



Supporting Transition into Year 4



Welcome to Year 4!

We have an exciting year ahead, filled with incredible learning opportunities, adventures and interesting challenges.

Personal goals will guide our learning and behaviours in Year 4, whilst aiming for a personal best in everything we undertake.

Reading, Writing and Mathematics are key subjects that the children will continue to learn. Through a progressive learning curriculum, the children will develop rich knowledge and understanding in R.E, Science, Geography, History, Art and Design Technology, French, Computing, Music and PE.



Miss C Michiels,

Year 4 Teaching Assistant



Mr M Homer, Year 4 Teacher

Throughout the year, students will hopefully be involved in a variety of activities designed to explore their creativity, resilience and perseverance, and challenge them in new and dynamic ways such as themed learning days and school trips.

It is our priority to ensure that each and every student feels happy, confident and engaged in their learning, so as to reach their full potential both academically and socially. To achieve this we believe that a strong partnership between the teachers, the parents and the students is integral.

It is going to be an exciting year and we are really happy to have you joining us for the journey.

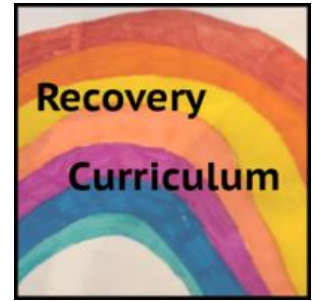
MATHEMATICS IN YEAR 4

ADDITION & SUBTRACTION	NUMBER & PLACE VALUE	FRACTIONS, DECIMALS & PERCENTAGES	MULTIPLICATION & DIVISION	MEASURES	GEOMOETRY	STATISTICS
<p>I can use different methods, including formal written, to add four digit numbers.</p> <p>I can use different methods, including formal written, to subtract four digit numbers.</p> <p>I can solve + and - two-step problems in contexts, deciding which operations and methods to use.</p>	<p>I can read and write numbers up to 10 000 in numerals and words.</p> <p>I can read Roman numerals to 100.</p> <p>I can count in steps of 25 and 1000.</p> <p>I can count backwards through zero to include negative numbers.</p> <p>I can order and compare numbers beyond 1000.</p> <p>I can round any number to the nearest 10, 100 or 1000.</p> <p>I can find 1000 more or less than a given number.</p> <p>I can partition numbers in Th H T O using different combinations and recognise the place value of each digit.</p>	<p>I can count up and down in tenths and hundredths.</p> <p>I can round decimals with one decimal place to the nearest whole number.</p> <p>I can divide a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>I can compare numbers with the same number of decimal places up to two decimal places.</p> <p>I can recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>I can recognise and write decimal equivalents to one quarter, one half and three quarters.</p> <p>I can recognise common equivalent fractions, simplifying where appropriate.</p> <p>I can add and subtract fractions with the same denominator, within and beyond one whole one.</p>	<p>I can recall multiplication facts for tables up to 12×12</p> <p>I can recall division facts for tables up to 12×12</p> <p>I can use known and derived facts to multiply and divide mentally, including factor pairs and commutativity.</p> <p>I can multiply two and three-digit numbers by a one-digit number using formal written layout.</p> <p>I can divide two and three-digit numbers by a one-digit number using formal written layout.</p> <p>I can solve problems using \times and \div facts, including missing number, missing symbol problems and remainders.</p>	<p>I can solve problems involving increasingly harder fractions of quantities involving both simple measure and money.</p> <p>I can convert between different units of measure.</p> <p>I can measure and calculate the perimeter of simple shapes in centimetres and metres.</p> <p>I can find the area of simple shapes by counting squares.</p> <p>I can read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>I can solve problems involving time, money and measures.</p>	<p>I can compare and classify shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>I can identify all lines of symmetry in 2-D shapes presented in different orientations.</p> <p>I can identify acute and obtuse angles and compare and order angles up to 180° by size.</p> <p>I can describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>I can plot points and draw sides to complete a polygon.</p> <p>I can describe how a shape has been translated on a grid.</p>	<p>I can interpret discrete and continuous data, including bar charts and line graphs.</p> <p>I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>

ENGLISH IN YEAR 4

GRAMMAR	PUNCTUATION	SPELLING	READING	WRITING
<p>I understand the difference between plural and possessive 's';</p> <p>I use the standard English form for verb inflections, e.g. We were/We was, I did/I done.</p> <p>I extend sentence structures and aid cohesion through:</p> <p>use of fronted adverbials e.g. 'Later that day';</p> <p>use of expanded noun phrases e.g. 'the dog', 'the loud dog with sharp teeth';</p> <p>I can use verb tense, person and subject verb agreement mostly correctly.</p>	<p>I can use a comma after a fronted adverbial.</p> <p>I can use a comma after a reporting clause in direct speech.</p> <p>I can use apostrophes correctly, including to mark plural possession, in most of my sentences.</p> <p>I can use inverted commas to punctuate speech mostly correctly.</p>	<p>! Adding the suffixes ~ssion, ~ian, ~ous</p> <p>! sure, ~ture, ~cher endings, e.g. measure, creature, teacher</p> <p>! ch sounding k, e.g. echo</p> <p>! ch sounding sh, e.g. chef</p> <p>! gue sounding g, e.g. league</p> <p>! que sounding k, e.g. unique</p> <p>! sc sounding s, e.g. scheme</p> <p>I can use and apply taught spelling rules/strategies in my writing.</p> <p>I can spell most of the Year 1/2 words and most of the Year 3/4 words in my writing.</p>	<p>I can read age appropriate texts fluently and accurately.</p> <p>I can change my voice and add expression when reading aloud.</p> <p>I can identify how the meaning and word class of words can change, using my knowledge of prefixes and suffixes.</p> <p>I can use my knowledge of synonyms and antonyms to identify words with similar/opposite meanings.</p> <p>I can summarise some of the main events/information from with a text.</p> <p>I can ask questions to clarify parts of the text to check my understanding.</p> <p>I can use skimming and scanning to retrieve information from texts, mostly correctly.</p> <p>I can make simple reasoned inferences linked to a character's actions, feelings, thoughts and motives, using some text-based evidence.</p> <p>I can make simple reasoned predictions, even when the clues in the text are less clear</p> <p>I can identify and discuss effective word choices used by authors.</p>	<p>I can write narrative that develops character and setting and has a coherent plot. I can write non-narrative, which includes taught organisational language and grammar features, in order to write for different purposes.</p> <p>I can write sustained pieces independently that include paragraphs to organise ideas around a theme.</p> <p>I can make appropriate choices of pronouns or nouns to aid cohesion and avoid repetition.</p> <p>I can choose a wider range of appropriate conjunctions to extend sentences beyond one clause.</p> <p>I can vary my sentences through adding extra clauses, fronted adverbials or noun/prepositional phrases.</p> <p>I can choose vocabulary appropriate to the writing task, which adds interest for the reader.</p> <p>I can use a joined/cursive script with clear ascenders and descenders that are legible and consistent.</p> <p>I can improve some of my sentences through re-drafting.</p> <p>I can edit my writing to correct mistakes, some of which I have found myself.</p>

RECOVERY CURRICULUM



Last year in Year 3 you have spent nearly half of your time learning at home. We know that many of you have done a fantastic job and we are thankful for this. Some of this class have been to school as children of key workers but now as we look to return as a class and as a school we must make sure our recovery curriculum helps the children to succeed. They must achieve mental health and well-being before we can tackle the academic world.

At Marton Manor we have put the child's well-being at the centre of our thinking. As we begin to return to school we acknowledge that the children will have had different experiences during this time. However, the common thread running through all is the loss of routine, structure, friendship, opportunity and freedom. These losses can trigger anxiety in any child. Some of you may have experienced this with your own children.

We know that an anxious child is not in a place to learn effectively. So with this in mind, the school has thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

What is it?

Professor Barry Carpenter has developed the Recovery Curriculum, as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life.



LEVERS OF RECOVERY

Lever 1: Relationships – we can't expect all of our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. We will reach out to greet them and use the relationships we build to cushion the discomfort of returning.

Lever 2: Community – we must recognise that curriculum will have been based at home for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

Lever 3: Transparent Curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

Lever 4: Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

SCHOOL HOURS

Your child should be at school promptly to organise their school bags have a few minutes to greet their friends and prepare themselves for learning.

In Year 4, students participate in learning activities as soon as the school day begins so it is therefore imperative that they are punctual. If children arrive at school after their start time, please ensure that they come to the Main Office to be registered before joining their class. Please remember that punctuality encourages a positive attitude and really helps your child's progress.

All children should be collected by an adult unless you have told the school otherwise.

Start of day			Home time		
N AM	8.30	Front gate (EYFS door)	N AM	11:30	Front gate (EYFS door)
N PM	12:30		N PM	3:30	
Reception	8.40	Front gate (EYFS playground)	Reception	3.05	Front gate (EYFS playground)
Y1	8.45	Front gate (Y1 door)	Y1	3.10	Front gate (Y1 door)
Y2	8.40	KS1 yard (KS1 door)	Y2	3.05	KS1 yard (KS1 door)
Y3	8.50	KS2 yard (KS2 door)	Y3	3.15	KS2 yard (KS2 door)
Y4	8.50	KS1 yard (Y4 door)	Y4	3.15	KS1 yard (Y4 door)
Y5	8.45	KS2 yard (Y5 door)	Y5	3.10	KS2 yard (Y5 door)
Y6	8.40	KS2 yard (KS2 door)	Y6	3.05	KS2 yard (KS2 door)
S.B.	8.50	Front gate (Front entrance)	S.B.	3.15	Front gate (Front entrance)

UNIFORM

Details about the correct school uniform requirements are set out on the school website. Click www.martonmanorprimary.co.uk/school-uniform/

Please remember to label everything including shoes, coats, hats and gloves and show your child where the label is. Shoulder length or longer hair should be tied up and this should be in hair accessories only in the school colours.



PE KIT

Correct uniform must be worn for physical education sessions. Students should bring their P.E. kit at the beginning of each week and take it home at the end of the week for cleaning. Details about the correct school uniform requirements are set out on the school website. Additionally, children are welcome to wear tracksuits, sweatshirts and jogging bottoms when P.E. is taking place outside, especially during late Autumn/ early Spring.

EQUIPMENT

The School provides students with pencils, crayons, books and stationery. Parents are asked to provide: A named school bag which fits on a hook/peg. Students should be encouraged to be responsible for their own belongings and to pack their own school bag. They must bring their reading book to school every day. Please ensure all items are clearly labelled.

COMMUNICATION

We use 4 platforms to communicate with our parent community:

School Website: Our school website contains information regarding important dates, events and special days relating to our school.



School Gateway: This online communication tool can be used to pay for KS2 school dinners or educational visits your child may take part in during their time at Marton Manor.



Social Media: At Marton Manor we use both Twitter and Facebook to regularly update our parents and wider community about special events, trips and experiences that our children receive during their time here.



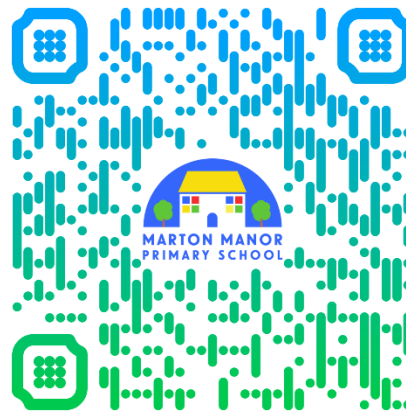
Text Messages: We will send a text message to relay important information about cancellation of clubs, important events and reminders. Make sure the school office have your up to date contact details.

PARENT TEACHER MEETINGS

Parents are encouraged to make appointments with the teachers to discuss any concerns as they arise. In addition to the ongoing contact with class teachers that we encourage, we have a number of formalised times for parents and teachers to discuss progress and set targets.

There are two parents' evenings throughout the year. A written report will also be sent to parents during the Summer term.

Should you have any concerns, do not hesitate to contact your child's class teacher to make an appointment at a convenient time. mryear4@martonmanorprimary.co.uk



Please complete the survey to give us some important feedback on your experience with the home learning we have provided during lockdown. Click the link below or scan the QR Code above.

<https://www.surveymonkey.co.uk/r/KHR3WKF>