

Welcome to Year 4

- 4 Oak – Mrs Cumming, Mrs Robson and Mr Saycell
- 4 Maple – Ms Webb, Mrs Chandler, Miss Hands and Mrs Painter
- 4 Beech – Miss Knight, Mrs Harding and Mr Loten



LIPHOOK
FEDERATION



General Information



Timings:

Doors open at 8:40am, registration at 8:45am. School finishes at 3:25pm.

PE days:

Monday and Tuesday

Swimming for 5 weeks

4 Oak from 22nd September

4 Beech from 10th November

4 Maple from 12th January



Library – Wednesday



Year 4 Topics

Autumn – Rainforest Explorers and Whizz,
Bang, Flash!

Spring – Smashing Saxons and Vicious
Vikings

Summer – Oh Canada! and Fire in the Sky

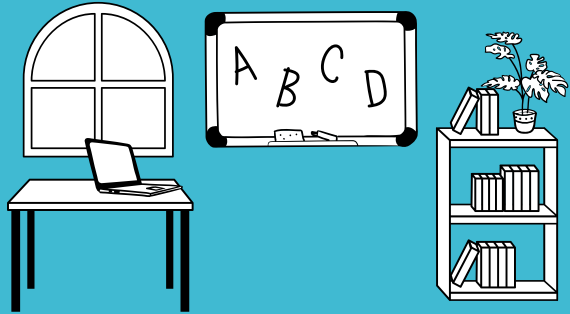


YEAR 4 PLANNED HIGHLIGHTS

- Living Rainforest Trip
- VR Headsets – Rainforest experience
- Swimming Lessons
- Live Orchestra Concert
- Weald and Downland Open Air Museum
- Canada Day
- Trip to Brookwood Commonwealth War Graves
- Trips to Bramshott church grounds
- Canada Day church service
- Canada Day performance



Homework



- Set on Friday due in on the following Wednesday. The homework will alternate between maths and English/topic.
- The children will have a homework book for each. The National Curriculum focus for year 4 maths is written methods, so our homework will be written and may include a LBQ extension activity.
- Homework will always be related to what we have been learning in class.

Spellings

Daily spellings are practised in class everyday and tested on a Friday. Spelling lists will be shared in reading diaries for children to practice at home. Start date tbc.

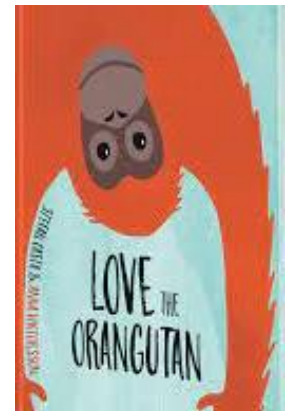
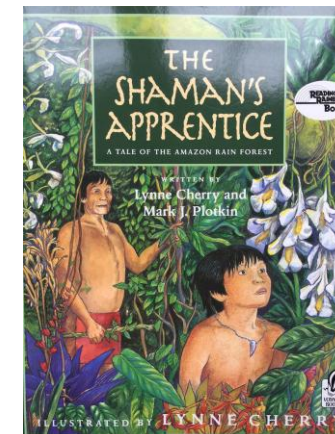
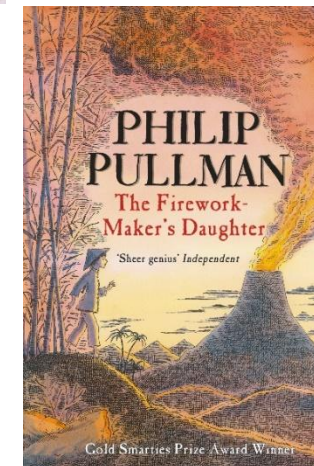
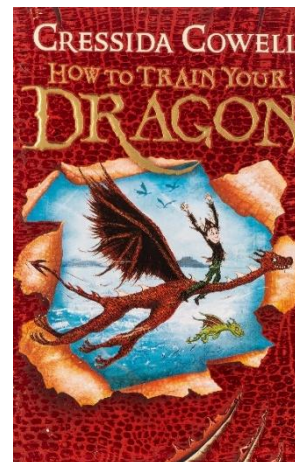
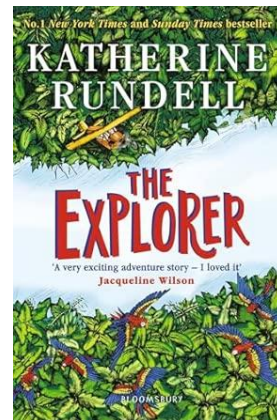
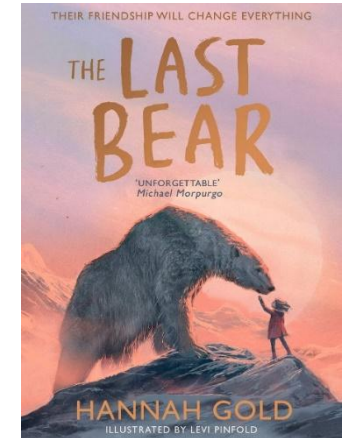
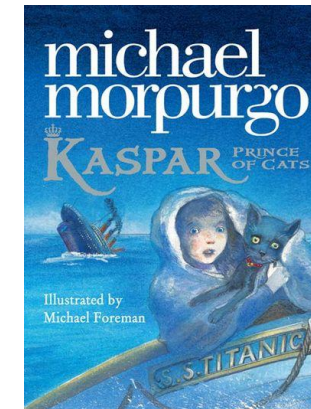
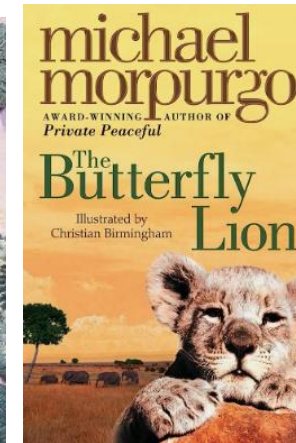
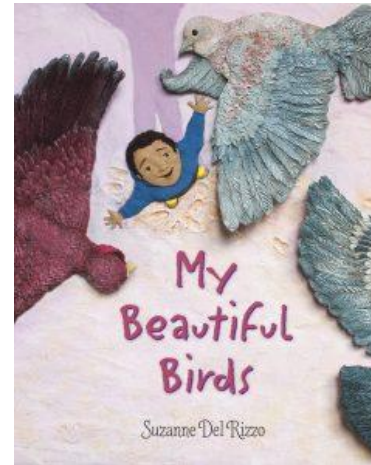
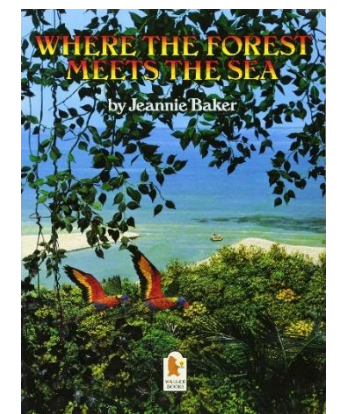
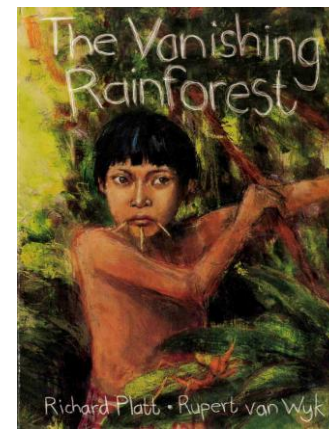
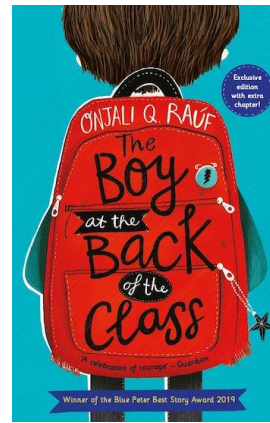
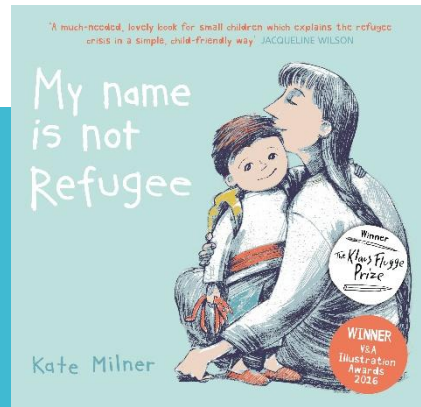
The class teacher is happy to help with any difficulties arising with homework – encourage your child to ask.

Reading



- Reading **with** your children and **to** your children
- Our children read every morning in class as part of a shared reading session. We also read to your children at the end of every day.
- Here are some of the exciting texts we will be looking at altogether.....

This is just a selection of what we look at throughout Year 4.....





Reading for pleasure



Reading at home is **crucial** for your child.

Wellbeing: Reading for pleasure is linked to high self-esteem, better emotional regulation and improving coping mechanisms for difficult situations.

Cognitive and Social Benefits: Reading enhances memory, self-control and contributes to better brain development.

Academic Success: Children who enjoy reading have better academic attainment.

What could this look like at home?

- We are aiming for all children to read 5 times a week at home.
- This could be a mixture of:
 - Coloured book band book
 - Book of choice from home
- Book borrowed from our reading corners
 - A book borrowed from the library
 - A book that you are sharing together



Federation of Liphook Infant School and Liphook C. of E. Junior School

Enjoy, learn, excel together

[Home](#)[About Us](#)[Parent Information](#)[Year Group Pages](#)[Curriculum](#)[Children's Fun Page](#)[Key Information](#)[Q](#)

padlet
Year 3
Reading
Curriculum



padlet
Year 4
Reading
Curriculum



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Year 5
Reading
Curriculum



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Year 6
Reading
Curriculum

The English Curriculum at the Federation of Liphook Infant School and Liphook C. of E. Junior School

The Early Years Foundation Stage and National Curriculum requirements for English sit at the heart of the Federation's English curriculum. Over the seven years that children are in the federation, from Year R through to Year 6, they will be taught the appropriate statutory requirements in speaking and listening, reading and writing. This includes the relevant handwriting, phonics, spelling, vocabulary and grammar elements in each year group.

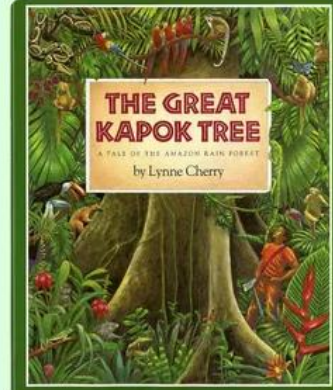


Autumn 1: Rainforest Explorers

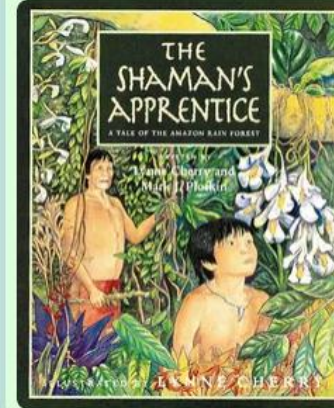
Read Aloud Book: The Explorer



English Key Text: The Great Kapok Tree



Shared Reading Fiction Text: The Shaman's Apprentice



Share Reading Non Fiction Text: Love the Orangutan



Our Padlet

[Year 4 Reading Curriculum](#)

Year 4 Bookmarks

Reading with your Year 4 Child

When your child is reading to you, encourage them to use suitable expression for dialogue

Point out different types of punctuation such as speech marks, commas, exclamation marks, ellipsis (...)

At home use dictionaries or encyclopaedias and use the alphabet to find words/ topics

In non-fiction texts use skimming and scanning to locate relevant information quickly

Discuss how dialogue and description helps you to understand the meaning

Point out words and phrases that catch your attention and imagination, talk about why

Talk about the themes of the book and books with similar themes

Read books by the same author and talk about how the books are similar/ different

Talk about how the context of the story, e.g. historical setting or social/ cultural setting



Questions to ask your Year 4 child when reading

Fiction

Which words and phrases tell you more about the characters?

Which words and phrases tell you about the setting?

What impression do you get of the characters feelings?

What is your favourite part of the story and why?

What does the word ... imply about...?

Why does the author choose these verbs...?

Have you ever been in a similar situation to the character in the book?

Where is the story set and how do you know?

Non-fiction

How does the writer link the introduction link to the conclusion?

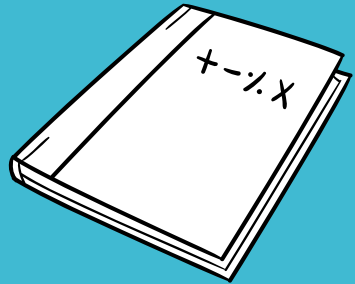
Which part of the text tells you most about...?

How does the first sentence inform the reader?

Why is this part in bold/ italic?

Why is the text organised in this way?

What key aspects are we exploring in English this term?

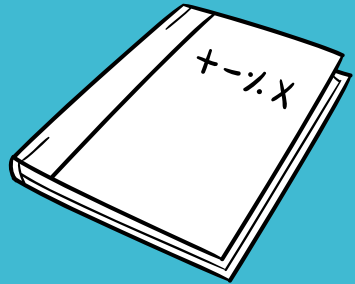


- **Read** familiar words and tackle unfamiliar words confidently.
- Be able to **retrieve** details from what they have read and summarise what they have read
- **Ask** questions to improve their understanding
- Realise that words, phrases and presentation are chosen deliberately for a particular reason and contribute to meaning and **effect**
- To read **aloud** and experiment with expression and voices
- To **discuss** books, read independently in a group, pair or with an adult
- Jump in / choral reading / split sentences





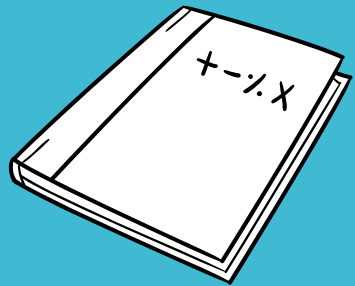
Times Tables



- In the summer term of year 4 the children will sit a statutory, national times tables test.
- In school we will be revising all of the times tables facts up to 12x12 by using our Number Sense Scheme
- Your children will complete a weekly times tables test focusing on the 67 key facts.
- These tests will be sent home weekly in their reading diaries with key facts highlighter that need to be practised.

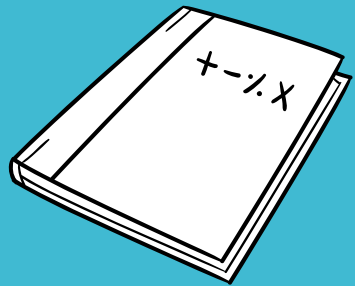


What key aspects are we exploring in Maths this term?

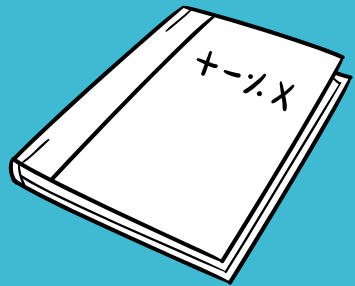


- Read, write, order and compare numbers up to 9,999 and determine the value of each digit
- Find numbers on a number line and round them to the nearest 10 and 100
- Solve problems involving addition, subtraction, multiplication and division (using methods from the calculation policy)
- Use, read and write standard units of measure
- Revising times tables by to 12x12
- Number bonds

How can you help your child at home with some of the key aspects in Maths?



- Make sure they have access to an analogue clock and talk about what time things are done during the day using a clock. What is the time now? What time will it be in 1 hour, 2 hours etc.
- Take children shopping. Can they give the money over and work out how much change they might receive?
- Let children have experiences of working with money
- Get children to explain the methods using in their homework to you (become the teacher)
- Let children help you when cooking/baking and encourage them to read the scales out. Can they work out what the divisions are?
- Times table games with packs of cards e.g. snap, guess my number/missing number. Games on our website



- Use playing cards to practise times tables and doubling.
- Play board games, dice games, cards.
- Have an analogue clock on display and refer to it. Talk about 24-hour clock if appropriate. Teach your child to tell the time.
- Allow children to read timetables e.g. bus, train, cinema etc.

The Empowerment Approach.



The Empowerment Approach teaches everyone:



About the brain and how it works in a way that everyone can understand (not just adults).



To know their needs and find helpful ways to fill them.
To be able to let others know their needs in positive ways.
To find out the needs of others and help them to feel good too.



To discover their strengths and areas their brain finds harder.
To build the skills and work out the scaffolds needed to learn and play at their best - even when their needs aren't met.



How to prepare to be at their best for learning and play in ways that are:
'Good for me, good for you, good for everyone'.



The best way to react and help someone to get back on track when things go wrong.



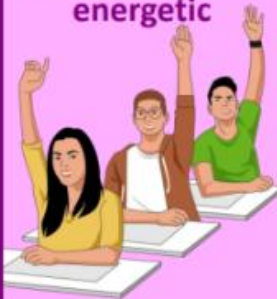
How to follow-up and problem-solve so a person can manage better next time and make good ongoing progress.

Consistent & Reliable



People can rely on me. I keep to agreements and go out of my way to keep my promises. I react in the same way – I am not changeable.

Enthusiastic & energetic



I feel and show a lot of interest and excitement towards the tasks we are doing and topics we are exploring. I have lots of positive energy. I have a zest for life!

Friendly, Sociable & Inclusive



I am friendly and good at including others who may be different to me.

I go out of my way to help people to feel wanted and valued.

Thoughtful & Kind



I listen and look out for the feelings and needs of others.

I am quick to offer help to those around me. I do not expect anything back.

Playful & Entertaining



I play games and have fun with people. I can make people laugh.

I can change the mood of a group so that others smile and feel good.

Generating Ideas



I have lots of ideas.

I think of new and different ways of doing things.

I am inventor. I can design new products, games or experiences.

Predicting



I can think ahead and work out what will happen if I try particular solutions.

Body Rhythm



I can recall sequences of movement and repeat them accurately.

I can keep in time with music or other dancers.

Presenting



I can use language to present information.

I can use language to inform, persuade or explain.

Sight Spelling



I can read and write words using my knowledge of their shape and pattern.

Designing



I can use my sense of shape, space, colour and pattern, along with my creative skills, to design places, spaces, objects or items.

Photography



I can use my sense of shape and space and my creative skills to capture images.

I can communicate a message through images.

Estimating



I am good at using my understanding of numbers, quantity and pattern to work out amounts and make good estimates.

Processing Information



I can make sense of information at a good speed and get tasks finished in the expected time.

Impulsive Quick Reactor



I react quickly in emergencies to keep myself and others safe.

I grab opportunities fast, before they are lost.

I respond emotionally to create great art, music or stories.



Communication

- Seesaw – For any messages before or after school if needed. Please try to not message during the school day as we do not always pick up messages whilst in class. For any routine changes/messages about pick up etc please contact the school office and they will come and let us know.
- Classroom door morning drop off or afternoon pick up.
- This half term's parents' evening will be on Monday 19th October and Wednesday 21st October.
- Fab Friday – the last Friday of each month.



School Website

- Information
 - Letters
 - Dates
 - Useful links
 - Policies
 - E-safety
- <https://www.liphookfederation.co.uk>

