



**Welcome to
Year 4**

2018-2019

* Meet the team...

* *Mrs Booth*

* *Mrs Lancashire*

* *Mrs Beckwith*

* *Mrs Dowson*

* *Mrs Becconsall*

* *Mrs Jessop- music*

* *Mrs Wickham- French*

*Communication

- *Through speaking with us at the end of the school day.*
- *Through the home link/ reading diaries which are checked daily*
- *Through arranging a meeting with us at mutual convenience.*
- *Through the staff e-mail addresses*
sacha.booth@godstone.surrey.sch.uk
hayley.lancashire@godstone.surrey.sch.uk

*Reading

- *Children are able to change their reading books daily.*
- *Please write a comment in these to let us know that you have read with your child or if they have finished the book/s provided. They will receive a Dojo point for reading three times a week*
- *Guided reading sessions will take place weekly*

*Homework

- *Homework is given out on a Friday to be returned the following Thursday.*
- *This will be a range of topic, maths and English work.*
- *Project homework*

*Spelling

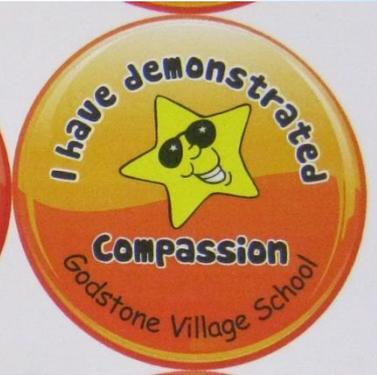
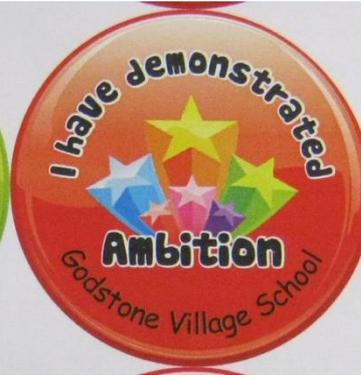
- *Spellings are given out on Wednesday*
- *The children will be tested on their spellings the following Tuesday*
- *The spellings will be a range of the year 3 and 4 common exception words and the year 4 spelling patterns*
- *Children can use 'Spelling Shed' to play games to help learn their spellings*

*PE: Monday and Friday

- PE kits in school every day
- Please ensure ALL PE kit and school uniform is named.
- Shoulder length hair tied up and no earrings.

*Library: Thursday





*Topics

Autumn

Stone Age

Spring

Romans

Summer

British Geography

* Quality first teaching

- * *All children are able to access the curriculum and the learning intention for each lesson.*
- * *Differentiated to meet individuals needs within the lesson.*
- * *Careful questioning and resources to support all children to access the learning for the lesson.*
- * *All children encouraged to be active learners and problem solvers.*

* End of year expectations year 4: Reading

- I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words
- I can read and decode further exception words accurately including words that do not follow spelling patterns
- I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- I can use a dictionary to check the meaning of words
- I can check what I have read and that I have understood it by telling someone else what has happened
- I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this
- I can predict what will happen in a text using details I have already read to help me
- I can summarise what has happened in a text using themes from paragraphs to help me
- I can find and record information from non-fiction texts over a wide range of subjects

*End of year expectations year 4: Writing

- I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together
- I 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 audience
- I can proof read my writing for spelling and use of punctuation
- I can use the correct form of the verb inflection e.g. we were instead of we was
- I can use an adverbial phrase at the start of a sentence e.g. Later that day, I heard the bad news
- I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated
- I can use inverted commas and other punctuation to indicate direct speech

*End of year expectations year 4: Maths

- I can count in multiples of 6, 7, 9, 25 and 1000
- I can count backwards through 0 to include negative numbers
- I can order and compare numbers beyond 1000
- I can round numbers to the nearest 10, 100 or 1000
- I can solve two step addition and subtraction problems using different methods and explain why I used them
- I can recall times tables facts up to 12×12
- I can recognise and show, using diagrams, families of common equivalent fractions
- I can count up and down in hundredths and know that dividing an object by 100 creates hundredths and by 10 creates tenths
- I can round decimals using tenths to the nearest whole number
- I can solve simple money and measure problems involving fractions and decimals to two decimal places

***End of year expectations year 4: Maths cont...**

- I can convert different units of measurement. e.g. I can convert kilometers into meters or hours into minutes**
- I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes**
- I can identify lines of symmetry in 2-D shapes presented in different orientations**
- I can plot points I am given and draw sides to complete a given polygon**
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs**

***Science topics for year**

Autumn: Sound, Rocks and Matter

Spring: Electricity

Summer: Animals and Humans, Living things

End of year expectations year 4: Science

Working Scientifically

- *I can ask relevant questions and using different types of scientific enquiries to answer them*
 - *I can set up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers*
 - *I can gather, recording, classifying and presenting data in a variety of ways to help in answering questions*
 - *I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables*
 - *I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions*
 - *I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*
 - *I can identify differences, similarities or changes related to simple scientific ideas and processes*
- *I can use straightforward scientific evidence to answer questions or to support their findings.*

All Living Things

- *I can recognise that living things can be grouped in a variety of ways*
- *I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment*
- *I can recognise that environments can change and that this can sometimes pose dangers to living things.*

Animals including humans

- *I can describe the simple functions of the basic parts of the digestive system in humans
identify the different types of teeth in humans and their simple functions*
- *I can construct and interpret a variety of food chains, identifying producers, predators and prey.*

States of Matter

- *I can compare and group materials together, according to whether they are solids, liquids or gases*
- *I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}\text{C}$)*
- *I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature*

Sound

- I can identify how sounds are made, associating some of them with something vibrating
- I can recognise that vibrations from sounds travel through a medium to the ear
- I can find patterns between the pitch of a sound and features of the object that produced it
- I can find patterns between the volume of a sound and the strength of the vibrations that produced it.
- I can recognise that sounds get fainter as the distance from the sound source increases

Electricity

- I can identify common appliances that run on electricity
- I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- I can recognise some common conductors and insulators, and associate metals with being good conductors.

Attainment and Progress

We report to you on:

Attainment

This refers to the standards that pupils reach: 'Expected Standard' or 'Greater Depth'

Progress

This refers to pupils' achievements over a period of time. Progress is measured by comparing pupils' current attainment with their previous attainment and measuring the difference.

Summative assessments

Every term pupils have tests in reading, maths and spelling. These are used to inform teacher judgements.

*Trip

Michelham Priory, Hailsham

Tuesday 9th October 2018

Pre-history (Stone Age to Iron Age) workshop

Includes:

- A walk back through time to a Bronze Age round house*
- Artefact handling and a warrior burial ceremony*
- Arts and craft activity*

*How you can support your child at home

-*Daily reading*

-*Complete homework*

-*Learn spellings sent home (Spelling Shed)*

-*Mathletics and Timetable Rockstars*

Year 3 and 4 Common Exception words

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

 *Thank you
for coming*