

### Year 4 expectations for Reading, Homestudy, Spellings and Times Tables.

#### Reading

Children are expected to read to an adult at least 5 times a week and have their reading record signed by an adult. Please could you spend a short time discussing the book with your child and asking them questions about the text. It is important that your child is able to talk about what they have read and not just be able to read the book. We also ask that 'Free Readers' practice reading aloud even if it is one or two paragraphs, to maintain their oral fluency which can aid their writing.

#### Homestudy

Please can you ensure that both the record sheet in the Homestudy folder and the 'Task Sheet' are signed, so that we know what homework has been completed and to what extent your child has worked independently.

#### Spellings

The children are following the Babcock 'No Nonsense' spelling programme which focuses on teaching strategies for spelling patterns and rules along with 'having a go' at spellings. The programme overview for each year group is available on the school's website. In addition, to ensure that the children are spelling in accordance with age-related expectations, all children will continue to practise the spellings they need to know in their home spelling book. The expectation is that the children will complete the four spelling activities for five of the blank or green highlighted words each week at home. They are to hand in their home spelling book on a Wednesday, along with their homestudy.

#### Times Tables

It is the current government expectation that by the end of Year 4, all children can recall times table facts up to 12x12 and related division facts, at speed. They are expected to recall the facts by heart rather than using their fingers to count in multiples. Children will have regular lessons to teach times tables, focusing on strategies and patterns to help them learn them and they should also practise these at home as well. Testing of times tables will take place two or three times each half term which will consist of both written and oral assessment. Websites to help include:

Hit the Button <http://www.topmarks.co.uk/maths-games/hit-the-button>

Terra Times tables <http://mrthorne.com/home/terra-times-tables/>

Times Table Mountain App <http://www.teachingtables.co.uk/>

Thank you for your support. Miss Jameson and Miss O'Leary.

## Summerville Primary

An Academy School

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Deputy Head: Stephen Jess

Assistant Head: Clare Bugg

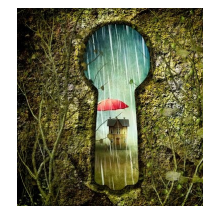
## Beech and Elm Class (Year 4)

### Curriculum Newsletter

### Autumn Second Half Term 2018

#### The World Around Us:

#### Through the Keyhole



Class Teachers: Miss Jameson and Miss O'Leary

Teaching Assistants: Mrs Anderson, Mrs Guiliano, Mrs Kitchen and Miss Brown

Our creative learning journey is 'The World Around Us'. We will be focussing on the UK, looking at key geographical features and exploring different cities around the UK, including what or who makes them famous. To introduce this journey, Year 4 have chosen a whimsical and mysterious painting by the artist Marge Nelk. We will use this picture to inspire our own 'Through the....' pictures and to support our story writing, which is around the theme of entering a portal to somewhere in the immediate world around us.

In addition, we will also run an Enterprise project selling our stories which will be available to buy just in time for Christmas!

## Personal, Social and Emotional Development

### RE

Christmas Around the World

Christmas Traditions

How Christmas is celebrated in different countries

## Communication, Language and Literacy

### The Lion, the Witch and the Wardrobe

Whole Class Reading – discuss character's motives and actions and how they have developed throughout the book.

### Story around a theme

Focus on the theme of entering another world - identify the types of characters that would be found in a different world, how they act and whether these actions are justified. Create own mythical world, including settings and characters.

Write a story using the specific structure of beginning, build up, problem, resolution and conclusion.

## Mathematical Development

### Length and Perimeter

Measure and calculate the perimeter of rectilinear shapes in cm and metres.

### Multiplication and Division

Derive and use multiplication and division facts for multiplication tables up to 12x12

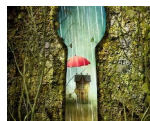
Identify patterns and relationships within times tables

Use known facts to derive new facts and inverse facts – make links to doubling

Rules for divisibility and the distributive law

Multiplying and dividing by 1, 10 and 100

## Through the Keyhole



## Knowledge and Understanding of the World

### Science

States of matter—snow investigation, rain investigation, rising sea levels experiment  
Reversible and irreversible changes  
The Water Cycle

### Computing

E-safety - staying safe online.  
Animation

### Geography

Use maps to locate places in the UK and explore what or who makes them famous.  
Identify physical and human features and how they have changed over time.

## Physical Development

### Outdoor PE

Tag Rugby - basic skills and small games.

### Indoor PE

Gymnastics - shapes, balances and rolling skills.

## Creative Development

### Art

Studying the artists Marge Nelk and Charlie Waite  
Create own 'through the ....' pictures - using multimedia techniques.  
Creating a map for an alternative world.

### Music

Explore composers that create music for atmosphere (e.g Holst—Planet Suite).

### French

Faire les magasins—shopping  
Count to 40

### Topic

What part of my world can I see through the keyhole? What does it mean to me? How do I get there? What happens there? Let's find out!