

Welcome to Year 4

Miss Devlin
Miss Fuller
Ms. Hutchings
Miss May



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*

Attendance:

School aim for all students is 97% - no more than 5 days of learning missed.

Why is good attendance important?

- So that children are able to make the most of the educational **opportunities** available to them
- It supports children in achieving their **full potential** in learning. Missing even a single day of school can make it harder for children to keep up
- It increases their **sense of belonging** at school, linked directly to mental health
- It enables children to **establish a resilient work ethic** early in life
- It improves children's **future life chances**



Timetable

YEAR 4 WEEKLY TIME TABLE

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MONDAY	GUIDED READING	ENGLISH			KS2 SINGING	B	MATHS	MATHS KEEP UP	L	SCIENCE				STORY TIME	
TUESDAY	GUIDED READING	SWIMMING/PE			ASSEMBLY	R	MATHS	MATHS KEEP UP	U	ENGLISH			PSHE	STORY TIME	
WEDNESDAY	HANDWRITING	GUIDED READING	ENGLISH			E	MATHS	MATHS KEEP UP	N	ARITHMETIC	HISTORY/GEOGRAPHY			ASSEMBLY	STORY TIME
THURSDAY	FRENCH MUSIC COMPUTING				A	X TABLES TEST	MATHS	C	SPELLINGS	ENGLISH			GUIDED READING	STORY TIME	
FRIDAY	LIBRARY	ART/DT			K	CHESS		H	NSS		FRENCH MUSIC COMPUTING			STORY TIME	

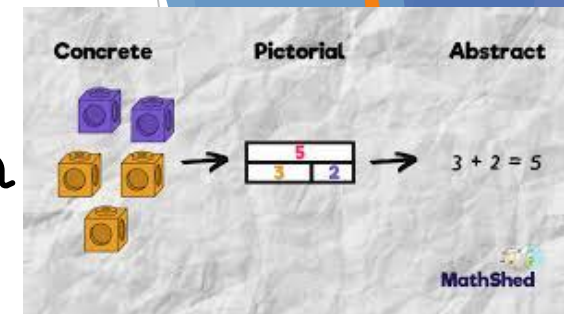
Curriculum Overview

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					
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 and formal 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 VIEW	Number Decimals A VIEW	
	Number Decimals B VIEW	Measurement Money VIEW	Measurement Time VIEW	Consolidation	
	Geometry Shape VIEW	Statistics Position and direction VIEW	Geometry Position and direction VIEW		
Spring term					
Summer term					

- Pre-teach
- TT
- Keep Up
- Catch Up

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 12×12
- ▶ 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
- ▶ ttrackstars.com



Multiplication Tables Check

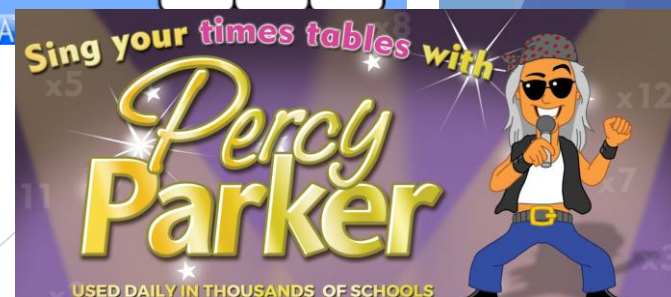
This activity exactly mirrors the 'Multiplication Tables Check' that will be given to children at the end of Year 4. They are tested on their multiplication tables up to 12×12 . There are twenty-five questions and children have six seconds to answer each question and three seconds between questions. 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



English

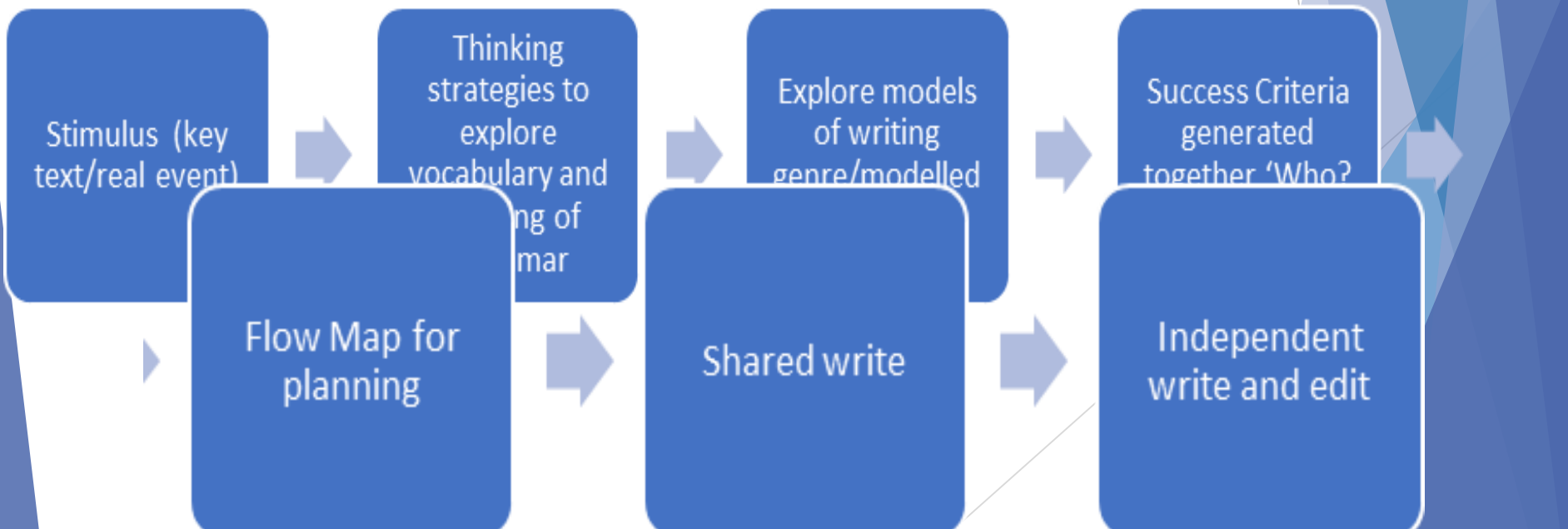
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- Whole class guided reading
- Writing journey

How can I support my child with their reading comprehension at home? <i>You could try one or more of these activities at home with your child when you hear them read at home.</i>	
	<u>Vocabulary</u> Pick out two or three words from the text they have read and use the passage to discuss their meaning. Talk about other words that have the same meaning.
	<u>Infer</u> Discuss a character's personality or feelings - ask your child "how do you know this?" See if they can spot something that is suggested but not said e.g. "the boy's hands were trembling" - we can infer that he might be nervous.
	<u>Predict</u> At the end of the chapter, encourage your child to make a prediction about what might happen next, based on what they know.
	<u>Explain</u> Pick an event from the chapter and encourage your child to explain and why they think it might be included. Find a phrase or word and discuss why the author used it - what effect does it have on the reader?
	<u>Retrieve</u> See if your child can retrieve key information from the chapter you've read with them e.g. names/ details/ events.
	<u>Summarise</u> At the end of the chapter/pages - see if your child can sum up the key points of what they have just read.



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

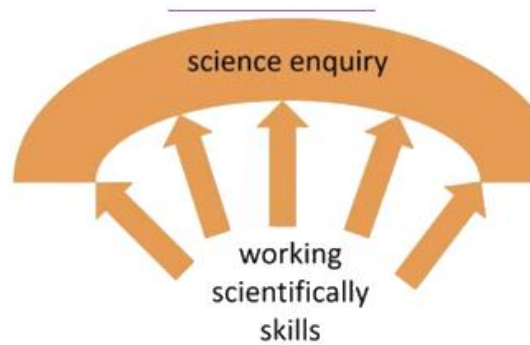
Electricity

Sound

States of matter

Living things and their habitats

Animals including humans



WORKING SCIENTIFICALLY PIE

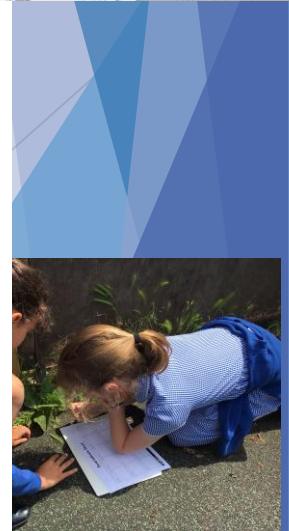
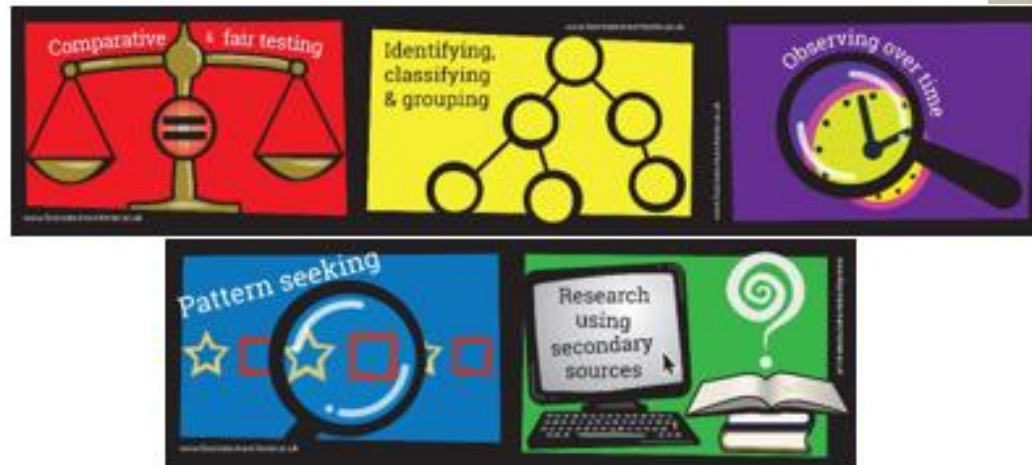
- Interpreting & Communicating Data
- Make Predictions
- Evaluating
- Ask Questions
- Observing & Measuring
- Setting Up Tests
- Recording Data



How do we investigate in science?

Types of Enquiry

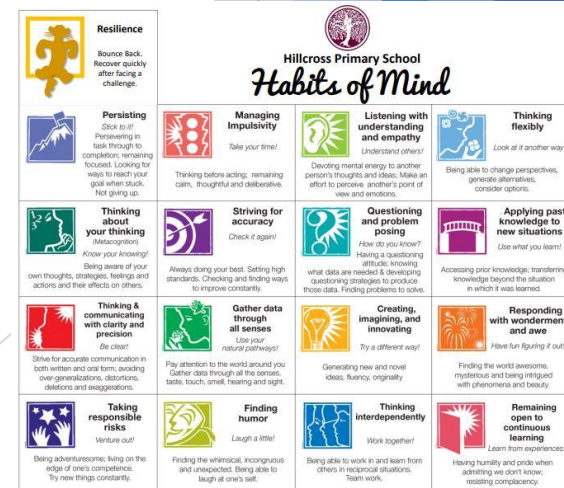
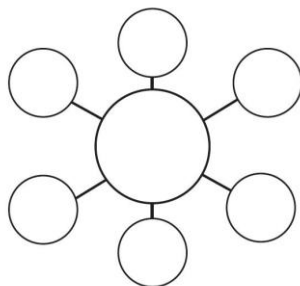
IPROF



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

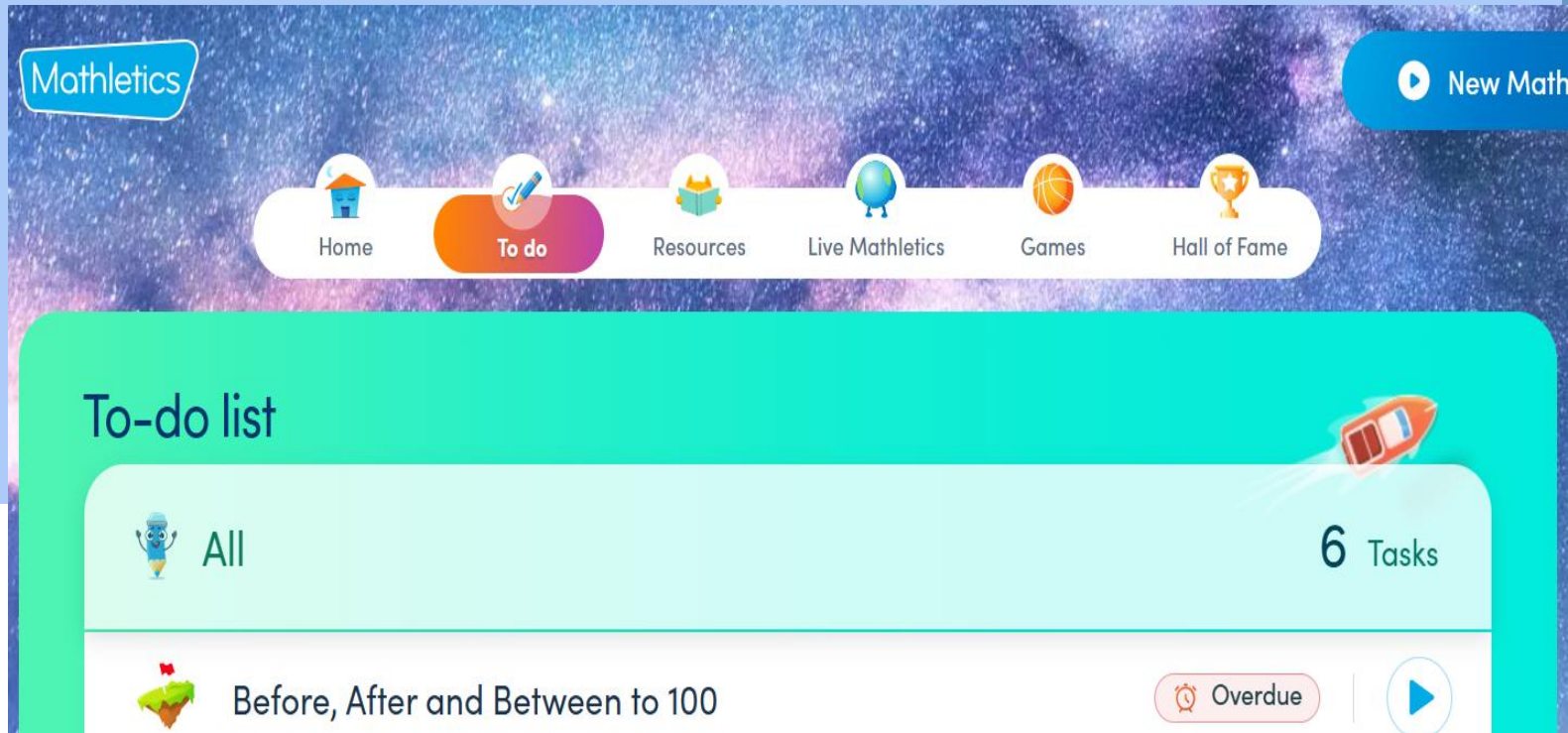
- Cross-curricular links - e.g. WW2 through history, geography, art and DT
- Music/computing/French - mixed groups
- Thinking school tools - thinking hats, maps and habits of mind



Homework (Checked on Thursdays)

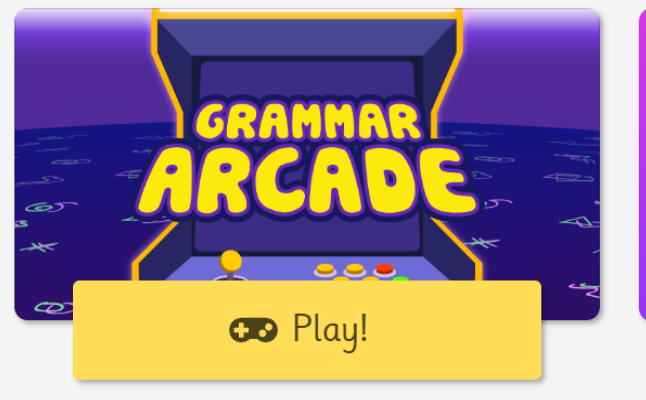
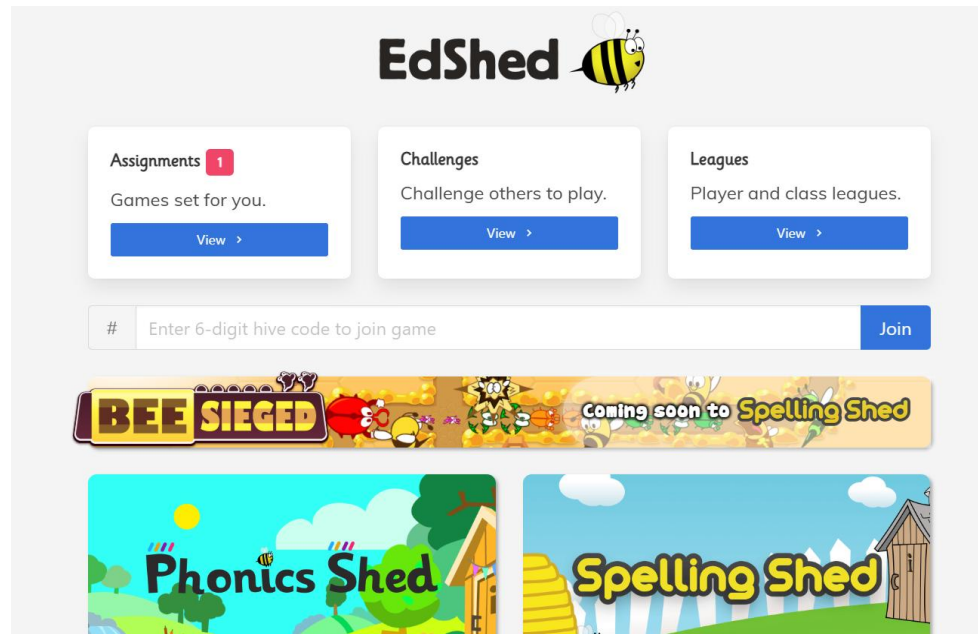
Mathematic Homework

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



Homework (Checked on Thursdays)

- edshed.co.uk (spelling)



Homework (Checked weekly)

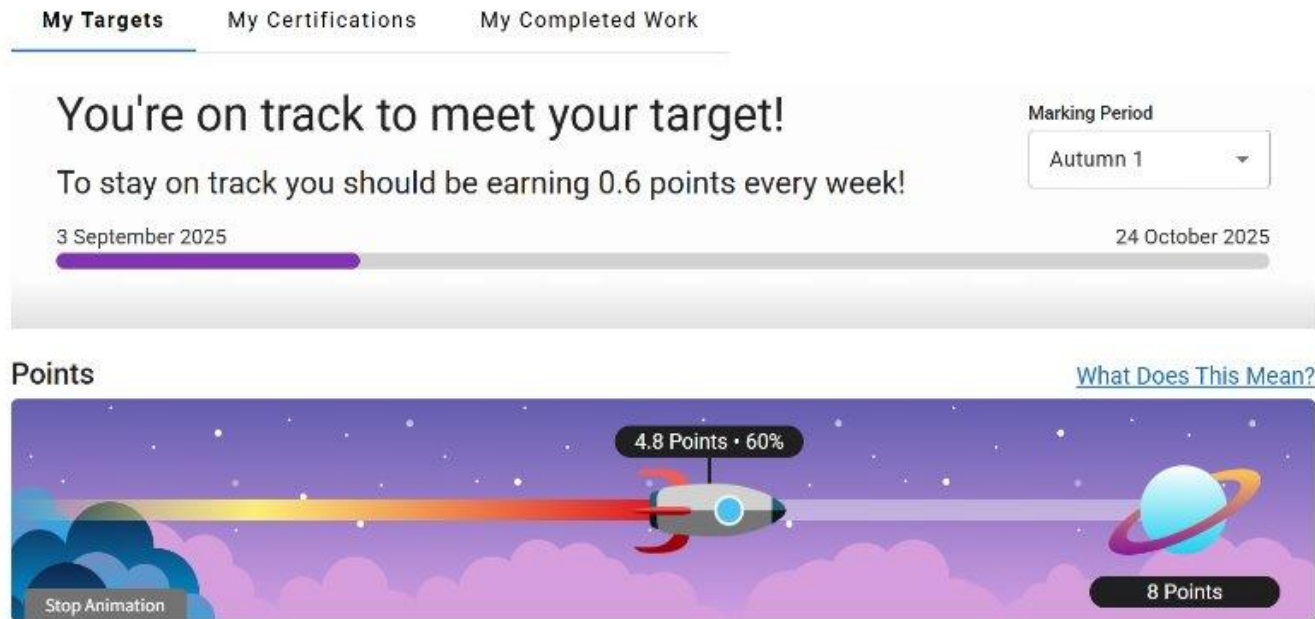
Read a book appropriate for their reading level for at least 15 minutes at home, 2-3 times a week and record their reading in their diary.

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 and catch up and Planet Maths.
- Spellings, handwriting, guided reading, phonics and writing groups
- Hotspot readers (daily)
- Social group, sensory circuits/soft start (AM)
- SRP support
- Intervention groups are subject to change



Trips/key dates

▶ AUTUMN TERM:

- ▶ Monday 12th October: 4F Wetlands Water Cycle Workshop
- ▶ Tuesday 13th October: 4D Wetlands Water Cycle Workshop
- ▶ Thursday 15th October: 4H Wetlands Water Cycle Workshop
- ▶ 17th November & 25th November: St Leonards Court Air Raid Shelter visit.
- ▶ 11th 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 28th - 30th June
Outdoor learning Centre

- Activities
- Sleeping arrangements
- Registrations and payments
- Parent meeting



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..