



Year 4

Tips and Tricks for
Home Learning

2025-26

Home Learning

The purpose of Home Learning at Pirbright is to ensure that pupils have the necessary skills to reach their potential in school. We want to guarantee that pupils all the way through the school practise their reading, mental arithmetic, rapid recall of Maths facts and spellings four or five times a week, every week. We also want to continue to foster the love of learning that our pupils have and so you will find exciting and motivating activities for pupils to engage in, these are classified as 'optional' for parents (not pupils) allowing parents to manage their children's time effectively. If you have a family gathering over the weekend and fitting in extra activities is going to be tricky, then you can choose to leave these activities until a more convenient time, if you have a child that has a particularly busy schedule outside of school, perhaps they swim or train regularly, then again you can make the decision as to how and when these tasks can be completed and which ones to choose. In summary, the learning is split into two key areas:

- Essential Learning - relating to regular activities that should be completed four or five times a week every week (or at least three times weekly)
- Further Learning - relating to activities which allow pupils to extend and further their interest in aspects that have already been covered in school.

Main activities- Further Learning

Children are encouraged to bring in and share their further learning. Alternatively, you can email the work to us for sharing. If you can think of other ideas, for example, if you visit an exhibition, museum or location associated to our topics, please do let us know so your child to share these experiences with the class.

Maths- Essential Learning



Each week, your child will be set learning challenges on Mathletics which link to their school work. This extra practice is beneficial and allows you to see how to further support your child with areas they may find tricky. Simply log on and go!



Numbots and Times Table Rockstars are a great resource which we purchase at school. Children can log on and work their way through the challenges and play against their peers, testing their number knowledge!

Here are some examples of other good websites for you to visit:

- <http://uk.mathletics.com/>
- <https://www.topmarks.co.uk/>
- <https://nrich.maths.org/primary-upper>
- <https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

To support your child with their mathematical development we recommend that you try to fit in regular mental arithmetic challenges each week.

- On your way to school rehearse times tables and corresponding division facts—Year 4 tables include counting in 3's, 4's and 8's as the children should now be more confident in their 2's, 5's and 10's.
- Look at door numbers and add them. Ask your child to explain how they got their answer.
- Practise number bonds to 10, 20 and 100.
- Try adding together the price of some items from your weekly shopping trip.
- Reading the digits from car number plates and adding them up when travelling.
- Get involved in some cooking or baking and help measure out ingredients.
- Identify the properties of 2D and 3D shapes when you are out and about.
- Practise telling the time on a range of clocks and calculate the length of time of favourite programmes, time until bed etc...
- Have discussions including time vocabulary e.g. morning, afternoon, am, pm, noon, midnight.

Spelling- Essential Learning




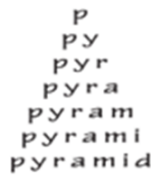
Spelling

Aim: 5-10 minutes a day, 3 times a week

To help your child it will benefit them greatly if you could support them in learning their spellings and exploring the spelling rules covered within the weekly spelling lists. We recommend 5-10 minutes a day. Practising little and often is perfect!

There are a range of different ways in which we can learn our spellings.

Here are some ideas you can do on paper:

<p>Look, Say, Cover, Write, Check <u>Look</u> at the word carefully paying attention to the most difficult part. <u>Say</u> the word as you look at it, trying to pronounce it in different ways to make it memorable <u>Cover</u> the word <u>Write</u> the word from memory, saying the word as you write <u>Check</u> whether you have the word right.</p>	<p>Draw around it Draw around the word to show the shape. Look carefully at the shape of the word taking note of where the descenders and ascenders are.</p> 
<p>Segment Split the word into sounds e.g.</p> <p>Sh u tt le S p l a sh</p>	<p>Drawing an image around the word</p> 
<p>Rainbow writing Using coloured pencils. You could highlight tricky parts, each letter in a different colour, or write the word in one colour then keep writing over it with several different colours.</p> <p>Purpose Fruit</p> 	<p>Pyramid</p> <p>Use the pattern of the word to help remember the spelling</p> 

As well as this, we now also use Spelling Shed for setting spellings for the children. Your child will be set the specific spellings which they are working on and there are games which they can play throughout the week for those words. Each week, the children will then be tested on their spellings.



Writing

While we do a lot of writing at school, children's writing always develops further when they have a passion and love for words. Below we have suggested some ways for you to encourage your child to write at home.

- Diary

Encouraging your child to keep a diary is a nice way for them to develop their independent writing while thinking about their day.

- Short stories

We read a range of excellent books within our English topics over the year; however the children are always very enthusiastic and engaged during our history topics related to the Greeks and Romans. You may want to encourage your child to write a short story associated with those times to encourage independent writing.



- Fact Files

To expand their knowledge on our history/geography topics you could also encourage them to write a fact file. This promotes e-safety on the internet and research skills by ensuring that they have the correct and accurate facts.

- Poems

During the year, we explore a range of different poems. If your child is interested in writing poems encourage them to explore **their own style of poetry**. Perhaps they could create some art to go alongside it?

• Recipes



While you're cooking you could ask the child to read the recipe for you. This will develop their understanding of the layout and features of instructions such as time adverbs and bossy (imperative) verbs. If your child loves cooking, you could also encourage them to develop their own recipes. The children could write these however they like. They might also be interested in creating their own video to bring in and show us at school.

Reading- Essential Learning

We ask you to read with your child 3-5 times a week and log their reading on Boom Reader. While reading with them, please remember to ask them questions to check their understanding of the text .e.g.

- How are the characters similar or different?
- What effect does the setting have on the story?
- Is this book similar to another book?
- Find some words which tell you about the setting.
- Can you retell the story in your own words?
- What might happen next?
- Why do you think that?

If you wanted to link writing with reading you could also encourage a range of activities such as:

- Character description
- Setting description
- Book review
- Different ending

V – Vocabulary – find and explain the meaning of words in context.

- I – Inference – make and justify inferences using evidence from the text.
- P – Prediction – predict what will happen based on details given or implied.
- E – Explanation – how content (e.g. choice of words) contributes to overall meaning.
- R – Retrieval – retrieve information; identify key details from fiction or non-fiction.
- S – Summarise – summarise the main ideas from more than one paragraph

Example VIPERS questions

- V – Find a word that or phrase that means....
- I – What was thinking when?
- P – What does this paragraph suggest will happen next? Why?
- E – How does the author engage the reader in this section?
- R – Give one example of ?
- S – Can you summarise this chapter in less than 20 words?



Please record reading on Boom Reader.

We hope this information helps you and your child enjoy the activities set in Home Learning. If you have any more questions, please come and ask a member of the Year 4 Team!

YEAR 4: WRITING WISH LIST

Superstar writers will...

- ✓ use capital letters accurately.
- ✓ use a range of punctuation appropriately (. , ! ? " " : ;)
- ✓ use powerful and effective vocabulary
- ✓ Write with a clear structure and use the correct layout tools (i.e. subheadings) appropriately.
- ✓ Stay in the correct tense.
- ✓ use exciting adjectives.
- ✓ use powerful verbs.
- ✓ use nouns and pronouns to avoid repetition.
- ✓ use adverbs to add detail about how, when and where.
- ✓ use fronted adverbials (including time) followed by a comma.
- ✓ use a range of conjunctions (when, if, so, although, because).
- ✓ use prepositions.
- ✓ use a variety of sentence starters to maintain the reader's interest.
- ✓ Vary the length of sentences to create tension and control the mood.
- ✓ Include dropped in clauses to add additional information to sentences
- ✓ use apostrophes for contraction and possession accurately.
- ✓ Ensure dialogue is correctly laid out (speech punctuation, start a new line and include who said the words).
- ✓ use paragraphs to structure writing by indicating a change in time, place, subject etc.
- ✓ Discuss and record ideas.
- ✓ Effectively describe characters.
- ✓ Effectively describe settings.
- ✓ use similes, metaphors, personification and alliteration where appropriate.
- ✓ Have clear, fluent and joined handwriting.
- ✓ Make an effort to spell words correctly.
- ✓ Read aloud their own writing to a group or the whole class.

Superstar editors will...

- ✓ use the editor's checklist!
- ✓ Proof-read their own work to check for accuracy.
- ✓ use a dictionary and thesaurus to edit and improve.
- ✓ Ask a friend to proof-read their writing to suggest improvements.
- ✓ Begin to identify their own next step in their writing.