

Home Learning

Guidance - Year 4



COLLABORATION
WE DEVELOP STRONG
RELATIONSHIPS AND
WORK TOGETHER.



RESILIENCE
WE KEEP GOING
WHEN THINGS ARE
CHALLENGING



RESPONSIBILITY
WE TAKE OWNERSHIP
OF OUR ACTIONS AND
CHOICES



RESPECT
WE ARE KIND TO
OURSELVES AND
OTHERS



ASPIRATION
WE SET
AMBITIOUS GOALS
FOR OURSELVES

Year 4 Home Learning Expectations

We ask our parents and carers to help, support and encourage their child to complete the home learning tasks that are set.

Our expectation for home learning in Year 4 is as follows:

- Daily reading (and discussion about the book) **to or with an adult** at home.
- Reading diary to be completed by the child.
- If your child is reading a book on Accelerated Reader, they should take their quiz within 48 hours of completing the book. This can be done at home or in school.
- Spend time on DoodleMaths and DoodleEnglish completing allocated stars.
- Complete at least two sessions per week on Times Tables Rock Stars.
- Learn the spellings list sent home in the reading diaries each week (these can also be practised on DoodleSpell).



Reading



Learning to read is probably the most important part of your child's learning at primary school. Reading helps children to understand things, it enables them to express their feelings and it fires their imagination.

Your child will make accelerated progress with their reading if you **find the time to read with them every day** (for about 10 minutes).

Find a comfortable place to read with your child. Encourage them to read the text but do not put too much pressure on them; you can always read to them or try again at another time.

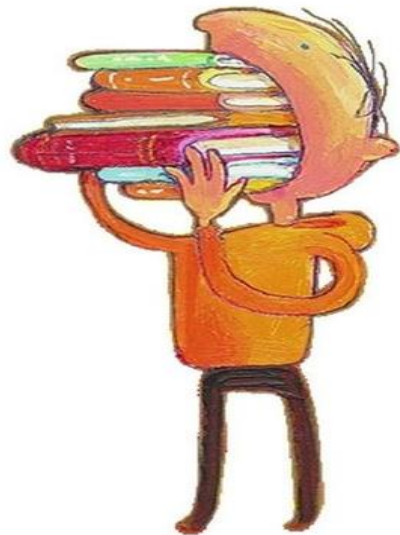
They will also benefit from seeing you read. When you read you are showing them that reading matters and that it is something that brings *you* a lot of pleasure.

We ask all children to read daily at home and complete their reading diary. Please make sure you sign the diary, at least once a week, once you have read with your child.

Questions to ask your child when reading

You can help your child to understand what they're reading (reading comprehension) by asking them questions about what they've read and about what might happen next in the text. Here are some examples of the types of questions you might want to ask them during or after they've read with you:

- *Do you like this character? Why / why not?*
- *Which words best describe that character?*
- *Which words tell us that...?*
- *How do you think that character felt when...?*
- *How did the story make you feel? Why?*
- *Where is this book set? How do you know?*
- *When do you think this story happened? Why do you think that?*
- *What do you think might happen next?*
- *Would you recommend this book to a friend? Why / why not?*



Spellings

Children will have the common exception words sent home at the beginning of the year. We aspire for our children to be able to read, spell and apply them all by the end of the academic year. These can be practised both in the school reading diary and / or on DoodleSpell.

Each year group has a set of key words to learn to spell and these words will also be covered through the weekly spellings.

Spellings		
actual	experiment	peculiar
actually	extreme	perhaps
address	favourite	popular
appear	forward	position
believe	forwards	possess
bicycle	grammar	possession
breath	guard	possible
breathe	guide	potatoes
busy	heard	pressure
business	height	probably
calendar	imagine	promise
caught	increase	purpose
centre	interest	recent
century	knowledge	regular
complete	library	sentence
consider	material	separate
continue	medicine	special
difficult	mention	strange
disappear	natural	strength
earth	notice	suppose
enough	opposite	surprise
exercise	ordinary	therefore
experience	particular	various

Maths

We ask the children to spend time on DoodleMaths completing allocated stars. This will reinforce their learning in class.

Times tables help to support the children build their maths knowledge and enable them to problem solve confidently and accurately. The children will also have times tables set on Times Tables Rock Stars for them to practise at least twice a week.

In year 3, the children learnt the 3, 4 and 8 times tables.

In year 4, we ask the children to focus on the 6, 7, 9, 11 and 12 times tables. To extend the children's learning, we would ask that they learn the related division facts and be able to recall both within a 6 second time frame. This can again be supported through TTRS.

6x table

1 x 6 =	6
2 x 6 =	12
3 x 6 =	18
4 x 6 =	24
5 x 6 =	30
6 x 6 =	36
7 x 6 =	42
8 x 6 =	48
9 x 6 =	54
10 x 6 =	60
11 x 6 =	66
12 x 6 =	72

7x table

1 x 7 =	7
2 x 7 =	14
3 x 7 =	21
4 x 7 =	28
5 x 7 =	35
6 x 7 =	42
7 x 7 =	49
8 x 7 =	56
9 x 7 =	63
10 x 7 =	70
11 x 7 =	77
12 x 7 =	84

9x table

1 x 9 =	9
2 x 9 =	18
3 x 9 =	27
4 x 9 =	36
5 x 9 =	45
6 x 9 =	54
7 x 9 =	63
8 x 9 =	72
9 x 9 =	81
10 x 9 =	90
11 x 9 =	99
12 x 9 =	108

11x table

1 x 11 =	11
2 x 11 =	22
3 x 11 =	33
4 x 11 =	44
5 x 11 =	55
6 x 11 =	66
7 x 11 =	77
8 x 11 =	88
9 x 11 =	99
10 x 11 =	110
11 x 11 =	121
12 x 11 =	132

12x table

1 x 12 =	12
2 x 12 =	24
3 x 12 =	36
4 x 12 =	48
5 x 12 =	60
6 x 12 =	72
7 x 12 =	84
8 x 12 =	96
9 x 12 =	108
10 x 12 =	120
11 x 12 =	132
12 x 12 =	144

End of Year 4 National Reading Expectations

Reading
Word reading
1. I can apply my growing knowledge of root word, prefixes and suffixes (etymology and morphology) both to read aloud and to question and understand the meaning of new words I meet.
2. I can read and spell further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
3. I can listen to and give preferences for a wide range of fiction, poetry, plays, non-fiction and reference or text books; giving reasons.
4. I can read books that are structured in different ways and read for a range of purposes with increasing independence.
5. I can use a dictionary to check the meaning of words I have read including using a thesaurus to find synonyms.
6. I have increased my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally from alternate narrative viewpoints.
7. I can independently identify themes and conventions in a wide range of books.
8. I can prepare a range of poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
9. I can discuss word and phrases that capture the reader's interest and imagination and why an author would have used them.
10. I can state some opinions about different forms of poetry (e.g. free verse, narrative poetry), giving examples.
11. I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.
12. I can ask inference and deduction questions to improve my understanding of a text.
13. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence with plausible reasons.
14. I can predict what might happen from details stated and implied.
15. I can identify main ideas drawn from more than one paragraph and summarise these.
16. I can develop the ability to identify how language, structure and presentation contribute to meaning.
17. I can retrieve and record increasingly more relevant information from non-fiction.
18. I can participate in discussion about both books that are ready to me and those that I can read myself, taking turns and listening to what others say.

End of Year 4 National Writing Expectations

Writing
Spelling
1. I can use further prefixes and suffixes and understand how to add them.
2. I can spell further homophones and near homophones.
3. I can spell words that are often misspelt in my own writing.
4. I can use the first two or three letters of a word to check its spelling in a dictionary independently.
5. I can write from memory sentences that include words and punctuation taught so far (from the full Year 3 and 4 list).
Handwriting
6. I can understand which letters, when adjacent to one another, are best left un-joined.
7. I can increase the legibility, consistency and quality of my handwriting (my lines of writing are spaced so that ascenders and descenders of letters do not touch).
Writing—Composition
8. I can plan writing by discussing writing similar to that which I'm planning to write, to learn from its structure, vocab and grammar.
9. I can draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentences structures.
10. I can organise paragraphs around a theme.
11. In narratives, I can create settings, characters and plot applied across a range of genres.
12. In non-narrative material, I can use a range of organisational devices such as headings and sub-headings.
13. I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements.
14. I can evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
15. I can proof-read for spelling and punctuation errors with increasing independence.
16. With increasing confidence, I can read aloud my own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.
Writing—vocabulary, grammar and punctuation
17. I can extend the range of sentences with more than one clause by using a wider range of conjunctions, adverbs or prepositions.
18. I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition e.g. the noun is appropriately replaced by the pronoun 'he', 'him', 'his', etc.
19. I can use conjunctions, adverbs and prepositions to express time and cause with increasing effect.
20. I can use Year 4 grammar including plural and possessive -s, verb inflections.
21. I can use fronted adverbials followed by commas.
22. I can indicate possession by using the possessive apostrophe with plural nouns.
23. I can use and punctuate direct speech using inverted commas and other punctuation: a comma after reporting clause, end punctuation within inverted commas.
24. I can use and understand the grammatical terminology for Stage 4.

End of Year 4 National Maths Expectations

Maths
Place Value
1. I can count in multiples of 6, 7, 9, 25 and 1,000.
2. I can find 1,000 more or less than a given number.
3. I can count backwards through zero to include negative numbers.
4. I can recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s) and order and compare numbers beyond 1,000.
5. I can 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.
Addition and Subtraction
6. I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
7. I can estimate and use inverse operations to check answers to a calculation.
8. I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
9. I can recall multiplication and division facts for multiplication tables up to 12×12 .
10. I can recognise and use factor pairs and commutativity in mental calculations.
Multiplication and Division
11. I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
12. I can 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.
Fractions
13. I can recognise and show, using diagrams, families of common equivalent fractions.
14. I can count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.
15. I can add and subtract fractions with the same denominator.
16. I can recognise and write decimal equivalents of any number of tenths or hundredths; and the decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$.
17. I can 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.
18. I can round decimals with 1 decimal place to the nearest whole number and solve simple measure and money problems involving fractions and decimals to 2 decimal places.
Measure
19. I can convert between different units of measure (e.g. Kilometre to metre). I can solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.
20. I can measure and calculate the perimeter of a rectilinear figure (including squares) in cm and metres and I can find the area of rectilinear shapes by counting squares.
21. I can estimate, compare and calculate different measures, including money in pounds and pence.
22. I can read, write and convert time between analogue and digital 12 and 24-hour clocks.
Geometry
23. I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
24. I can identify acute and obtuse angles and compare and order angles up to 2 right angles by size.
25. I can identify lines of symmetry in 2-D shapes presented in different orientations.
26. I can complete a simple symmetric figure with respect to a specific line of symmetry.

27. I can describe positions on a 2-D grid as coordinates in the first quadrant. I can describe movements between positions as translations of a given unit to the left/right and up/down.

28. I can plot specified points and draw sides to complete a given polygon.

Statistics

29. I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

30. I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.