

## **KS2 Parent Information 2017/8**

### **Class Organisation**

Victorian Class and Georgian Class are parallel classes with a roughly equal split of Year 4 children in each. We cover the same curriculum topics and learning objectives, although topics may be covered at different times of the year so that we can share resources.

The children do not need pencil cases in school and should not bring toys or other items into school unless it is for a particular topic/reason. These can so often get lost or broken, causing much heartache. Year 4 children in all classes will continue to assume special 'top year' responsibilities.

### **How can I help my child?**

#### **General**

- Ensure your child has the correct PE kit in school on the appropriate days – with plimsolls that fit!
- Ensure that **all** items of clothes are clearly marked. Children in KS2 are expected to assume responsibility for their belongings and losing their belongings can be stressful for a child.

### **Homework**

#### **Reading**

- Make sure that your child reads to an adult every evening for about 10 - 15 minutes, depending on the ability of the child. Encourage your child to discuss what he/she has read. Ask them questions to help develop their comprehension.
- Please sign and date your child's reading record, indicating the page reached.

#### **Maths**

- Help your child to learn their tables in readiness for a weekly times tables test.
- Encourage your child to use maths practically. Can they use money? Do they know what time it is when they come to school go to bed etc.
- Maths homework will be given out from Terms 1 to 5. Homework will go home every Friday, to be returned by the following Thursday

An outline of the topics covered for the year is on the reverse

If you have any queries please feel free to make an appointment to come and speak to us.

KS2 Teachers

*Mrs Hawkes, Mrs Branch and Mr Green*

## Victorian and Georgian Class Year 4 2017/18

YEAR 4						
English	Fiction: Dilemma stories Non-fiction: Information texts	Fiction: Poetry Non-fiction: Journalism	Fiction: Narrative verse Non-fiction: Explanation texts	Fiction: Play scripts Non-fiction: Evaluating evidence	Fiction: Stories with historical setting Non-fiction: Newspapers	Fiction: Stories from another culture Non-fiction: Persuasive writing
<b>Mathematics</b>	Hamilton Trust Plans					
<b>Science</b>	Teeth and Digestion	Electricity	States of matter	Sound	Living things and their environment	Living things in their environment Plants/food chains
<b>Computing</b>	Networks	Software and Digital devices	E Safety	Search Engines	Search Engines	Solving problems using software
<b>Religious Education</b>	Christianity/Hinduism Belonging	Christianity/Hinduism Worship	Christianity Pilgrimage	Christianity Lent/Giving up things.	Christianity Miracles	Christianity Importance of Prayer
<b>History</b>	Ancient Greece - Timeline and Research					
<b>Geography</b>	Features - Volcanoes, Earthquakes, Rivers, Mountains, Water Cycle					
<b>Art</b>	Sculpture	Painting - colour and line	Drawing and Collage	Painting - Colour	Sculpture	Drawing Architecture
<b>Design &amp; Technology and Food Technology</b>	Vehicles Savoury snacks c.f. History/Ancient Greece	Purses (sewing and textiles) Sweet snacks c.f. Geography				
<b>French</b>	Je parle français	Je me presente	En famille	Les vêtements	Mon anniversaire	Moi et mon école
<b>Physical Education</b>	Netball Gym / Swimming	Dance Gym / Swimming	Benchball Dance / Football	Tennis OAA	Cricket Hockey	Athletics Rounders
<b>Music</b>	Berkshire Maestros					
<b>PHSE</b>	1. Communication 2. Working together 3. Decisions	4. Animals 5. The police	6. The world we live in 7. Our school 8. Rights	9. Rules and laws 10. Respect 11. Local democracy	12. The media 13. At risk	14. Drugs 15. Bullying

# Year 4 Maths Checklist

Name: .....

## Number – Number and Place Value

I can:

- 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.

## Number – Addition and Subtraction

I can:

- 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.

## Number – Multiplication and Division

I can:

- 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

- 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.

## Number – Fractions

I can:

- 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  $1/4$ ,  $1/2$ ,  $3/4$
- 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.

## Measurement

I can:

- 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;

## Geometry – Properties of Shapes

I can:

- estimate, compare and calculate different measures, including money in pounds and pence
- 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

## Geometry – Position and Direction

I can:

- 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.

## Statistics

I can:

- 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.

# LKS2 Years 3 and 4 English Assessment Checklist

Name: .....

## Word Reading

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words I meet.
- I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

## Comprehension

- I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read books that are structured in different ways and for a range of purposes.
- I can use dictionaries to check the meaning of words that I have read.
- I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- I can identify themes and conventions in a wide range of books.
- I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can discuss words and phrases that capture the my interest and imagination.
- I can recognise some different forms of poetry [for example, free verse, narrative poetry].
- I understand what I read independently by checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.
- I understand what I read independently by asking questions to improve my understanding of the text.
- I understand what I read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence.

## Composition

- I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.
- I can plan my writing by discussing and recording ideas.
- I can draft and write by organising paragraphs around a theme.
- I can draft and write in narratives, creating settings, characters and plot.
- I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- I can draft and write by in non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements.
- I can evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

- I understand what I read independently by predicting what might happen from details stated and implied.
- I understand what I read independently by identifying main ideas drawn from more than one paragraph and summarising these.
- I understand what I read independently by identifying how language, structure, and presentation contribute to meaning.
- I can retrieve and record information from non-fiction.
- I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

## Transcription

- I use further prefixes and suffixes and understand how to add them.
- I can spell further homophones.
- I can spell words that are often misspelt.
- I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- I can use the first two or three letters of a word to check its spelling in a dictionary.
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

## Handwriting

- I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- I can increase the legibility, consistency and quality of my handwriting.

# LKS2 Years 3 and 4 English Assessment Checklist

Name: .....

## Writing - Vocabulary Grammar and Punctuation

- I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- I can use the present perfect form of verbs in contrast to the past tense.
- I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- I can use conjunctions, adverbs and prepositions to express time and cause.
- I can use fronted adverbials.
- I am learning the grammar for years 3 and 4 in English Appendix 2.
- I can indicate grammatical and other features by using commas after fronted adverbials.
- I can indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns.
- I can indicate grammatical and other features by using and punctuating direct speech.
- I can indicate grammatical and other features by using and understanding the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.

## Spoken Language

- I can listen and respond appropriately to adults and my peers.
- I can ask relevant questions to extend my understanding and knowledge.
- I can use relevant strategies to build my vocabulary.
- I can articulate and justify answers, arguments and opinions.
- I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- I can speak audibly and fluently with an increasing command of Standard English.
- I can participate in discussions, presentations, performances, role play, improvisations and debates.
- I can gain, maintain and monitor the interest of the listener(s).
- I can consider and evaluate different viewpoints, attending to and building on the contributions of others
- I can select and use appropriate registers for effective communication.