Kingsland CE Primary School

Summer Home Learning Y4

Parents will be rightly concerned about the time that the children were not in school during the lockdown period. The work that the teachers have set over the lockdown period has been critical in ensuring that the children have been able to continue their learning at home. It has been wonderful to see and hear about how the children have embraced this home learning work during the difficult circumstances. Please be assured that if the children have fully engaged with this home learning work, they will be in an excellent position to resume their learning after the summer holidays. The home learning work will remain on the school website over the summer holidays (https://www.kingslandceprimary.com/curriculum/), so we would encourage all children and parents to engage fully with the work set so the children are in the best possible position for the upcoming academic year.

In addition to this, we are keen to encourage ALL children to return to school having certain basic knowledge and understanding fully embedded in their long-term memory. We suggest that, if ALL children return to school with this learning firmly embedded, the teachers will be able to rapidly build upon this on their return, ensuring that any learning that has been missed during lockdown is minimised.

The Oak National Academy can still be accessed throughout the summer holidays, and beyond.

We would like, therefore, to suggest that children return to school being **fully fluent** with the following knowledge:

Maths – KIRFS (Key Instant Recall Facts)

The full KIRFs document can be found on the school website here

The children should be fluent in:

Kingsland CE Primary School Progression of KIRFs and Place Value

Y	Counting and Place Value	Multiplication Tables	Number Bonds	Doubling and Halving	Addition and Subtraction	Measures
	Counting is essential in developing a deep understanding of the number system, number line and place value of numbers. *Children need lots of practice at crossing boundaries, understanding the value of each digit in the place value columns.* *Children should become fluent in counting from any given number, in steps of any size.* *Children should be as fluent counting backwards as they are counting forwards.* *Counting links into understanding about number sequences.* *Children should become proficient in visualising a number line when counting.*	*Having a good knowledge and understanding of multiplication tables will allow the children easier access to written methods, multiplication, division, fractions, decimals, percentages, ratio and proportion* *There are different stages to learning multiplication tables:* • *Counting up* • *Counting back* • *Chanting* • *Recalling multiplication facts* • *Recalling division facts* • *Recalling x10 greater and x10 smaller facts* • *Recalling x100 greater and x100 smaller facts* • *Extending into negative numbers* • *Recalling related fraction facts* • *Writing number sentences in different ways* • *Understanding balancing number sentences*	*A good understanding of number bonds will allow the children to use this knowledge when solving problems.* *Children who are unable to rely on these key facts will ultimately be doing harder maths.* *Using number bonds in context is essential:* • *Money* • *Measures* *Links should be made to how basic number bonds to 10 can be used with other number bonds.* *Children should have a deep understanding of the power of the = sign, having experience of number sentences being written in many different ways, particularly with balancing calculations e.g.* • *6 + 4 = 10* • *10 = 6 + 4* • *10 – 6 = 4* • *4 = 10 – 6* • *4 + 6 = 7 + 3* *Links should be made to addition and subtraction facts within number bonds.*	*It is essential that children understand the opposite relationship of doubling and halving.* *Children should become proficient in partitioning, and partitioning in different ways, in order to double and halve successfully e.g.* • *75 = 70 + 5* • *75 = 60 + 15* *Children should develop a deep understanding of how simple doubling and halving can be used to double and halve larger numbers, comprehending the links and relationships e.g.* • *Double 6 = 12* • *Double 60 = 120*	*Children should become flexible when adding and subtracting mentally, using a range of different strategies:* • *Counting on* • *Counting back* • *Visualising a number line* • *Use of fingers and other representations* • *Partitioning* • *Finding and using number bonds to aid easier calculations* *Children should have a deep understanding of:* • the = sign in balancing equations • the < and > signs • missing number calculations *… and should regularly use and recognise these types of number sentences.*	*In order for the children to be able to apply knowledge and understanding of different measures, they need to rapidly recall key measures facts.*
4	Count from 0 in multiples of 25 and 1000 Count from 0 in multiples of 6, 9, 7, 11 and 12 Understand the value of Th,H,T&U Find 1000 more / less than a given number Count backwards through 0 to include negative numbers	x6 x9 x7 x11 x12 x25 x1000 All multiplication tables up to 12 x12 should be known by the end of Y4 Children recognise that multiples of even times tables are all even	Understand the = sign in balancing equations Use and understand < and > signs Understand missing number calculations Recognise and use factor pairs and commutativity in mental calculations Know all pairs of multiples of 50 with a total of 1000	Know doubles and halves of all whole numbers to 50 Know doubles and halves of all multiples of 5 to 1000 Know doubles and halves of all multiples of 50 to 5000	Add and subtract pairs of two digit numbers Add and subtract 9/19/29 etc. to two digit numbers Add and subtract 11/21/31 etc. to two digit numbers	Read Roman Numerals to 100 Know the number of weeks in a year Know: • m in km • cm in m • 90˚ in a right angle

In particular, children should know ALL times table and related division facts up to 12x12.

Resources to support these targets include:

- KIRFs: http://www.conkermaths.org/cmweb.nsf/pages/kirfs.html
- 'Hit the Button' link: https://www.topmarks.co.uk/maths-games/hit-the-button
- **Education City** focusing on the Y4 objectives to ensure a solid foundation on which to build upon in Y5 https://www.educationcity.com/
- Times Tables Rock Stars: https://ttrockstars.com/
- **BBC Bitesize** learning (Y4 maths): https://www.bbc.co.uk/bitesize/subjects/z826n39
- 'Clear the Pack' card activity
- 24 Game app for iPad that can be downloaded
- 'Cumulative Adding' with playing cards
- 'Countdown' on NRICH https://nrich.maths.org/6499

Reading

- Children should read to an adult every day.
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- Recommended reading books can be found here
- Make use of the Inference and question stem resources on the school website.
- Many first chapters of books can be found on www.lovereading4kids.co.uk (free to signup)

Spellings

- Children should practise reading and spelling the words in the Year 3/4 spelling list (found at the end of this document) and use them in their writing
- Continue with Daily Dictation by creating sentences using words from the Year 3/4 spelling list.
- Spellings can also be practiced on the Year 4 English section on Education City (Year 3/4 spelling list, homophones, plurals, prefixes, suffixes, silent letters, high frequency words, etc.) https://www.educationcity.com/
- www.spellingframe.co.uk has different spelling rules to work on under 'Year 3 and 4'
- www.ictgames.com/littleBirdSpelling Click on '3 + 4' and then click on the different bird houses to practise different spellings for the Year 3 and 4 spelling list.

Writing

- Children write for a purpose, e.g. write a postcard, letters to family/friends, diary entries, etc.
- Use Pobble365 (www.pobble365.com). There is a different picture for each day and each picture has 4 tasks that could be completed:
  - 'Perfect Picture' which requires children to use their inference skills and imagination to draw something related to the picture given;
  - 'Question Time' which poses questions to think about and discuss based on the picture;
  - 'Story Starter' where children continue to write the short story using the starter given;
  - 'Sick Sentences' where children need to improve the sentences given relating to the picture.

Year 4 have been using ‘Story Starter’ and ‘Sick Sentences’ as a basis for their ‘Improving Sentences’ work in home learning.

- www.onceuponapicture.co.uk offers pictures with questions to prompt thinking and discussions. These can be used as story starters.

Grammar

- BBC Bitesize Grammar, Punctuation and Spelling (Year 4) https://www.bbc.co.uk/bitesize/subjects/zv48q6f
- Education City (‘Year 4 Writing’ section) https://www.educationcity.com/

Can the children spell all of these High Frequency Words?

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Can the children spell all of these Medium Frequency Words?

water	other	fast	air	use
away	food	only	trees	along
good	fox	many	bad	plants
want	through	laughed	tea	dragon
over	way	let's	top	pulled
how	been	much	eyes	we're
did	stop	suddenly	fell	fly
man	must	told	friends	grow
going	red	another	box	
where	door	great	dark	
would	right	why	grandad	
or	sea	cried	there's	
took	these	keep	looking	
school	began	room	end	
think	boy	last	than	
home	animals	jumped	best	
who	never	because	better	
didn't	next	even	hot	
ran	first	am	sun	
know	work	before	across	
bear	lots	gran	gone	
can't	need	clothes	hard	
again	that's	tell	floppy	
cat	baby	key	really	
long	fish	fun	wind	
things	gave	place	wish	
new	mouse	mother	eggs	
after	something	sat	once	
wanted	bed	boat	please	
eat	may	window	thing	
everyone	still	sleep	stopped	
our	found	feet	ever	
two	live	morning	miss	
has	say	queen	most	
yes	soon	each	cold	
play	night	book	park	
take	narrator	its	lived	
thought	small	green	birds	
dog	car	different	duck	
well	couldn't	let	horse	
find	three	girl	rabbit	
more	head	which	white	
I'll	king	inside	coming	
round	town	run	he's	
tree	I've	any	river	
magic	around	under	liked	
shouted	every	hat	giant	
us	garden	snow	looks	

Can the children spell all of these words from the Y3/4 National Curriculum list?

Word list – years 3 and 4

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