

Welcome to Year 4

Miss Devlin
Miss Fuller
Ms. Hutchings

Ms. Hewson
Mrs Hilder
Miss Moss



School Vision

Our purpose is to nurture happy, confident children who think deeply about themselves and others in preparation for the challenges ahead.

We do this by inspiring and celebrating:

- curiosity and love for learning*
- collaboration and kindness*
- creativity and enthusiasm*
- resilience and achievement*

Timetable

Year 4 Timetable

| Year 4 Timetable | | | | | | | | | | |
|------------------|------------------------------|-------------|---------|------------------|---|--------------|----------------|---|------------|------------------------------|
| | Session 1 | Session 2 | | | | Session 3 | | | Session 4 | Session 5 |
| Monday | Guided Reading | ENGLISH | | SINGING ASSEMBLY | B | MATHS | | L | SCIENCE | |
| Tuesday | Guided Reading | SWIMMING/PE | | KS2 ASSEMBLY | R | MATHS | | U | ENGLISH | PSHE |
| Wednesday | Guided Reading | HANDWRITING | ENGLISH | | E | MATHS | | N | ARITHMETIC | HISTORY/GEOGRAPHY |
| Thursday | FRENCH MUSIC COMPUTING | | | | A | TABLES CHECK | MATHS | C | SPELLINGS | ENGLISH |
| Friday | LIBRARY | ART/DT | | | K | CHESS | Guided Reading | H | NSS | FRENCH MUSIC COMPUTING |

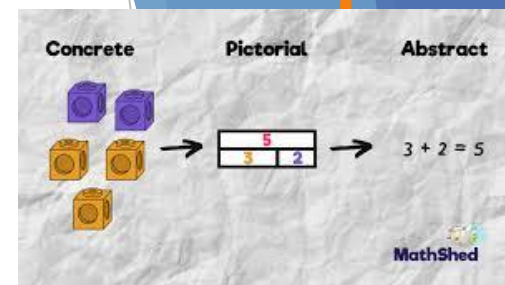
Curriculum Overview

Year 4 Curriculum Grid

| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Spring 2 |
|----------------------------------|--|---|---|---|--|--|
| English | Friend or Foe Character description Diary writing | Blitz - Poetry WW2 non-fiction writing Instructions | Iron man Alternative story endings Descriptive writing | Escape from Pompeii Descriptive writing Narrative writing Newspaper reports | Cloud Tea Monkeys Persuasive Letter writing Descriptive writing | Emotive Poetry |
| Science | Electricity | States of matter | Sound | Living things and their habitats | Animals including humans | Living things and their habitats: Environmental impact |
| Maths | Number: Place value, addition and subtraction, area, multiplication and division | | Multiplication and division, length and perimeter, fractions, decimals, roman numerals. | | Decimals, money, time, shapes, position and direction Times table check | |
| Computing | Online Safety Collaborative learning | Programming: Scratch | Creating media: website design | HTML | Programming: Computational thinking | Data handling: Weather |
| PE | Gymnastics | Invasion Games | Dance | Invasion Games | Athletics | Striking and Fielding |
| Swimming and water safety -----a | | | | | | |
| History | WW2 - Sheen in the war years. | | Invaders and Settles - Celts and Romans | | | |
| Geography | WW2 - Map skills | | Roman Empire | | Contrasting localities - USA, Italy and the UK | |
| Art | Poppy Painting, | | Sketching: 3D and perspective | Painting techniques: 3D and perspective | Architects and landmarks | |
| DT | Stitching: Poppies | Construction: Anderson shelters | | | | Cooking with Seasonal Vegetables |
| PSHE | Being me in my world Celebrating differences | Say no to bullying | Dreams and goals Healthy me | | Relationships Changing Me | |
| RE | | Hinduism Peace at Christmas | | Judaism | | Buddhism |
| Music | Call and Response Songs | | Film Music | | Composition | |
| Trips / Events | WW2 Workshop St Leonard's Court - Air Raid Shelter trip | | Richmond Museum Roman day | | Holly Lodge Center - Living Things and their habitats Henley Fort | |

Mathematics

- Follow national curriculum
- Teach through mastery approach
- Informal assessment
- KIRF



| | | | | | | |
|-------------|--|--|------------------------------------|--|----------------------------------|---|
| Autumn term | Number Place value FREE TRIAL | Number Addition and subtraction | Measurement Area | Number Multiplication and division A | Consolidation | |
| | Number Multiplication and division B VIEW | Measurement Length and perimeter VIEW | Number Fractions | Number Decimals A VIEW | | |
| Spring term | Number Decimals B VIEW | Measurement Money VIEW | Measurement Time VIEW | Consolidation | Geometry Shape VIEW | Geometry Position and direction VIEW |
| Summer term | | | | Statistics | | |

- Pre-teach
- TT
- Planet maths

MTC in June

- ▶ A government test to check their rapid recall of their times tables
- ▶ Year 4 children are expected to know all their tables up to 12 x 12
- ▶ Children will answer 25 questions against the clock on a computer or an iPad, with 6 seconds to answer each question.
- ▶ Regular practice is key! Mathsframe.co.uk
- ▶ ttockstars.com

Multiplication Tables Check

This activity exactly mirrors the 'Multiplication Tables Check' that will be given to children at the end of Year 4. They are tested on their multiplication tables up to 12 x 12. There are twenty-five questions and children have six seconds to answer each question and three seconds between questions. The questions are generated randomly using the same rules as the 'Multiplication Tables Check' (see below).

Results can be downloaded and printed at the end of the test.

A similar activity which tests recall of [number bonds](#) can be found [here](#).

For more multiplication games [click here](#).

| Multiplication Table | Minimum number of items in each form | Maximum number of items in each form |
|----------------------|--------------------------------------|--------------------------------------|
| 1 | Not applicable | Not applicable |
| 2 | 0 | 2 |
| 3 | 1 | 3 |
| 4 | 1 | 3 |
| 5 | 1 | 3 |
| 6 | 2 | 4 |
| 7 | 2 | 4 |

Mathsframe
https://mathsframe.co.uk › resources › resource › Multipl...

Multiplication Tables Check

MAIN MENU **Multiplication Tables Check** Time left: 2

3 x 8 = 24

Play game

Time allowed: 6 seconds
Tables selected: All

Question 1 of 25 MATHSFRAME









English

• Overview

Year 4 Curriculum Grid

| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 |
|---------|--|--|---|--|
| English | Friend or Foe Character description Diary writing | Blitz - Poetry WW2 non-fiction writing Instructions | Iron man Alternative story endings Descriptive writing | Escape Description Narrative Newspaper |

READING SKILLS

| | |
|--|---|
|  DEFINE Explain the meaning of words in context. |  INFER Combine evidence and background knowledge to form a conclusion. |
|  RETRIEVE Extract information from a text. |  PREDICT Use evidence from a text to suggest what might happen next. |
|  SUMMARISE Retell the most important parts of a text in a short and clear form. |  ANALYSE Identify how content and word choice contribute to meaning. |

- Whole class guided reading
- Writing journey



English - Assessment

Expected Standard EXP

I can use spelling rules and patterns for Year 3/4 accurately

I am developing fluent, joined handwriting

I can draft, re-draft and edit my work independently to make improvements

I can proofread independently

My writing is organised into clear sequences (with more than a basic beginning, middle and end)

I am using paragraphs to signal a change in event, time or place

In non-narrative writing, my paragraphs have a topic sentence which introduces the content of the paragraph

My narrative writing includes a clear plot, detailed settings and characters

I am starting to develop characters through 'show not tell' techniques

My non-narrative writing has a clear purpose and provides my reader with relevant information

I can correctly demarcate all of my sentences

I can use commas for fronted adverbials mostly correctly

I can use inverted commas and the punctuation within them mostly correctly

I can use the comma for the reporting clause mostly correctly

I can use fronted adverbials of place, time and manner effectively

I can use a variety of sentence openers

I can use pronouns to avoid repetition and create cohesion

I can expand noun phrases before and after the noun with adjectives, prepositional phrases and adverbial phrases

I can use simple, compound and complex sentences accurately and effectively

I can use ambitious vocabulary, selecting subject-specific and technical words deliberately for effect

Science

Year 4

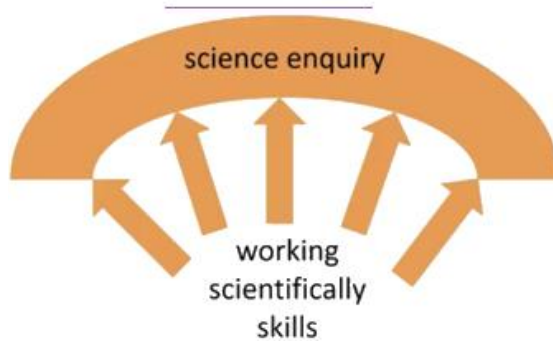
Electricity

Sound

States of matter

Living things and their habitats

Animals including humans



WORKING SCIENTIFICALLY PIE

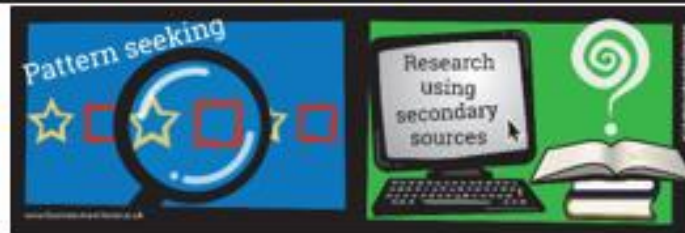
- Interpreting & Communicating Data
- Make Predictions
- Evaluating
- Ask Questions
- Observing & Measuring
- Setting Up Tests
- Recording Data



How do we investigate in science?

Types of Enquiry

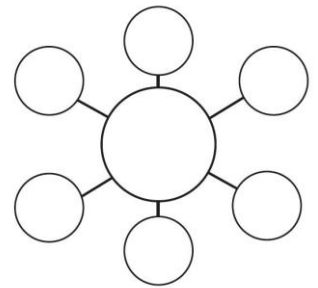
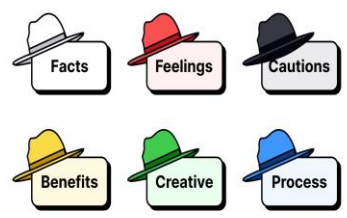
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Foundation subjects

| | | | | | | |
|-----------|---|---|---|---|--|-------------------------|
| Computing | Online Safety Collaborative learning | Programming: Scratch | Creating media: website design | HTML | Programming: Computational thinking | Data handling: Weather |
| PE | Gymnastics | Invasion Games | Dance | Invasion Games | Athletics | Striking and Fielding |
| | Swimming and water safety -----> | | | | | |
| History | WW2 - Sheen in the war years. | | Invaders and Settles – Celts and Romans | | | |
| Geography | WW2 - Map skills | | Roman Empire | | Contrasting localities – USA, Italy and the UK | |
| Art | | Poppy Painting, Blitz Skyline VE day paint | Sketching: 3D and perspective | Painting techniques: 3D and perspective | Architects and landmarks | |
| DT | Stitching: Poppies | Construction: Anderson shelters | | | | Light-Up Signs |
| PSHE | Being me in my world Celebrating differences | Say no to bullying | Dreams and goals Healthy me | | Relationships Changing Me | |
| RE | | Hinduism Peace at Christmas | | Judaism | | Buddhism |
| Music | Exploring Descriptive Sounds | Exploring Rhythmic patterns | Exploring Arrangements | Exploring Pentatonic Scales | Exploring Sound Colors | Exploring Singing Games |

- Cross-curricular links - e.g. WW2 through history, geography, art and DT
- Music/computing/French - mixed groups
- Thinking school tools - thinking hats, maps and habits of mind



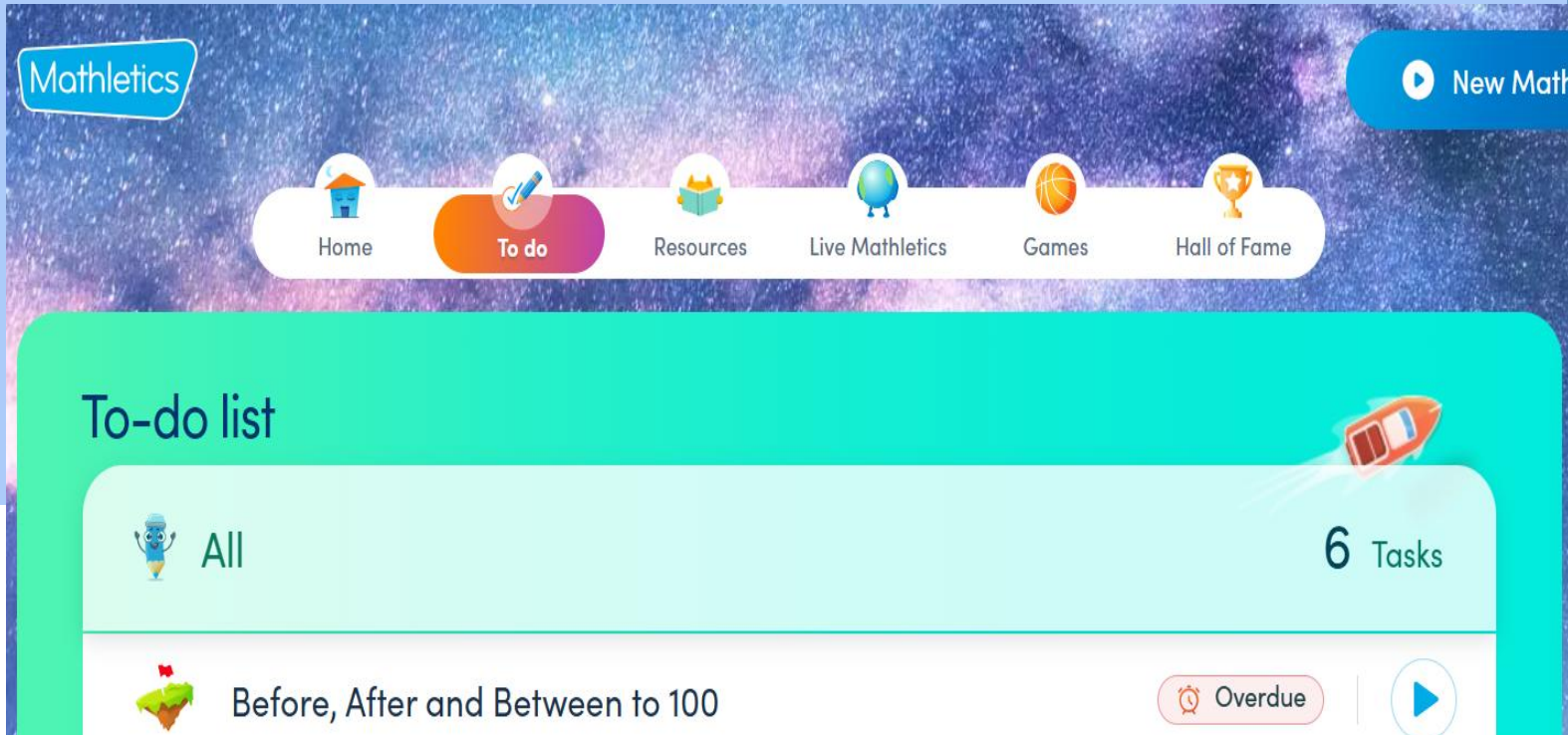
Hillcross Primary School
Habits of Mind

| | | | |
|--|---|---|--|
| Resilience Bounce back. Recover quickly after facing a challenge. | Managing impulsivity Take your time! Thinking before acting; remaining calm, thoughtful and deliberative. | Listening with understanding and empathy Understand others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions. | Thinking flexibly Look at it another way! Being able to change perspectives, generate alternatives, consider options. |
| Persisting Stick to it! Persevering in tasks through to completion; remaining focused. Looking for ways to reach your goal when stuck, but giving up. | Striving for accuracy Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly. | Questioning and problem posing How do you know? Having a questioning attitude; knowing what data are needed; developing questioning strategies to produce those data. Finding problems to solve. | Applying past knowledge to new situations Use what you learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned. |
| Thinking about your thinking (Metacognition) Being aware of your own thoughts, strategies; being and actions and their effects on others. | Gather data through all senses Use your natural pathways! Pay attention to the world around you. Gather data through all the senses: taste, touch, smell, hearing and sight. | Creating, imagining, and innovating Try a different way! Generating new and novel ideas; fluency, originality. | Responding with wonderment and awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty. |
| Thinking & communicating with clarity and precision Be clear! Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations. | Taking responsible risks Venture out! Being adventurous; being on the edge of one's competence. Try new things consistently. | Finding humor Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self. | Remaining open to continuous learning Learn from experience! Having humility and pride when admitting we don't know; resisting complacency. |
| Thinking & communicating with clarity and precision Be clear! Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations. | Thinking interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work. | | |

Homework (Checked on Thursdays)

Mathematic Homework

- Mathletics.co.uk - linked to what they are learning in class



The screenshot displays the Mathletics website interface. At the top left, the word "Mathletics" is written in a blue rounded rectangle. To the right, there is a "New Math" button with a play icon. Below these is a navigation bar with six icons: a house for "Home", a pencil for "To do" (which is highlighted in a purple circle), an open book for "Resources", a globe for "Live Mathletics", a basketball for "Games", and a trophy for "Hall of Fame". Below the navigation bar is a large green rounded rectangle titled "To-do list". Inside this section, there is a light blue bar with a robot icon, the word "All", and "6 Tasks" on the right. Below this, a task is listed: "Before, After and Between to 100" with a small green icon. To the right of the task name is a pink "Overdue" button with an alarm clock icon and a play button icon.

Homework (Checked on Thursdays)

- edshed.co.uk (spelling)

EdShed 

Assignments **1**

Games set for you.

[View >](#)

Challenges

Challenge others to play.

[View >](#)

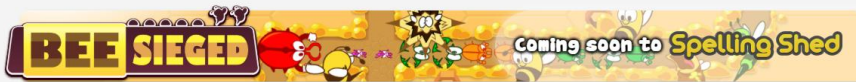
Leagues

Player and class leagues.

[View >](#)

#

[Join](#)



Homework (Checked weekly)

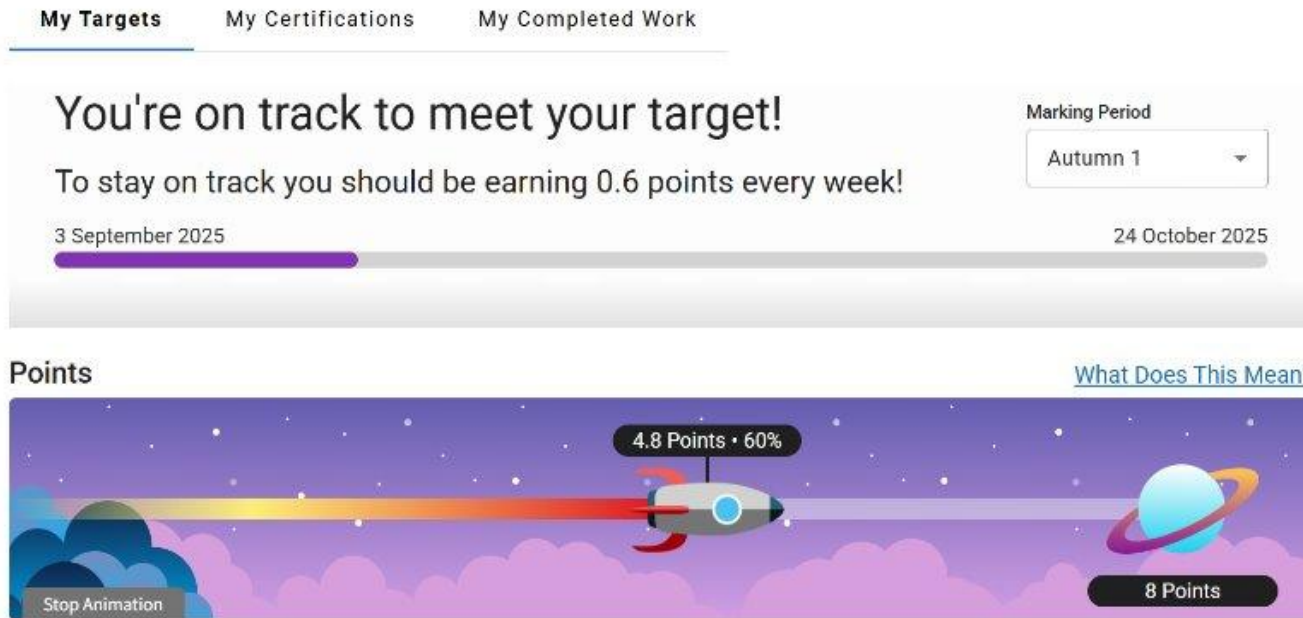
Read a book appropriate for their reading level for at least 15 minutes at home, 2-3 times a week and record their reading in their diary.

Reading improves:

- ▶ Vocabulary
- ▶ Comprehension
- ▶ Concentration
- ▶ Writing skills
- ▶ Boosts their imagination

Renaissance Reading

- Every half term, children sit a “Star Reading” assessment.
- This will inform us of what reading colour your child should be reading.
- This will also give each child a target to aim for that half term.



Support in Year 4 Interventions

- Times tables, maths pre-teach, keep up.
- Spellings, handwriting, guided reading, and writing groups
- Hotspot readers (daily)
- Social group, sensory circuits (AM)
- SRP support
- Intervention groups are subject to change



Trips/key dates

▶ AUTUMN TERM:

- ▶ 22nd September: Sky Studios Experience (group 1)
- ▶ 20th October: Sky Studios Experience (group 2)
- ▶ Monday 13th October: 4F Wetlands Water Cycle Workshop
- ▶ Tuesday 14th October: 4D Wetlands Water Cycle Workshop
- ▶ Thursday 16th October: 4H Wetlands Water Cycle Workshop
- ▶ 10th November & 11th November: St Leonards Court Air Raid Shelter visit.
- ▶ 12th November (just after drop off!): The Year 4 WW2 assembly to parents - we ask for children to wear clothes linked with the war years (eg:1940s).

▶ SPRING TERM: Richmond History Museum/ Roman Day

▶ SUMMER TERM: Holly Lodge / Residential to Sayers Croft



Year 4 residential SAYERS CROFT:

Monday 29th June - 1st July
Outdoor learning Centre

- Activities
- Sleeping arrangements
- Registrations and payments



Thank you!



If you have any questions, please ask :)

Alternatively, you can contact our parent
reps who will be able to forward any
questions on to us..