

Captain Cook Primary School



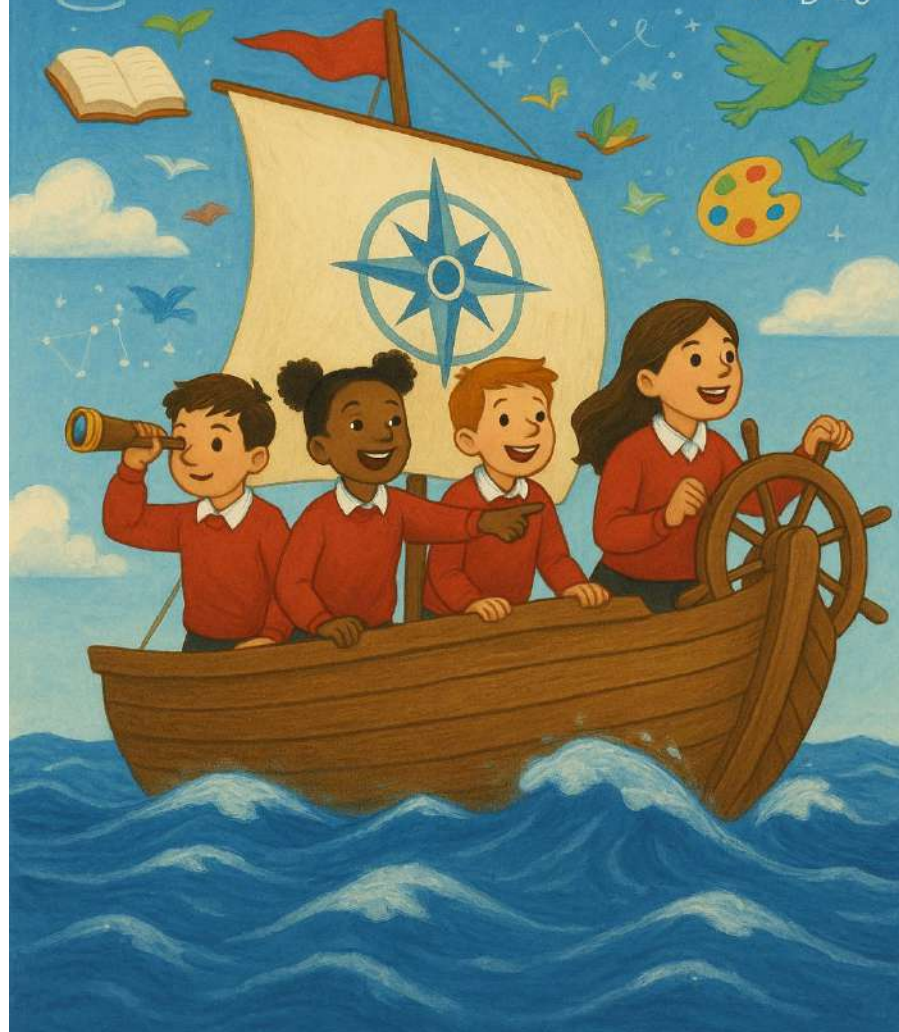
Year 4

Parent Information

TOGETHER ON
A VOYAGE OF
DISCOVERY

$$E=mc^2$$
$$a^2+b^2=c^2$$

$$a^2 + b^2 = c^2$$



Year 4 Curriculum

Core subjects:

- English, Maths and Science

Wider curriculum:

- History, Geography, DT, Art, RE, PSHE, Computing, Music and Latin

Educational visits:

- Hancock Museum Newcastle



Performances:

- Year 3/4
Christmas
Performance



Routines and Expectations



Correct uniform everyday

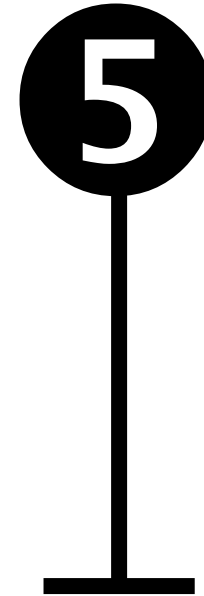
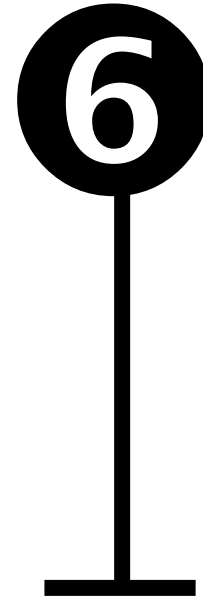
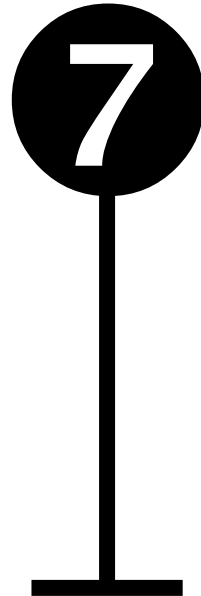
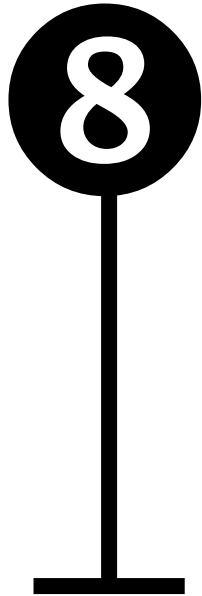
- PE kit on PE days — Y4 Monday and Tuesday

(If there are any changes to PE days, we will let you know via Class Dojo)

Children may come to school wearing PE kit on these days

- No jewellery, except for a watch and one pair of stud earrings
- Reading book and reading record to be in school everyday and taken home every evening

End of Day Routine



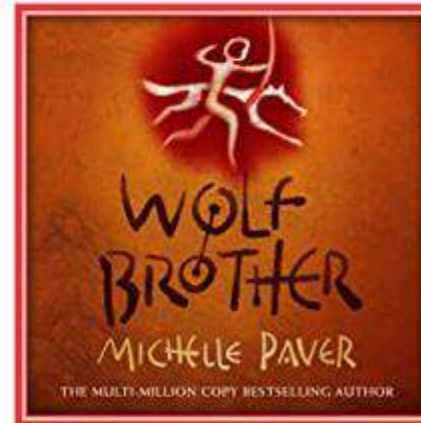
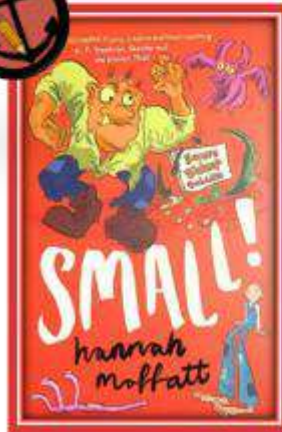
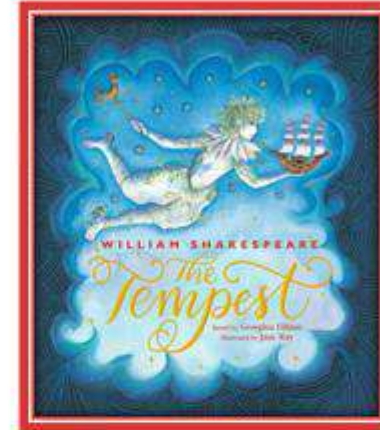
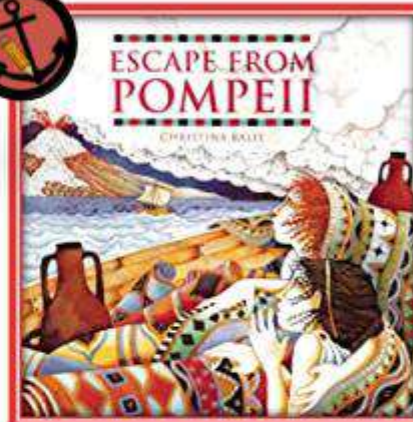
For the safety of all of our children, adults should wait behind the class markers. This allows the teachers to make visual contact with a parent and prevents the children from running off in different directions at the end of the day.

Children should NOT use scooters or bicycles on the school grounds.

English

Reading Spine

Class Reads



These are the some of the high-quality texts that children read throughout the year

Developing Reading Fluency Skills

Children are exposed to a wide range of age-appropriate, high quality texts in class.

They engage in a daily class read, which focuses on reading for pleasure.

We also teach a whole-class reading session on a daily basis with a more focused approach on specific skills:

- High quality discussion
- Adult modelling
- Vocabulary acquisition



Writing



Spelling
Handwriting
Punctuation
Grammar

We write for a range of contexts,
audiences and purposes for example
persuasive letters, diary entries, non-
chronological reports, etc.



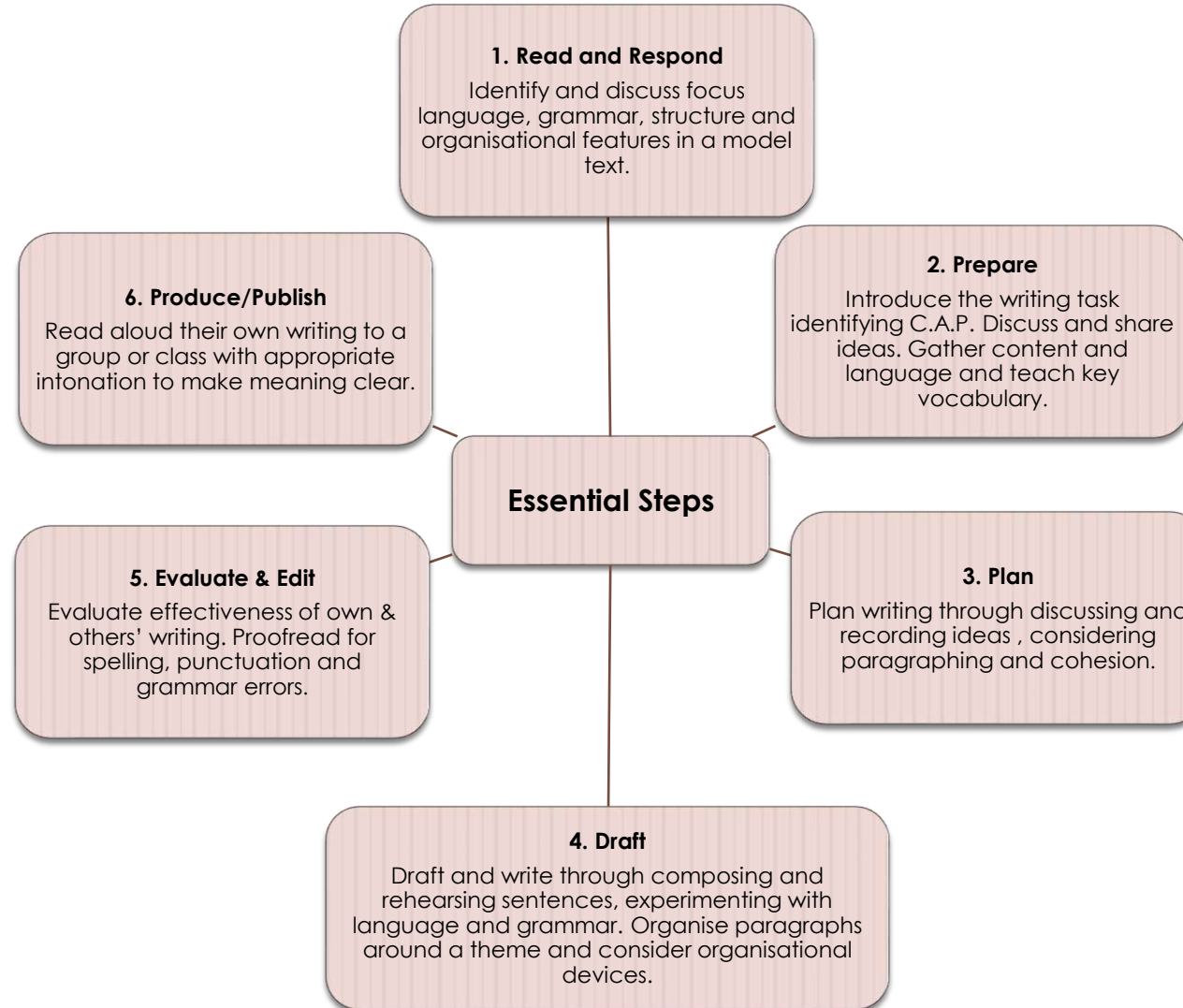
The Place Value of Punctuation and Grammar

Y3 Y4

Noun focus Common and proper nouns	Noun focus Collective/partitive nouns	Noun focus Collective/partitive nouns	Nouns review	Verb focus Being verbs + 'to have'
Verb focus Regular action verbs & verb phrases	Verb focus Irregular action verbs & verb phrases	Verbs review	Subject focus What is a subject?	Subject/verb focus Stage 1: Building single-clause sentences
Subject/verb focus (pronouns) Stage 1: Building single-clause sentences	Subject/verb focus Stage 2: Building single-clause sentences	Subject/verb focus (pronouns) Stage 2: Building single-clause sentences	Subject/verb focus Stage 3: Building single-clause sentences	Subject/verb focus (pronouns) Stage 3: Building single-clause sentences
Subject/verb focus Application	Subject/verb focus Application	Subject/verb focus Co-ordinating conjunctions to join clauses	Subject/verb focus Co-ordinating conjunctions to join clauses and compound subjects	

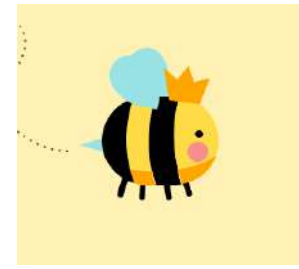
Throughout the year, children are taught about the rules of grammar, punctuation and spelling.

The Writing Process

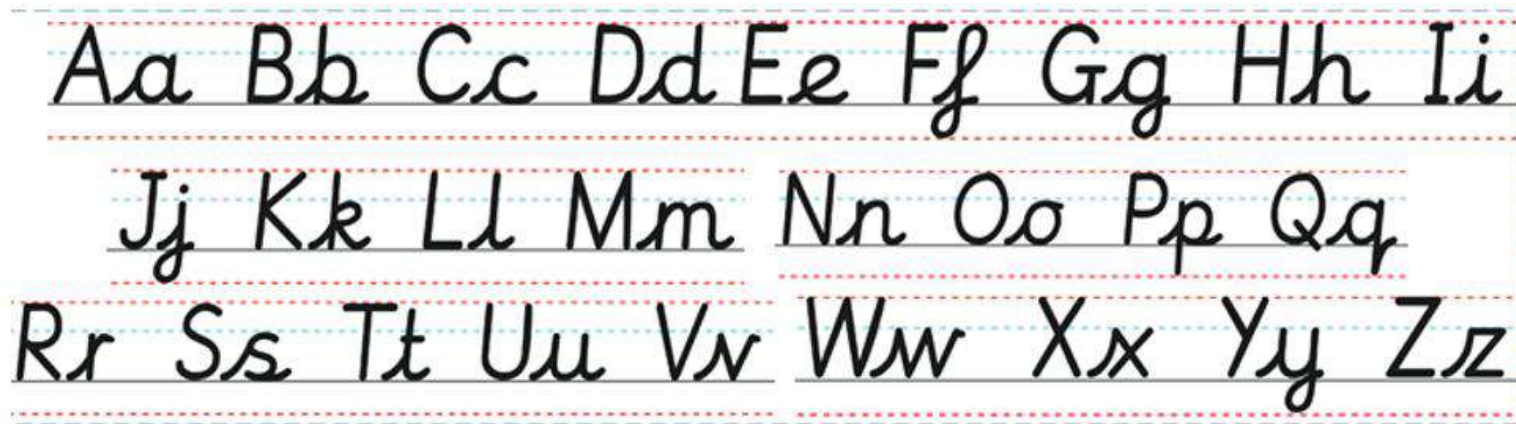




Writing skills



- Daily spelling lessons
- Weekly spelling application
- Daily handwriting practice



- Punctuation and grammar sessions throughout writing process

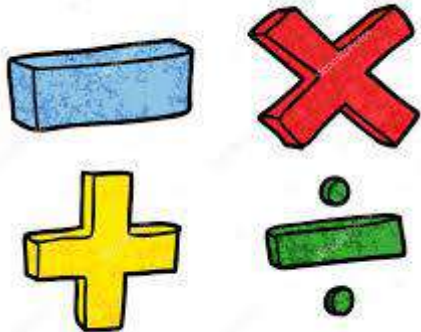
Maths

Key Requirements of the National Curriculum

Maths

The curriculum is separated into the following areas:

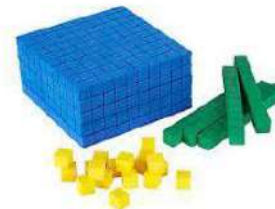
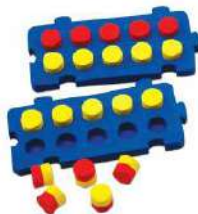
- Number, Place Value and Rounding;
- Addition, Subtraction, Multiplication and Division;
- Fractions, Decimals and Percentages;
- Measures;
- Geometry;
- Statistics;



Maths

Concrete, Pictorial, Abstract approach

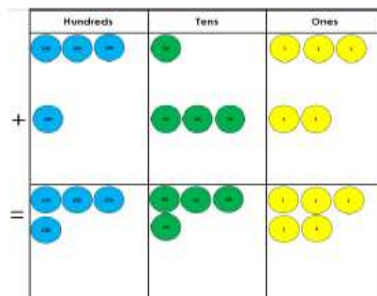
Concrete	During the concrete stage, pupils will have the opportunity to work with manipulatives and other physical objects in order to understand the mathematical concept. There will be times where this is not possible or effective; in these cases students should begin at pictorial stage.
Pictorial	During the pictorial stage, pupils should be able to pictorially or diagrammatically represent ideas discovered during the Physical Stage. Again there may be occasions where this is not effective and so pupils should start at the abstract stage.
Abstract	During the abstract stage, pupils should no longer require a diagram to understand the concept. They should have formed comprehensive generalisations during which the underlying mathematics is fully understood.



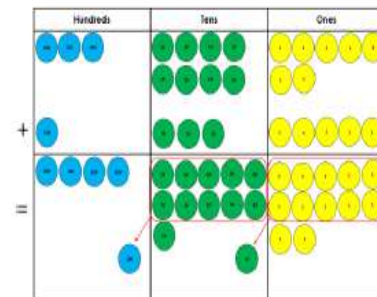
Concrete

Pupils to use counters (or **Base 10**) to practically experience adding.

$$313 + 132 = 445$$



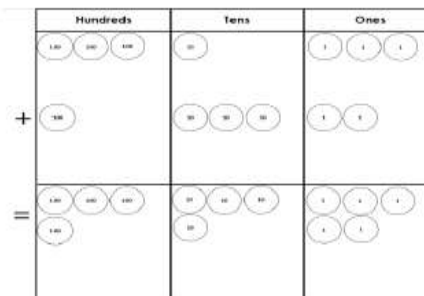
$$387 + 135 = 522$$



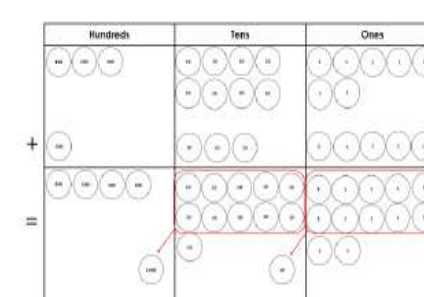
Pictorial

Pupils to draw counters without crossing out for regrouping.

$$313 + 132 = 445$$



$$387 + 135 = 522$$



Abstract

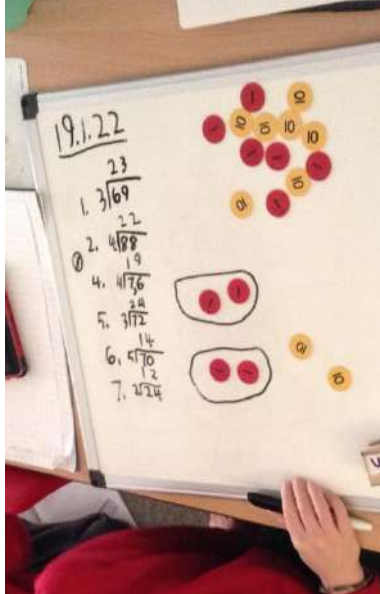
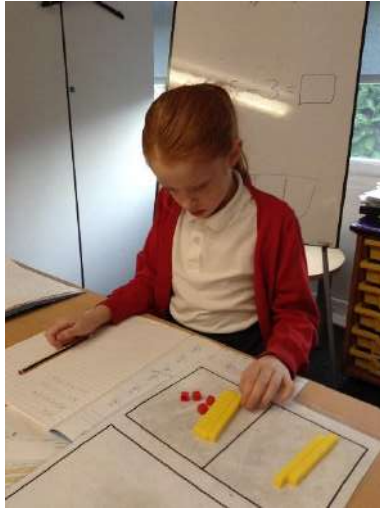
Pupils to use expanded method with no regrouping before moving onto it.

$$\begin{array}{r} 300 + 10 + 3 \\ + 100 + 30 + 2 \\ \hline 400 + 40 + 5 = 445 \end{array}$$

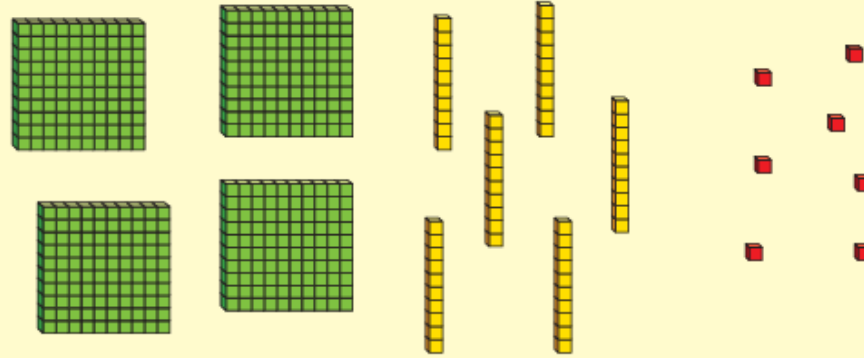
$$\begin{array}{r} 300 + 80 + 7 \\ + 100 + 30 + 5 \\ \hline 400 + 110 + 12 = 522 \end{array}$$

Pupils to move onto trying compact, standard method ready for Year 4 when secure with the above. **CPA not need between the two abstract models**; ensure both abstract models are related to each other in teaching.

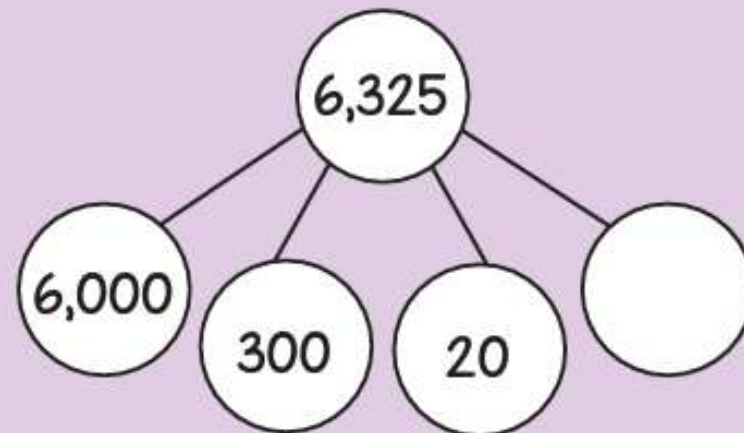
$$\begin{array}{r} 231 \\ + 322 \\ \hline 553 \end{array}$$



1 Circle 254



3 Complete the part-whole models.

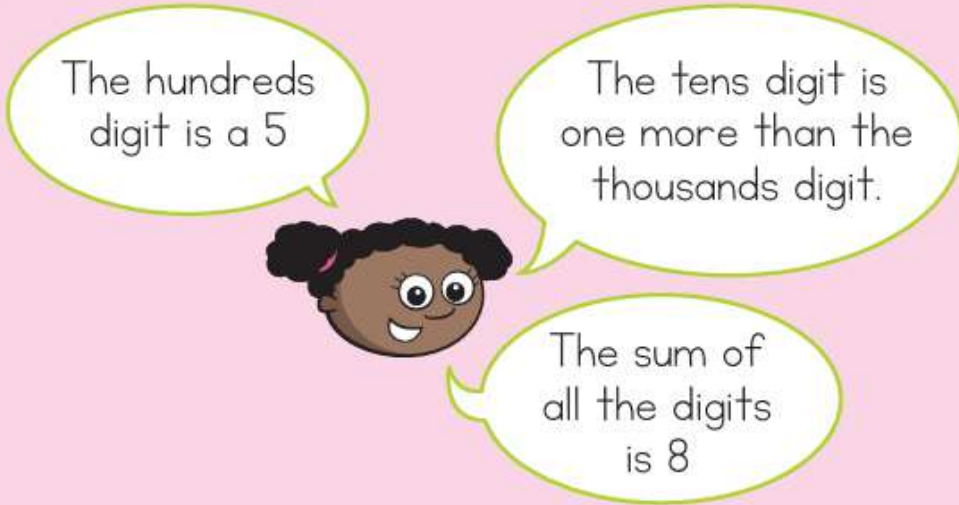


Application of Maths Skills

Two key elements of maths:

- Fluency
- Problem Solving and Reasoning

8 Whitney makes a 4-digit number.



The hundreds digit is a 5

The tens digit is one more than the thousands digit.

The sum of all the digits is 8

What number has Whitney made?



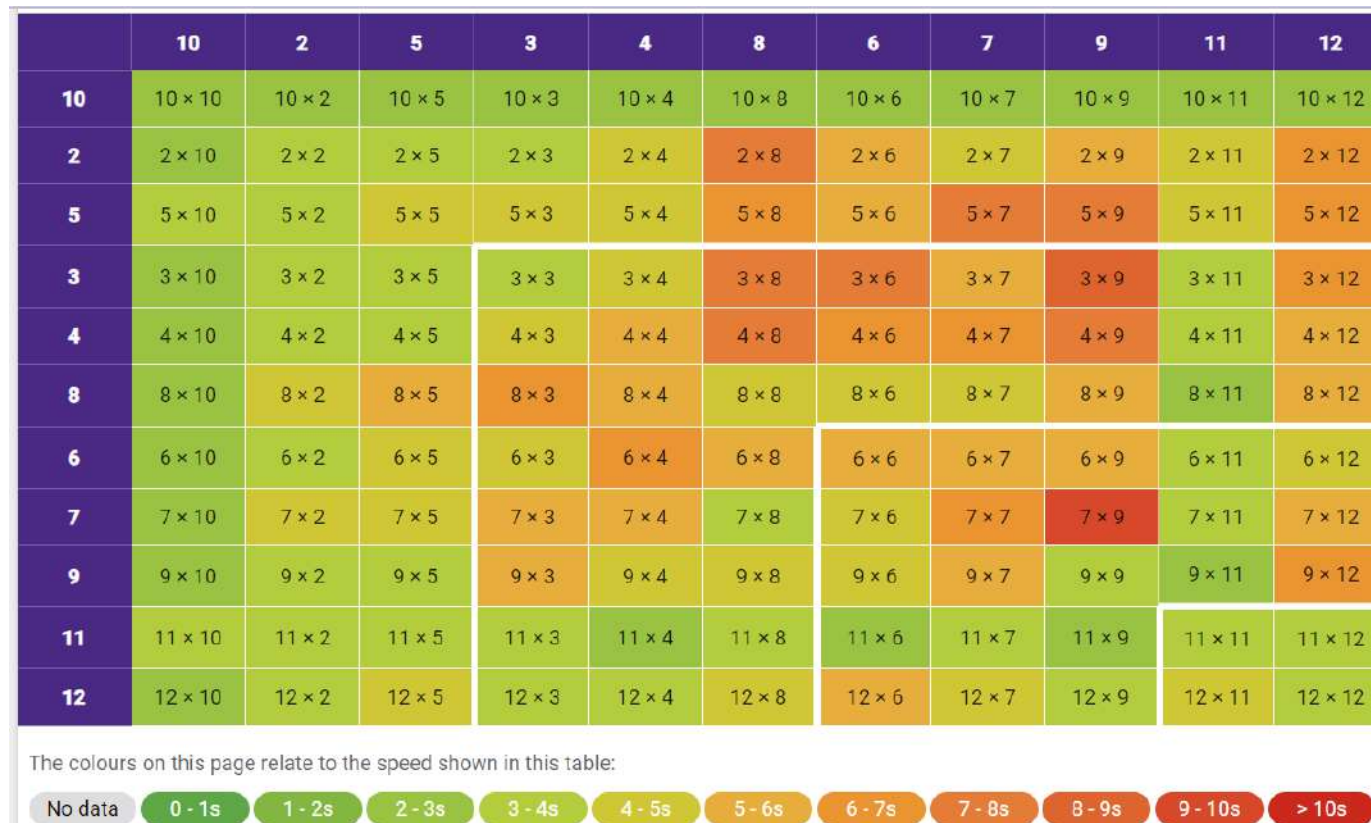
Times Tables!

Parent Guide

Throughout the year, the children have access to the Times Tables Rock Stars app. By the end of Year 4, the expectation is that all children will know their times tables.

The heat map below helps teachers gauge where intervention may be required.

We will be sending these home regularly so you can also keep track of your child's progress.



Statutory Multiplication Tables Check – Year 4

- **Department for Education - all children expected to master times tables by the end of Y4**
- **Rapid recall of times tables facts is essential for future success in mathematics**

(More information will be given on this during Spring term.)

How can you ensure your child is successful?

- Make it fun!
 - Play games
- Chant times tables
- Sing times tables songs
- Ask your child multiplication questions in random orders
- Apps – MathsShed, Hit the Button, Maths Frame etc!
 - TTRS – Soundcheck

Assessment



- Teacher assessment
- Reading – termly NFER test and 1:1 reading with class teacher
- Writing – evidence collected in books over the year.
- Maths – regular pre and post assessments as well as a more formal Lingfield Education Trust termly assessment.

How can
parents help?

‘Parental involvement in children’s education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.’

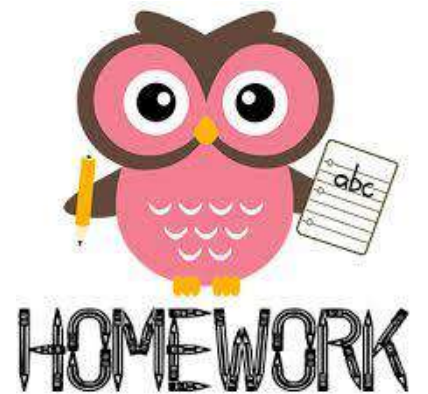


"The Impact of Parental Involvement on Children's Education" published by The Department for Education (UK) - Crown copyright 2010.

How can parents help?

Homework

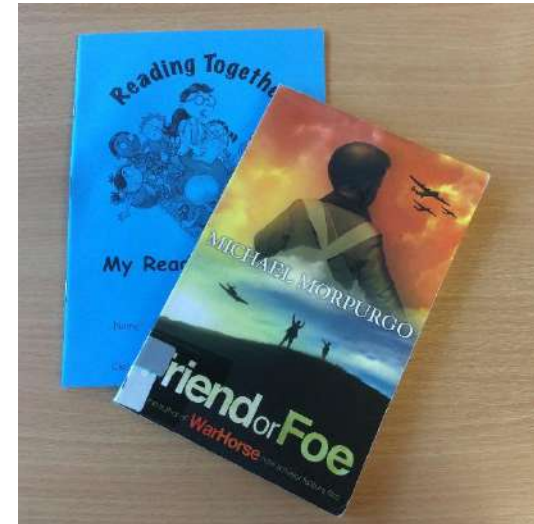
- Please ensure that your child completes their homework tasks as carefully as they can.
- Tasks can be broken down into more manageable smaller steps so as to not overwhelm children.
- Homework must be returned to school no later than Wednesday each week.



How can parents help?

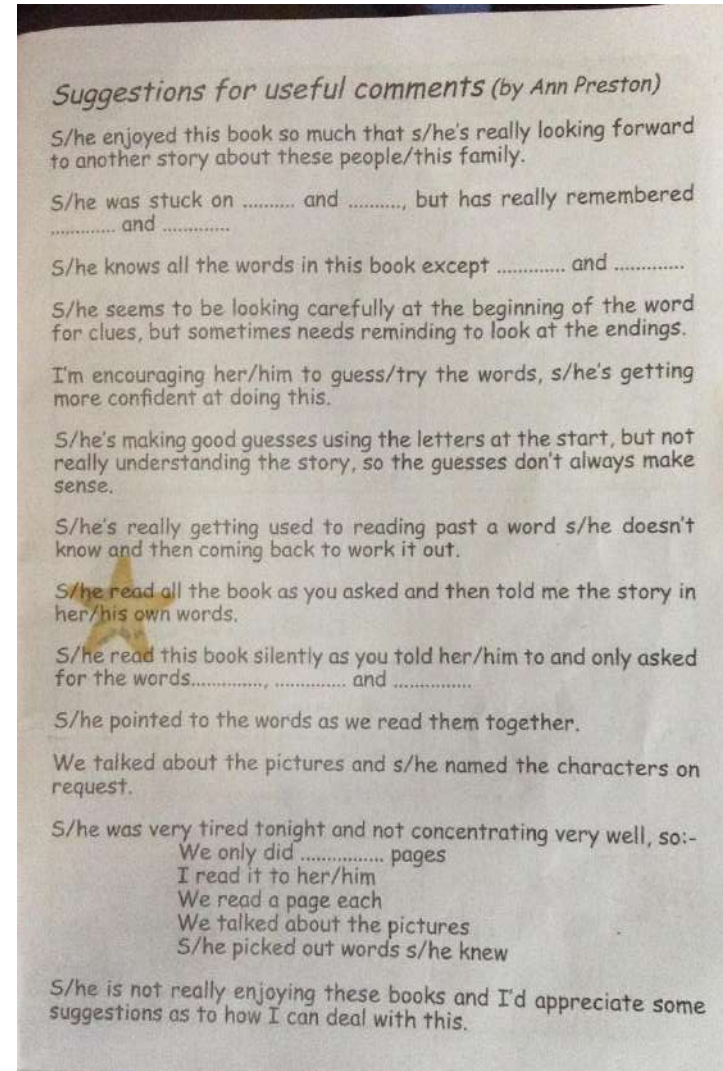
Reading

- Children will be sent home with a reading book and their reading record everyday.
- Ensure that your child is reading regularly: ideally every night, but at least 3 times a week for at least 20 minutes.
- Remember to sign your child's reading record when you listen to them read. Children cannot sign this themselves.



Reading Record Comments

- Reading records are an excellent form of communication between home and school.
- Try to focus comments on what your child has found challenging or something they have achieved.



How can parents help?

Spellings



- By the end of Year 4, children are expected to know how to spell all the Year 3 and 4 common exception words, and to use these correctly in their writing as set out by the government.
- They also need to know how to spell words containing various spelling patterns/rules.

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

How can parents help?

Spellings

- Children will be taught a new spelling rule every week
- Part of their homework will be to practise these spellings in a way that suits them. They will not be given a test!



How can parents help?

Maths

- Children can access TTRS and Purple Mash and many other free platforms at home.

MathShed



How can parents help?

Maths

- <https://www.youtube.com/@CaptainCookPrimarySchool>
- TIMES TABLES
- Basic calculations
- Games
- Baking
- Online resources
- Life skills – telling the time
 - dealing with money



Communication

Class Dojo

- Check Class Dojo regularly for updates, photos and key messages.
- Send class teacher messages if you have a question or concern.
- More important issues may need to be dealt with by Y3/4 Lead (Mr Bell) in the first instance and then potentially Mrs Acheson or Mrs Harrison.



ClassDojo

Behaviour

Our new behaviour expectations





Behaviour Expectations



Calm

- We manage our emotions.
- We create peaceful environments.
- We take turns and wait patiently.



Caring

- We show kindness to everyone.
- We help others in need.
- We celebrate the success of others.



Conscientious

- We try our best in everything we do.
- We are responsible for our actions
- We take care of our school.



Respectful

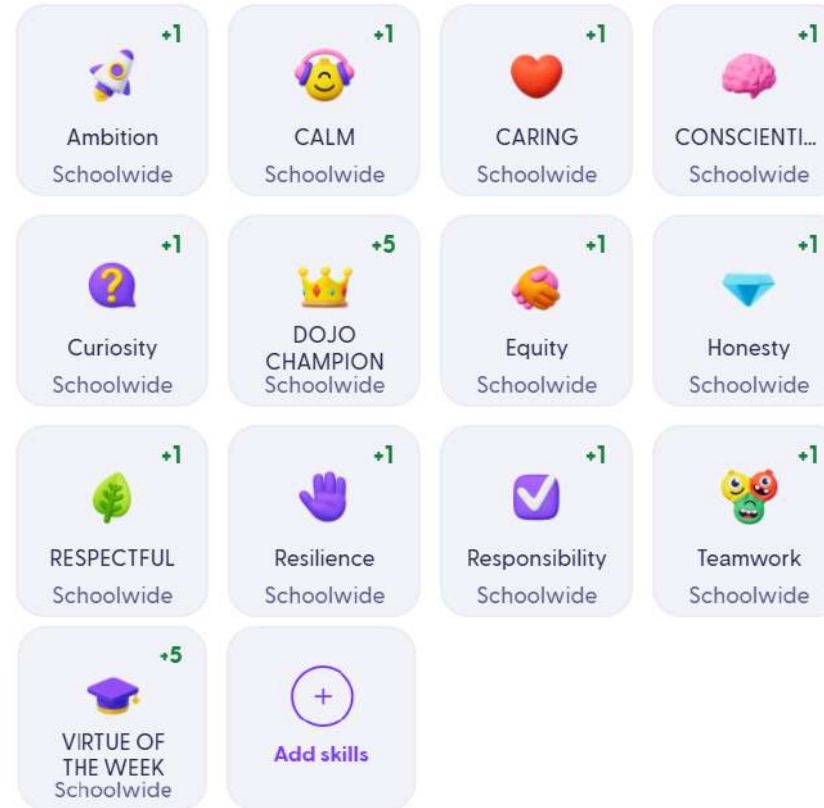
- We listen when others speak.
- We follow rules and instructions to keep everyone safe.
- We treat everyone fairly.



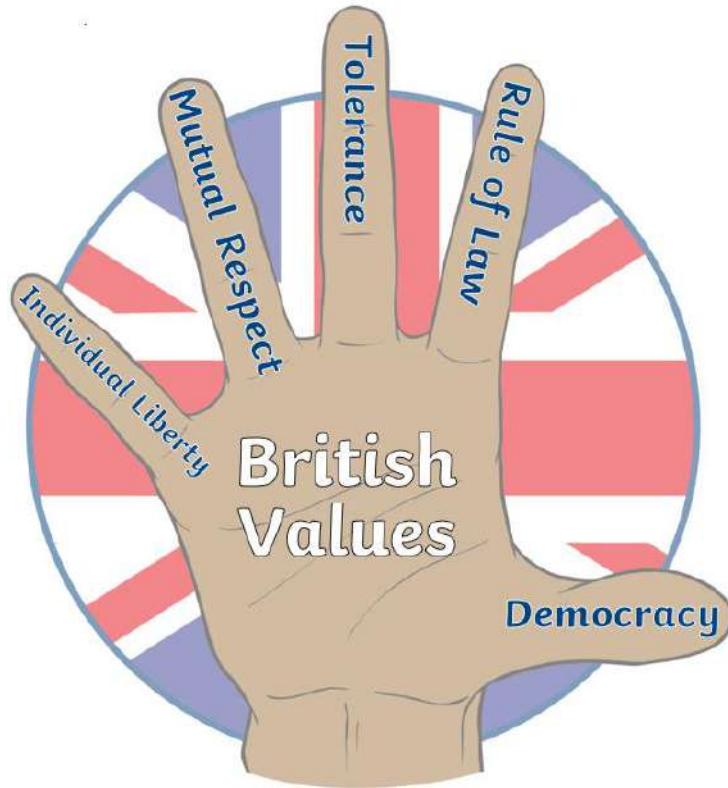
Class Dojo Schoolwide System



- In Y1-6, all teachers use Class Dojo
- Dojos are given out for meeting the behaviour expectations and living by the school's virtues.
- Teachers can communicate with parents here and will regularly post about events happening in and outside of the classroom.
- Parents may communicate with teacher here – teacher will reply as quickly as they can.



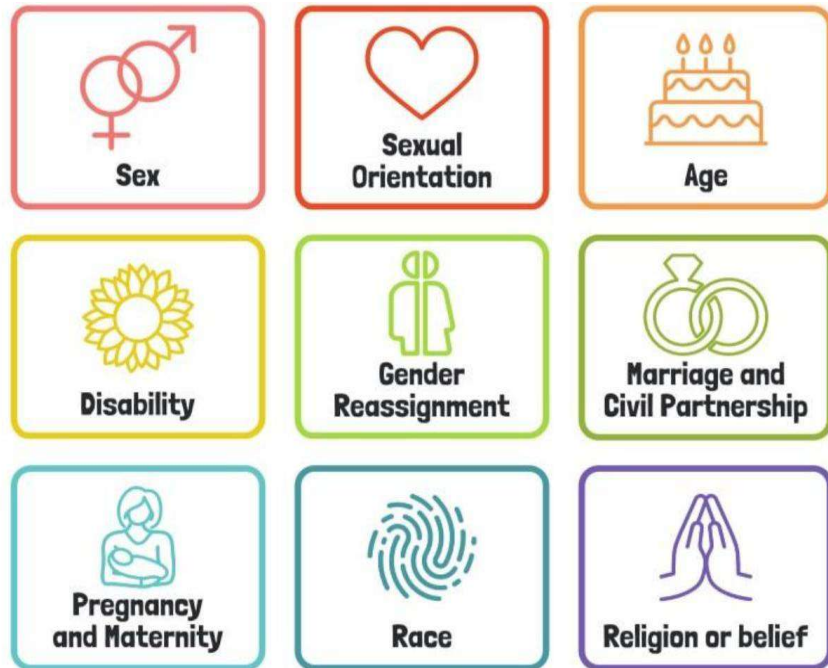
Fundamental British Values



The five Fundamental British Values are Democracy, the Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of those with different faiths and beliefs.

These values were first set out by the government in the Prevent strategy in 2011 to promote social unity and are a responsibility of all schools and state-maintained institutions to "actively promote".

Protected Characteristics



Protected characteristics are personal attributes that are protected by law from discrimination and harassment, particularly under the UK's [Equality Act 2010](#).

There are nine protected characteristics: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, and Sexual orientation.

Virtues



School virtues are positive character traits and moral values taught and promoted by our school to foster character development, support student well-being, and create a positive learning environment.

These virtues help students develop into well-rounded individuals who contribute positively to society, improve their academic performance, and build strong relationships.

Our school virtues are displayed in all classrooms and communal areas of school. They underpin all interactions in and around school and form an integral part of teaching and learning.

Thank you for your continued support