

# All you need to know about Y4...



## Welcome

The beginning of any new school year can be an exciting yet daunting time for the children and parents/carers. A new teacher, classroom and curriculum await you in September and it is often quite a lot to get your head around.

With this in mind, we have put together the following booklet in order to provide you with as much information as possible in anticipation of the new school year. We understand the importance of transition and we hope that this document can help support this.

Lower Key Stage Two (LKS2) is an exciting and fundamental stage in primary schooling. It is an important transitional stage from Key Stage One into Key Stage Two and we aim to foster an environment in which children feel safe and confident enough to challenge themselves, making mistakes and learning from them. At the heart of our curriculum are the needs of the child, providing them with a curriculum that allows the children to explore the world around them; establishing their likes and dislikes. We strive to create an environment which promotes independence whilst providing children with the support and scaffolding they need to achieve personal goals.

In this booklet, you will find a curriculum overview, Y3/4 'need to knows' and a series of 'end of year expectations' for reading, writing and maths. At the end of the booklet you will also find a section outlining how you can support your child at home. Look out for our termly curriculum letter which outlines our Topic for the term and other relevant important notices.

The staff in LKS2 look forward to welcoming their new pupils and parents/carers alike. As a staff, we want all students, parents and carers to feel like they can approach us at any time with any issues, information or concerns. Most staff are available to talk at drop off times; alternatively, you can book an appointment through the office or ask to speak to us over the phone or via email.

The LKS2 Team



# Y3 'Need to Knows'

- Transition into Y3 also means a transition to Key Stage Two (the term Lower Key Stage Two is often used in reference to Y3 and 4 combined). This transition also means a slight change in timetable for Y3.
- Year 3/4 does not provide children with a morning snack. Instead, children will need to bring their own healthy snack.
- Y3/4 do not have an afternoon break although children will participate in 'The Daily Mile' at least x3 weekly.
- Children should bring a water bottle to school containing water only. This is available for children to use in class.
- Y4 go swimming every Monday (unless stated otherwise) for the whole school year. A letter providing more information will be distributed before the Summer. The children will have one other taught PE session per week (two hours in total). Children are also advised to bring in a pair of dark coloured 'jogging bottoms' for outdoor PE sessions. **This is currently not happening due to Covid-19 – updates will be given via the office**
- The children will be taught a weekly French lesson.
- The children will be given a 'Learning Log' homework based on our Topic, this is to be completed fortnightly (alternating with MyMaths homework). The Learning Log consists of a series of homework challenges which are each assigned a point score. Children can choose whichever challenges they wish to complete whilst aiming to achieve 50 points in total over the term. Children who achieve 50 points or more will be rewarded with a treat at the end of the term.
- MyMaths is an online maths homework programme. The children will be supplied with a login and password and must complete the tasks set fortnightly. A MyMaths club is available for pupils who do not have access to the internet at home.
- LKS2 classes all use the 'Reading Rainbow' to inspire and encourage children to read at home. Children are rewarded with a dojo for each 'home read' and we aim to achieve 25 reads in a typical 6-8 week term. Home reads must be signed by an adult at home to be counted.
- Lunchtime is from 12:20 - 1:20
- LKS2 children are able to play on the Junior Playground and on the Multi Use Game Area (MUGA) during break and lunchtimes.
- Children will be given at least one opportunity to access the Junior Library to choose a book to take home.
- Please ensure all school uniform is clearly labelled. PE kits must be in school at all times and will be sent home at the end of each half term to be washed and/or replaced if necessary. (Please see uniform and PE kit policy for more information). **At the moment, due to Covid-19, we are asking children to come to school in their PE Kits**
- At the end of the school day, Y3/4 will exit the building via the sliding doors next to the main hall. Parents/Carers are asked to wait near the main entrance to collect their child. Children must inform a member of teaching staff before they are dismissed. It is Parents/Carers responsibility to inform the office if there are any changes to the collection of their child/children.
- There are clearly marked lines on the playground which show where your child needs to line up in the morning. So things don't get too congested, please allow your child to line up on their own – with over 250 Junior children to organise it helps if Parents/Carers stand behind the line! Thank you.

# Writing

## End of Y4 Expectations

*By the end of Y4, as a minimum, we would like your child to...*



- Join all letters consistently in writing
- Understand and apply most of the rules of cursive handwriting
- Begin to open paragraphs with topic sentences or a sentence which links to the content and/or theme of the paragraph
  
- Write a narrative with a clear structure, a range of different settings, characters which interlink and interact and a plot which leaves the reader guessing
- Write a non-narrative piece using a range of organisational features which assist with the understanding of the text
- Suggest improvements to writing (alongside specified success criteria) by assessing writing with peers and using effective peer assessment
  
- Use fronted adverbials e.g. *Later that day, I went shopping...*
- Check punctuation appropriate to Y4 has been used ( . , ? ! ) and include apostrophes for omission and possession
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials
  
- Proof-read to check for errors in spelling and punctuation





# Reading

## End of Y4 Expectations

By

*the end of Y4, as a minimum, we would like your child to...*

- ❖ Apply knowledge of root words, prefixes and suffixes to help understand the meaning of unfamiliar words
- ❖ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- ❖ Begin to discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ❖ Use dictionaries to check the meaning of unfamiliar words and understand which meaning is appropriate and why
- ❖ Begin to understand simple themes in books and talk about how they are apparent e.g. theme of triumph over adversity may be evidenced by the main character passing his or her exams after breaking their leg
- ❖ Infer effectively and begin to justify them with different types of evidence from the text e.g. actions, speech, description, pictures
- ❖ Predict what might happen from retrieved information and any deduced information which is apparent
- ❖ Identify some text type organisational features e.g. instruction texts use imperative verbs
- ❖ Summarise main ideas from more than one paragraph e.g. The opening chapter is about the relationship between the main character and his disruptive brother
- ❖ Retrieve and record information from non-fiction without **having** to read the entire text

## End of Y4 Expectations

*By the end of Y4, as a minimum, we would like your child to:*

- Count in multiples of 6, 7, 9, 25 and 1000
  - Count backwards through zero to include negative numbers
  - Order and compare numbers beyond 1000
  - Round any number to the nearest 10, 100 or 1000
  - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- 
- 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 one hundred and dividing tenths by ten
  - Round decimals with one decimal place to the nearest whole number
  - Solve simple measure and money problems involving fractions and decimals to two decimal places
  - Convert between different units of measure [for example, kilometre to metre; hour to minute]
- 
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
  - 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
- 
- Plot specified points and draw sides to complete a given polygon
  - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs



# The Curriculum at Markeaton



At Markeaton we are very proud of our curriculum and we strongly believe that it provides your child with the essential skills, knowledge and understanding they need.

It is built upon three core principles which all link together (see above); The National Curriculum, including how we can enhance your child's learning through the local community, the Vision and Values of the school and, most importantly, the children and what they know. One of our curriculum's greatest strengths is that it never stands still. Year on year the staff work hard to create new experiences and new ways of teaching which are tailored to the needs of your child; culminating in learning that is memorable, fun and integral to the next stage of their education.

Essentially, what we teach and how we teach it is all designed to give your child the best possible start in life:

*'...we want each and every child to leave Markeaton with resilience, empathy, a strong sense of equality and confidence at the core of everything they do...'*

**Extract from School Vision 2019**

Of course, there is so much more to what we do. Trips, visitors and projects from the community, Forest Schools, Parent/Carer 'pop ins' and lots more all help to engage your child in their learning. To keep up to date with what is happening, visit our website and/or look at your child's class Twitter page. And, should you have a specific set of skills or a job/hobby which you would like to share in school then please contact the office. Further details of the curriculum can be found on the school website under the 'Our Learning' section.

# How can I help at home?

- Times table revision up to 12 x 12. From Sept 2019 Y4s will have to complete a statutory Times Tables test in the Summer Term. For more information, please click on the following link:

<https://www.gov.uk/guidance/multiplication-tables-check-development-process>

- Help complete Learning Log tasks. We try and design these tasks so that they are fun and can be completed alongside family members at home. Pick which one you think you and your child will particularly enjoy!
- Support completing My Maths homework. All Maths homework is completed online using the MyMaths software. It's user-friendly and easy enough to navigate.
- Read x3 weekly. Even if your child is a free reader, there are huge benefits to listening to your child read.
- Help research Topic Content. Have a look at the curriculum newsletter or our long term plans on the website and see which topics are coming up!

# And most importantly...

At Markeaton, in assemblies and in the classroom, we have spoken a lot about wellbeing and how best to stay happy and remain engaged with your learning. We believe much of this can be achieved and maintained if you try the five 'way to wellbeing'.



**Connect...** with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.



**Be active...** Swap your inactive pursuits with active ones. Go for a walk. Step outside. Cycle. Play a game. Garden. Dance. Walk or cycle when making short journeys. Being active makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness.



**Take notice...** Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.



**Keep learning...** Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.



**Give...** Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.