

# Welcome to Year 3/4

3/4 A	3/4 B	3/4 C
Mrs Dalglish-Smith	Mr Brough Mrs Alvarez (Thursday afternoons)	Mr Morris
Mrs Hill Ms Parker Ms Edwards		
Miss Szaniszlo Ms Godsell		

# Our week at a glance...

	8.35-9.00	9.00-9.30	9.30-10.30	10.30 - 10.50	10.50 – 11.40	11.40-12.00	12.00 - 13.00	13.00 - 13.20	13.20 -15.00			15.00 - 15.15	
Monday	Handwriting	Reading	Writing	Break	Maths	Maths Mastery	Lunchtime	Maths Meeting	Geography	French	Assembly		
Tuesday	Handwriting	Reading	Writing		Maths	Maths Mastery		PE		Music / School Council Assembly			
Wednesday	Handwriting	Reading	Writing		Maths	Maths Mastery		Maths Meeting	Science				
Thursday	Handwriting	Reading	Writing		Maths	Maths Mastery		Maths Meeting	Computing	PSHE / iPads			
Friday	Handwriting	Reading	Writing		Maths	Maths Mastery		PE		RE	Assembly		

# Home-school communication

## **Purple books**

- For parents / pupils to record pages of book each time they read (in school and at home)
- Expectation for pupils to bring into school and take home every day.

## **Other communication**

- Newsletter emailed once a fortnight
- Parent pay/attendance queries

[receptionist@cirencester-pri.gloucs.sch.uk](mailto:receptionist@cirencester-pri.gloucs.sch.uk)

- Class queries

[gilliandalgleish-smith@cirencester-pri.gloucs.sch.uk](mailto:gilliandalgleish-smith@cirencester-pri.gloucs.sch.uk)

[tbrough@cirencester-pri.gloucs.sch.uk](mailto:tbrough@cirencester-pri.gloucs.sch.uk)

[gmorris@cirencester-pri.gloucs.sch.uk](mailto:gmorris@cirencester-pri.gloucs.sch.uk)

# Weekly tasks at home...

- Reading a minimum of 3 times a week

Access to...

- Accelerated reader quizzes
- EdShed (spelling practise matching in class learning)
- TTRS (Times Table Rock Stars)
- Developing experts


Please let us know if you will have difficulty accessing any of these options out of school - we will also provide an optional club for anyone in need of support.

# What's coming up....

## This year's Big Questions:

- What is it like to live near a volcano?
- What different people lived in Ancient Greece?
- What does silence feel like?
- How do tourists affect Italy's great sites?
- What would I experience along the Silk Roads?


Termly overviews will be sent home/put on website to outline learning intentions for all subjects and details of enrichment activities coming up.



Year 4 Term 1

Big question and our enquiries

Many people live on or near volcanoes, which may seem both foolish and dangerous to us. In answering our Big Question, we will explore the benefits and disadvantages that come with living near volcanoes as well as understanding the way in which they have been formed by our ever-changing planet. We want the children to be able to complete research and communicate information about the ways in which people's lives are affected by natural disasters and their aftermath.



<b>Science</b> <ul style="list-style-type: none"><li>• Is it a solid, a liquid or a gas?</li><li>• How can change of matter have such catastrophic outcomes?</li><li>• Does everything melt at the same temperature?</li></ul>	<b>Geography</b> <ul style="list-style-type: none"><li>• What is the structure of the Earth?</li><li>• Where are the Earth's tectonic plates?</li><li>• What are the features of a volcano?</li><li>• Where are the world's most famous volcanoes?</li><li>• What are the effects of a volcanic eruption?</li><li>• What would it be like to live near a volcano?</li><li>• Why do earthquakes and volcanic eruptions happen in the same places?</li></ul>				
<b>Computing</b> <p>Computer networks and Systems: The Internet.</p> <ul style="list-style-type: none"><li>• What is a network?</li><li>• What is the internet made of?</li><li>• How do we share information?</li><li>• What is a website?</li><li>• Who owns the web?</li><li>• Can I believe what I read?</li></ul>	<b>Art</b> <ul style="list-style-type: none"><li>• How do different artists represent the same event?</li><li>• Do different artists capture the same feelings about an event?</li><li>• How can I use my scientific knowledge to inform a painting?</li><li>• How can atmosphere be created in paintings?</li></ul>				
<b>Our Outcomes</b> <p>By investigating our Big Question using our enquiry questions we will have created:</p> <ul style="list-style-type: none"><li>• A model volcano</li><li>• A presentation shared with another class through an online platform</li><li>• Create an atmospheric painting using ink, watercolour and wax</li></ul>	<b>Our Class Books</b> <ul style="list-style-type: none"><li>• 'The Secret Explorers and the Smoking Volcano' - S.J King</li><li>• 'Ratty's big adventure' - Lara Hawthorn</li><li>• 'Earth shattering events' Sophie Williams &amp; Robin Jacobs</li></ul>				
<b>Taught Discreetly (Not part of our Big Question this term)</b> <table><tr><td>⇒ Religious Education (Hinduism)</td><td>⇒ PSHE (Relationships)</td><td>⇒ PE (Gymnastics / invasion games)</td><td>⇒ MFL (French) (Numbers)</td></tr></table>		⇒ Religious Education (Hinduism)	⇒ PSHE (Relationships)	⇒ PE (Gymnastics / invasion games)	⇒ MFL (French) (Numbers)
⇒ Religious Education (Hinduism)	⇒ PSHE (Relationships)	⇒ PE (Gymnastics / invasion games)	⇒ MFL (French) (Numbers)		
<b>Our Termly Values</b> <table><tr><td>⇒ Sense of Belonging</td><td>⇒ Happiness and Friendship</td><td>⇒ Democracy</td></tr></table>		⇒ Sense of Belonging	⇒ Happiness and Friendship	⇒ Democracy	
⇒ Sense of Belonging	⇒ Happiness and Friendship	⇒ Democracy			

# Maths

**4**

**0.9 + 0.9, 74 + 26**  
Number facts  
Single digit decimals  
Doubles  
Bonds of 100

I just knew it!

**7 + 8**  
Use known facts  
If I know  $7 + 8 = 15$  then I know  $0.7 + 0.8 = 1.5$

$70 + 80 = 150$   
 $700 + 800 = 1,500$

**2,403 + 3,020**  
Use place value to add

If I know  $2 + 3 = 5$  then I know  $2000 + 3000 = 5,000$

I have noticed, one number has no hundreds or ones, the other has no tens.

**1.6 + 0.7**  
Bridge through boundaries by counting in efficient steps

**5,748 + 3,374**  
Formal written method

Exchange ten of these for one of those!

Regroup and rename

**How shall I add?**

**5,250 + 2,360**  
Partition and recombine

$5,000 + 200 + 50 + 2,000 + 300 + 60$

$7,000 + 500 + 110 = 7,610$

**3,356 + 1,998**  
Round then adjust

$3,356 + 2,000 = 5,356$   
Add 2,000 then take away 2

**5,748 + 3,374**  
Formal written method

Exchange ten of these for one of those!

Regroup and rename

**How shall I add?**

**5,250 + 2,360**  
Partition and recombine

$5,000 + 200 + 50 + 2,000 + 300 + 60$

$7,000 + 500 + 110 = 7,610$

**3,356 + 1,998**  
Round then adjust

$3,356 + 2,000 = 5,356$   
Add 2,000 then take away 2

© Liz Hopkins

**4**

**Known facts:**  
Rapid recall of all multiplication tables up to  $12 \times 12$

**6 x 4**  
Use known facts and place value

$6 \times 4 = 24$   
 $60 \times 4 = 240$   
 $60 \times 40 = 2400$

$6 \times 10 \times 4 \times 10 = 24 \times 100$

**2.94 x 100**  
Multiply by 10, 100

**How shall I multiply?**

**7 x 36**  
Use the distributive law

$7 \times 36 = 7 \times 30 + 7 \times 6 = 210 + 42 = 252$

**36 x 7**  
Formal written method

**45 x 6**  
Use factors and commutativity

Write as factors then re-order

$45 \times 6 = 5 \times 9 \times 6 = 5 \times 6 \times 9 = 30 \times 9 = 270$

**236 x 7**

$200 \times 7 = 1400$   
 $30 \times 7 = 210$   
 $6 \times 7 = 42$   
 $1400 + 210 + 42 = 1652$

© Liz Hopkins

**4**

**13 - 5, 18 - 0.8**  
Number facts  
Single digit numbers  
Halves  
Wholes and tenths

I just knew it!

**15 - 8 = 7**  
Use known facts  
If I know  $15 - 8 = 7$  then I know  $1.5 - 0.8 = 0.7$

$150 - 80 = 70$   
 $1500 - 800 = 700$

**6,342 - 3,020**  
Use place value to subtract

By using place value counters it is easy to see how to take away

**1.5 - 0.7**  
Bridge through boundaries by counting in efficient steps

**5,352 - 2,136**  
Formal written method

Exchange ten of these for one of those!

Regroup and rename

**How shall I subtract?**

**4,556 - 1,99**  
Round then adjust

$4,556 - 2,000 = 2,556$   
Add 1,000 then take away 1

**4,007 - 3,998**  
Find the difference between two numbers

$4,007 - 4,000 = 7$   
Add 1,000 then take away 1

**4,556 - 1,99**  
Round then adjust

$4,556 - 2,000 = 2,556$   
Add 1,000 then take away 1

© Liz Hopkins

**4**

**Known facts:**  
Use recall of all multiplication tables up to  $12 \times 12$  to derive division facts

**24 ÷ 4**  
Use known facts and place value

$24 \div 4 = 6$   
 $240 \div 40 = 6$   
 $2400 \div 400 = 6$

**24 ÷ 100**  
Divide by 10, 100

$24 \div 100 = 0.24$

**How shall I divide?**

**516 ÷ 12**  
Using factors

$516 \div 3 \div 4 = 43$

**732 ÷ 6**  
Formal written method

**2400 ÷ 60**  
Use known facts and place value

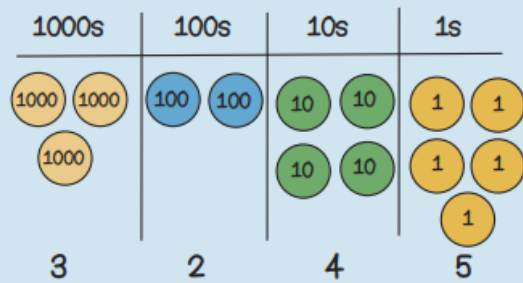
$2400 \div 60 = 40$

How many steps of 60 make 2400?

$10 \times 60 = 600$   
 $10 \times 60 = 1200$   
 $10 \times 60 = 1800$   
 $10 \times 60 = 2400$

© Liz Hopkins





three thousand, two hundred and forty-five  
3 thousands, 2 hundreds, 4 tens and 5 ones

In order from smallest to largest

2987, 5894, 6080  
4261, 4406, 4540

Stop and look.  
What do you notice?

thousands  
digit  
round  
multiple  
positive  
negative

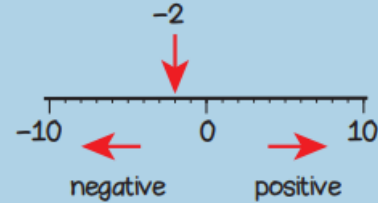
1000 less

1000 more

3245

1000 less than 3245 is 2245

1000 more than 3245 is 4245



5 or more - round up  
4 or less - round down

Round to the nearest ten

6538 → 6540



Round to the nearest hundred

6538 → 6500



Round to the nearest thousand

6538 → 7000



Year 4 Term 1



Equilateral Triangles  
3 equal sides

Isosceles Triangles  
2 equal sides

Scalene Triangles  
all sides different

trapezium  
parallelogram  
rhombus  
kite  
adjacent  
equilateral  
scalene  
isosceles

Quadrilaterals are shapes with  
4 straight sides

parallelogram - opposite  
sides parallel

rectangles - 4 right angles

rhombus - 4 equal sides

squares

Trapezium - exactly  
one pair of parallel sides

Kites - 2 pairs of equal  
adjacent sides



# Multiplication Tables Check (MTC)



## **What is the Multiplication Tables Check?**

Takes place between Monday 2<sup>nd</sup> June and Friday 13<sup>th</sup> June 2024.

- The checks consist of 25 times tables questions. The questions will only be multiplication and they will go up to 12×12. There's nothing novel about the questions and they don't require problem solving so there's nothing to trip them up.
- There will be 6 seconds to answer each question.
- The check will be taken online during school time.
- There is no pass mark.
- Teachers will be able to apply for some children to be able to pause between questions.

## **Why do the children need to take this test?**

All year 4 pupils in England will take the check. The Government made the check compulsory in 2022. They say:

*The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.*



# Multiplication Tables Check (MTC)



## How can you help them improve their recall times?

There are lots of ways to learn times tables, but here are a few suggestions to get you started:

- Make sure they play daily in **Garage mode** on Times Tables Rocks Stars - The Garage game mode is very clever and will adjust the questions your child is asked, ensuring they are always working on the facts they need to improve. Also, give them a times tables square to use whilst they play. This way they can double-check facts they are not sure about
- Sing times tables songs. There are hundreds available! Put them on in the car, bathtime or any 'free' time where you have a few spare minutes.
- Chanting the old-fashioned way- rehearse the tables forwards and backwards, gradually increasing in speed.
- Plenty of praise- When encouraging children to pursue something important, like timetables, there's no harm in heightening their enthusiasm with plenty of praise. 'You got this!' 'Look at your heatmap now!'
- Write out the tables – This can be in the form of a simple list or you could also be a bit more fun. Being creative will make writing and learning the tables more enjoyable.
  - Write the facts as the petals of a flower;
  - Get them to test you on the facts and get them wrong on purpose and see if they correct you!
  - Treasure Hunt: Hide the facts around the house and give them the answers. Can they find them in record time?
  - Take a pot of water and a paintbrush outside to 'paint' the facts on a wall.
  - Use chalks to write the facts outside in giant numbers.

**Times tables are important, but it should be an enjoyable experience learning them!**

# Reminders about uniform

- Red sweatshirt or cardigan (with embroidered school logo or plain)
- White or red polo shirt (with logo or plain)
- Black or grey skirt, trousers, or shorts or red and white checked dress
- Black or grey tights (no leggings) or white/black/grey socks
- Sensible, comfortable outdoor shoes in black
- Earrings- studs only, no hoops please
- No other jewellery or nail varnish to be worn
- Long hair should be worn tied back
- No dyed/tinted/coloured hair

# Reminders about PE kit

- Children to come to school wearing PE kit on Mondays and Thursdays (3/4A), Tuesdays and Fridays (3/4B), Mondays and Fridays (3/4C).
- A red or white T-shirt
- Black shorts
- Daps (for indoor PE)
- Tracksuit bottoms , trainers and a sweatshirt for outdoor PE (please ensure trousers and sweatshirts are plain and are dark coloured)
- Long hair must be tied back and earrings either removed or covered with earring tape (please provide this for your child)

# Any other business

- **Volunteers**- if anyone is interested in supporting learning in school such as listening to readers (Year 4 or other), please contact the school office so they can get started on the necessary safeguarding paperwork.
- Please **label all items of clothes and property** so they can be reunited with their owner if lost.
- **Drinks bottle filled with water** everyday- these can be easily refilled in class.
- **Breaktime Snacks** fruit or vegetables only. (these are not provided by the school)
- **Spare shoes/wellies for the field** (especially as the weather changes to wetter conditions)
- Questions?