

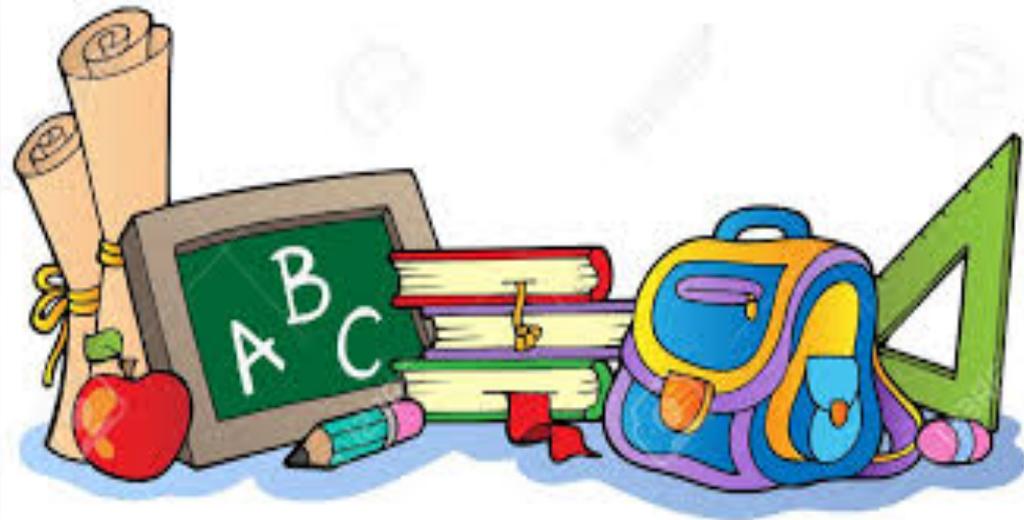
Year 4 Workshop



Year 4

Year 4 is a crucial time in your child's education.

At Bowes our aim is to provide every child with the opportunities and challenge in order to enhance their learning experience.



The aim of this workshop:

- To give you resources to use with your child
- To give you the chance to look at the resource packs we have given you
- To offer further ideas on how you can support your child at home



The Expectations of the New National Curriculum

Within each subject there is an expectation of objectives that children need to be able to achieve.

On the next few slides you will find out the expectations for reading, writing and Maths.





Reading Comprehension



Develop positive attitudes to reading, and an 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 their 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 they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- asking questions to improve their 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 1 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





Writing



- use further prefixes and suffixes and understand how to add them
- spell homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far



Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

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
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

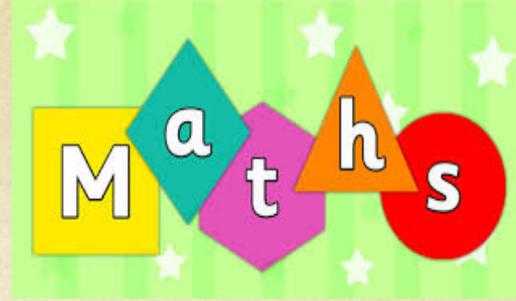


Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

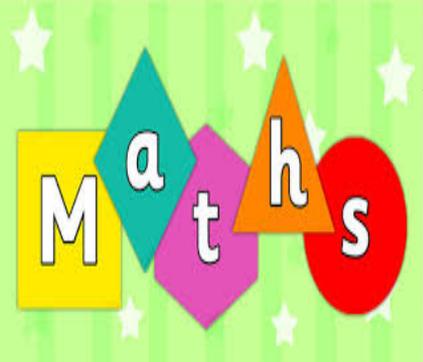


Maths Number - number and place value

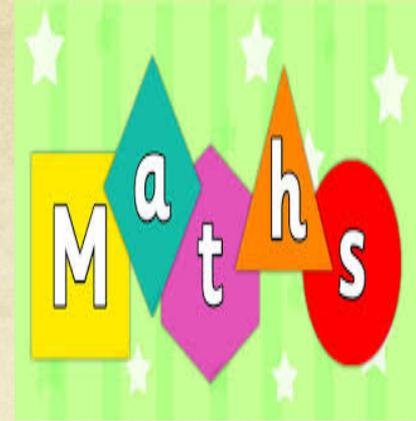


Pupils should be taught to:

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- 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 0 and place value



Number- addition and subtraction



Pupils should be taught to:

- 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

Pupils should be taught to:



- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 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 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Numbers- fractions (including decimals)



Pupils should be taught to:

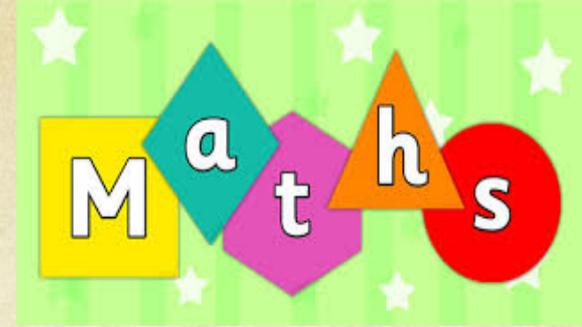
- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to 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 hundreds
- recognise and write decimal equivalents to



- 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 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places



Measurement



Pupils should be taught to:

- 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



Geometry- properties of shape

Pupils should be taught to:

- 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 2 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



Pupils should be taught to:

- 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





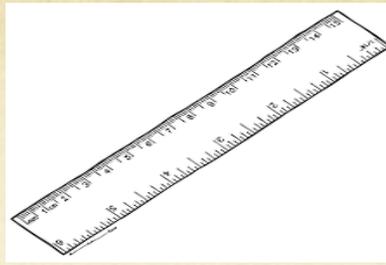
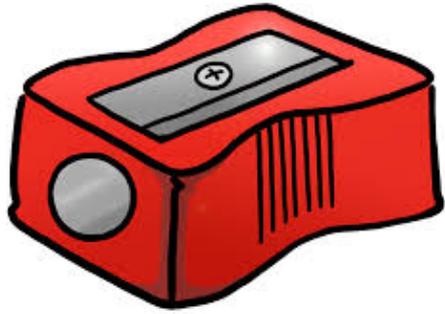
Statistics



Pupils should be taught to:

- 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



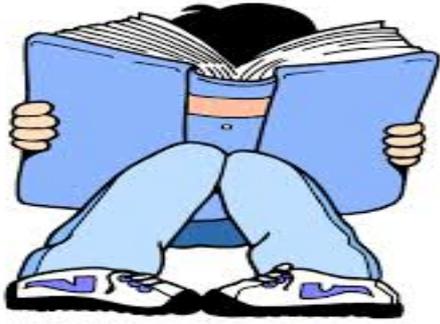


Resources

In each pack you have been given:

- **Two Reading Comprehension papers**
- **Three Maths papers**
- **Times tables charts**
- **A ruler**
- **A rubber**
- **A sharpener**
- **A pencil**
- **An exercise book**

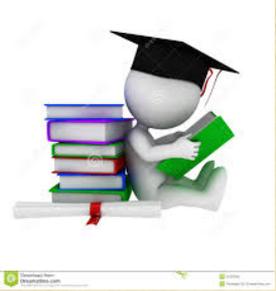




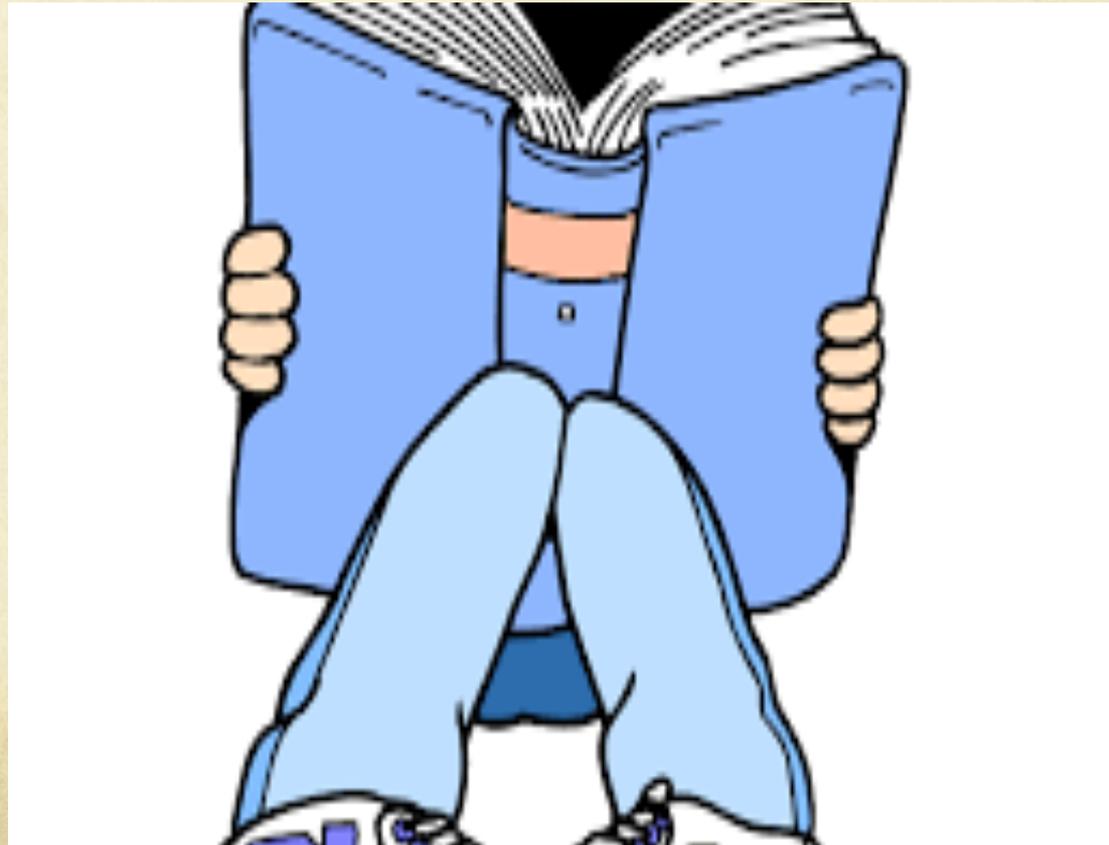
Supporting at home

In order to further consolidate your child's learning we would like your support at home. This can be done in a range of ways:

- Reading to them
- Listening to them read
- Asking them questions about what they have read
- Quizzing them on their times tables
- Working on the papers that are in the packs we are giving you
- Completing all home learning.
- Spending time discussing what they have learnt at school
- Visiting the library
- Writing stories together or helping them develop their ideas for their writing.



Time to look at the papers



Do you have any questions?

