



Helping at home...

Year 4

Listed below are some of the important areas of learning that we are looking to secure before the end of the year to make sure we are ready for the next stage of our education. Underneath each objective are some ideas for activities that you can do at home to support these key areas.

Reading
Check understanding of word meaning in context
<ul style="list-style-type: none"> • Try to use context clues to suggest meanings of words • Use a dictionary to check if needed
Retrieve and record key information
<ul style="list-style-type: none"> • Scan for key words – this can be linked to the plot of the story or can be fact retrieval when reading non-fiction texts • Use headings, contents and indices to locate information • Remember that reading takes many forms! You can practise this skill when looking in recipe books or navigating television guides.
Make simple inferences relating to characters' thoughts and feelings
<ul style="list-style-type: none"> • Practising inferences skills doesn't have to be confined to reading! You can make inferences about character's thoughts and feelings by reading their body language and expressions when watching films and television programmes. Try asking your child how they know a character is happy/sad and their response is likely to have required inference to form – "Because they said earlier that they really wanted that toy and now they are smiling..."
Discuss personal responses to a wide range of reading
<ul style="list-style-type: none"> • Encourage your child to explain what type of book they are choosing to read and why • Encourage personal opinions on the types of books they like to read and use this to help them choose new books too
Discuss words and phrases that engage the reader's imagination and interest
<ul style="list-style-type: none"> • Take an interest in the words the author uses • Ask your child why they think the author has used that word • Try to make a note of new and exciting words that you come across to widen your child's vocabulary bank

General Resources:

Oxford Owl free e-library <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

World Book Day (activities, e-books and more) <https://www.worldbookday.com/families/>

Authorfy book extracts (a good opportunity to try something new) <https://authorfy.com/extracts/>

Writing

Discuss the purpose and form of their writing

- *Look for everyday contexts for writing at home – this could include writing thank-you letters or writing postcards/recounts of family days out.*
- *Think about the purpose of the writing and how you would want the reader to feel when reading it.*
- *Notice when reading how writers choose their words to influence the reader, for example how does a chef make a recipe sound appetising?*

Use paragraphs to organise writing

Deliberately vary sentence structures

- *Use adverbials of time, place and manner at the beginning of sentences to make sure that they don't all start in the same way.*
- *Use conjunctions (for example 'because', 'when', 'if') to extend sentences*
- *Play around with the order of information in sentences. For example, can you begin a sentence using subordinating conjunctions?*

Use expanded noun phrases to make writing more descriptive

- *Play the silly sentences game! Write a list of adjectives on one set of cards and some nouns on the other and use these as a basis to make some silly descriptive phrases. For example: "giant underpants with outrageous stripes" – giant and outrageous are the adjectives and underpants and stripes are the nouns.*

Use inverted commas to indicate direct speech

Develop plots through expansion of events and details

Develop ideas across a coherent series of linked sentences

- *How many different names can you come up with for the same thing? For example 'car' could be 'Ferrari' or 'motor' or 'vehicle'*
- *Avoiding repeating words within a series of sentences will help the writing sound more **cohesive**.*
- *Cohesion can also be achieved by linking ideas within sentences. This can be done by using pronouns or by using conjunctions.*

Proof-read for spelling and punctuation errors

- *When children are writing at home, encourage them to read back what they have written and spot their own mistakes.*
- *You can guide your child by asking questions such as "What do you notice about that word?" and "Does that say what you meant it to say?"*

General Resources:

Pobble 365 (a new stimulus for writing and discussion every day) <https://www.pobble365.com/>

Reading Rockets (interesting ideas on vocabulary building at home) <https://www.readingrockets.org/article/building-your-child-s-vocabulary>

Spelling Shed

Sir Linkalot Spelling (free app that supports the English National Curriculum)

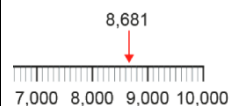
Top Marks (spelling and grammar games) <https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

Maths

Know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100; apply this to identify and work out how many 100s there are in other four-digit multiples of 100.

Reason about the location of any *four*-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.

- *Use a number line to support rounding 4 digit numbers to nearest multiple of 1000 or 100*



Add and subtract up to four-digit numbers using columnar methods

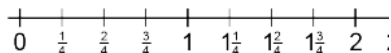
Recall multiplication and division facts up to 12x 12 and recognise products in multiplication tables as multiples of the corresponding number.

- *This is so important! There are many ways that children can practise their times tables!*
- *On YouTube there are lots of songs that might help times tables 'stick'*
- *Times Table Rockstars*
- *Print a times tables grid and display it somewhere where children will see it regularly*

Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.

Convert mixed numbers to improper fractions and vice versa.

Reason about the location of mixed numbers in the linear number system.



Convert between different units of measure [for example, kilometre to metre; hour to minute]

- *Look for everyday contexts for working with measures. This could involve baking/cooking or helping with DIY jobs (the safe ones!)*

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.

- *Expose children to seeing the time in both digital and analogue form*
- *Find opportunities to involve children in the reading of timetables and the planning of days and activities*
- *The games on the following page might help support the practising of telling the time: <https://www.topmarks.co.uk/maths-games/7-11-years/measures>*

General Resources:

Maths Frame (interactive games for a variety of Maths domains) <https://mathsframe.co.uk/>

SumDog (children can sign up for a free account to play games to practise a variety of Maths skills) <https://www.sumdog.com>

Daily 10 from Top Marks (Daily mental maths questions to cover a variety of skills – select Level 3) <https://www.topmarks.co.uk/maths-games/daily10>