

Year 4 Coopers Autumn 2023 Newsletter

Welcome back to the new school year! It's been wonderful to welcome the children to Coopers class, and we have lots of exciting times ahead. Our Lower KS2 TA team for this year is made up of Mrs Brittain, Mrs Patmore, Mrs Robson and Miss Robbins, who will be on hand to support your child throughout the year. During my planning time on a Wednesday afternoon, the class will be covered by Mrs Samways. Please see below for some notices regarding our learning this term. If you have any questions, please do send me a message via Class Dojo or catch me at the end of the day.

Miss Swinson

Times Tables

In the Spring term, all children will take part in the nationwide government times tables assessment, by which time the children are expected to know all their times tables facts up to 12 x 12. We have daily times tables practise and will have class times tables assessments each week. Alongside this support in school, please encourage your child to practise at home as much as possible. TT Rockstars is a great resource and your child's login details have been put in the front of their Reading Record. Hit the Button is also a brilliant, quick way of speeding up recall of times tables facts. By searching for 'MTC Mathsframe' on Google, you will find a practise assessment that is very similar to the assessment the children will have in the Spring. If your child does not have internet access at home, they could make flashcards on paper or ask a family member to quiz them.

PE

During the first half-term, our PE days will be Monday and Wednesday each week. On Mondays, we will be back in the swimming pool! Children will need to come to school wearing their PE kits in case we need to change our PE lesson and bring their swimming kit, a towel, goggles and slip-on shoes in a bag. We will walk across to the Silver Street site for our swimming lessons, and we will get changed there. On Wednesdays, we will have a regular PE session so children can come to school in their PE kits for the whole day. Please remove earrings and ensure hair is tied up for both of these days.

Timetable

Subject	Autumn 1	Autumn 2
English	Here We Are/The Iron Man	The Iron Man
Maths	Place Value/Addition and Subtraction	Area/Multiplication and Division
Science	Sound	Habitats and Classifying
History		Post 1066 - Victorians
Geography	Latitude/Time Zones	
Religious Education	Creation	Incarnation
Music	Charanga: Blackbird	Charanga: Blackbird/Christmas Carols
SCARF	Me and My Relationships	Valuing Difference
PE	Swimming/Games	Gymnastics/Boccia/Badminton
French	Food and Drink	Food and Drink
Computing	Computer Systems and Networks	Stop Frame Animation
Art, DT & Engineering	Landscapes - Turner	Sew a Sampler

Spelling

Please see below for the Year 1 & 2 and Year 3 & 4 Statutory Spelling lists. These are all of the spellings that the children are expected to know by the end of Year 4. We spend lots of time practising these at school but please also practise them at home as much as possible.

New Curriculum Spelling Lists Years 1 and 2

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

Year 3 and 4 Statutory Spellings

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

Reading

Please listen to your child read at least three times each week and sign their Reading Record book on each occasion. These will be checked weekly. We use VIPERS reading prompts in our English lessons to encourage children to think about the text in a deeper way. Please see below for some key questions you could ask your child while reading with them.

VIPERS	Questions to Ask <i>Fiction</i>	Questions to Ask <i>Non-Fiction</i>
V Vocabulary	<ul style="list-style-type: none"> • Talk about new words • Think of synonyms 	<ul style="list-style-type: none"> • Explore new words in the glossary if there is one • Think of synonyms
I Infer	<ul style="list-style-type: none"> • Which characters does the author want us to like or dislike? • What is the mood of this story/chapter? • How did _____ feel when _____ happened? • Is _____ a nice character? What makes you think that? 	<ul style="list-style-type: none"> • Why are some parts in bold/bigger/coloured print? • Does the author like the topic they are writing about?
P Predict	<ul style="list-style-type: none"> • What do you think will happen in the story? • What will happen next? • What might _____ do? • What advice would you give _____ in this situation? What would you do if you were _____? 	<ul style="list-style-type: none"> • What is the topic of the book going to be? How do you know? • Tell me about the pictures - what do they tell you?
E Explain	<ul style="list-style-type: none"> • Why did _____ act in that way? • How did _____ react when _____ happened? • Why did _____ do _____? What would you do? • Do the characters remind you of anyone? Why? • Was this story happy/sad/exciting? • Is there a part of the story when the writer made you feel a bit worried/scared/excited? Why do you feel that way? • Why did the writer choose to use the word _____? What other words could they have used? How might this have changed the meaning? 	<ul style="list-style-type: none"> • What tells you that this is a non-fiction book? • Can you explain why some information is in a box, and some in a normal paragraph? • How are the pages different to a story book? • What makes a good title? Why? Look for rhyme and alliteration. • Which part did you find the most interesting? Why? • What are the labels used for on a picture?
R Retrieve	<ul style="list-style-type: none"> • Who is in the story? • What did _____ do? • Can you find the words which make you feel _____? 	<ul style="list-style-type: none"> • Can you find me a fact about _____? • What have you learnt from this book?
S Summarise	<ul style="list-style-type: none"> • What happened next? • Did _____ happen before or after _____? 	<ul style="list-style-type: none"> • Where might the index be? What does it do? • Where the contents page and what is its job? • What is a glossary?