

10th February 2023

Dear Parent, Carer

Basic Skills

During your child's time in Year Four there are many areas of the curriculum that they will be taught. Their knowledge will continually increase and develop and we hope to aid them as best we can on their learning journey at Crosshall.

By the end of Year Four there are many key concepts and basic skills in maths and English that the children should have secured during their time with us and we hope, with your support at home too, to achieve this.

We have handpicked some key skills from the maths and English Year Four curriculum that are the basics to enable all children to make progress throughout the year and into Year Five.

Please find below **some** of the key end of Year Four expectations in maths and English:

Maths:

- Recall multiplication and division facts for multiplication tables up to 12x12
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)
- Solve a range of problems involving addition, subtraction, multiplication and division.

English:

- Spell majority of words from the lower school list
- Writing is legible, clear and all letters are consistently formed and of the correct size
- Use punctuation accurately in a sentence and identify errors in their own writing to edit and improve
- Fully engage with and enjoy reading a range of texts, making choices (and explaining preferences), know some text types; talk about books enjoyed both in and out of school, making textual references.
- Read with fluency a range of age-appropriate text types from those specified for Years 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books).
Read at a speed sufficient for them to focus on understanding.

All of these areas are knowledge and skills that we work on in school but any extra support you can give your child at home would be extremely beneficial for them to aid their learning journey into Year Five.

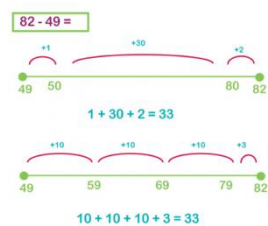
On the next page are some useful websites that you can access to aid your child's progress in these areas. Many are interactive and try to make it enjoyable for the child.

On the school website, you will find a document called 'Little Book of Knowledge' that you could refer to with your child. This includes different basic skills like how to spell days of the week and months of the year. I will also be posting help videos on the Google Classroom, based on what the children are learning in school.

Ideas:

Topmarks	This includes English and maths games. Hit the button is a very good game for times tables and number bonds, doubles and halving recaps.		
Crosshall Junior website	Look at 'Online Activities' under 'Pupil Zone' banner.		
Times Tables Rockstars	All children have access to this resource through the school's enrolment. Go through Times Tables Rockstars to logon directly. The app/website can be used online, but there are also worksheets that can be printed out at home.		
Multiplication websites	The websites below will help with the official Multiplication check that the children do in the summer term: https://www.timestables.co.uk/multiplication-tables-check/ https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check		
Century	This is our new home learning resource but the children have access to this all day. It is very good for consolidating number skills and working on weaker areas. There is a website or an app that is available to download.		
Other websites	http://www.3x3links.com/crosshalljunior http://nrich.maths.org/frontpage http://www.gamequarium.com http://www.bbc.co.uk/education/levels/zbr9wmn		
Apps	Math Zombies Math Town Shake-a-Phrase	MultiAlien Cambugs (phonics) Grow Grammar	Quento King of Maths KenKen

Some key methods that are taught in maths in Year Four:



Number line method: We use this method to subtract but also to add. The children start with a small jump to the next one/ten or hundred (depending on the question) and then create their jumps to get to the end number. They then add these jumps at the end to give them their answer.

A6: Expanded Column

$$\begin{array}{r} 43 \\ + 24 \\ \hline 67 \end{array}$$

S10: Expanded Column

$$\begin{array}{r} 87 - 23 = 64 \\ 80 \quad 7 \\ 20 \quad 3 \\ \hline 60 \quad 4 \end{array}$$

S11: Column Subtraction

$$\begin{array}{r} 87 \\ - 23 \\ \hline 64 \end{array}$$

A7: Column Addition

$$\begin{array}{r} 43 \\ + 24 \\ \hline 67 \end{array}$$

Expanded column addition and subtraction:

We begin this method by using the expanded form (see first image). We add/subtract the digits by partitioning then add/subtract them all at the end whilst still acknowledging their value.

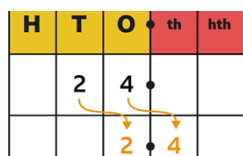
Compact column addition and subtraction:

Moving on from this, we introduce the children to compact column addition and subtraction (see the second image). This involves adding the ones digits, tens, ones and thousands.

$$\frac{2}{9} + \frac{5}{9} = \frac{7}{9}$$

Adding and subtracting fractions with the same denominator:

In Year Four, children learn to add and subtract fractions with the same denominator. The denominator is the bottom digit. The children add the numerators (top digits) together to complete their answer.



Multiplying and dividing by 10 and 100:

This is an important skill we introduce at the end of the autumn term into spring. It is really important that children can see the number is becoming bigger or smaller. The method is not to just 'add a zero'. The first image shows $21 \times 10 = 210$. We use place value grids to visually show the children how the digits move. The second image shows $24 \div 10 = 2.4$. This shows how the digits move and become 10 times smaller.

Parent Tip: You can always take a lead role in practical maths. Encouraging your child to help with the purchasing of small items at the shops or measuring themselves and others is a great way to explore number relationships.

Some key skills taught in English and their meanings:

The children learn many grammar and punctuation skills in Year Four and most of the time you are probably wondering what they are. It is important for the children to identify the technical language in their lessons. Below, is a list of some of these skills, their meanings, with some examples.

Fronted adverbials – a word or phrase which describes the time, place or manner of an action, which is placed at the start of a sentence and followed by a comma. For example, 'Before breakfast,' or 'Carrying a heavy bag,'.

Complex sentences – it is a sentence that contains an independent clause with one or more subordinate clauses. We use this sentence type when we want to provide more information to support a point. For example, 'Salimah didn't get a treat after dinner, because she didn't do her homework on time.'

Possessive apostrophes – this is used to show that one thing belongs to or is connected to something. For example **John's shoes**.

Direct speech – words quoted directly using inverted commas, as opposed to being reported in a sentence. For example, **"That is my jumper!" shouted John.**

Expanded noun phrases – this is to give more information about the noun. This is usually done by adding more than one adjective, separated by a comma.

Past tense – an event that has already happened. This may change the verb for example, I **went** to the shop.

Present tense – an event that is happening right now, for example I **am at** the shop.

Future tense – an event that is going to happen, for example I **am going** to the shop.

Prepositions & prepositional phrases – a preposition is a word that tells you where or when something is in relation to something else. For example 'under', 'between' etc. To use this in a phrase would be, 'He hid under the bed.'

Prefixes and suffixes – prefixes are added to the beginning of a root word to change its meaning. Suffixes are added to the end of a root word to change its meaning.

Parent Tip: When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as 'went' and 'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'. You can also take opportunities to look at words like this that crop up in books you read with your child, considering how the choice of word affects your understanding of a story.

Thank you for taking the time to read through this booklet. I hope it has been informative. We will continue to support your child whilst in school, though anything more you can do at home will be of enormous benefit to your child.

Yours sincerely,
Mrs A Archer
Head of Year Four