

YEAR 4

MEET AND GREET



# The Team



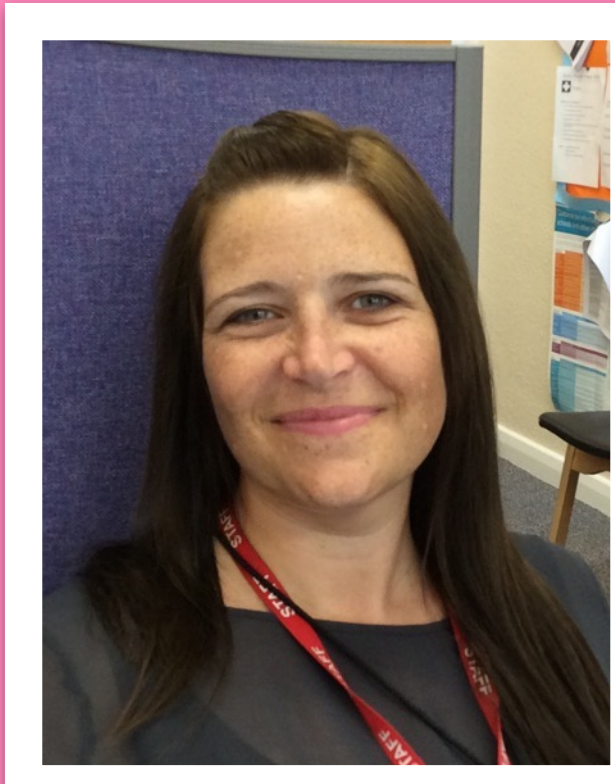
**Mr Rowley 4R**

Mon, Tues, Wed



**Mrs Chick 4CF**

Thurs, Fri



**Mrs Fisher 4CF**



**Mr Pallett**



**Mrs Rodgers**



**Mrs Bidmead**



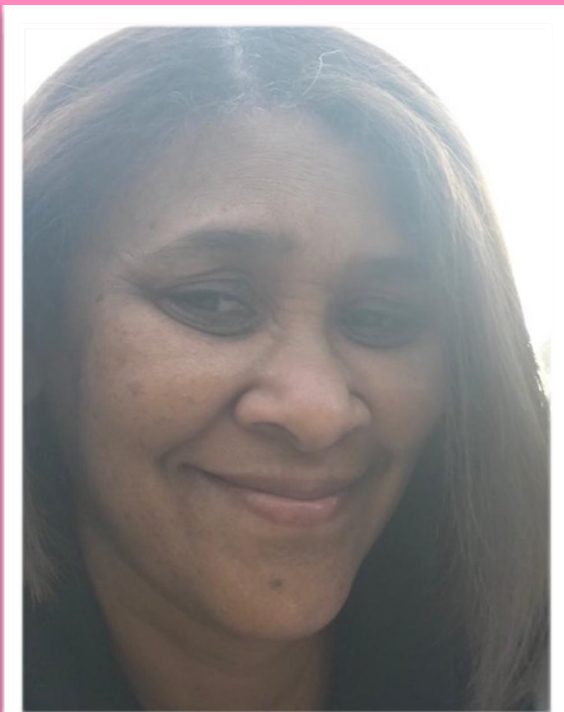
**Mrs McMorrow**



**Mrs Amaral**



**Mrs Brunt**



**Mrs Jesson**



**Mrs Promy**



**Mrs Carvell**







**Communication - Lightning speed**

**Culture - Cry Freedom - Slavery**

**May the Force be With You**

**Conflict - Law and Order Rules and Rights**

**Saxon King - the story of Harold Godwinson**

**Shakespeare week**

**Conservation - Picture our Planet - Photo Stories**

**Challenge Week**

**Viking Warrior - the story of Ragnar Lothbrok**

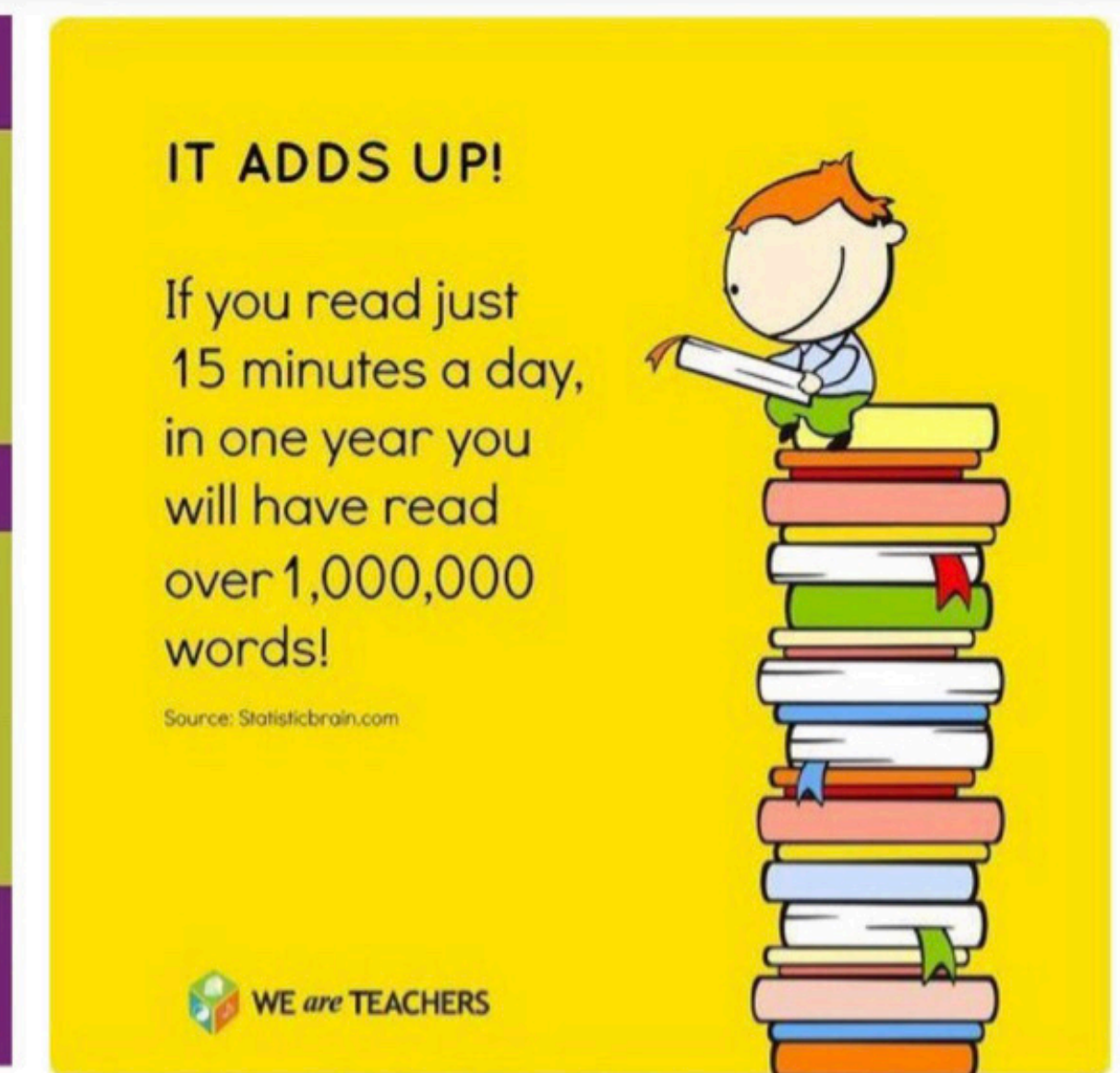
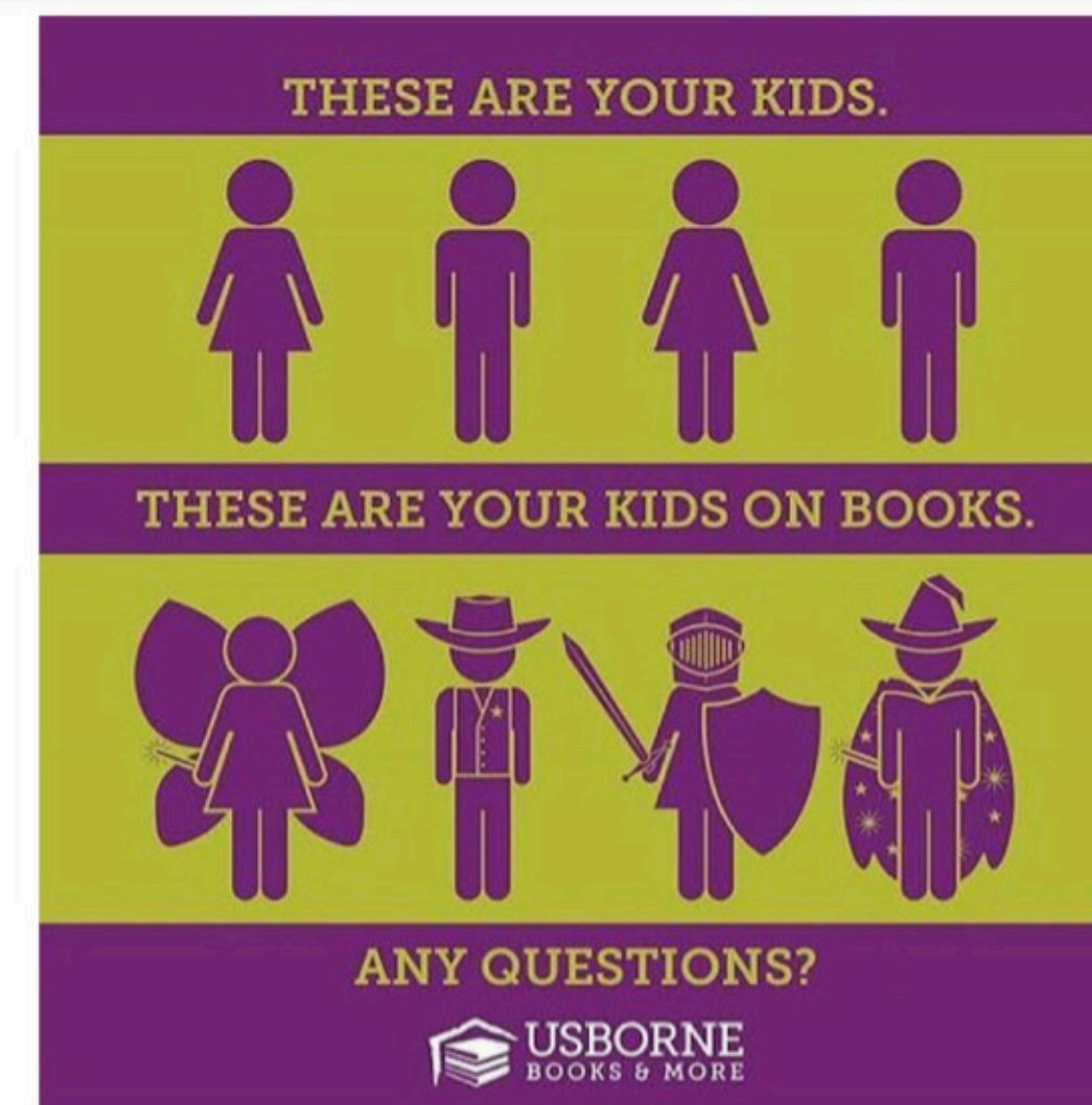
**Window on the World - Geography**





## How can you help?

- 📖 Model fluent reading by reading pages to your child, even when they can decode. Getting them to read a page and then you read a page can be the perfect compromise. Having subtitles on the TV as you watch programmes can also help develop fluency. It is important children hear how fluent reading should sound so that they can develop in this area.
- 📖 Allow your child to repeatedly read sentences, sections of texts and books to improve their fluency.
- 📖 Discourage racing through reading and only picking thick books to ensure full meaning is extracted from a text before moving on to the next. It's recommended that a child needs to be able to independently read at least 95% of the words on a page for a book to be at a suitable level for them to read.
- 📖 When your child has finished a chapter or book, talk about what the chapter/book was about and check that they can retrieve details about the context of the text, as well as infer meaning such as how a character may be feeling for example.
- 📖 Ask your child what books they enjoy and ensure they develop as much reading for pleasure as they can. Shopping for new books, making a bookmark, etc can be the perfect activities.
- 📖 Introduce your child to new authors and texts using the recommended reading list link on the right hand side of this page ➡. This will diversify the range of authors and texts that they experience and also expose them to a wider vocabulary.



Recommended reading lists for each age group can be found on the following website

[https://  
www.booksfortopics.co  
m/key-stage-book-lists](https://www.booksfortopics.com/key-stage-book-lists)

We have an **obligation** to read aloud to our children. To read them things they enjoy. To **read** to them stories we are already tired of. To do the voices, to make it **interesting**, and not to stop reading to them just because they learn to read to themselves.

—Neil Gaiman



**PHONIC APPROACH**  
FOUNDATION STAGE  
YEAR 1 AND SOME OF YEAR 2

# Spelling at KMPS

**WORD STUDY APPROACH**  
YEAR 2 WHO HAVE COMPLETED PHONICS.  
YEARS 3,4,5 AND 6.

## Why?

To ensure that our teaching of spelling is effective and moves with the times.

Research and our experience have found that weekly spelling tests do very little to improve children's progress in longer term spelling retention.

With technological advances such as spellcheck, children need to understand the meaning of words such as homophones two, to and too.

Word study teaches children to look at words and their context rather than remembering lists that are often then forgotten.

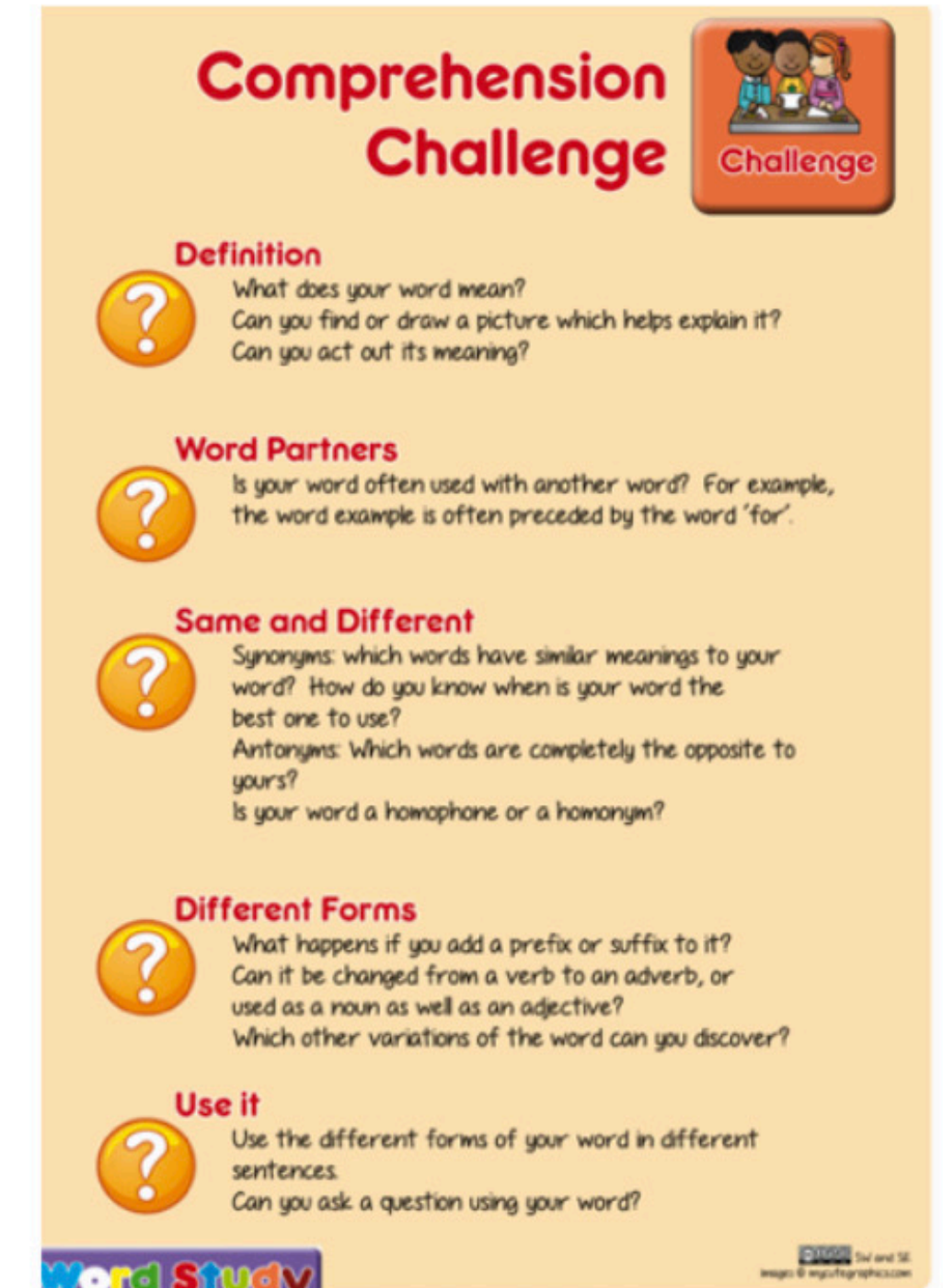
We will continue to teach statutory word lists and ensure that these are sent home but as 80% of words follow predictable patterns, we feel phonics and word study are the best approaches to teaching spelling.

## How you can help at home?

Look at the half-termly statutory word lists with your child to know what words they are working on.

Use the word observation sheet to help you talk about features of key words that your children are trying to spell.

Use the Comprehension Challenge sheet to help you to talk about the words that your children are trying to spell.





# EXPECTATIONS BY THE END OF THE YEAR

## Writing

Using direct speech accurately

Full stops

Capital letters

Commas in a list

Inverted commas

Speech punctuation

Possessive 's'

Question marks

Exclamation marks

Commas after a fronted adverbial

Hyphens

Including a narrative with some structure, a setting and characters

Using some paragraphs to organise ideas

Using sentences with different structures

Using paragraphs that are organised around a theme

Using structure, settings and characters

Using organisational devices\*

Using the present perfect form of verbs for clarity

Using adverbial phrases in different places within a sentence

Using a wide variety of word types for information about time, cause and place

Using longer sentences with more than one clause by using conjunctions\*

Using pronouns and nouns appropriately for clarity and cohesion

Selecting vocabulary and grammatical structures for effect

Using the full range of punctuation taught at Year 4 correctly

Expanding noun phrases by using prepositional phrases

Maintaining legibility and fluency in handwriting

# READING

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what is read, in books read independently, by:
  - checking that the text makes sense, discussing understanding and explaining the meaning of words in context
  - asking questions to improve understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

# MATHS: NUMBER

count in multiples of 6, 7, 9, 25 and 1000

find 1000 more or less than a given number

count backwards through zero to include negative numbers

recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)

order and compare numbers beyond 1000

identify, represent and estimate numbers using different representations

round any number to the nearest 10, 100 or 1000

solve number and practical problems that involve all of the above and with increasingly large positive numbers

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.

add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate

estimate and use inverse operations to check answers to a calculation

solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

recall multiplication and division facts for multiplication tables up 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 three numbers

recognise and use factor pairs and commutativity in mental calculations

multiply two-digit and three-digit numbers by a one-digit number using formal written layout

solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.



# Maths: number

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 one hundred and dividing tenths by ten.

solve problems involving increasingly harder 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 of any number of tenths or hundredths

recognise and write decimal equivalents to one quarter, one half, and three quarters

find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

round decimals with one decimal place to the nearest whole number

compare numbers with the same number of decimal places up to two decimal places

solve simple measure and money problems involving fractions and decimals to two decimal places.



# Maths: Shape, space, measure

Convert between different units of measure [for example, kilometre to metre; hour to minute]

measure and calculate the perimeter of a rectilinear figure (including squares) 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 time 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.

compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

identify acute and obtuse angles and compare and order angles up to two right angles by size

identify lines of symmetry in 2-D shapes presented in different orientations

complete a simple symmetric figure with respect to a specific line of symmetry.

describe positions on a 2-D grid as coordinates in the first 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.

## MATHS:DATA

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.



# Year 4

## English Reading

### Paper 1: Reading Prompt and Answer Booklet

Autumn

Name	
Class	

	out of 40 marks
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### Taking to the stage

Have you ever wanted to be someone different? If so, why not have a go at acting? There are lots of reasons to give it a try. As well as being lots of fun it can be a great way to meet new friends and learn some very useful skills



#### Early performers

Taking to the stage is something that people have been doing for thousands of years. The ancient Greeks were the earliest actors. One player, Thespis, is thought to have been the first ever person to have played a part as someone else – not as himself. That is why actors are sometimes called ‘thespians’, even now.



These days, top actors enjoy great fame and wealth. For some actors, they love performing as someone else. Others are tempted by the idea of the money and glamorous lifestyle. Most actors will tell you that it is not an easy job though!

Questions 1-14 are about **‘Taking to the Stage’**. This can be found in the Reading Booklet that accompanies the test paper.

1.

Look at the first paragraph.

Name **two** reasons why people might give acting a try.

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

2.

Who were the earliest actors?

\_\_\_\_\_

1 mark

3.

What is the name of the first person thought to have played a part as someone else?

\_\_\_\_\_

1 mark



# Year 4

## Grammar, Punctuation and Spelling

### Paper 1: Questions

Autumn

Name	
Class	

	out of 40 marks
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44.

Tick to show which sentence is written in the **past progressive**.

Lexi and Max are clapping loudly.	Tick <b>one</b>
My dad is collecting my brother.	<input type="checkbox"/>
We are waiting for a parcel.	<input type="checkbox"/>
They were eating lots of strawberries.	<input type="checkbox"/>

1 mark

45.

Rewrite the sentence below using a **modal verb** that indicates possibility.

They will arrive later.

\_\_\_\_\_

\_\_\_\_\_

1 mark

- 1 Emma reached out to \_\_\_\_\_ the spiky plant.
- 2 The historians were hoping to \_\_\_\_\_ new information.
- 3 It is always best to be \_\_\_\_\_ when you have made a mistake.
- 4 In the holidays, we travelled to visit a tiny \_\_\_\_\_.
- 5 Riaz felt very \_\_\_\_\_ as he stood up and started his presentation.
- 6 He \_\_\_\_\_ under his breath as he tidied up the messy classroom.
- 7 Alina \_\_\_\_\_ swam across the pool to rescue her dog.
- 8 Nathan won a prize in the art contest for his clay \_\_\_\_\_.
- 9 Everyone \_\_\_\_\_ lots of pencils and toys in the gift shop.
- 10 We all made notes to help us with our \_\_\_\_\_.





# Year 4 Mathematics

## Paper 1: Arithmetic Autumn

Name	
Class	

out of 40 marks



1.

6 + 7 + 2 =


1 mark

2.

67 + 23 =


1 mark

3.

$\frac{6}{9} + \frac{2}{9} =$


1 mark

# Year 4 Mathematics

## Paper 2: Reasoning Autumn

Name	
Class	

out of 30 marks



2.

Here is part of a number square.

The shaded numbers are part of a sequence.

147	148	149	150
198	199	200	201
249	250	251	252
300	301	302	303

Circle the rule for the sequence.

Add 100    Add 1    Add 50    Add 10

1 mark

3.

Eva washes some cars.

She uses 12 buckets of water.

Each bucket has 8 litres of water.

How many litres of water does she use altogether?

litres

1 mark





# **GROUPINGS AND INTERVENTION**

**As a school we regularly assess children's progress and attainment. Should we feel that your child needs extra support or challenge with their learning, then they may be assigned to an intervention group or receive additional focused support within the classroom setting.**

**Assigned groups are flexible and may change as we become more familiar with your child's capability and understanding.**

**Children may work with different staff within school- classteacher has responsibility for this**



# SEESAW

**We will be setting weekly maths homework via Seesaw. We will also include an answers slide so that you can look through the answers with your children. We feel that it is important that the children get instant feedback on their answers so that they don't pick up any misconceptions. Homework will always be based on a topic which they have covered in the week or on a topic that they have previously covered as a revision/reminder exercise.**

**We will also post the topic of our weekly 'Picture News' assembly so that you can discuss the issues we have covered with your children at home.**

**Your children were given their Seesaw codes to take home yesterday - please keep them safe as devices will at times log you out!**



# POINTS OF CONTACT

**Teacher is the main point of contact initially**

**This can be done through an email via the office or if it is a more detailed concern, please contact us to arrange an appointment.**

**Our school has a Leadership team and SENCo who will support and liaise with parents and staff to solve any unresolved issues.**

**Mrs Fisher – Phase Leader**

**Email FAO of our name to [admin@kmpprimary.leics.sch.uk](mailto:admin@kmpprimary.leics.sch.uk)**



# HOW CAN YOU HELP?

**If you feel able to offer support with any of our learning journey topics, e.g. through work contacts, your own hobbies and interests, experiences, then we would love to hear from you.**

**Labelling school uniform, PE kit coats and belongings.**

**Encouraging your child to become independent by taking responsibility for their homework, reading, spellings and times tables practice.**

**Reinforcing and supporting school expectations**

**Do talk to us if you are concerned about anything.**





# Our School Values...

- Self Control
- Courage & Risk Taking
- Cooperation
- Listening & Communication
- Curiosity
- Problem Solving
- Independence
- Perseverance
- Self Belief / Efficacy
- Enthusiasm
- Optimism
- Confidence



**ROUTE TO RESILIENCE**


IN SCHOOL | AT HOME | FOR LIFE



# LUNCH & BREAKTIMES

ZONE 6

THIS ZONE IS FOR



ADVENTURE PLAYGROUND  
NO CLIMBING ON TOP  
NO CLIMBING UP THE SLIDE

ZONE 6

ZONE 5

ZONE 4


ZONE 3

ZONE 2


Zone 1

ZONE 5

THIS ZONE IS FOR



FOOTBALL



BASKETBALL

ZONE 4

THIS ZONE IS FOR



DANCING



YOGA




GAMES LED BY AN ADULT


Infant Play-ground

ZONE 3


THIS ZONE IS FOR




GENERAL PLAYING



CATCHING GAMES



HOPSCOTCH



RUNNING GAMES

ZONE 1

THIS ZONE IS FOR



PING PONG



CRICKET



SKIPPING




BEAN BAG GAMES



JENGA

ZONE 2



THIS IS A QUIET ZONE  
NO RUNNING, BE QUIET!

