

Year 4 Parent Meeting

Mrs Ridley

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2023-2024

Curriculum Overviews



Curriculum Coverage for Year 4 Autumn Term



Curriculum Area	Coverage
English	Year 4 will begin their year by reading Charlie and the Chocolate Factory by Roald Dahl. We will cover a range of grammar, spelling and punctuation objectives to develop writing including fronted adverbials, use of apostrophes, conjunctions and inverted commas for speech. The children will write their own Rags to Riches narrative piece of writing, based on the famous story about Charlie Bucket. After half term, we will focus on explanation texts and will focus our writing with on our history topic The Ancient Greeks and our science topic The Water Cycle.
Mathematics	This term, your child will be concentrating on enhancing their understanding of number and measurement (area of rectilinear shapes by counting squares). In addition to place value (including: digits up to 10,000, negative numbers and Roman Numerals), we will be focusing on using formal methods to solve addition and subtraction calculations. We will also be working on recall of times tables with multiplication and division (up to 12 x table).
Science	To start our science learning in year 4 we will focus on Grouping and Classifying living things. We will learn more about grouping different animals, vertebrates and invertebrates, plants and using classification keys. After half term, we will begin by looking at States of Matter. We will be learning about different solids, liquids and gases and investigating their properties.
Religious Education	Within RE, children explore Gospel and will reflect on teaching surrounding the question 'What kind of world did Jesus want?' – the children will learn more about the teachings of parables and the hidden meaning of spreading goodness. We will then learn about Incarnation/God and focus on the meaning of the Holy Trinity.
Computing	Your child will be learning about safety online during this term. We will be learning how to use technology safely, respectfully and responsibly. Furthermore, we will be discussing how to identify acceptable and unacceptable behavior online, as well as how to report concerns about content and contact. Finally, we will learn about SMART rules which will help us to stay safe online.

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History and Geography	Our topic for this term is 'Who were the Ancient Greeks?' We will be looking at generating and answering historical questions, sequencing events, famous people from that era, the birth of the Olympics and Gods and Goddesses.	
Music	Your child will receive a weekly music lesson from Apollo Arts. This term we will learn more about playing the ukulele and singing.	
Art and DT	DT will be looked to our class story and we will be looking at bars of chocolate currently available on the market, designing our own chocolate bar and creating the packaging for it. Art is a unit based on formal elements of Art and this will include texture and pattern; mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate an ancient geometric pattern.	
RSHE	This term we will be looking at belonging: belonging to a range of different teams, being a good school citizen, rights and responsibilities within school and the community and exploring the concept of choices – reward and consequences.	
P.E	Your child will take part in two PE sessions per week. Autumn 1: Session 1 is Tag Rugby with Mr Murray and Session 2 is cross country. Autumn 2: Session 1 is Sports Hall Athletics and Session 2 is Multi Skills.	
French	Autumn 1: Les animaux Animals and pets, Word order in a sentence, Adjectival agreement(masc/fem)	Autumn 2: La famille Identifying members of your family, The 1st Christmas: a special family
Homework	Spellings: These will be handed out weekly on a Tuesday. You also have the resource Spelling Shed, where weekly spellings are uploaded. We ask for a minimum of 10 games weekly or spelling work to be evidenced in the yellow book provided. Home reading book to be shared at least 3 times a week and comments made in their reading diary.	

Within all curriculum areas we ensure that all children are able to access the curriculum including those with SEN and be appropriately challenged.

Thank you for your support, Mrs Ridley

Independent Learner

- Being a good listener
- Asking for help
- Positive attitude
- Good concentration
- Sharing ideas with others
- Completing homework on time (reading)
- Perseverance



Homework

- Spellings: taught and sent home on a Tuesday. To be completed on Spelling Shed (10 games) or completed in yellow book. Tokens are awarded to children who have completed spellings.
- Spelling test currently takes place on a Monday
- Homework task set on a Thursday (homework can focus on various elements of the curriculum – usually set on an online platform e.g. MathShed (multiplication focus))
- 3 reading comments in reading diary per week

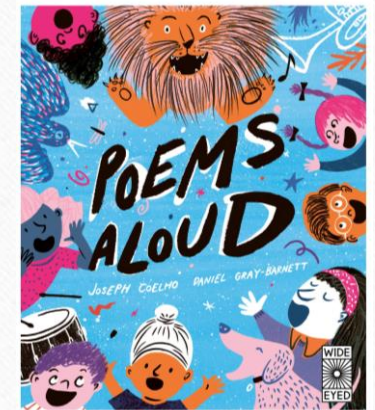
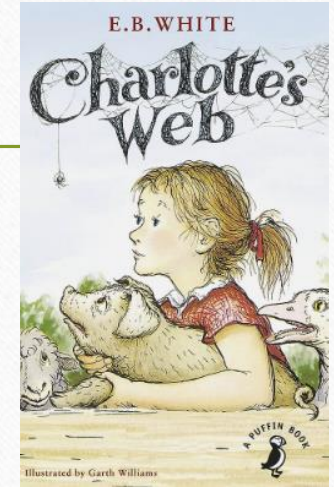
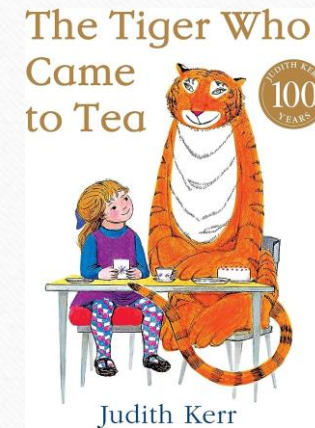
Reading: Purpose (Accelerated Reading)

- STAR reading test taken half termly to assess progress and update ZPD
- ZPD code links to book suited to your child's needs, your child then chooses a book from this colour band (closest)
- At the end of each book, your child will answer some comprehension questions to assess their understanding. This is monitored in school and any concerns will be shared. A pass is classed as 80% or more. Tokens are awarded for quiz passes.

Orange	0-1.9
Turquoise	2-2.4
Purple	2.5-2.9
Gold	3.0-3.4
White	3.5-3.9
Lime	4.0-4.4
Silver	4.5-4.9
Topaz	5.0-5.4
Dark Blue	5.5-5.9
Green	6.0-6.9
Grey	7.0-7.9
Yellow	8.0-8.9
Pink	10+

Reading: Pleasure

- Children are able to select a reading book from our class library/school library
- These books are not set at 'reading levels' as such, and is purely a book to enjoy. There are no quizzes attached to these books.
- It may be necessary to support your child with reading the book (vocabulary)



Maths

- We follow the Whiterose scheme. These are research-based schemes of learning which are designed to support a mastery approach to teaching and learning and are consistent with the aims and objectives of the National Curriculum.
- We follow the Mastery approach to teaching mathematics, aiming for a deepened understanding of the curriculum. This involves being able to problem solve by applying knowledge to word problems (identifying important information) and explaining how and why to approach a problem in a particular way.
- We use the resources provided which include reasoning and problem solving questions.

Times Table Rock Stars

- Times Tables Rock Stars is an award-winning maths learning platform that helps pupils practise and recall their times tables like a rock star, using paper worksheets, and playing online adaptive question-based games via the app and browser.



Mathematical Methods

- We will complete weekly arithmetic tests to help your child to improve their recall of mathematical methods.
- 10 – 15 minute fluency sessions daily. This will recap their learning of mathematical methods from Year 3 and previous.
- Maths Journals – the children will be using these as a revision guide to record down key information about the new mathematical methods they are learning in their Maths lessons.

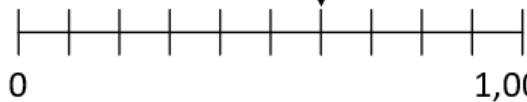
Flashback 4

- It is designed to improve children's recall of the key arithmetic procedures required to be at ARE (age related expectations) in their year group.
- The purpose is to increase fluency in maths and provide consistent revision of arithmetic, helping children to retain information from lessons.
- Flashback 4 is four mathematical questions which recap previous learning. The children are given 10 minutes to answer the questions and then as a class we discuss and mark the questions.
- We don't expect to see full marks every day but expect to see an improvement gradually

Flashback 4 Year 4 | Week 1 | Day 4

10×1

1) What number is the arrow pointing to?




0 1,000

2) How many people visited the museum on Friday?

	Adults	Children
Monday	45	43
Friday	21	93

3) How many pairs of parallel lines does a rectangle have?

4) How many centimetres are in one metre?



Maths (Multiplication Check)

- All Y4 children across the country will sit a multiplication test (June)
- This will consist of 25 questions from all 12 multiplication tables and the children have 6 seconds to answer it.
- Every week we have a focussed times table and complete many tasks around the quick recall of those facts in class.
- The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.
- Below are examples of what your child can access at home to support their learning.







- Topmarks – daily 10 (allows them to select how long they have to answer the questions), Hit the Button
- BBC Super Movers
- Times table grids – timed activity
- Multiplication wheels and the children can take home sheets to practise with
- Rote call – $1 \times 2 = 2$, $2 \times 2 = 4$, $3 \times 2 = 6$
- Writing them down in order
- Timestables.co.uk →








https://talkingtimestables.uk/y4_ks2_mtc_practice_tests_multiplication_tables_check.php

<https://urbrainy.com/mtc>

<https://www.timestables.co.uk/multiplication-tables-check/>

Marvellous Maths

Superhero Tests	
	CAPTAIN MARVEL Subitising up to 10
	ANT MAN Doubles and halves
	SILVER SUFER Number bonds to 10
	CAPTAIN AMERICA Identify missing numbers when counting on and back in ones.
	MR FANTASTIC Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
	INCREDIBLE HULK Can count on or back in ones, twos threes, fives and tens

	BATMAN 10 x, 5 x, 2 x 10 ÷, 5 ÷, 2 ÷
	HAWK-GIRL 4X, 8x 4÷, 8÷
	THOR 3 x, 6 x 3 ÷, 6 ÷
	BLACK WIDOW 9X, 7X, 9÷, 7÷,
	BLACK PANTHER 11X, 12X 11÷, 12÷
	SUPERMAN 12X12 with corresponding division knowledge
	CATWOMAN

- Year 4 stops at fluent recall of 12 x 12 times table with division knowledge
- Your child will be tested until this point and will then stop due to curriculum teaching

Grammar, Spelling and Punctuation

1	2	3	4	5	6	7	February	1	2	3	4	5	6	7
Writing basics: <ul style="list-style-type: none">- a/an according to consonant or vowel start- range of sentences with more than one clause by a wide range of conjunctions (when, if, because, although)- express time, place and cause using conjunctions: when, before, after, while, so, because- Express time, place and cause using adverbs (then, next, soon, therefore)- Express time, place and cause using prepositions (before, after, during, in, because of)- Inverted commas for direct speech- Use of perfect form instead of simple past (He has gone out to play/He went out to play)					Pronouns: Choose appropriate for clarity and cohesion (avoid repetition)			Fronted adverbials: how to use them e.g. Later that day, I heard the bad news. Using commas after fronted adverbials				Apostrophes: Indicate possession with plural nouns, know the grammatical difference between plural and possessive -s, use apostrophes to mark plural possession		
1	2	3	4	5	6	7		1	2	3	4	5		
Speech: use and punctuate direct speech, use inverted commas and other punctuation to indicate speech (e.g. use a comma after the reporting clause; end punctuation with inverted commas e.g. The conductor shouted, "Sit down!")			Noun phrases: Use noun phrases by modifying adjectives, nouns and preposition phrases (e.g. The teacher/The strict maths teacher with curly hair)			Suffixes: -ure		Standard English: we were/we was, I did/I done		Paragraphs: use to organise ideas around a theme				
The suffix '-ous'. The final 'e' of the root word must be kept	The 'ee' sound spelt with an 'i'	The suffix '-ous'	Challenge Words	The 'au' digraph	The suffix '-ion' when the root word ends in 'ti' or 'te' the suffix becomes '-tion'	The suffix '-sion' when the root word ends in 'ss' or 'mit'		The suffix '-cian' used instead of '-sion' when the root word ends in 'ci' or 'ci'	Adding '-ly' to create adverbs of manner	Challenge Words	Homophones	The /s/ sound spelt c before 'i' and 'e'		
1	2	3	4	5	6			1	2	3	4	5	6	
Suffix: -ation	Suffix: -ly	Suffix: -ous	Suffix: -tion	Suffix: -sion	Suffix: -ssion			Suffix: -cian	Revision for cohort need					

Handwriting and Writing

Everything went back to normal, then the wind started howling and whistling like a wolf. The curtains were rippling. The floorboards were creaking and clock was ticking. Annix was worried, confused, scared and frightened. Then once again, everything went back to normal.

The pirates searched day and night for the locket. At the end of the day, it still wasn't found. It was pitch black, everyone was asleep except for the captain. The captain heard a low growling voice.

The captain walked towards the deck of the boat. The guards were lying on the floor motionless.

Zero caught sight of a half scrunched up letter. "Hey Stanley is... is that your name?" asked Zero inquisitively. "You know Stanley's my name!" replied Stanley in slight frustration. "Nah, I meant is that your name written on this letter?" He inquired yet again. Stanley enthusiastically tore open the letter.

- Handwriting is joined and consistent in size

Attainment Outcomes

Y4	Grammar		
	1. I can extend my sentences with more than one clause by using a wider range of conjunctions eg when, if because, although 2. I can choose nouns or pronouns appropriately for clarity and cohesion (children do not switch person within their writing) 3. I can choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition 4. I can use expanded noun phrases for effect 5. I can use fronted adverbials 6. I can use Standard English forms of verb inflections eg 'we were' not 'we was' 7. I can use the correct determiner in my writing 8. I can use these words when talking about writing: <i>determiner (article, demonstratives, quantifiers, possessives), pronoun, possessive pronoun, adverbial)</i>		
	At greater depth To use all the above for different genres		
	Punctuation		
	1. I can use full stops, capital letters, exclamation marks and question marks (mostly correctly in sentences including more than one clause) 2. I can punctuate direct speech using inverted commas, capital letters to start and punctuation to end (mostly correctly) 3. I can use commas for lists 4. I can use commas after fronted adverbials (mostly correctly) 5. I can indicate possession by using the possessive apostrophe with singular and plural nouns (mostly correctly)		
	At greater depth To use all the above for different genres		
	Composition	Vocabulary	Spelling
	1. I can plan my writing using structure, grammar and vocabulary from a given model 2. I can use a range of sentence structures 3. I can create characters, settings and plots 4. I use dialogue in my writing 5. My writing is organised through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings 6. I can use a range of paragraph openers e.g. interesting connectives or phrases 7. I can create connections within and between paragraphs generally maintained through use of ongoing references, e.g. pronouns, adverbials, connectives (<i>Eventually we...</i>) 8. I can make links established between paragraphs, although transitions may be awkward or abrupt 9. My paragraphs may be extended and developed, usually around a topic, main point, event or idea, e.g. with explanation, contrast, additional detail 10. I can begin to include a viewpoint in my writing 11. I can proof read for sense, spelling and punctuation errors including identifying omitted words 12. I can identify areas for improvement in my writing	1. I can use a range of rich vocabulary At greater depth In all writing	1. I can use my knowledge of prefixes and suffixes to help my spelling consistently within my writing 2. I can consistently select the correct homophone to use within my writing 3. I can spell words that are commonly misspelt (See appendix 1)
	At greater depth	Handwriting 1. I can join handwriting with increasing fluency At greater depth	

Y4	Word Reading (W)	Text Comprehension (TC) The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex texts.
	1. I can read aloud with pace, fluency and expression 2. I show awareness of punctuation marks when reading aloud, pausing at full stops, taking question and exclamation marks into account, speech marks for dialogue, commas, ellipsis and brackets	Prediction 1. I can predict what might happen from details stated and implied in a year 4 text Inference 2. I can use inference and deduction skills to discuss: character, moods, feelings and attitudes using the clues from the text 3. I can identify and explain the difference between fact and opinion 4. I can empathise with different characters' points of view in order to explain what characters are thinking / feeling and the way they act Retrieval 6. I can precisely retrieve words and phrases from the text to support discussions around characters' feelings, thoughts and motives using evidence from their actions 7. I can locate information by skimming (for a general impression) and scanning (to locate specific information) 8. I can use text marking to support retrieval of information or ideas from texts (highlighting, notes in the margin) 9. I can use knowledge of the text structure to locate information Summarise 10. I can identifying main ideas drawn from more than 2 paragraph across a text and summarise these
	Word Comprehension (WC)	Language for Effect (L)
	1. I can explain the meaning of words in context based on a Year 4 text 2. I can explain the meaning of a word in context using knowledge of root words, prefixes and suffixes	1. I can identify words and phrases that capture the reader's interest and imagination and explain why I think the author has chosen them 2. I can identify and comment on authors' choice of language where it is used to create mood, build tension or paint a picture through dialogue, action and description Themes and Conventions (TC) 1. I can identify the conventions used in a particular text type and why they are used (eg for reasons of pace and sequence). 2. I can begin to identify the purpose and audience of different fiction/ non-fiction texts and evaluate the success of each of these elements

Children must be able to problem solve, explaining their reasons fluently in each of the skills below.			
AO4	Number and Place Value (NP)		Addition and Subtraction (AS)
	<ol style="list-style-type: none"> 1. I can count in multiples of 6, 7, 9, 25 and 1000 2. I can find a 100 more or less than a given number up to 10 000 3. I can recognise the place value of each digit up to 10 000 4. I can count backwards through zero to include negative numbers 5. I can identify, order, compare and estimate four digit numbers using different representations 6. I can round any number to the nearest 10, 100, 1000 7. I can read Roman numerals to 100 8. I can solve number problems using all of the above 		<ol style="list-style-type: none"> 1. I can add numbers with up to 4 digits using the formal written method of column addition 2. I can subtract numbers with up to 4 digits using the formal written method of column subtraction 3. I can estimate and use inverse operations to check answers to a calculation 4. I can add numbers mentally to a 4 digit number 5. I can subtract numbers mentally from a 4 digit number 6. I can solve two step problems in context
	Multiplication and Division (MD)		Fractions, Decimals, Percentage and Ratio and Proportion (FDP)
	<ol style="list-style-type: none"> 1. I can recall multiplication and division facts for multiplication tables up to 12×12 2. I can recognise and use factor pairs and commutativity in mental calculations 3. I can multiply and divide two-digit and three-digit numbers by a one-digit number using formal written layout to solve problems (<i>see guidance</i>) 4. I can multiply and divide by 10, 100 		<ol style="list-style-type: none"> 1. I can recognise and show, common equivalent fractions 2. I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten 3. I can solve problems involving increasingly harder fractions to calculate quantities 4. I can solve simple problems involving measures and money to 2 decimal places 5. I can add and subtract fractions with the same denominator 6. I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and of tenths and hundredths 7. I can round decimals with one decimal place to the nearest whole number 8. I can compare numbers with the same number of decimal places up to two decimal places
	Statistics (S)	Measure (M)	Geometry (G)
	<ol style="list-style-type: none"> 1. I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs 2. I can use comparison when interpreting information presented in bar charts, pictograms, tables and other graphs 	<ol style="list-style-type: none"> 1. I can convert between different units of measure in order to compare and calculate 2. I can measure and calculate the perimeter of rectilinear figures and find their area by counting squares 3. I can read, write and convert time between analogue and digital 12- and 24-hour clocks 4. I can solve problems converting hours to minutes, minutes to seconds, years to months and weeks to days. 	<ol style="list-style-type: none"> 1. I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes 2. I can identify acute and obtuse angles and compare and order angles up to two right angles by size 3. I can identify lines of symmetry in 2-D shapes presented in different orientations 4. I can describe positions on a 2-D grid as coordinates in the first quadrant 5. I can describe movements between positions as translations of a given unit to the left/right and up/down.

Monday 26th February 2024 –
Friday 8th March 2024

Swimming



- Your child will be attending swimming lessons every day starting for 10 days in Feb/March
- These lessons will take place at Billingham Forum each morning from 9.30-10.15am therefore it will be beneficial for pupils to arrive in school for registration at 8.30am prompt.
- Swimwear
 - Girls: to wear a one piece swimming costume and a swimming cap
 - Boys: to wear trunks (not baggy shorts) and a swimming cap
 - Swimming caps are available from the school office for £1.50 (payable on ParentPay)

Children who are registered as asthmatic need to take their inhalers with them to the swimming pool. If they do not have their inhalers, they will not be allowed to swim. Children who are not fit or able to participate in the lesson should not attend the session.

Camping

- The trip will be at Pybus Campsite located at Kirkby in Cleveland and the date we have been offered is Thursday 9th – Friday 10th May 2024.
- Leave school at approx. 9am on Thursday and return time would be approximately 1pm on the Friday.



Thank you for your time

- Do you have any questions?