and is due in on the following Thursday.

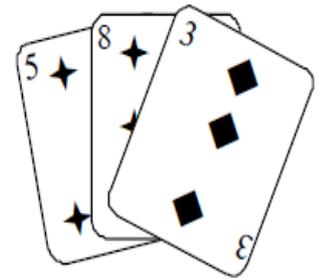
A simple card game

There are many card games which have been specifically designed to help children learn their multiplication tables but you can easily make your own. Why not make up several sets of 0-12 cards, you could use a normal set of playing cards but you would need to assign numbers to the Jack, Queen and King (11,12 and 0).

The card game itself is a simple variation on Snap.

1. Cut the cards into two piles and place each of the piles face down.
2. Player 1 turns over the top card on each pile.
3. Each player tries to be the first to shout the correct answer to the two cards values multiplied together.
4. The first person to call out the correct answer wins the two cards.
5. The players alternate turning over the top cards on the piles until all cards have been won.
6. The overall winner is the player with most cards at the end of the game.

This game can be adapted for learning up to 10×10 by using cards numbered 0-10 or removing the Jack and Queen from a normal pack and assigning the King as a zero.



Try:

- Take turns.
- Take a card and roll a dice.
- Multiply the two numbers.
- Write down the answer. Keep a running total.
- The first to go over 301 wins!



Tables

Practise all the tables up to 10x10. Say them forwards and backwards.

Ask your child questions like:

What are five threes?

Seven times three?

Nine sixes?

Six times four?

Three multiplied by six?

What is 15 divided by 5?

How many threes in 21?

How many sixes in 42?

Forty-eight divided by six?

Six times what equals sixty

Help them to use the table facts they remember easily to get to those which are harder:

- You can always say it the other way round - three eights are 24, so are eight threes.
- Children usually find that facts like six sixes = 36, seven sevens = 49 are easily learnt by their sound. Use them to reach others - for instance eight sixes will be six sixes and two more sixes: $36 + 12$ is 48, or eight sevens will be seven more than 49.

Rhymes

Make up rhymes together to help your child to remember the harder times-tables facts, e.g.

$6 \times 7 = 42$ phew! $7 \times 7 = 49$ fine! $6 \times 8 = 48$ great!

<http://www.multiplication.com/>



This guide helps parents and carers understand how children progress in maths at each National Curriculum level. It includes ideas for what parents can do to support their child's development in maths at home and help them make progress.



Rewards

Stickers (never too old....!)

House points

Merit marks

Reward stamps in their books

Secret Student



Sanctions

In line with behaviour policy

1. A reminder about behaviour and choices
2. Five minutes off break
3. Time out of class and missed break
4. Time out of class and 30 minutes of lunch play missed
5. Pupil sees Head of Key stage and parents are informed

FAQs

How long should my child spend on homework?

When can I speak to a teacher if I have a concern?

When should we write in the reading log?

How will I know how my child is getting on?

Will I be informed if my child's standard of work "slips" ?