



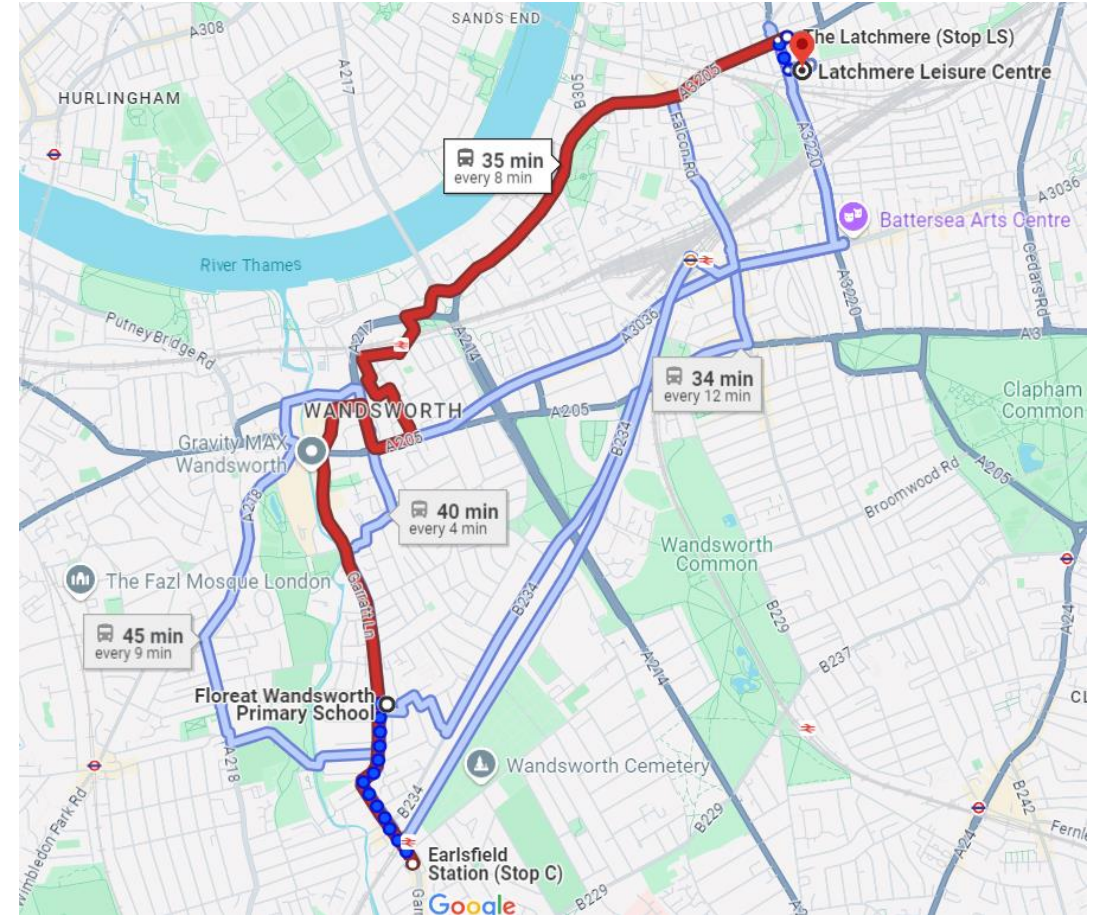
Year 4 Family Learning

Guiding Your Child Through Year 4: Practical Tips for Home Support

Aims of Today's Session:

- ✓ Swimming
- ✓ Multiplication Table Check
- ✓ New reading curriculum
- ✓ How to help at home
- ✓ Final questions
- ✓ Reading lesson

Swimming



Year 4 MTC

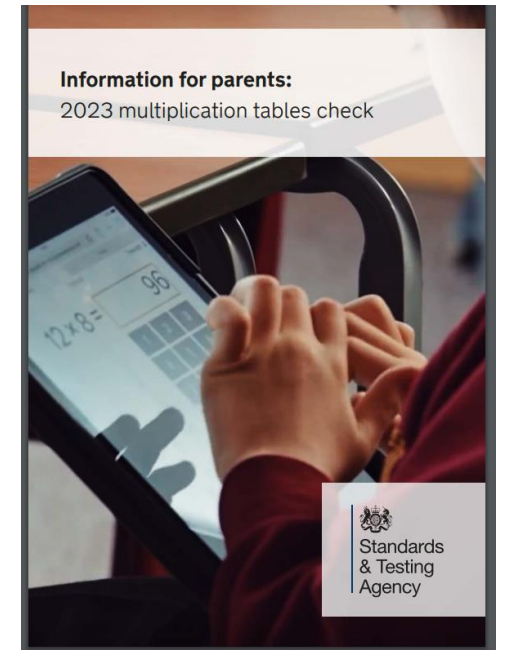
MAIN MENU **Multiplication Tables Check** Time left: 2

$3 \times 8 =$

1	2	3
4	5	6
7	8	9
	0	ENTER

Time allowed: 6 seconds
Tables selected: All

Question 1 of 25 MATHSFRAME COMPUTER



Parent MTC Information DFE

Our approach

The 36 essential facts

$$7 \times 4 = 28$$

$$28 \div 4 = 7$$

$$4 \times 7 = 28$$

$$28 \div 7 = 4$$

How can you support your child?

- Repeating number facts in the same way – largest factor first
- Linking division facts to the multiplication fact (largest factor first)
- Card system – regular rehearsal

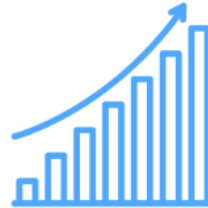
New Reading Curriculum

Connected



Our work is built around
|
cognitive load theory
|
principles of instruction
|
evidence informed practice

Cumulative



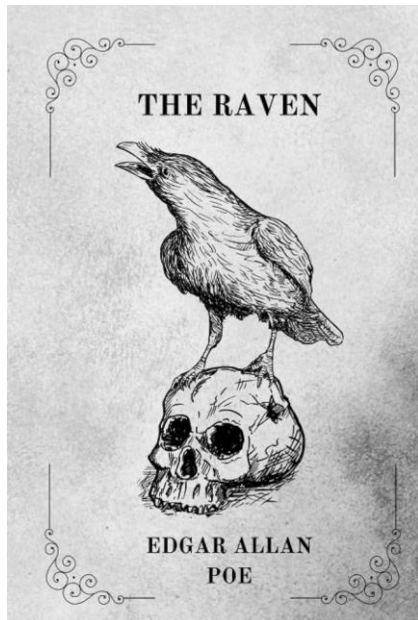
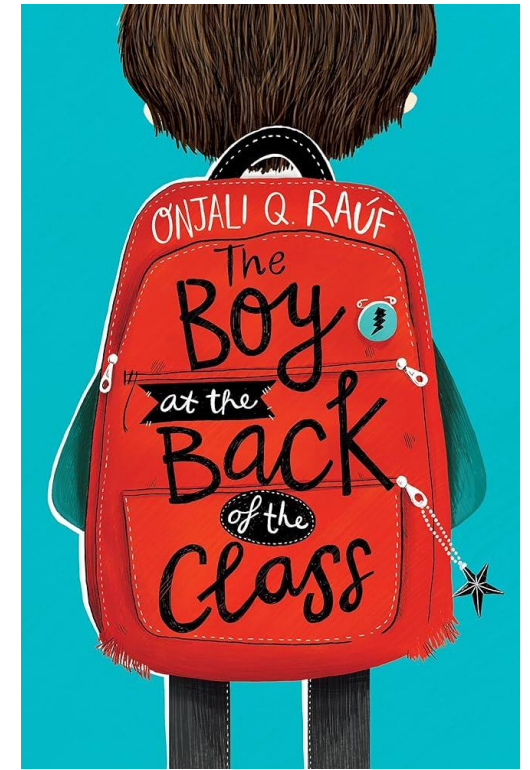
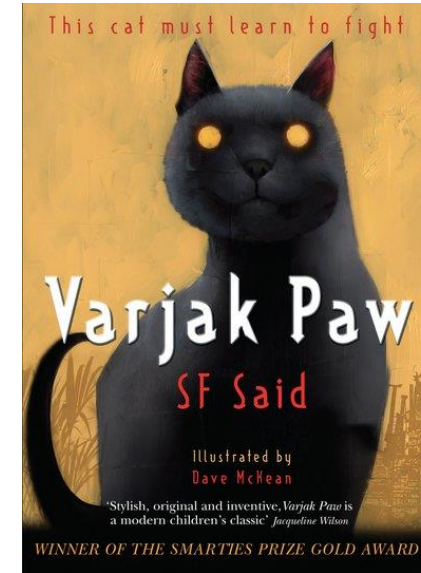
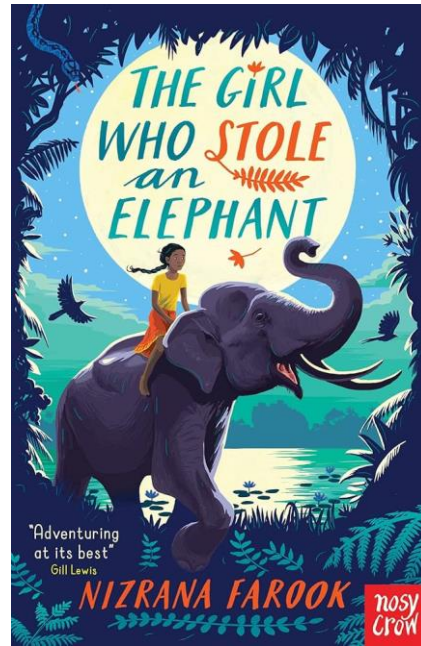
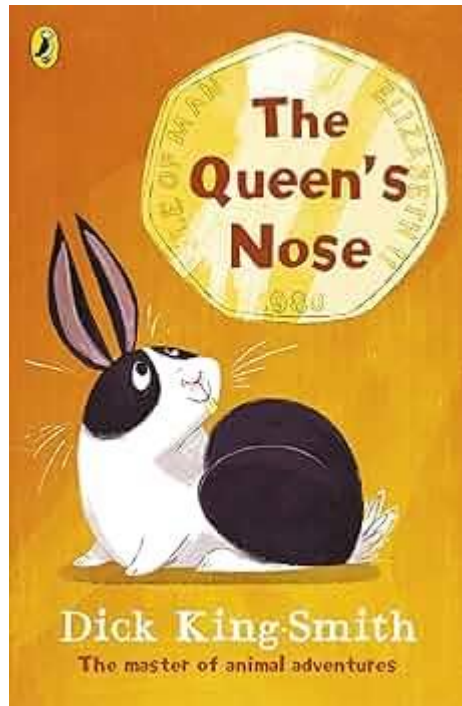
We believe learning isn't an event
|
It must be
knowledge-rich
|
vocabulary-rich
|
skilful

Coherent

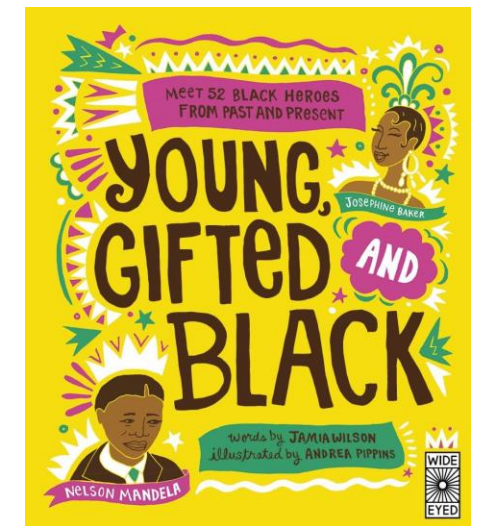
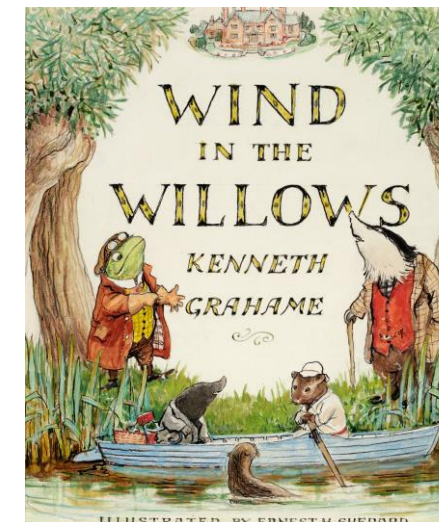


Sequence matters
|
systematically planned
|
explicit instruction
|
supports acquisition of curriculum
content

Year 4 Reading List



- The Queen's Nose
- The Raven
- The Girl Who Stole an Elephant
- Varjak Paw
- The Boy at the Back of the Classroom
- Young Gifted & Black
- Wind in the Willows



How to Support Reading at Home

- Ask Questions
- Daily reading practice
- Read aloud together
- Let children choose



Resources

- Suggested Book List
- Reading Apps and Websites
- Library Programs



epic!



Reading Skills

Reading Vipers

Vocabulary

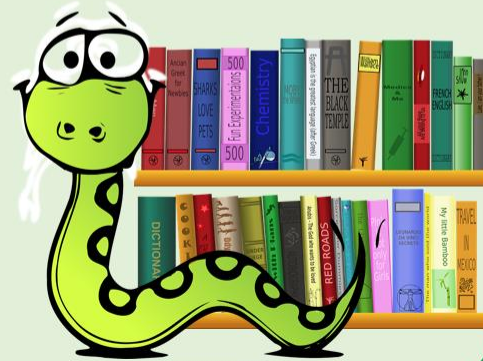
Infer

Predict

Explain

Retrieve

Sequence or Summarise



Let's look at two key skills.

Vocabulary Building

What vocab might your child find hard to understand?

‘Did you know that Uncle Homer’s goslings had hatched?’ asked Fern.

‘How many?’ asked Mr. Arable.

‘Seven,’ replied Fern. ‘There were eight eggs but one egg didn’t hatch and the goose told Templeton he didn’t want it any more, so he took it away.’

Vocabulary Building

- Decode
- Define
- Contextualise

'Did you know that Uncle Homer's **goslings** had hatched?' asked Fern.
'How many?' asked Mr. Arable.
'Seven,' replied Fern. 'There were eight eggs but one egg didn't hatch and the goose told Templeton he didn't want it any more, so he took it away.'

gosling noun

gos·ling ('gäz-lɪŋ) 'göz-, -lən

1 : a young goose

g o s / l i n g

The little gosling followed its mother closely as they waddled across the grassy pond.

Comprehension

What questions could you ask your child to check understanding?

Unlike most babies, Stuart could walk as soon as he was born. When he was a week old he could climb lamps by shinnying up the cord. Mrs. Little saw right away that the infant clothes she had provided were unsuitable, and she set to work and made him a fine little blue worsted suit with patch pockets in which he could keep his handkerchief, his money, and his keys. Every morning, before Stuart dressed, Mrs. Little went into his room and weighed him on a small scale which was really meant for weighing letters. At birth Stuart could have been sent by first class mail for

Comprehension

- What is different about Stuart from most babies?
- How old was he when he could climb lamps?
- How did Stuart climb up lamps?
- How did Mrs. Little weigh Stuart?

Unlike most babies, Stuart could walk as soon as he was born. When he was a week old he could climb lamps by shinnying up the cord. Mrs. Little saw right away that the infant clothes she had provided were unsuitable, and she set to work and made him a fine little blue worsted suit with patch pockets in which he could keep his handkerchief, his money, and his keys. Every morning, before Stuart dressed, Mrs. Little went into his room and weighed him on a small scale which was really meant for weighing letters. At birth Stuart could have been sent by first class mail for

Key 3:

1. Reinforce the times tables learning by using the rhythms at home.
2. Read with your child for at least 10 minutes a day.
3. Actively question them at points in their reading.

Any Questions?

Lesson 1

Recap Quiz: Can you tell your adult what these words mean?

lore

surcease

crag

prophet (pro/phet)

A person who says they can tell what will happen in the future.

fiend

A very bad or evil person.

tempest (tem/pest)

A very strong and violent storm with lots of wind and rain.

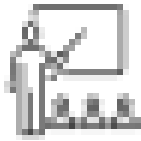
Echo read line 91 to 102.

91 "Prophet!" said I, "thing of evil! – prophet still, if bird or devil!
92 By that Heaven that bends above us – by that God we both adore –
93 Tell this soul with sorrow laden if, within the distant Aidenn,
94 It shall clasp a sainted maiden whom the angels name Lenore –
95 Clasp a rare and radiant maiden whom the angels name Lenore."
96 Quoth the Raven "Nevermore."

97 "Be that word our sign of parting, bird or fiend!" I shrieked, upstarting –
98 "Get thee back into the tempest and the Night's Plutonian shore!
99 Leave no black plume as a token of that lie thy soul hath spoken!
100 Leave my loneliness unbroken! – quit the bust above my door!
101 Take thy beak from out my heart, and take thy form from off my door!"
102 Quoth the Raven "Nevermore."

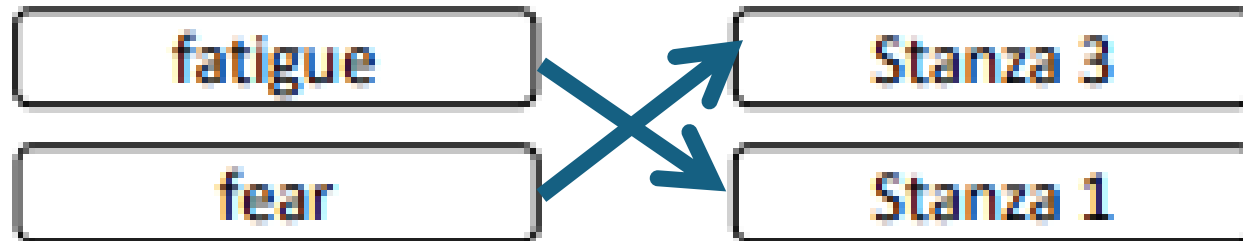
Mood means the feeling or atmosphere that the words create for the reader, making them feel happy, scared, excited, or sad.

A stanza is like a paragraph in a poem; it's a group of lines that go together and often has a similar theme or idea.



Example:

Match the correct stanza to the feelings of the narrator.





Attempt:

Match the correct stanza to the feelings of the narrator.

Stanza 5

shocked

Stanza 11

anxious



Apply:

Write an adjective that describes how the narrator is feeling about the raven in each stanza.

Stanza 8

Stanza 13



Challenge: (say)

How does the narrator feel about the raven at the end of the poem? Can you explain why?

Extension: Which Zones of Regulation do you think the narrator is in and why?

Tell your adult. Use the stem sentences below.

I think the narrator is in the _____ Zone because ...

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Thank you for attending today's session!