

Get a Head Start on...

Year 4

Helping Your Child Feel
Confident and Ready for the
Year Ahead!

Learning powers and values



Why Prepare Over Summer?

- Prevent the 'summer slide'
- Build confidence before Year 4
- Form positive habits in a relaxed environment
- Summer learning doesn't have to be formal or intense.
- A few simple, fun activities can make a real difference.

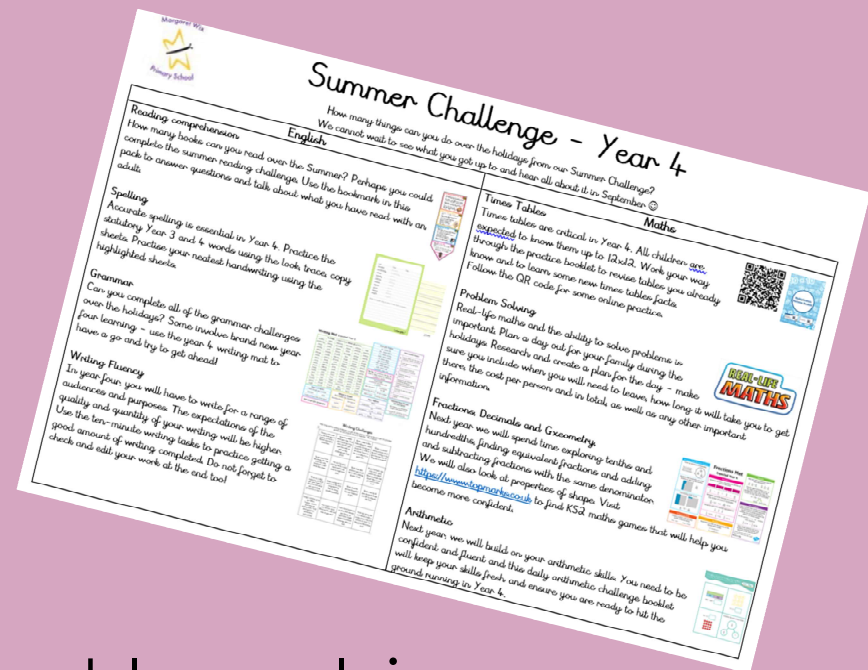
Focus Areas – Year 4 Core Subjects

English:

- Reading comprehension
- Writing
- Grammar
- Spelling





Maths:

- Times tables to 12 x 12
- Arithmetic accuracy and problem solving
 - Adding and subtracting numbers up to 1000
 - Formal written multiplication
 - Fractions and decimals
 - Time (duration and 24hr)



Oracy in Year 4

Year 4 (8-9 years old)

 Physical	 Linguistic	 Cognitive	 Social & Emotional
<p>To consider movement when addressing an audience.</p> <p>To consider how tone, volume and pace influence meaning.</p>	<p>To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk.</p> <p>To use specialist vocabulary when discussing a known topic.</p>	<p>To be able to give supporting evidence e.g. citing a text, a previous example or a historical event.</p> <p>To ask probing questions.</p> <p>To reflect on their own oracy skills and identify areas of strength and areas to improve.</p>	<p>To use more natural and subtle prompts for turn taking.</p> <p>To develop an awareness of audience.</p> <p>To consider the impact of their words on others when giving feedback.</p>

Example outcomes:

- To use talk for a specific purpose e.g. to persuade or to entertain.
- To speak in front of a larger audience of adults e.g. a group of eight.
- To collaboratively solve a problem.
- To speak with an unknown adult for a specific purpose, e.g. market research or ordering.
- To undertake peer teaching.
- To perform poetry by heart.

Teaching ideas:

- Introduce students to sentence stems to cite evidence and ask probing questions.
- Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch using a 'hook' to grab the audience's attention, rhetorical devices such as list of three and rhetorical questions.
- Create opportunities for students to reflect on their own oracy skills and those of their peers, and set targets for improvement.
- Set up discussions where each student has key information to bring to the discussion. E.g. each student has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.
- When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group.

Maths – Practical Ideas for Home

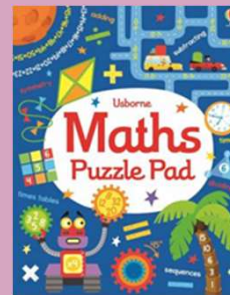
$\frac{12}{34}$ Times Tables:

- Use apps (e.g. TTRockstars)
- Practise a little bit every day.



☑ Problem Solving:

- Use real-life maths
- Puzzle books & games



💡 Focus Topics:

- Time (How long until...?)
- Place value and number sense (up to 1000)
 - What is the value of the 4 in 5431?
 - Estimating totals (e.g. shopping)
- 5–10 quick questions daily



Screen Time Can Be Learning Time

- Educational YouTube (e.g. BBC Bitesize)
- Audiobooks for car journeys or quiet time
- Maths and grammar games
 - <https://www.bbc.co.uk/bitesize/primary>
 - <https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>
 - <https://www.topmarks.co.uk/maths-games/hit-the-button>
 - <https://mathsframe.co.uk/>



Best Educational YouTube Channels for kids



Free & Low-Cost Resources

- Local library reading challenges
- School website links



Resource Pack

Writing Challenges

How many of these writing challenges can you do this summer? Show me the pages you are proud of when we come back to school in September! Mrs Thomas!

Choose a character from the book you are reading and write a detailed description about them.	Write three books about your day. Think about what you have done and who you spent time with as well as any challenges you have faced.	Write a letter to Mrs Collins telling her about a positive change you would like to make at the school. Persuade her as to why it is a good idea.	Write a postcard telling someone about the best holiday or trip you have ever been on. Why was it so good?
If you were Prime Minister for the day what new rules would you make? Write them down.	The sun has gone missing! Write a news report explaining where it might have gone.	Write down five questions you would like to ask a celebrity of your choice.	If you had your own motor home, what would it be called? What would you talk about? Who would you want to listen to it?
Write me a letter explaining all about you, your hopes for the future and what you are looking forward to in Year 4.	Write a certificate for someone in the class congratulating them on doing something positive.	Write about the funniest thing that has ever happened to you.	Write a list of all your favourite things and tell me why you like them.
Design a writing grid for others. Explain what a good piece of writing needs. Think about grammar, punctuation and spelling.	You are on a brand new summer camp. What are the rules and how do you see it?	Pick a local landmark or place that interests you. Design an information leaflet about it that would encourage others to visit.	Think of a fairy tale and rewrite it with a modern twist. Give it to someone to read. Can they guess what it is all about?

Writing Mat Expected Year 4

Spellings I need to know almost all of these accident centre experience important ordinary range accidentally century experiment interest particular remember school carbon extreme island particular sentence actually code drama knowledge perhaps separate address complete describe learn paper special although consider February length position through answer continue forwards library power strange appear decide fruit material process strength arrive describe grammar medicine possible reason before different group mention position surprise bright difficult good minute pressure therefore breath disappear guide natural probably though breathe early hard roughly arrive thought build earth heart notice purpose through busy eight height reason quarter serious business English history increasingly question weight calendar enough imagine often hour certain caught exercise increase opposite regular woman						Know your Punctuation you: means not you: means before you: means writing you: means about you: means again you: means under you: means between you: means against you: means self you: means not	Punctuation Power! Capital letters for the start of sentences, names and places. A full stop at the end of a sentence. Exclamation marks for exclamations or surprise. Question marks for questions. Apostrophes for showing something belongs to someone and for marking missing letters in contracted words, e.g. can't. Commas to separate items in a list. Inverted commas around speech.	
Does it All Agree? Check through your work for: was/were with Is your writing in the correct tense? Don't forget your paragraph!						Which is Which? Don't Muddle Your Homophones there/their/they're your/yours their/there would/through two/too/to whether/whether		Read it Out! Use fronted adverbials with a comma. After the alarm, Running for his life, Behind the clouds, All of a sudden, Before lunch, Writing seriously,
Super Spelling! preparation preparation appearance appearance arrangement arrangement appearance appearance gently gently beautifully						Expanded Noun Phrases - Get Descriptive! The hollow, five-leaved tree with green leaves A magnificent, sparkling necklace with precious diamonds		

Vocabulary Questions with Victor What does this word/sentence tell you about the character/setting/event? By writing... what effect has the author created? Do you think they intended that? What other words/phrases could the author have used here? Why? How has the author made you feel about the character/setting/event? Why? What do you think they're trying to say?	Inference Questions with Iggy What do you think... meant? Why do you think that? Could it be anything else? I think... do you agree? Why/why not? Why do you think the author decided to...? Can you explain why...? What do these words mean and why do you think that the author chose them?
Contextual Questions with Ben Find the... in this text. Is it explained? When/where is this story set? Find evidence in the text. Find the part of the story that best describes the... What do you think is happening here? Why? Who is telling this story?	Prediction Questions with Pip Can you think of another story with a similar theme? How do they differ? Which stories have openings like that? Do you think that this story will develop in the same way? Why did the author choose this setting? Will that influence the story?
Summarising Questions with Shaka What is the main point in this paragraph? Is it mentioned anywhere else? Sum up what has happened so far in... words/sentences or less. Which is the most important part in these paragraphs? Why? Do any sentences/paragraphs deal with the same theme?	Compare, Contrast and Comment with Cassie What is similar/different about two characters? Did the author intend that? Explain why... did that. Describe a different character's reaction to the same event. Does this story have a moral? Which... is better and why? Which words do you think are most important? Why? Which words do you like the most? Why? How has the author made you feel happy/sad/angry/surprised?
Be an Author with Arlo What does the word... tell you about...? Find two ways that the author tells you... What do you think the author meant by...?	Be an Author with Arlo What does the word... tell you about...? Find two ways that the author tells you... What do you think the author meant by...?

Look	Trace	Copy
accident	accident	accident
accidentally	accidentally	accidentally
actual	actual	actual
actually	actually	actually
address	address	address
answer	answer	answer
appear	appear	appear
arrive	arrive	arrive
believe	believe	believe
bicycle	bicycle	bicycle

Write a paragraph using as many of these words as possible.

Letter-join

Resource Pack

Daily Arithmetic Practice twinkl

$300 + 340 = \square$	$30 \times 30 = \square$
$10 \times 10 = \square$	<p>Complete the part-whole model.</p>

Making
Multiplication
Fun
Booklet

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Recognise, Name and Write Fractions

Count up and down in hundredths

"One hundredth, two hundredths, three hundredths..."

Recognise that hundredths arise from dividing an object by one hundred

...and dividing tenths by ten

Compare and Order

Compare numbers with the same number of decimal places

$0.6 < 0.9$ $0.45 > 0.43$

Fractions Mat
Expected Year 4

Equivalence

Recognise and show, using diagrams, families of common equivalent

Recognise and write decimal equivalents of any number of tenths or hundredths

Recognise and write decimal equivalents to

Rounding

Round decimals with one decimal place to the nearest whole number

1.5 rounds to 2
5.4 rounds to 5

Calculators

Add and subtract fractions with the same denominator

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, tens and hundredths

Solve Problems

Solve problems that involve increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

Use the symbols $<$, $=$ or $>$ to compare these equations.

Solve simple measure and money problems involving fractions and decimals to two decimal places

2 litres of juice costs £1.30. How much does one litre cost?
£0.65 or 65p

Tips for Parents

- - Stay positive & pressure-free
- - Praise effort
- - Learn together
- - Let children choose activities

DON'T PRAISE

INTELLIGENCE
OR
ABILITIES

DO PRAISE

THE PROCESS
AND
EFFORT



Questions

- - Q&A time
- - Printed packs or online resources available



Final Thought

Every small effort adds up. A little learning each day helps your child walk into Year 4 with confidence and excitement!

