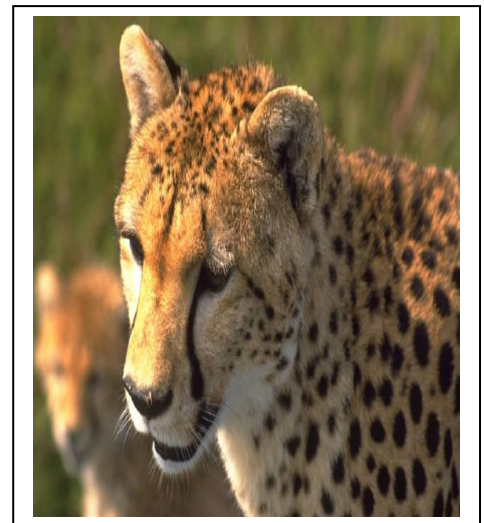
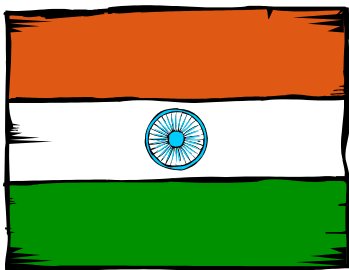


NORTH CHESHIRE JEWISH PRIMARY SCHOOL

Working in Year Four



**Class Teachers: Mr Johnston
Mrs Becker**

ENGLISH: expectations in Year 4

We follow the National Strategy Renewed framework for Literacy

SPEAKING AND LISTENING:

Children should

- Listen and respond appropriately to the contributions of others, building on their ideas
- Convey a narrative or detailed information clearly for listeners
- Show understanding of the rules of dialogue
- Listen to a speaker, identify their main points and make notes
- Take different roles in group discussion
- Through drama, show how behaviour can be interpreted from different viewpoints

READING:

Experience clearly shows that progress in English (reading and writing) is directly linked to good reading habits. Children should read daily at home and school; both silently, to themselves and aloud, to parents/teachers.

Children should be encouraged to read for pleasure rather than challenge, so the choice should be child-directed. Reading TO your child (perhaps a more challenging text) is also extremely worthwhile.

Children should:

- read extensively favourite authors or genres and begin to experiment with other types of text, on paper and on screen
- use phonics strategies and context to decode unfamiliar words
- read aloud with increasing fluency, showing understanding of the meaning through use of expression and attention to punctuation.
- be able to retrieve and summarise events/information in the text
- deduce characters' reasons for behaviour from their actions
- comment on the structure, presentation and language features of a text

WRITING:

Children should

- use settings and characterisation to engage readers' interest
- choose vocabulary carefully for clarity and impact and to show imagination
- select, organise and present their compositions appropriately, for clarity, meaning and impact (e.g. using paragraphs, layout, bullet points, etc)
- recognise sentence boundaries and begin to use commas to mark clauses
- use the apostrophe for possession
- distinguish the spelling and meaning of common homophones (there, their, they're; to, two, too etc)
- write consistently with neat, legible and joined handwriting
- use word processing packages to present written work

YEAR FOUR HOMEWORK

We set homework for a wide range of reasons. Please remember it is only a 'snapshot' of the work your child is experiencing every day and our main focus is on the work planned, delivered and assessed for every session within the school day and not on homework.

EVERY DAY: Children are expected to read independently every day (**minimum 15 minutes**). Please monitor this and record all reading in your child's reading record book.

Additionally: (to take no more than 45 minutes)

MONDAY:

Due in for the following Friday

Children may be asked to do research to support a range of exciting topics this year in History, Science, Art and Geography.

We teach the children that research involves a 3-step process:

- 1 *Gathering together* a range of sources (e.g. internet sites, books)
- 2 *Selecting* from those sources information relevant to their specific task
- 3 *Communicating* their selected information for an audience, in language that shows their own understanding and is accessible to their peers

Your support would be greatly appreciated in helping your child understand the material they collect. *A simple print-out from the internet is not acceptable since it is only the 1st step of this process and does not develop selection or communication skills.*

We realise that there may be difficulties with the availability of computers/printers and would like to emphasise that

- a) books are still regarded as a valuable source of information!
- b) if there are any difficulties at home, your child may ask to use the computer at school in a break time, if they need it to complete their research work

WEDNESDAY:

Due in on Friday

Literacy: spellings, grammar, comprehension or specific reading task)

FRIDAY:

Due in Monday

Mathematics: Work to reinforce or extend the week's concepts or other relevant maths work. (This may be in the form of practice or challenge worksheets)

Final note: We tell the children that homework involves **both** doing the actual work AND ensuring that it is in their bag to hand in on the appropriate day! The organisation of self and independence is a key skill to develop/perfect in Year 4. Pupils are expected to carry oral messages to home accurately and to reply to school.

EQUIPMENT REQUIREMENTS - Optional

We would like the children in Year 4 to come to school with the following equipment if possible:

Labelled pencil case containing:

Pencil Crayons

HB pencils (at least 2) of good quality

Rubber

Pencil sharpener with integral holder for shavings

30cm ruler which measures in both cm and mm (not folding ruler please)

Fountain pen or roller ball

Red pens (x 2)

Black fine tip marker

Prittstick – this saves time and mess – PVA is great but it can be very messy!

ALL ITEMS MUST BE CLEARLY LABELLED and nothing of great value should be brought in as we cannot accept responsibility for items lost, damaged or stolen.

Please note: These items tend to run out or get lost or broken during the course of a term. Please monitor your child's supplies regularly – it saves a great deal of lesson time if children are properly equipped!

Additionally, it is recommended that Year 4 children have the following items, mainly for use at home:

“The First Aid in English” by Angus MacIver (published by Robert Gibson)

Dictionary (recommended: Collins New Compact
Collins Compact English
The Oxford Colour)

Thesaurus

Maths dictionary: (Collins)

MATHS: YEAR 4 CURRICULUM

TIMES TABLES: Children coming into Year 4 need to start off with a very secure knowledge of the x2, x5, x10 tables and a fairly good knowledge of the x3, x4, x6 tables (all of which have been taught in Year 3). Hesitancy with these tables is a significant obstacle to progress.

NUMBER and CALCULATIONS:

Place value (TH H T U . t h)

Rounding to nearest 10, 100, 1000

Negative numbers (temperature)

Fractions; equivalence, fractions of quantities, relation to decimals

Simple percentages

4 rules of number (+ - x -): mental and formal methods

Times tables: x7, x8, x9, x 12

Factors/multiples

Doubling and halving

Multiplying by multiples of 10

Short and long multiplication: grid method

Division by chunking

Calculator skills

Algebra: number sequences, missing numbers, input/output machines

Please note: *Educational research into the acquisition of number skills has changed the way that maths is taught to children. More emphasis is placed on a secure understanding of mental methods before progressing to the formal written methods that we, as adults, are more familiar with. Your child will progress to using those written methods but, in the meantime, we would ask that you be patient and do not teach 'your' method before we have got to that stage in class!*

SHAPE

2D shapes; properties

3D shapes; properties, construction, nets

Angles; right, acute, obtuse

Angles round a circle – measured in right angles

Lines; parallel, perpendicular, horizontal, vertical

Direction and rotation; clockwise, anti-clockwise

MEASURES

Units of measurement and their application to length, capacity, mass, volume

Conversion between units

Reading scales

Area and perimeter

Plans, maps, scale, distance

Telling time: digital and analogue; converting one to the other

Calculation of lengths of time

Timetables

DATA HANDLING

Graphs, axes

Frequency diagrams, simple pie charts, pictograms, tally charts

Decision tree diagrams, Venn diagrams, Carroll diagrams

Co-ordinates in the 1st quadrant

Probability; more/less/most/least likely

USING AND APPLYING MATHS

Problem-solving

Applying skills to real-life situations

Investigative work

SWIMMING IN YEAR 4

As part of their National Curriculum entitlement, children in Year 4 go to Cheadle Leisure Centre for swimming every Friday during The Spring term and Summer Term (with a couple of exceptions, about which you will be notified.) They are taught by qualified and experienced swimming instructors who follow the 'Swim Stockport' curriculum. These teachers will use Stockport guidelines to group the children and differentiate their teaching and will continually monitor their progress.

Stockport Authority requires

- a) that boys wear the 'underpant' style of swimming trunks (rather than baggy shorts)
- b) that girls (and boys with very long hair) wear swimming caps and no earrings
NB Newly pierced ears = no swimming lessons for 6 weeks.
- c) that no goggles are worn, except for medical reasons (doctor's note required).
This is always a bone of contention but is simply part of the children's water safety education; they cannot guarantee to be wearing goggles if they fall into a river or off a boat!
- d) that children with verrucas can (and are expected to) participate in swimming lessons

The swimming programme is very enjoyable and worthwhile in terms of both swimming skills and water safety education. If children are well enough to be in school they are presumed to be well enough to go swimming. So please help your child remember his/her swimming gear on Fridays!

Y4 Hebrew

Autumn Term

Revision of all the work done

last term. Work on units 7,8, from the textbook "HAKOL CHADASH".New vocabulary.

WH questions, singular and plural masculine

Feminine in present tense.

Short conversation using new vocabulary.

Instructions given in Hebrew.

Work on different festivals,

Reading more complicated paragraph

About the festival. (songs)

A short conversation about the rituals.

Writing and reading about the festivals.

Rosh-Hashanah, Yom-Kippur,

Sukkot, Simchat-Torah

Hanukah.

Reading work (or vocabulary) to be sent home every other week.

Spring Term

Revision of all the work has done last term. Work on units 8,9, from the textbook "HAKOL CHADASH" new vocabulary used in conversation and writing, also general conversation.

Topics: school and time.

More complicated instructions given in Hebrew.

Work on the festivals, reading a more complicated paragraph about the festivals, short conversation about the rituals. Reading, singing and understanding Hebrew songs.

Tu-Beshevat, Purim, Pesach. (haggadah work- singing reading and understanding)

Reading work (or vocabulary) to be sent home every other week.

Summer Term

Revision of all the work done last term. Work on units 8, 9 & 10, from the textbook "HAKOL CHADASH". New vocabulary used in conversation and writing.. More complicated instructions given in Hebrew.

The topic shopping.

Work for the best book.

Work on the festivals, reading more complicated paragraphs about the festivals, writing sentences about the rituals, short conversation about the rituals. Reading, singing and understanding Hebrew songs.

Yom-Hatzmaout Lag-Ba.omer, Shavuuot.

Reading work (or vocabulary) to be sent home every other week.