

YEAR 4 CURRICULUM WORKSHOP 2019

**PLEASE MAKE SURE YOU HAVE SIGNED THE
REGISTER. PLEASE HELP YOURSELF TO
REFRESHMENTS**

YEAR 4 TEAM

Class Teacher- Mr Adams

Science and RE Teacher- Mrs Whitby

Academic Tutor- Mrs Lefournour

AIM OF TODAY'S SESSION:

To provide parents with:

Keeping children safe online

An overview of the curriculum content for Year 4

How you can help at home.

Online Safety

Protect your children from abuse online

www.thinkuknow.co.uk/parents



Look out for top tips and helpful information released with our fortnightly newsletter.
You can also find a link to online safety information on the website in the safeguarding section



What does your child love doing online?
What services and devices do they use?

A large central collage of various digital services, games, and devices. At the top left is a blue speech bubble containing the text 'What does your child love doing online? What services and devices do they use?'. Below this is a large black cross shape filled with various white icons representing different digital activities like gaming, social media, and learning. Surrounding the cross are numerous logos and images: WhatsApp, Xbox One console and controller, EA Sports FIFA 18, FIFA Official Licensed Product, a tablet, Xbox Live logo, code club, a PlayStation 4, a computer monitor and tower, Pottermore from J.K. Rowling, a smartphone, Fortnite, Netflix, a Samsung Smart TV, Wikipedia, YouTube, Angry Birds, Roblox, LEGO, Google, Messenger, Snapchat, Instagram, a Nintendo Switch, a red telephone, and various other app icons like Spotify, Angry Birds, and a globe.

The online world can be exciting and inspiring. It has lots of opportunities to offer young people. However it is important to manage and minimise the associated risks.

AT WHITEHOUSE COMMON WE TEACH CHILDREN TO BE SMART ONLINE.

A green circle containing a white letter 'S' with a keyhole icon in the top right corner.

SAFE Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.

A blue circle containing a white letter 'M' with an icon of two blue people.

MEETING Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.

A green circle containing a white letter 'A' with an icon of a green folder.

ACCEPTING Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!

An orange circle containing a white letter 'R' with a large orange question mark icon.

RELIABLE Information you find on the internet may not be true, or someone online may be lying about who they are.

A blue circle containing a white letter 'T' with a 'THINK U KNOW' logo and a blue speech bubble icon.

TELL Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.
You can report online abuse to the police at www.thinkuknow.co.uk

PERSONAL INFORMATION



WE ALWAYS TEACH THE CHILDREN TO
NEVER POST ANY PERSONAL
INFORMATION ANYWHERE ONLINE.

IF THEY WANT TO PLAY A GAME THAT
NEEDS A USERNAME ONLINE, TRY TO
MAKE SURE THEY USE A MADE UP
NAME E.G. CAPTAINFANTASTIC326

IF THEIR PHOTO APPEARS ON THE
SCHOOL WEBSITE OR AROUND
SCHOOL, IT WILL NEVER BE DISPLAYED
WITH THEIR FULL NAME.

YOUTUBE



YOUTUBE DO NOT CENSOR THEIR ADVERTS –ADVERTS OR VIDEO COMMENTS MAY NOT BE APPROPRIATE FOR YOUR CHILD.

WHEN SEARCHING, YOUR COMPUTER/TABLET HISTORY WILL AFFECT THEIR SEARCH RESULTS.
THIS MAY RESULT IN INAPPROPRIATE ADVERTS APPEARING.

BE AWARE OF WHAT YOU SEARCH FOR ON SHARED DEVICES.

CREATE CHILD FRIENDLY ACCOUNTS FOR YOUTUBE/GOOGLE FOR YOUR CHILDREN TO USE.

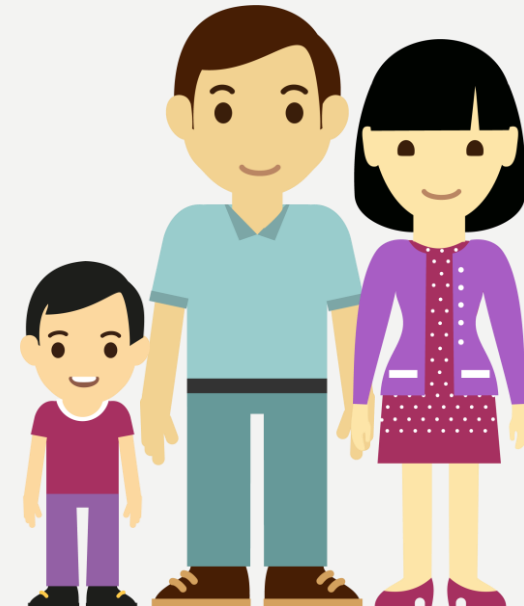
WHAT CAN YOU DO?



- Talk to your child about their life online
- Make sure your child knows they can always come to you for help and they won't be blamed
- Don't threaten to ban technology

Practical steps you can take

- Create a family agreement and regularly review
- Primary aged children should only be live streaming and gaming in public rooms
- Use parental controls
- Ensure that explicit websites are blocked at source through your service provider e.g. Virgin Media, Talktalk
- Report any concerns to local police, CEOP or the NSPCC



TALK TO YOUR CHILD



- Find a good time and place
- Think about how you are going to introduce the subject
- Explain any worries you may have

Listen. Don't judge. Learn...

- Where do they go online?
- What do they like?
- What don't they like?
- Make sure they know they can come to you



Resources for primary aged children



8-11s: Play Like Share & Band Runner Game



[Thinkuknow website for 8-10 year olds.](https://www.thinkuknow.co.uk/)




CEOP

[HTTP://WWW.CEOP.POLICE.UK](http://www.ceop.police.uk)


THINK YOU KNOW

[WWW.THINKUKNOW.CO.UK](http://www.thinkuknow.co.uk)



I am a child or a young person 

What happens when I make a report?

 You can change who you would like to see information for here

- a parent
- a worried friend
- a concerned adult



SAFEGUARDING LEADS

To report any concerns please see one of schools designated safeguarding leads:

Mrs McIntosh (Headteacher)

Mr Melville (Deputy Headteacher)

Mrs Kiteley (Pastoral Care and Inclusion Manager)

For any SEND concerns, please see **Mrs Smith** (SENCO)



Curriculum map – on our website (subject to change!)

Yearly Curriculum Overview 2022-23

YEAR 4	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Focus Value (school value link)	Hope (Ambition)	Dignity (Ethics)	Humility	Courage (Perseverance)	Compassion (Compassion)	Wisdom (Excellence)
PHSE theme	Drug Education	Being Me	Changes	Money Matters	Growing Up	Being Safe
Educational visitor (1 per half term)	Professor McGinty – Romans workshop in school	Theatre trip – whole school	Jewry Wall Museum	Whitemoor Lakes - Local river study? (Geography)	Sutton Hoo (History) Longship trading company (in school)	Explorer Dome? (science)
Reading Whole class text (reading for pleasure)	Roman diary by Richard Platt	Percy Jackson and the lightning thief	Millions Frank Cottrell-Boye Shakespeare: Taming of the Shrew	The Wolves of Wilhouby Chase by Joan Aitken	Classical text: Chronicles of Narnia: The Lion, the Witch, the Wardrobe Varjak Paw SF Said	The Boy at the Back of the Class by Onjali Rauf Race to the frozen north
Focus/ model texts used in reading writing	Little Vixen Stree – Pie Corbett Little-Vixen-Street.pdf talk4writing.com	Natural Disasters text 'Twas the Night Before Christmas	Sandy Cove	Red Riding Hood – The Wolf's Story/ Red (Literacy Shed)	Wallace and Gromit- Cracking Contraptions Varjak Claw	Discussion

Yearly Curriculum Overview 2022-23

Writing outcome/ genre/	Traditional Tales – fables (3 weeks) Writing and performing a play (2 weeks) Six Ways to Look at the Moon poem (1.5 weeks)	Information text (non-chronological report) Narrative poetry	Adventure story- Sandy Cove Police report text (2.5 weeks)	Traditional Tales- Fairy tales- alternative versions Poetry structure: riddles/limericks	Explanation Narrative - Characterisation	(Should animals be kept in zoos?) Haiku, Tanka and Kennings
SPaG focus	Singular and Plural Nouns Pronouns Standard English Compound Words Adverbs To Express Time and Cause	Possessive Pronouns Fronted Adverbials Prepositions To Express Time and Cause Adverbials Expanded Noun Phrases	Adjectives Homophones Commas after Fronted Adverbials Expanded Noun Phrases	Determiners Word Families Prepositional Phrases Verb Tenses – Present Inverted Commas	Verb Inflections Conjunctions to Express Time and Cause Possessive Apostrophes Paragraphs	Verb Tenses - Past Prefixes Plural Possessive Apostrophes Subordinate Clauses Organisational Devices
Maths (link to Power Maths units)	Place Value Addition & Subtraction Statistics	Multiplication & Division (written methods) Shape (perimeter & area)	Multiplication & Division (written methods) Fractions	Fractions Decimals Percentages	Fractions Measurement (problem solving) Multiplication & Division (x / + 10 100) Shape (angles)	Shape (polygons) Position & Direction Measurement (converting units & volume)
RE	What does it mean if Christians believe God is holy and loving? Sharing and being steadfast.	Can religions help people when times get hard? (Christian, Hindu, non-religious) Being loyal and steadfast.	An Enquiry into visiting places of worship. Being modest and listening to others.	What do Christians believe Jesus did to save human beings? Being open honest and truthful	Hindu, Jewish and Islamic Prayer: What? When? How? Where? Why? Being temperate exercising self-discipline and serene contentment	What can we learn from religions about temptation? (Christians, Muslims) Being imaginative and explorative
Science	All living things How do we classify?	All living things What can impact a habitat?	Electricity What uses electricity?	Animals including humans Where does digestion start and end?	States of Matter How does matter make up our planet?	Sound How do we hear?

Yearly Curriculum Overview 2022-23

History	Romans Can invasion be justified?	Local History (Romans) How did the Romans influence Burton?	Anglo Saxons and Scots & Vikings How did the struggle between the Vikings and Anglo-Saxons affect the kingdom of England and our lives today?	
Geography	What are natural disasters and how do they impact the lives of people? What causes extreme weather?		Land use patterns over time How has the course of the River Trent changed?	Arctic & Antarctic What is life like in the coldest place on earth?

Yearly Curriculum Overview 2022-23

PE	Basketball and swimming	Dance (Movies) and Hockey	Netball and Gymnastics	Dodgeball and Football	Athletics and Rounders	Cricket and Sports day training
Music	Whole class instrumental lessons (flute)					Fresh Prince (rap)
MFL	Awaiting scheme					
British Values	Rights and responsibilities	Tolerance for those of difference faiths.	Mutual Respect	Democracy	Rule of Law	Individual liberty
Values/ SMSC thread Book links	Hope and kindness Articles 1,23,13,14,39,42,8,7,28,29,12,23	Dignity and compassion Articles 24,36,37,38,29,12	Courage and humility Articles 15,30,31,7,29,22	Hope and Service Articles 24,38,39,19,28,29,22	Hope and compassion Articles 1,23,13,14,39,42,8,7,28,29,12,3	Wisdom and Service Articles 1,23,13,14,39,42,8,7,28,29,12,23

Music lessons

Flute!



Science topics:



sound

living things and their
habitats

animals including humans

properties and changes of
materials

PE

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 4	Adam Invasion: Netball	Teacher Gymnastics: Bridges	Adam Invasion: Handball	Teacher OAA: Communication	Adam Invasion: Basketball	Teacher Dance: Cats	Adam Invasion: Tag Rugby	Teacher Dance: Space	Adam Net / Wall Tennis	Teacher OAA: Problem Solving	Adam Striking & Fielding Rounders	Teacher Athletics/ Sports Day

PLANNERS

Primary method of communication

Homework acknowledgement of completion

Messages

Change of adult collecting

Reading record: please record any reading completed at home
(rewards will be given in school)

Checked daily by staff

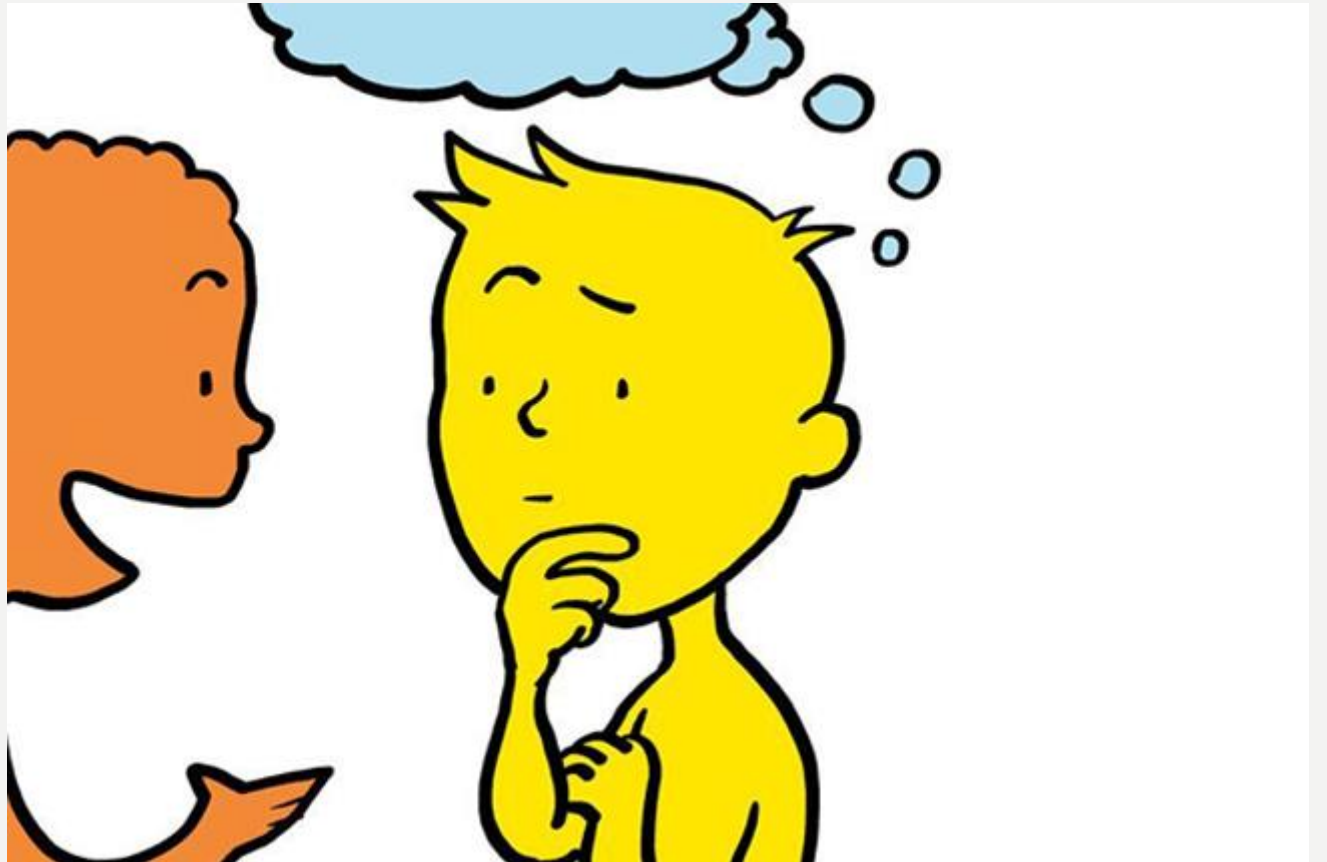
Supportive learning tool – sentence tricks, conjunctions, number
grid, x table square



MATHS!

ARE WE TALKING THE SAME LANGUAGE?

Numeral
Number
Digit

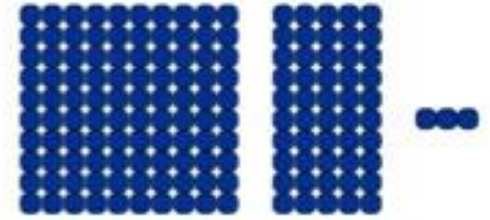


1 5 3

digit digit digit

153

numeral



number

d o g

letter letter letter

dog

word



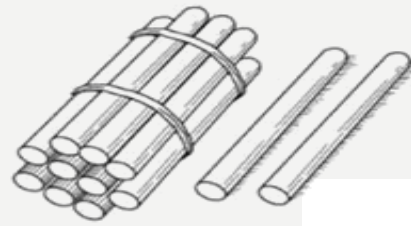
idea

PROCESS OF LEARNING

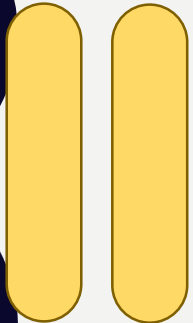


This happens in most lessons – all the way up to Year Six

A RANGE OF RESOURCES



100	10	1



MULTIPLE REPRESENTATIONS

“If we do not use concrete manipulations, then we can not understand mathematics. If we only use concrete manipulations, then we are not doing mathematics.”

Gu (2015)

END OF YEAR 4 STATUTORY TIMES TABLES TEST!

- A team of people your child is familiar with will administer this
- Children will complete this in the computer suite
- The questions are timed
- This will take place in June

Useful resources:

- tt rocks
- <https://www.timestables.co.uk/multiplication-tables-check/>



MATHS TARGETS

I know all my times table up to the 12 times tables.	I know what each digit means in four-digit numbers such as 2024.	I can order and compare numbers above 1000.	I can find 1000 more or less than a given number.	I can count backwards through zero to negative numbers.	I can round a number to the nearest 10, 100 or 1000.
I know what the outcome is when I divide a number by 1.	I know what the outcome is when I multiply a number by 1 or by zero.	I can add and subtract numbers with up to 4 digits using written methods (for example, using column addition and subtraction).	I can solve longer addition and subtraction problems and explain all the steps I took and why I worked things out as I did.	I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	
I can count in multiples of 6, 7, 9, 25 and 1000.	I can multiply a two-digit or a three-digit number by a one-digit number using written methods.	I know what factor pairs are how I can multiply numbers in any order and use my knowledge to work out questions in my head.	I can multiply three numbers together, such as $3 \times 6 \times 9$.	I can solve number and practical problems that involve rounding, ordering and exploring negative numbers and with increasingly large positive numbers.	I can estimate an answer and check my answer using inverse operations.
I can count up and down in hundredths and know that a hundredth is made by dividing an object by one hundred and a tenth is made by dividing an object by ten.	I can divide a one- or two-digit number by 10 and 100 and I know what the tenths and hundredths mean after the decimal point.	I can compare numbers such as 0.26 and 0.56 to say which is bigger or lower.	I can round decimals with one decimal place to the nearest whole number.	I know what the decimal equivalents are for $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.	

MIRODO

- Weekly tasks will be set on Mirodo. They will be at the level your child is working at and based on the work they are doing in lesson.
- I recommend you support your child with these tasks whilst pushing them to be independent.
- I will monitor their progress online, but I advise you record in the planner when your child does Mirodo.
- If you don't want your child to access the homework virtually, please put in the planner that you would like a paper copy.

SPELLINGS

Spellings are given out weekly and follow a particular spelling rule

There are also 60 Year 4 words to know.

- These spellings should be practiced and learned in their spelling practice book.

Test is every Friday and new spellings are given out the same day.

Year 6 Spelling Test 2018

Spelling 1: The word is **thumb**.

Mum hit her **thumb** with the hammer.

The word is **thumb**.

Spelling 2: The word is **trouble**.

The boy had **trouble** keeping up with his elder sister.

The word is **trouble**.

Spelling 3: The word is **mixture**.

Add eggs to your cake **mixture**.

The word is **mixture**.

Spelling 4: The word is **portable**.

The new laptop is light and **portable**.

The word is **portable**.

Spelling 5: The word is **dough**.

We put the bread **dough** in the oven.

The word is **dough**.

Spelling 6: The word is **science**.

My favourite subject at school is **science**.

The word is **science**.

Spelling 7: The word is **attention**.

The teacher asked the children to pay **attention**.

The word is **attention**.

Spelling 8: The word is **obtained**.

Raif **obtained** his parents' permission to go out.

The word is **obtained**.

Spelling 9: The word is **weightless**.

The astronaut felt **weightless** in space.

The word is **weightless**.

Spelling 10: The word is **council**.

Raisa was chosen to be a member of the school **council**.

Spelling 11: The word is **suffered**.

I **suffered** from a cold last week.

The word is **suffered**.

Spelling 12: The word is **typical**.

It was a **typical** autumn day.

The word is **typical**.

Spelling 13: The word is **usually**.

Jaya **usually** walks to school.

The word is **usually**.

Spelling 14: The word is **cautious**.

Ben took a **cautious** step onto the ice rink.

The word is **cautious**.

Spelling 15: The word is **essential**.

Water is **essential** to life.

The word is **essential**.

Spelling 16: The word is **vague**.

David had a **vague** idea of where to find the milk.

The word is **vague**.

Spelling 17: The word is **adventurous**.

Bella was an **adventurous** girl.

The word is **adventurous**.

Spelling 18: The word is **architect**.

The **architect** designed the new building.

The word is **architect**.

Spelling 19: The word is **descendant**.

Queen Elizabeth is a **descendant** of Queen Victoria.

The word is **descendant**.

Spelling 20: The word is **inconceivable**.

Year Three words

trouble

science

thumb

Year Four words

unusually

attention

mixture

Year Five words

portable

inconceivable

Reading:

*when print collides
with imagination.*

magic



READING IS KEY

Any form of reading is shown by research to be a major contributing factor to pupils achievement and development.





We now follow Little Wandle program from
EYFS.

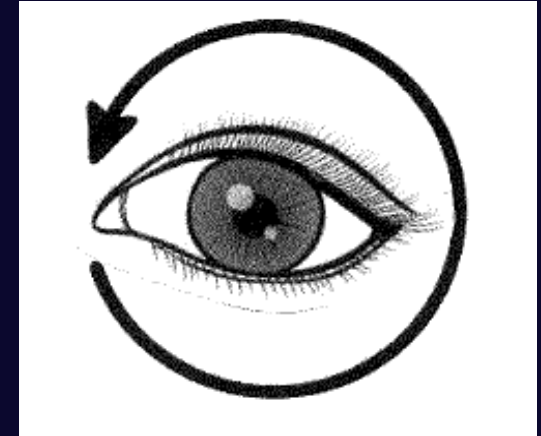
Due to transition across schemes, we continue
to utilise their reading approach of delivering 3
adult led reading sessions per week

Day 1 – decoding

Day 2 – prosody (expression)

Day 3 - comprehension

Example of tasks to give
children to help them
later access tests.

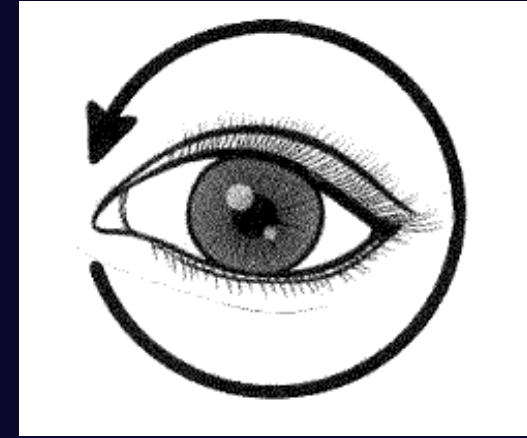


LOOK BACK AT THE TEXT AND FIND EASY ANSWERS

Find and **copy** the information from the text to complete the fact file below about George.

Name	George
Type of Tortoise	
Owner	
Favourite Foods	

Example of tasks to give children to help them later access tests.



LOOK BACK AT THE TEXT AND FIND EASY ANSWERS

	True	False
Wilhelm Grimm was born in 1786.		
The bothers shared the same middle name.		
Their favourite story teller when growing up was Mary Muller.		
Their first book of fairy tales told seventy tales.		
Their second book of fairy tales was published in 1814.		
The original Grimm's fairy tales was too violent for Victorian children.		
Modern fairy tales are often less violent than Grimm's original.		
Wilhelm died five years before his brother Jacob.		

Example of tasks to give children to help them later access tests.

2C SUMMARISE MAIN IDEAS FROM MORE THAN ONE PARAGRAPH

What ideas are we given about how a shark's body is adapted to help it survive?

Underline the most important words in this piece of text:

BEWARE! Mother is writing to Aunt Gwen to say that you can come home at the end of the week and this time you really are to. I think Mother will say that you must come because I miss you so much but I don't want you to come away. I like all you write in your letters. Tell me some more. I wish I were there but Mother and Father say no. I wish we had trees and a river near and a high wall. I wish I were there. 'Yours, Pete.'

Tom sighed; he would have liked to bring Peter, if only for a little, to the reach of his wishes.

Content domain reference	
	explain the meaning of words in context
	retrieve and record information / identify key details from fiction and non-fiction
	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
	identify / explain how meaning is enhanced through choice of words and phrases
	make comparisons within the text
Copyright test framework 2016 National curriculum tests Key stage 2	
078-1-78315-826-3	

PROSODY

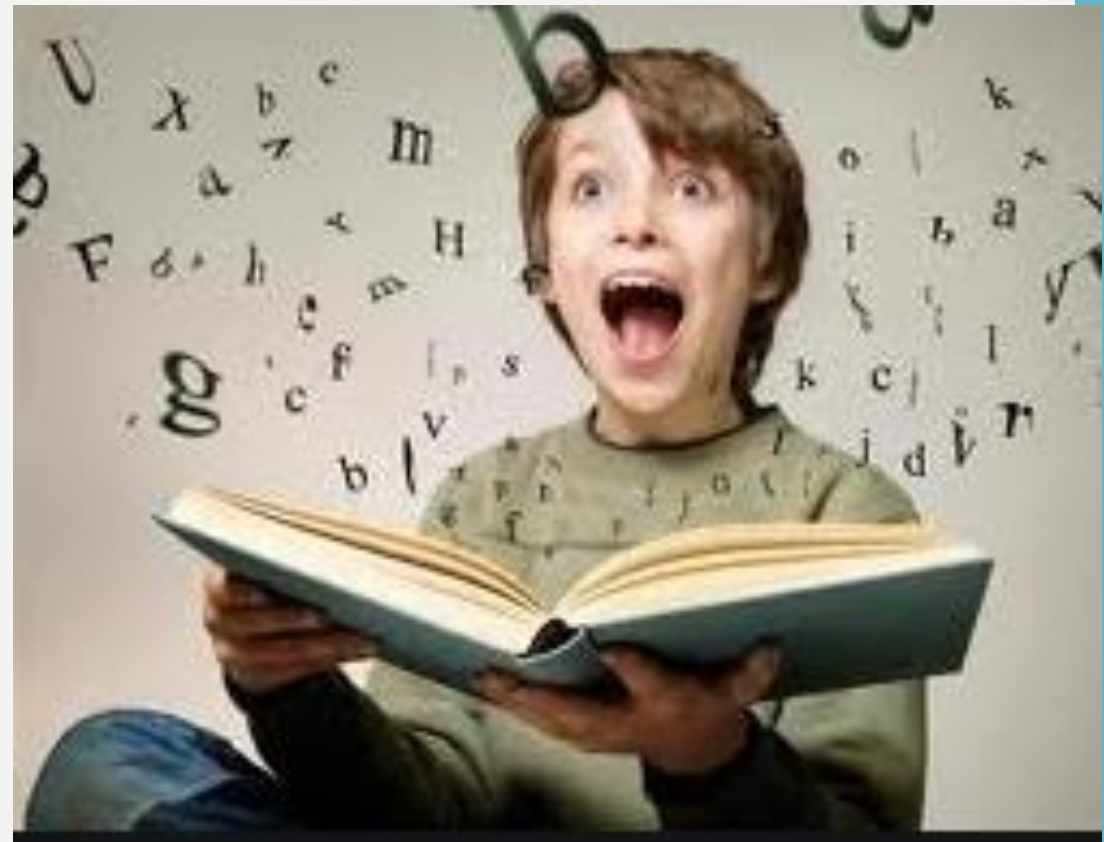


prosody

/ˈprɒsədi/

noun

1. the patterns of rhythm and sound used in poetry.
"the translator is not obliged to reproduce the prosody of the original"
2. the patterns of stress and intonation in a language.
"the salience of prosody in child language acquisition"

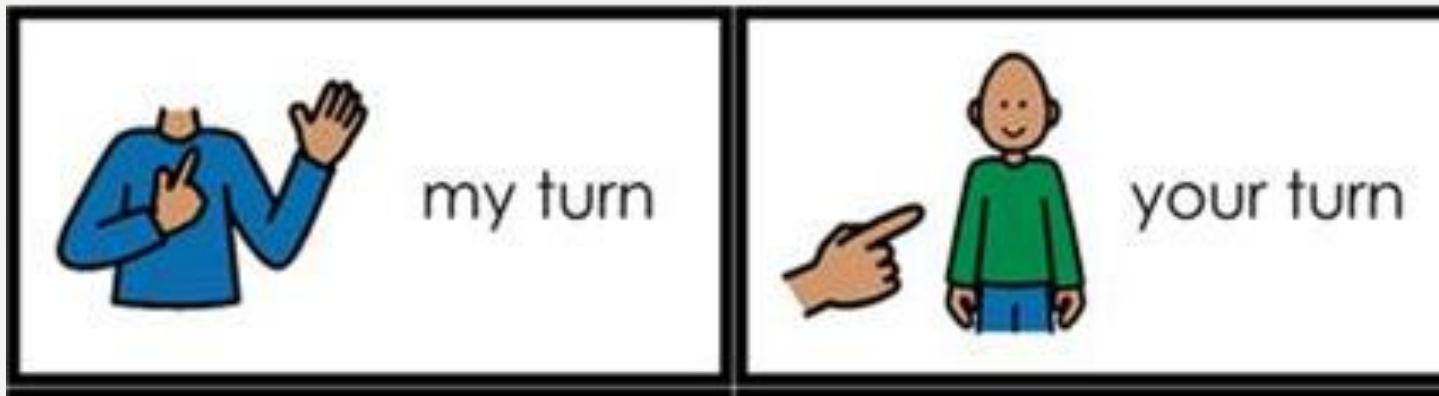


Strategies for teaching prosody:

- Model this effectively to children and allow them time to practise. Draw on how important punctuation and the way the text is printed on how we read the text.
- Pre-tutor the tricky words (the strategy check part.)
- Use MTYT approach for children to hear a good model and then to have a turn. Echo reading.
- Children read the book using fluency, teacher listens to children read. Children re-read again if expression isn't quite right.
- Use of reading volunteer helpers.

ECHO READING

- Use my turn, your turn (MTYT)
- Great way to teach Prosody.



WHY IS COMPREHENSION IMPORTANT?

1. In the poom bango, where is it best to keep your swobble?
2. Why do you need to put it there?
3. If you don't cover your head with a klikop, what will happen to your ears?

When travelling in the Poom Bango, it's always best to put your swobble into a nikgut. This will keep it safe from the pesky boopswaps who will tend to pondon it and ruin it forever.

As for yourself, make sure you cover your head with a klikop, otherwise you will find your ears being gitnopped by the slin. It's always best to wear a pronlin on your feet so that you don't sink into the twing twong. If you do sink though, don't panic! Use the leaves of a grattenhaller to pull yourself out. They are always growing at the edge a twing twong.





Finally, if you spot a herd of yimmer, on no account approach them. They love to eat villempe and you'll find the whole herd following you and trying to push their noses into your jansy. Although they are not particularly dangerous, their big bwitlopers can soon knock you over. Once you are on the floor, they will crowd you and stand on you in their efforts to find the villempe.

PROMOTING READING FOR PLEASURE

Year 4 Book Award Record - Amethyst award



Name: _____

A funny book	E.B. White	A book your parents read as a child	<u>Onjali Q Rauf</u>	A book my friend recommended
David Walliams	Read a book that became a movie	A book of non-fiction	A set of instructions needed to make something	An adventure story
My class poem	 Your choice	 Your choice	 Your choice	 Your choice
Read a book from a series	Malorie Blackman	A chapter book	Jeremy Strong	A book my teacher recommended
A book about another culture	S.F. Said	A book about an invention	A book with more than 100 pages	Enid Blyton

Bronze Award

"I've achieved 10 of the book challenges"

Silver Award

"I've achieved 15 of the book challenges"

Gold Award

"I've achieved 25 of the book challenges"

Amethyst Reading Certificate and entry into the prize draw

READING TARGETS

I am aware that some words sound different to how they are spelt.	I can use a dictionary to check the meaning of new words.	I check what I have read to ensure it makes sense.	I can use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.	I can discuss words and phrases that interest me.	I can tell what the main ideas in a book are from reading a number of paragraphs.
I can show you I have understood an increasing wide range of texts I have read.	I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions.	I can identify different themes and conventions in a wide range of books I read.	I can predict events in stories from what I have read.	I can recognise different types of poetry.	
I can use non-fiction books to find out about things.	I can talk about different types of stories I have read.	I understand that the way books are set out help the reader to identify the meaning.	I can take turns when discussing books I have read, or had read to me and listen to what others have to say.	I ask questions to help me understand more about a book.	I can perform poems and play scripts to read aloud to keep the listener interested.
I am able to choose from a range of books that are set out differently but give me the information I require.					

IN WRITING WE USE THE SENTENCE TRICKS TO HELP IMPROVE OUR IDEAS.

<p>1. Sentence Trick</p> <p>Change boring verbs for powerful verbs.</p> <p>The man went down the road...</p> <p>Shuffled/slipped/skipped/ strolled/stumbled/hopped/ limped/raced/ran/sprinted/staggered/charged/s lither/crawled</p>	<p>2. Sentence Trick</p> <p>Add adjectives to describe nouns.</p> <p>The fat, happy man went down the long road.</p> <p>The tired, lazy man shuffled down the dusty road.</p> <p>An old, rusty nail was all I could find in the horrible box.</p>
<p>3. Sentence Trick</p> <p>Add 'ly' words (ADVERBS) to describe HOW the man went.</p> <p>The man went slowly down the road.</p> <p>Slowly, the man went down the road.</p> <p>ADVERBS are mobile words- they can move about in the sentence.</p> <p>The man went down the road, slowly.</p>	<p>4. Sentence Trick</p> <p>Add ADVERBS about WHEN and WHERE.</p> <p>When? Last night, the man went down the road.</p> <p>Where? The man shouted in the street.</p> <p>I could see the mouse under the table.</p>
<p>5. Sentence Trick</p> <p>Drop in a clause. They usually start with a 'wh' word.</p> <p>The man, who was very angry, went down the road.</p> <p>The box, which was very small, was found.</p>	<p>6. Sentence Trick</p> <p>Start your sentence with an 'ing' word.</p> <p>Scrambling down the road, the man tripped and fell.</p> <p>Laughing out loud, John finally understood the joke.</p> <p>Stumbling across the floor, Jill looked nervous.</p>
<p>7. Sentence Trick</p> <p>Give your characters feelings by using another word for 'said', an adverb and an action.</p> <p>"No", said Rashid. Could be written as...</p> <p>"No!" screamed Rashid furiously, as he wiped the tears from his face and charged into his bedroom.</p>	<p>8. Sentence Trick</p> <p>Create surprises! Use short sentences.</p> <p>Sam edged his way towards the door of the house.</p> <p>He stopped. Cathy suddenly appeared in the room. A deer bonnet. Cathy jumped. Nothing</p>
<p>9. Sentence Trick</p> <p>Begin your sentences in different ways. Avoid using 'one day' or 'then'.</p> <p>Before long...</p> <p>To their surprise...</p> <p>As they arrived they could...</p> <p>At that moment...</p> <p>Unfortunately...</p> <p>While they waited...</p> <p>It was too late to do anything so...</p> <p>Whenever John became angry he...</p> <p>As soon as they had...</p>	<p>10. Sentence Trick</p> <p>Use a connective to join or extend your sentences.</p> <p>So, but, because, when, if, which, however, therefore, despite, although, meanwhile, even so, in addition to, also, as well as, nevertheless, contrary to, besides, after, eventually, as soon as.</p>

WRITING TARGETS

I can use fronted adverbials in my writing e.g. Later that day.. or Some time later... and know that I use a comma after the fronted adverbial	I am able to spell words that are often misspelt.	I can punctuate speech correctly in a text.	I have increased my knowledge of prefixes and suffixes and understand how to use them in my writing.	I know how to use the possessive apostrophe accurately in words with regular and irregular plurals.	When using a dictionary, I am able to use the first two or three letters of a word to check its' meaning
I can spell an increasing number of homophones.	I am able to use ideas to plan my writing.	I can draft my work into paragraphs to show a new place, time or event in my writing.	I can write grammatically correct sentences using tense and person accurately.	I can use an increasing range of sentence structures and richer vocabulary in my writing.	
I can edit my written work to improve the use of grammar and to correct any spelling and punctuation errors.	I can use modifiers to emphasise (<i>very</i> large, <i>quite</i> slowly)	I can use my understanding of nouns and pronouns to choose appropriately to enhance my writing.	I can organise my writing using a range of different structures for different purposes.	I can create imaginative characters, through action and speech and by describing their mannerisms.	I can organise my writing using detailed and sustained plots.
I can write sentences with accurate punctuation to include question marks apostrophe for omission commas in a list commas after a clause	I can use similes and metaphors for effect.	I can use a range of conjunctions in my writing.	In handwriting, I know which letters are appropriate to join and my joined handwriting is legible.		

HELPING AT HOME

Times tables

(2,3,4,5,6,7,8,9,10,11,12)

Telling the time

Reading regularly (written in planner)

Learning spellings



THE END

Any questions please ask!

