

Parental Guide to Year 4 Learning



We hope you and your child find this simplified summary guide useful. We have taken some examples of learning that we would typically expect a child in **Year 4** to demonstrate if they are achieving at an age appropriate level by the end of the year.

This guide is not a complete summary or test of all learning in any area and it should be expected that every child is an individual and learns at varying rates at different times with individual challenges and strengths in all areas of learning. This guide should help you as parents understand what a child in **Year 4** will typically read, write and calculate independently. If your child seems confident in these areas, or you would like to know how to support your child, please do speak to your child's teacher.

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Reading

Accelerated reader uses ZPD's (Zone of Proximal Development) to give a difficulty range of books that your child can pick from. They are tested each term to give them a new ZPD and the following are expected ranges that your child should be in for their year group:

	Year 2	Year 3	Year 4	Year 5	Year 6
Suggested ZPD	0.5 - 3.0	2.0 - 4.0	2.5 - 5.0	3.0 - 5.0	3.0 - 6.0

Below are a few sentences that **Year 4** children should be able to read by the end of the year independently:

Taken from: Queen of Darkness by Tony Bradman

On the far side of the Meeting Ground stood the most important buildings. To the left was the King's House. It was much bigger than an ordinary roundhouse, its outside made of thick logs the height of a man, its roof rising even higher. To the right was the Queen's House, which was slightly smaller. Between them stood another structure, the Feast House. That was where they would find the king - he and the queen usually met there at this time of day for the evening meal.

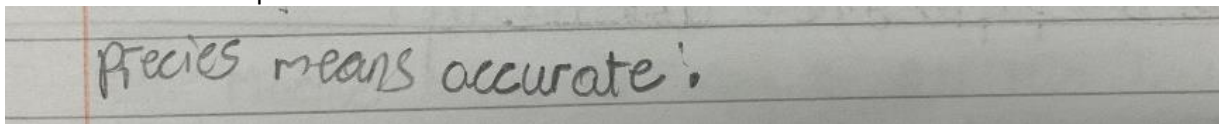
Taken from: Wild Life: The extraordinary adventures of Sir David Attenborough by Leisa Steward-Sharpe

Born in 1926, David grew up in Leicester with his two brothers. He was always fascinated by nature. Every day, he'd set off to catch newts . . .

By the end of the year, a **Year 4** child should be answering this sort of question about what they have read:

Vocabulary:

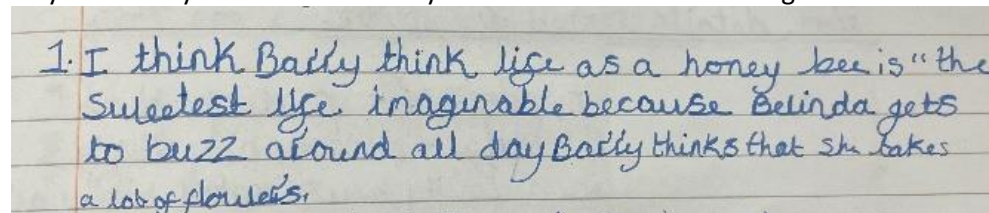
What does the word precise mean?



Precies means accurate.

Infer:

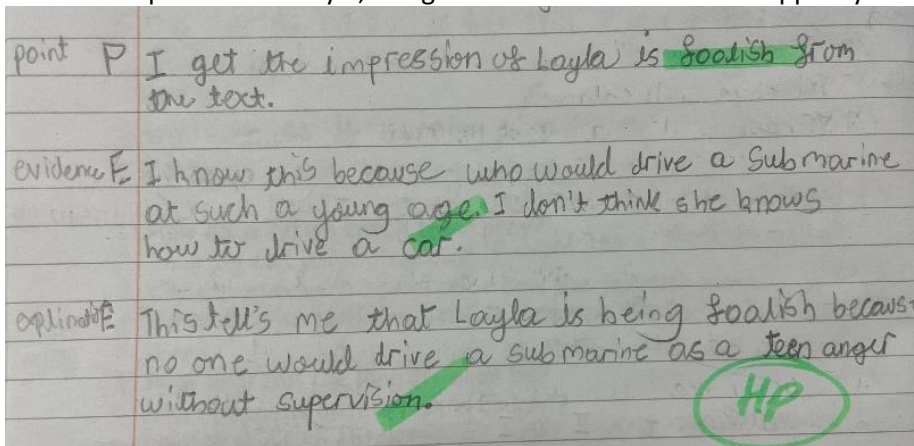
Why does Barry think life as a honey bee is "the sweetest life imaginable"?



I think Barry think life as a honey bee is "the sweetest life. imaginable because Belinda gets to buzz around all day Barry thinks that she takes a lot of flowers'.

Explain:

Give two impressions of Layla, using evidence from the text to support your answer.



point P I get the impression of Layla is foolish from the text.

evidence E I know this because who would drive a submarine at such a young age. I don't think she knows how to drive a car.

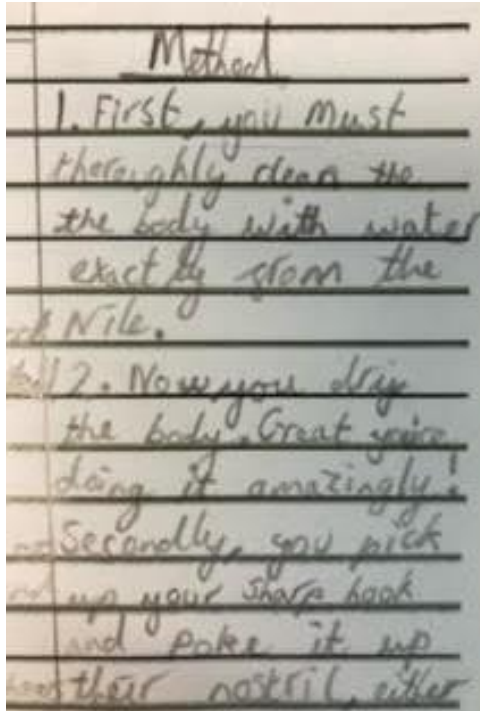
explain E This tells me that Layla is being foolish because no one would drive a submarine as a teenager without supervision.

HP

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Writing

Below are some examples of age expected **Year 4** writing from our children. You can see how their handwriting, spelling and sentence structure is developing:

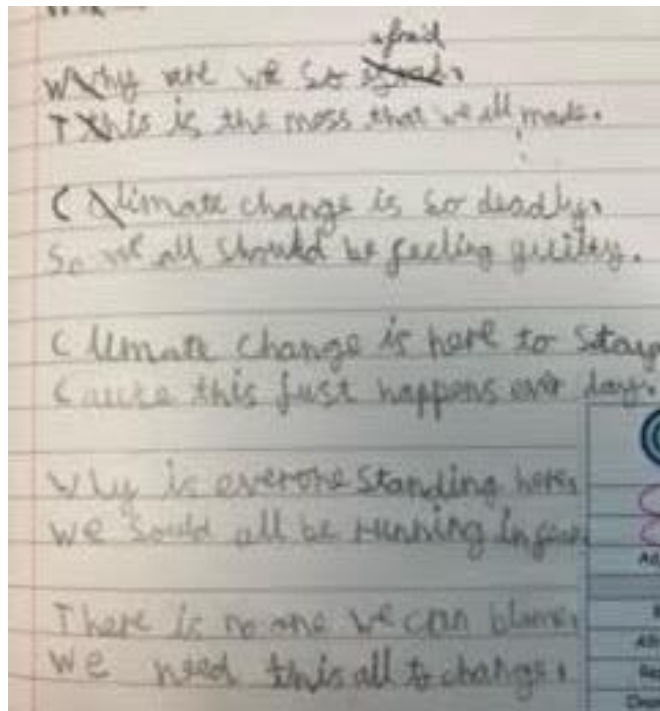


Method

1. First, you must thoroughly clean the the body with water exactly from the Nile.

2. Now you drip the body. Great you're doing it amazingly!

Secondly, you pick up your sharp hook and poke it up their nostril, either



Why are we so ~~scared~~ ^{afraid}?

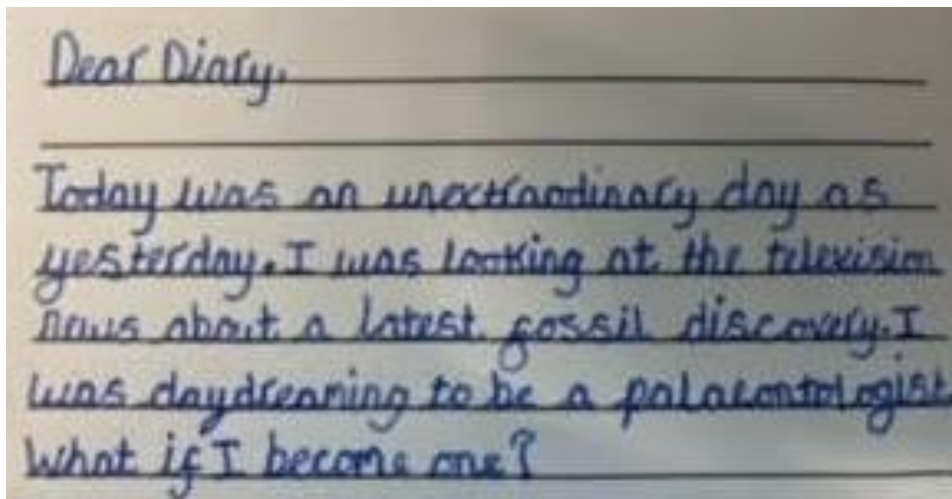
This is the mess that we all made.

Climate change is so deadly so we all should be feeling guilty.

Climate change is here to stay cause this just happens over days.

Why is everyone standing here we should all be thinking in fear.

There is no one we can blame we need this all to change.



Dear Diary,

Today was an unextraordinary day as yesterday. I was looking at the television news about a latest fossil discovery. I was daydreaming to be a palaeontologist. What if I become one?

Below are just some of the words that **Year 4** children would usually be able to spell correctly and independently if learning at an age expected level:

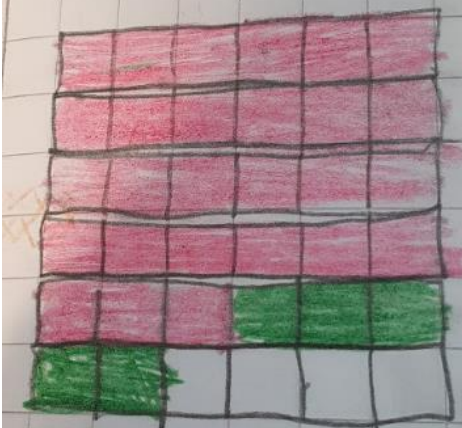
impossible	decoration	thoughtfully	signature
courageous	whose/who's	illustration	occasion

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Mathematics

Year 4 children study a wide range of topics in Maths but the examples show just some of the understanding we would like to see a **Year 4** child able to demonstrate by the end of the year:

$4\frac{3}{6} + \frac{5}{6} = 5\frac{2}{6}$



b.

	1	0	6
6	6	3	6


c.

	1	0	5
8	8	4	0

Mr Howell writes a subtraction on the board.

795 - 503

I estimate the answer will be close to 200 because $700 - 500 = 200$



What mistake has Tiny made? *he has to round*

Write a better estimate. *795 to 800*

$800 - 500 = 300$

	1	3	3		2	1	0
3	3	9	9	4	8	4	0
	3	4	1		2	9	
2	6	8	2	2	5	8	

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Lifeskills

Children spend every day learning across a broad range of curriculum subjects, more information of which you can find on our websites, in our weekly briefings or by asking to speak to a member of staff.

The Lightyear Federation, believe there are also key **Life Skills** that play an equally important role in child development and we have prioritised these for the children of **Greatstone Primary School** and **Repton Manor Primary School** as part of their school experience.

Some of the areas below are taught explicitly, but also many are taught by yourselves as families or through day-to-day school life. It may be that children learn these skills through school experiences, friendships, life events or from their communities. We recognise the importance of these areas on a child's overall development and we know that they can often be as crucial as learning to read, write and use numbers.

The areas we consider in our Life Skills Curriculum are:

- Emotional and Social (Mental Wealth, Social Skills & Relationships)
- Personal Care
- Understanding the World
- Personal Safety

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Personal Safety

- I can describe strategies for keeping my personal information private, depending on context.
- I can identify times or situations when I might need to limit the amount of time I use technology.
- I can explain that others online can pretend to be me or other people, including my friends.
- I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. I understand what criteria might be met before something is a 'fact'.

Social and Emotional Skills

- I can manage/regulate my own emotions e.g. anger, jealousy, excitement.
- I can explain why it is important to have empathy, tolerance and respect for others appreciating their feelings and beliefs.
- I can react appropriately when accepting praise or criticism.
- I can manage new friendships.
- I am aware of the effect of peer influence and am able to make decisions and be assertive.
- I know how to approach something I might find challenging.

Personal Care

- I can organise everything I need for an outing with some support. (School day or a trip)
- I have basic self help skills. (i.e. I have a headache/I feel sick, perhaps I should have a drink and see if that helps first)
- I know it is important to keep clean and I am aware of how often I should have a shower/bath.
- I have an understanding of a positive body image and the importance of healthy eating.

Understanding the World

- I know what to do if I feel unsafe when out in the community.
- I have an understanding of what is happening in the local news and I show curiosity towards it.
- I know some history from our country and can identify roughly the year/century.
- I am beginning to understand that some people in the world value and have different items/beliefs.