

# Year 4

*Growing and Learning  
Together*



# Staff

## Class Teacher

Y4 Zephaniah      Miss Ffrench

## Support Staff

- Miss Breda

## PPA cover (Wednesday)

- Mrs Shilling (PE)



# Daily Routines

- Year 4 begin their day at 8.45am.
- End of day – 3.20pm. Please collect promptly. Y4 children are not allowed to walk home alone yet.
- Break Time – 10.30 – 10.45am. Children may bring in fruit for a morning snack. Milk can be ordered through office.
- Lunch Time – 12.30-1.30pm

**Please ensure all children have a water bottle in school – plain water only.**

## **PE days**

- Wednesday – Mrs Shilling
- Thursday until half term - Cricket coach
- Friday - Miss Ffrench (after half term)



# Uniform

All our children are expected to wear the school uniform, as listed below:

- Navy blue sweatshirt or cardigan, with school logo
- Light blue polo shirt, with school logo
- Grey trousers or knee-length shorts (not sports shorts)
- Navy blue skirt
- Navy blue pinafore dress
- Navy blue gingham summer dress
- Black, grey or white plain socks
- Navy tights, woollen style only
- Sensible, supportive black shoes (not trainers)

**Jewellery is not part of the school uniform and we strongly discourage the wearing of jewellery, including earrings, ear studs and any kind of nail accessory. Children may wear a simple wrist-watch, but not a smart watch (eg. Apple Watch, Fitbit or other similar devices). Discrete headbands and hair accessories are acceptable, in the school colour of blue.**

**PLEASE ENSURE ALL UNIFORM IS NAMED**



# Uniform

## PE kit:

- Navy blue sweatshirt or cardigan, with school logo
- Light blue polo shirt, with school logo
- Plain **navy** blue jogging bottoms or sports shorts (not grey and **no leggings**)
- Trainers (dark and as plain as possible, no fluorescent colours)

**Jewellery is not part of the school uniform and we strongly discourage the wearing of jewellery, including earrings, ear studs and any kind of nail accessory. Children may wear a simple wrist-watch, but not a smart watch (eg. Apple Watch, Fitbit or other similar devices). Discrete headbands and hair accessories are acceptable, in the school colour of blue.**

**PLEASE ENSURE ALL UNIFORM IS NAMED**



# Aims of the National Curriculum in Mathematics

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



# How do we teach Maths?

Introduce new concept using concrete manipulatives



Continue working on new concept using pictures



Continue working on new concept using abstract



Arithmetic work linked to concept



Reasoning, problem solving and investigations linked to concept

We work out how long each individual child will need at each stage. Children may go through all three stages in one lesson.



# Maths This Term

We will be focusing on :

**Place value** – Rounding to the nearest 10, 100 and 1000, finding 1, 10 & 100 more or less, ordering and comparing 4 digit numbers, counting in steps of 1000, Roman numerals and negative numbers.

**Addition and subtraction** – Adding and subtracting 2, 3 & 4 digit numbers using efficient methods.

**Reasoning problems** – Proving/disproving statements linked to place value and addition/subtraction. Providing examples for 'Always, sometimes, never' statements





# Examples of reasoning

Is the statement true or false?

20 hundreds is equal to 2,000

Explain your answer.

5a. Some friends are describing a number on a number line.



The number is more than 2,450.



Sue

The number is more than 2,500.



Mikey

Who is correct? Explain your reasoning.



Tiny is working out the missing values on a scale.



$$1,000 - 0 = 1,000$$
$$1,000 \div 6 = ?$$

Explain the mistake that Tiny has made.



# Examples of problem solving

Alex has four digit cards.



**a)** She makes a 4-digit number.

The digit in the thousands column is double the size of the digit in the tens column.

What numbers could Alex have made?

**b)** Next, Alex uses all the digit cards to make an even number.

What numbers could Alex have made?



# Aims of the National Curriculum in English

The aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



# English This Term

## Shared Reading

George's Marvellous Medicine by Roald Dahl

## English

We found out about our class author, Benjamin Zephaniah. We are now reading 'George's Marvellous Medicine' and using the story to inspire our writing.



# Reading

- All children must read every day for at least 15 minutes.
- Children should have a book to take home to read or have a book from home to read. This book should be changed regularly.
- Reading diary is to be brought into school **every day**. It will be checked once a week.
- Reading diaries should be completed by you or your child at least five times a week, with 2 comments being initialled by a parent/carer.
- Your child should be filling this in with detailed comments, which explain their opinions about the book that they are reading.





# Topics Covered in Year 4

<u>Curriculum</u>	<u>Science</u>	RE	Computing
<ul style="list-style-type: none"><li>• Ancient Egypt</li><li>• The Rainforest</li><li>• Romans in Britain</li><li>• Asian Adventure</li></ul>	<ul style="list-style-type: none"><li>• Living things and their habitats</li><li>• Animals, including humans</li><li>• States of matter</li><li>• Sound</li><li>• Electricity</li></ul>	<ul style="list-style-type: none"><li>• Islam</li><li>• Christianity</li><li>• Hinduism</li></ul>	<ul style="list-style-type: none"><li>• Computing systems and networks – the internet</li><li>• Creating media – audio and photo editing</li><li>• Programming – repetition in shapes and games</li><li>• Data &amp; Information – data logging</li></ul>



# School trips

- I have currently booked two school trips for this academic year.
- Horniman Museum in November for a workshop on our Ancient Egypt topic.
- Science Museum in January for a workshop on how the digestive system works.
- Both trips will have a small fee, due to the workshops. Look out for letters via Weduc closer to the time.



# Class assemblies

- Class assemblies are going to be structured differently this year.
- Each year group will have 1 assembly during the spring term.
- Assemblies will be on **Thursday** mornings at 9:00.
- We will have other points during the year where we will invite you in to see all the great work we've been getting up to.





# Behaviour Expectations

I am extremely pleased with Year 4's behaviour and how well they have settled in. The children are trying really hard!

We will be following the whole school, 'Good to be Green' behaviour system.

## Green Card

Great! You are on track. Dojo may be awarded at the end of the lesson.

## Yellow Card

Oh no! You are not making the right choices. This is a warning card.

## Red Card

You have continued to make the wrong choices. Time out on the reflection table in another class is needed.

**Children will have the opportunity to get back onto green when on a yellow card, if they make the right choices.**



# Class Dojo

- Dojos will track good work and behaviour.
- Class Dojo is the best way for me to communicate with you so please make sure you are signed up and have access to the app on your mobile device.
- Please let me know if you are having any trouble with this and I can try my best to support.



ClassDojo



# School communication

- Monks Orchard are currently using Weduc for parent communication.
- Please ensure your contact details are up to date should we need to contact you at any point
- Please make sure you are signed up and have access to the app on your mobile device so that you don't miss out on important letters/updates from the school.
- We are currently using Parent Pay for school dinner allowances.



# Homework Expectations

All children will have a login to access **Google Classroom** and **Times Table Rockstars**. Please get in touch with me if you need a reminder of login details.

- Homework and spellings are set on a **Thursday** via Google Classroom.
- Homework should be handed in (online or in their book) by the following **Tuesday**.
- Each week, the children will be expected to complete a **Maths Shed** game online. After half term, English will be added as well.
- Children will occasionally have a project or homework linked to their topic.



# Spellings

- Children will be given spellings to learn over the week.
- These are taken from the statutory Year 3/4 word list and also from spelling patterns the children are expected to know from the English curriculum.
- They are expected to write each spelling out 5 times and practise them. They will include these words in sentences in weekly grammar lessons.
- **Spelling Test: Tuesday**



# Assessment

- **Reading** – a combination of teacher assessment, through shared reading and testing.
- **Writing** – through teacher assessment, in line with the national curriculum. This will be a combination of unaided writing and writing that has had adult support.
- **Maths** – through teacher assessment and testing.
- **Multiplication tables check** – June 2024



# How can you help your child?

- Read with your child, encouraging them to more challenging novels. Try to ask questions like 'How do you know?' 'What do you think?' to encourage them to look for evidence in the text or make predictions
- In supermarkets and shops, give the children word problems to solve e.g. I need 600g of pasta for dinner but they are only sold in packets of 500g, how many packets will I need?
- Encourage your child to use Times Tables Rockstars.
- Use [www.topmarks.co.uk](http://www.topmarks.co.uk) and [www.mathsshed.com](http://www.mathsshed.com) for educational games.



# Digital Citizenship (E-Safety)

- Please do monitor your child's use of social media – are they using sites that are not really age appropriate? (WhatsApp, Facebook, Fortnite etc.)
- Do you know what they are watching and who they are 'talking' to?
- We will be covering Digital Citizenship in Computing.





**I look forward to  
working with you this  
year.**

