# Reading



- Give a personal point of view on a text.
- Re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Recognise apostrophe of possession (plural)
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim & scan to locate information and/or answer a question.

Listening to your child read, talking to them about stories and reading to them is still one of the most advantageous and positive things that parents can do to support their child.

We feel that this is an essential part of a child's development.

Our PurpleMash Learning platform provides a range of opportunities for children to develop their learning. Activities cover everything from maths games and computer coding to arts and language skills.

#### www.purplemash.com

Please ask the class teacher for your child's username and password so that they can write in their school reading journal.



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# Writing

- Use varied sentence structure, using different openers.
- Use varied adjectives in sentences.
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency.
- To understand, use and practice all words from the Year 3/4 spelling list.

### New Curriculum Spelling List Years 3 and 4

accident century experiment interest particular remember peculiar accidentally island certain extreme sentence circle knowledge perhaps actual famous separate actually complete favourite learn popular special consider February length straight address position library continue forwards strength possess answer decide fruit material possession suppose appear describe medicine possible arrive grammar surprise different believe group mention potatoes therefore difficult bicycle quard minute though pressure quide disappear probably although breath natural breathe early heard naughty promise thought build through earth heart notice purpose height various eight occasion busy quarter eighth business history occasionally question weight enough imagine often calendar recent woman caught regular opposite exercise increase women ordinary reign experience important centre



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## **Mathematics**

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number. ٠
- Count in multiples of 6, 7, 9, 25 and 1000.
- Recall and use multiplication and division facts for all tables up to 12x12 in correlation with the Year 4 statutory Times Table Test.
- Recognise PV of any 4-digit number. •
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1dp to nearest whole number.
- Add and subtract numbers with up to 4-digits using written columnar method.
- Multiply: ٠

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2-digit by 1-digit 3-digit by 1-digit



- Count up/down in hundredt Recognise and write equivalent fractions
- Add and subtract fractions with same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.

Our children also have access to the online learning platform 'DoodleMaths' and 'TTRS". A simple 5-10 minutes a day using these apps can really support a child to develop their mathematical confidence. www.doodlemaths.com

In Year 4, we also have our 'Multiplication Times Tables Checker'. More information will be released about this shortly...





# **King Edwin Primary School**



This booklet provides information for parents and carers on some of the end of year expectations for our children. The National Curriculum identifies these expectations as essential for children to make continued progress across each key stage.

Any extra support parents can provide in helping children to achieve these is of great benefit to the child. If you have any gueries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

KEPS wholeheartedly promotes the development of the whole child. It is important to acknowledge that alongside these national expectations we encourage families to continue to nurture their children as they always have done.

Providing the sporting, social, musical and other enriching experiences beyond our school environment is crucial to their personal development and holds equal value in our school culture.