

Year 4

*Growing and Learning
Together*



Meet the Staff

In Class Support

Miss James

Mrs Visrolia

PPA cover (Fridays)

Mrs Visrolia



Daily Routines

- Year 4 begin their day at 8.45am.
- End of day – 3:20pm.
- Break Time – 10:45am – 11:00am. Children may bring in fruit to have at break time.
- Lunch Time – 12.30pm – 1:30pm. Year 4 go straight to lunch at 12:30pm.



Uniform

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

School Uniform	PE Kit
<ul style="list-style-type: none">• 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)	<ul style="list-style-type: none">• 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



What will we be
learning?



Timetable

	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Before Break 08:50 - 10:45	8:50 - 9:15	Assembly	Accuracy: Spell Test	Assembly	Assembly	Finish RE
	9:15 - 10:20	Maths	Times Tables: Test	Maths	Maths	Maths Hall slot 09:00-09:40
			Shared Reading: Introduce New Text			
10:20 - 10:45	Spanish	PE	Accuracy: Grammar	Accuracy: Punctuation	Times Tables	
After Break 11:00-12:30	11:00 - 12:10	English	Digital Citizenship	English	English	English
	12:10 - 12:30	Times Tables	Accuracy: New Spelling Rule	Shared Reading	Shared Reading	Shared Reading
After Lunch 1:30pm - 3:15	1:30 - 1:50	Independent Reading TAs to look over spelling for Tuesday	Independent Reading	Independent Reading	Independent Reading	Independent Reading
	1:50 - 3:00	Topic	Topic Music Room Slot 1:30 - 2:15	Science	PE	Topic / Science
					RE	
3:00 - 3:15	Class Story	Class Story	Class Story	Class Story	Class Story	

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 - Writing

- Grammar.
- Punctuation
- Spellings
- English Lessons

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s 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>]
Sentence	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>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	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>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial



English - Reading

- Shared Reading
- Independent Reading
- Class Story



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.



Maths

- The Phonics of Maths concentrating on 2's,4's,8's timestable
- Maths Lessons and Fast 10



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

Multiplication Tables Check

- The purpose of the check is to determine whether pupils can fluently recall their times tables up to 12, which is essential for future success in mathematics.
- The MTC is an on-screen check consisting of 25 times tables questions. Your child will answer 3 practice questions before moving on to the official check and will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.



Homework and PE

- PE – Tuesday and Wednesday.
- Homework: Goes out on a Friday and needs to be in the following Tuesday.
 - Spelling: Children will be sent home with 10 words from the spelling rule taught. They should complete the spelling sheet. The following Tuesday, they will have a spelling test. This will consist of:
 - 7 of the words sent home
 - 2 words from spelling rules previously tested
 - 1 word from the statutory Year $\frac{3}{4}$ spelling list
 - Maths
 - English
 - Foundation



For this week's spellings...

we are looking at words with an /aw/
sound spelt with 'au' or 'augh'.

cause

clause



Name:

Spelling Week 1 - words with an /aw/ sound spelt with augh or au.

Word	Copy	Copy	Sentence



Spelling List – Year 3 and 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	(although)
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women



Reading

- All children should read every day for at least 15 minutes at home.
- A reading diary is being sent home.
- Your child should be filling this in on a daily basis with detailed comments, which explain their opinions about the book that they are reading.
- We expect at least 3 detailed comments to be written (by you or your child) and for it to be signed by you each week.



TOPICS

Covered in Year 4

<u>Curriculum</u>	<u>Science</u>	RE	Computing
<ul style="list-style-type: none"> Ancient Egypt Roman Britain Weather and climate My region and Campania Italy 	<ul style="list-style-type: none"> Living things and their habitats Animals, including humans States of matter Sound Electricity 	<ul style="list-style-type: none"> Islam Christianity Hinduism 	<ul style="list-style-type: none"> Computing systems and network Creating media- Audio production Programming A- Repetition in shapes Data and Information-Data Logging Creating media- photo editing Programming B- Repetition in games



Class Dojos

- Children will receive Dojos for showing a good attitude to their learning, participating and working hard.
- This will also be the main method of communication.



Behaviour Expectations

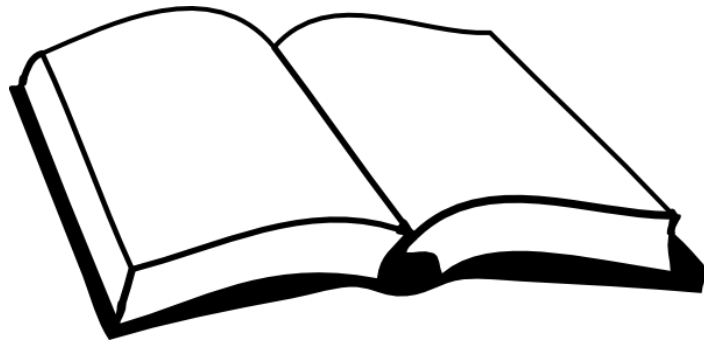
Green Card	Great! You are on track. Dojos can be awarded.
Warning	Flag to the child which expectation they need to work on.
Yellow Card	Oh no! You are not making the right choices. This is a warning card.
Red Card	You have continued to make the wrong choices. Miss some break time.
2nd Red Card	Work in another class.

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



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.



How can you help your child?

1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'



4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'



How else can you help your child?

- Ensure your child completes their homework to the same standard as their classwork.
- 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 for good maths games.
- Talk to us.



Digital Citizenship (E-Safety)

- Please do monitor your child's use of social media
- Do you know what they are watching and who they are 'talking' to?
- We will be covering Digital Citizenship in Computing.
- In Year 4, phones should not be brought into school. Please refer to the relevant policy.



We look forward to
working with you this
year.

