



Welcome to Year 4

2021 / 2022

Welcome to Year 4, and welcome back to some form of normality. Although we are not completely back to 'normal', life in the classroom has changed a great deal compared to the end of the last term –both, seating and teaching arrangements have changed and the timetable has also been updated.

With the departure of Mrs Swanson, and the arrival of Mr Roberts, Year 4 will have Miss Johnston teaching a greater number of subjects compared to last year, and there will be less swapping between classes and teaching staff.

Teaching and Support Staff

Miss Johnston is the class teacher and will teach the majority of curriculum subjects. Miss Johnston has one non-contact afternoon a week (Wednesdays) when the children will have RE (Mrs Ludford) and Games (Mr Roberts and Mr Steele)

Learning support will be provided by teaching assistants throughout the week – Mrs Herrick and Mr Gibbin – who works on a 1:1 basis.

PE

PE kit should be kept in school throughout the week. Please remember that no jewellery should be worn and long hair should be tied back. Please inform Miss Johnston if your child is unable to take part in PE. If your child is unfit for a longer period, please inform Miss Johnston when he or she is able to resume PE.

Mr Steele and Mr Roberts will teach the games curriculum on a Wednesday afternoon, with added physical education lessons of swimming – Autumn and Summer terms and dance and gymnastics in the Spring term – taught at Bluecoat School on a Friday morning. The children will also be taught hockey for 6 weeks in the Autumn term on a Tuesday afternoon.

Swimming hats are encouraged for the children's swimming lessons and can be purchased from the school office – respective colours for your child's house of Lindsey or Kesteven.

It is the Government's objective that all children are able to swim at least 25m by the end of their primary education, the children are taught by qualified swimming instructors, who will work with the children to work toward achieving distances up to and beyond 25m.

Music

The music curriculum will be taught by Mr Roberts – see timetable.

MFL

Building on the work from Year 3 – the children will continue to develop their understanding of the customs of France and The French people. Learn where French is spoken globally, and continue to build up a bank of vocabulary. This will included asking and answering questions. Being able to hold simple conversations, greetings, and scenarios from real-life situations. Going shopping, ordering from a menu in a café etc.

Homework

Homework will be set on Fridays to be handed in by the following Wednesday please. The children will be set spellings, reading, times tables and one additional piece of either English or Maths work. Spellings and tables will be tested on a Friday.

As part of their reading homework, please encourage your child to read at least three times a week, with at least one of these sessions involving reading to an adult. Please ensure that you continue to monitor and sign your child's Reading Record Book. We are placing a high emphasis on reading in the curriculum this year, and the more your child can read at home, will benefit their work in school immensely.

PE

PE kit should be kept in school throughout the week. During the spring term, the class will do PE at the Bluecoat School on a Friday. They will swim during the autumn and summer terms. Please remember that no jewellery should be worn and long hair should be tied back. Please inform Miss Johnston if your child is unable to take part in PE. If your child is unfit for a longer period, please inform Miss Johnston when he or she is able to resume PE.

After School Clubs

We are happy to be able to offer a range of after school activities across the year. Clubs cover a range of activities, sport, music, arts and crafts.

Assessment

Assessments will be based upon the National Curriculum. Both formal and informal assessments will take place throughout the year and you will be able to discuss your child's attainment and progress at Parents' Evenings. Your child's reading will be assessed at the start of the term, and reading books will be allocated on the outcome of the results, by the end of week 2.

Parents' Evenings and Open Afternoons

You are invited to meet with Miss Johnston just before half term in October and February to discuss your child's progress. Teachers are, of course, available to discuss your child's needs at any time throughout the school – please contact Miss Johnston to make an appointment. Open Afternoons will hopefully be able to take place across the school year, and we hope that you will take the opportunity to view your child's work at these informal events.

Holidays during term time

Please remember that Mrs Simms is unable to authorise absence for family holidays during term time. The school's attendance policy can be found on the school website.

Day	8.45 – 9.00am	9.00am - 10.00am	10.00am – 11.00am	11.00 – 11.15	11.15am – 12.15am	12.15 – 1.15pm	1.15pm – 2.15pm	2.15- 2.25pm	2.30- 2.50pm	2.50pm – 3.20pm
Monday	Registration and morning tasks – Wednesday class worship.	English	Guided Reading and independent writing tasks.	Break	Maths	Lunchtime	History	Break	Worship Half term 1 – 2.25-3.20pm - hockey	Phonics, handwriting.
Tuesday		English	Guided Reading		Maths		Science			
Wednesday		English	Maths		Music		PE		RE	
Thursday		English	Maths		Science		DT		Worship and Merits	Spelling, tables and

Friday		French – 9.00am – 9.45	English (when not swimming) Swimming		Maths		Computing			

Curriculum Framework for 2021/22

	Autumn	Spring	Summer
	<u>History – Bronze Age</u> <u>Computing – we are opinion pollsters – survey</u> <u>DT – textiles – make a bag to keep something safe</u> <u>Science – forces, magnets, sound</u> PSHEE – Health and well - being <u>French - – simple conversation, asking questions</u> <u>Who/what is it? It's</u>	History – Roman Britain Computing we are artists Art – Exploring pattern Science – states of matter / animals including humans – Y3 <u>PSHEE – Living in the wider world / E-safety</u> French - <u>Do you have a....?</u>	<u>Geography – Rivers and Mountains</u> <u>Computing – we are co-authors – factfile</u> <u>Science</u> <u>– plants</u> <u>PSHEE - relationships</u> <u>French - – Do you like....? Yes I like.... No I don't</u> <u>like.....</u>

English in Year 4

Your child will build upon work from Year 3. Lessons will focus upon develop skills of reading, writing, spelling, grammar and punctuation.

Detailed information about curriculum content can be found below:

ENGLISH						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p>	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	<p>Spelling</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary 	<p>Pupils should be taught to:</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that</p>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of concepts by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4</p>

				the ascenders and descenders of letters do not touch].	[for example, headings and sub-headings]	
--	--	--	--	--	--	--

Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding imagining and exploring ideas through</p>		<p>identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by:</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings,</p>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		<p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>

speculating, hypothesising,		thoughts and motives from their actions, and justifying inferences with evidence				
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate	.	predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.				

registers for effective communication						
---------------------------------------	--	--	--	--	--	--

Grammar and Punctuation

This document contains the Y4 Vocabulary, Grammar and Punctuation appendix which is used to support the planning, teaching and learning of Spelling in Year 4.

Year 4: Detail of content to be introduced (statutory requirement)	
Word	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>
Sentence	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p>
Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>

Year 4: Detail of content to be introduced (statutory requirement)

Terminology for pupils	determiner pronoun, possessive pronoun adverbial
-------------------------------	--

Spelling

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.	

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
	<p>Like un–, the prefixes dis– and mis– have negative meanings.</p> <p>The prefix in– can mean both ‘not’ and ‘in’/‘into’. In the words given here it means ‘not’.</p>	<p>dis–: disappoint, disagree, disobey</p> <p>mis–: misbehave, mislead, misspell (mis + spell)</p> <p>in–: inactive, incorrect</p>
	<p>Before a root word starting with l, in– becomes il.</p> <p>Before a root word starting with m or p, in– becomes im–.</p> <p>Before a root word starting with r, in– becomes ir–.</p> <p>re– means ‘again’ or ‘back’.</p> <p>sub– means ‘under’.</p> <p>inter– means ‘between’ or ‘among’.</p> <p>super– means ‘above’.</p> <p>anti– means ‘against’.</p> <p>auto– means ‘self’ or ‘own’.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p>re–: redo, refresh, return, reappear, redecorate</p> <p>sub–: subdivide, subheading, submarine, submerge</p> <p>inter–: interact, intercity, international, interrelated (inter + related)</p> <p>super–: supermarket, superman, superstar</p> <p>anti–: antiseptic, anti-clockwise, antisocial</p> <p>auto–: autobiography, autograph</p>
The suffix –ation	The suffix –ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix –ly	<p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)

	<p>If the root word ends with –ic, –ally is added rather than just –ly, except in the word <i>publicly</i>.</p> <p>The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt –sure.</p> <p>The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion .	division, invasion, confusion, decision, collision, television

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
The suffix –ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p> <p>Sometimes there is no obvious root word.</p> <p>–our is changed to –or before –ous is added.</p> <p>A final ‘e’ of the root word must be kept if the /dʒ/ sound of ‘g’ is to be kept.</p> <p>If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>

The National Curriculum for Mathematics

Lower Key Stage 2 – Years 3 and 4

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Year 4 expectations in maths.

Number - number and place value

Pupils should be taught to:

- count in multiples of 6, 7, 9, 25 and 1,000

- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

Notes and guidance (non-statutory)

Using a variety of representations, including measures, pupils become fluent in the order and place value of numbers beyond 1,000, including counting in 10s and 100s, and maintaining fluency in other multiples through varied and frequent practice.

They begin to extend their knowledge of the number system to include the decimal numbers and fractions that they have met so far.

They connect estimation and rounding numbers to the use of measuring instruments.

Roman numerals should be put in their historical context so pupils understand that there have been different ways to write whole numbers and that the important concepts of 0 and place value were introduced over a period of time.

Number - addition and subtraction

Pupils should be taught to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Notes and guidance (non-statutory)

Pupils continue to practise both mental methods and columnar addition and subtraction with increasingly large numbers to aid fluency (see [Mathematics appendix 1](#)).

Number - multiplication and division

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations

- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Notes and guidance (non-statutory)

Pupils continue to practise recalling and using multiplication tables and related division facts to aid fluency.

Pupils practise mental methods and extend this to 3-digit numbers to derive facts, (for example $600 \div 3 = 200$ can be derived from $2 \times 3 = 6$).

Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (see [Mathematics appendix 1](#)).

Pupils write statements about the equality of expressions (for example, use the distributive law $39 \times 7 = 30 \times 7 + 9 \times 7$ and associative law $(2 \times 3) \times 4 = 2 \times (3 \times 4)$). They combine their knowledge of number facts and rules of arithmetic to solve mental and written calculations for example, $2 \times 6 \times 5 = 10 \times 6 = 60$.

Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or 3 cakes shared equally between 10 children.

Number - fractions (including decimals)

Pupils should be taught to:

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundreds
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places

Notes and guidance (non-statutory)

Pupils should connect hundredths to tenths and place value and decimal measure.

They extend the use of the number line to connect fractions, numbers and measures.

Pupils understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths.

Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. Pupils use factors and multiples to recognise equivalent fractions and simplify where appropriate (for example, $\frac{6}{9} = \frac{2}{3}$ or $\frac{1}{4} = \frac{2}{8}$).

Pupils continue to practise adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole. Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions.

Pupils' understanding of the number system and decimal place value is extended at this stage to tenths and then hundredths. This includes relating the decimal notation to division of whole number by 10 and later 100.

They practise counting using simple fractions and decimals, both forwards and backwards.

Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with 1 or 2 decimal places in several ways, such as on number lines.

Measurement

Pupils should be taught to:

- convert between different units of measure [for example, kilometre to metre; hour to minute]

- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Notes and guidance (non-statutory)

Pupils build on their understanding of place value and decimal notation to record metric measures, including money.

They use multiplication to convert from larger to smaller units.

Perimeter can be expressed algebraically as $2(a + b)$ where a and b are the dimensions in the same unit.

They relate area to arrays and multiplication.

Geometry - properties of shapes

Pupils should be taught to:

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

- identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry

Notes and guidance (non-statutory)

Pupils continue to classify shapes using geometrical properties, extending to classifying different triangles (for example, isosceles, equilateral, scalene) and quadrilaterals (for example, parallelogram, rhombus, trapezium).

Pupils compare and order angles in preparation for using a protractor and compare lengths and angles to decide if a polygon is regular or irregular.

Pupils draw symmetric patterns using a variety of media to become familiar with different orientations of lines of symmetry; and recognise line symmetry in a variety of diagrams, including where the line of symmetry does not dissect the original shape.

Geometry - position and direction

Pupils should be taught to:

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon

Notes and guidance (non-statutory)

Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of co-ordinates, for example (2, 5), including using co-ordinate-plotting ICT tools.

Statistics

Pupils should be taught to:

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Notes and guidance (non-statutory)

Pupils understand and use a greater range of scales in their representations.

Pupils begin to relate the graphical representation of data to recording change over time.

ADDITIONAL GUIDANCE – COVID 19

There have been changes to the rules on self-isolation. Please note that this does mean that children will still be in school even if they have had contact with a confirmed case.

The rules now state that:

Individuals are not required to self-isolate if they live in the same household as someone with COVID-19, or are a close contact of someone with COVID-19, and any of the following apply:

- they are fully vaccinated
- they are below the age of 18 years and 6 months
- they have taken part in or are currently part of an approved COVID-19 vaccine trial
- they are not able to get vaccinated for medical reasons
-

Instead, they will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a [PCR test](#). We would encourage all individuals to take a PCR test if advised to do so.

Staff who do not need to isolate, and children and young people aged under 18 years 6 months who usually attend school, and have been identified as a close contact, should continue to attend school as normal.