



Welcome to Year 4



Year 4 Team.



Miss Sykes



Mr. Cook



Miss Jordan



Mr. Collier



Mr. Bullock



Mrs Kayani



Mrs Sengupta



Mrs Hafiz



Mrs Corker



Aims for the meeting:



- Routines
- Reading books and Reading record
- Homework (Mathletics , Times tables Rock stars, Bug Club)
- PE
- Clubs
- End of year expectations for Reading, Writing and Maths
- How you can support your child at home.
- Assessment
- Any questions?



- Year 4 enter and leave school by the undercroft door
- The buzzer goes at 8.45 a.m. and all children should be in class by 8.50 a.m.
- Year 4 come out at 3.20 p.m. from the same door as they enter in the morning
- Parents can catch teachers for a “quick word” or to make an appointment to speak at 3.20 p.m.

P.E.



- Monday and Thursday
- P.E. kit to be in school every day
- All children need to wear the following for P.E. : white t-shirt; dark shorts or leggings; suitable trainers or plimsolls for use both indoors and outdoors.
- If your child is unable to do P.E., please write a note in their diary explaining why
- No jewellery to be worn on P.E. days



Swimming.



- Each Year 4 class has 1 term of swimming lessons
Autumn term 4S, Spring term 4C, Summer term 4J
- The children need to bring a towel, swimming costume and their own goggles if required.
- It is preferable that all children have already had experience of being in the pool before their term of lessons.



Clubs.



- Year 4 can try the following clubs...
- Football (Spring term)
- Running (Aut 4J; Spr 4S; Sum 4C)
- French
- Dance
- JAM
- Music (Choir, Djembe, String Band)
- Chess





Topics

Science

- Teeth and digestion
- Electricity
- Changing state
- Sound
- The water cycle
- Living things and habitats

History

- The Great War
- Ancient Greeks
- Romans

Geography

- Rivers
- Urban and Rural Life



Reading Books and Reading Records.



- There are 2 reading schemes in Year 4.
- Each child has a Free Reader which they choose themselves and change as and when they finish their books.
- Some children will also have a Treetops reading scheme book based on their teacher's assessment of their current reading level.
- Treetops books are changed on the same day each week.
- Children will be heard reading individually and in small groups.
- Comments about your child's reading might be written in their reading record by a teacher, classroom assistant or other adult.
- Please aim to hear your child read twice a week and record any reading at home in their reading diary, including page numbers.



- Maths and English homework is handed out on Wednesday and should be completed and returned to school by the following Monday.
- There will be 1 Maths task, usually on Mathematics, each week.
- Your child will have a times table to practise each week.
- There will also be 1 English task either online or in homework books. Please ensure your child completes the tasks in pencil.

Bug Club.



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English



Maths



Science



Homework



Mathletics





How can you support reading at home?

Some Helpful Questions

Who was the character that...?

Show me in the text where you found...?

Find one/two things that the main character did in this part of the story.

Tell me about what sort of character **N** was from the things they did/said in the story.

What do you think **N**'s thoughts were at this point in the story/play? Use the text to help you think through your answer.

How did [one of the characters] change their ideas/ attitudes during the story/play? What was it that brought about this change?

What do you think would have happened if...?

Tell me about one important event that happened that could not be left out. Why is it so important? If **N** had not done [] , how might this have changed other events in the story?

How has the author organised the writing?

Why does the author begin a new paragraph here?

What is/are the main event(s) that happen(s) in this/each paragraph?

How has the author used words/phrases to make this character funny/sad/adventurous/clever/frightening/excited, etc?

Which part of the story best describes the setting/characters/action?

Which words and/or phrases do this?

Find and copy some words or phrases that show us that this character is special/helpful/adventurous/unsure/worried, etc.

How did the story make you feel? Why did it make you feel like this?

How does this make the reader want to read on?

Some Helpful Questions

Some helpful question prompts to use when reading a Non Fiction book...

Where can you find an important piece of information about ...?

Find two pieces of information that tell you about ...

What does this part of the text tell us about ...?

Which part of the text tells us about ...?

How does this text layout help the reader?

How does (a diagram/picture/caption) help you to understand the information on this/these pages?

What is the purpose of the list/diagram/caption/ sub-headings in this text?

Find something that is not a fact but the author's opinion.

English - Reading Challenges

1. Find a character who does something that is unusual or different from the others.	2. Find a character who does something that is unusual or different from the others.	3. Find a character who does something that is unusual or different from the others.	4. Find a character who does something that is unusual or different from the others.	5. Find a character who does something that is unusual or different from the others.
6. Find a character who does something that is unusual or different from the others.	7. Find a character who does something that is unusual or different from the others.	8. Find a character who does something that is unusual or different from the others.	9. Find a character who does something that is unusual or different from the others.	10. Find a character who does something that is unusual or different from the others.
11. Find a character who does something that is unusual or different from the others.	12. Find a character who does something that is unusual or different from the others.	13. Find a character who does something that is unusual or different from the others.	14. Find a character who does something that is unusual or different from the others.	15. Find a character who does something that is unusual or different from the others.
16. Find a character who does something that is unusual or different from the others.	17. Find a character who does something that is unusual or different from the others.	18. Find a character who does something that is unusual or different from the others.	19. Find a character who does something that is unusual or different from the others.	20. Find a character who does something that is unusual or different from the others.
21. Find a character who does something that is unusual or different from the others.	22. Find a character who does something that is unusual or different from the others.	23. Find a character who does something that is unusual or different from the others.	24. Find a character who does something that is unusual or different from the others.	25. Find a character who does something that is unusual or different from the others.

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**An example
of Year 4
writing :**

digging and now inside the gloves blood
was watering down like tiny bits of red
rain drops.

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Chapter 4 Shadow

Dr Honey kept on going until he knew it was
useless, so he kept down the dark tunnel.

While he was ^{when} swimming along he saw some
little bits of those kinds of red sea worms
and bits and pieces of skeleton but mostly
little shrimps floating around the water.

Slowly, but carefully, Dr Honey swam into
a turn. Suddenly, a sound of something big
was scuttling on the sea bed.

Chapter 5 Monster Crab

A dark shadow swept past just as
the scuttling was heard. Claws jabbed onto
a rock, then the second claw came flying
onto the rock on the other side of the
tunnel, two beady eyes peeped in ^{between}
a dead path and the body followed.

The brave Dr Honey inched nearer and

How can you support writing at home?



- Look for as many opportunities to write as possible; writing means more when it has a purpose!
- Help your child with gentle reminders about how to hold their pencil and form their letters correctly.
- When your child is writing, spend some time talking it through beforehand and help them think about what they want to say before they begin to write.
- If you can, support your child in reading their writing back to you – does it make sense? Are there any little changes you can make together to improve it?
- Look at how your child is spelling their words. Are there some high frequency words (common words) which they should be beginning to spell correctly?
- Enjoy it!

How to complete your self-assessment...

Assess your handwriting
and presentation



Say whether you think
you achieved the L.O. in
this piece of work



Effort - how hard do
you feel you tried





Maths Yearly Overview



Year 4 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement - Length and Perimeter	Number- Multiplication and Division			Consolidation
Spring	Number- Multiplication and Division			Measurement - Area	Fractions				Decimals			Consolidation
Summer	Decimals		Measurement- Money		Time	Statistics		Geometry- Properties of Shape		Geometry- Position and Direction	Consolidation	

The Mastery Approach.



Teaching for Mastery

These overviews are designed to support a mastery approach to teaching and learning and have been designed to support the aims and objectives of the new National Curriculum.

The overviews:

- have number at their heart. A large proportion of time is spent reinforcing number to build competency
- ensure teachers stay in the required key stage and support the ideal of depth before breadth.
- ensure students have the opportunity to stay together as they work through the schemes as a whole group
- provide plenty of opportunities to build reasoning and problem solving elements into the curriculum.

Concrete – Pictorial – Abstract

As a hub, we believe that all children, when introduced to a new concept, should have the opportunity to build competency by taking this approach.

Concrete – children should have the opportunity to use concrete objects and manipulatives to help them understand what they are doing.

Pictorial – alongside this children should use pictorial representations. These representations can then be used to help reason and solve problems.

Abstract – both concrete and pictorial representations should support children's understanding of abstract methods.

Termly Overview



Year 4 – Autumn Term

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
<p><u>Number – Place Value</u></p> <p><u>Count in multiples of 6, 7, 9, 25 and 1000.</u></p> <p>Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)</p> <p>Order and compare numbers beyond 1000</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or 1000</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Count backwards through zero to include negative numbers.</p> <p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>				<p><u>Number- Addition and Subtraction</u></p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p>			<p><u>Measurement: Length and Perimeter</u></p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Convert between different units of measure [for example, kilometre to metre]</p>		<p><u>Number – Multiplication and Division</u></p> <p>Recall and use multiplication and division facts for multiplication tables up to 12×12.</p> <p><u>Count in multiples of 6, 7, 9, 25 and 1000</u></p> <p>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p><u>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</u></p>			<p>Consolidation</p>	



Year 4 Maths Expectations.

Pupils are expected to know all of their times tables facts by the end of the year – up to 12×12 .

The tables need to be rapidly recalled and pupils need to be confident with the corresponding division facts.



Using Varied Representations.



L.O. To identify, represent and estimate numbers using different representations.
 How might you represent 4,325 in a variety of ways?

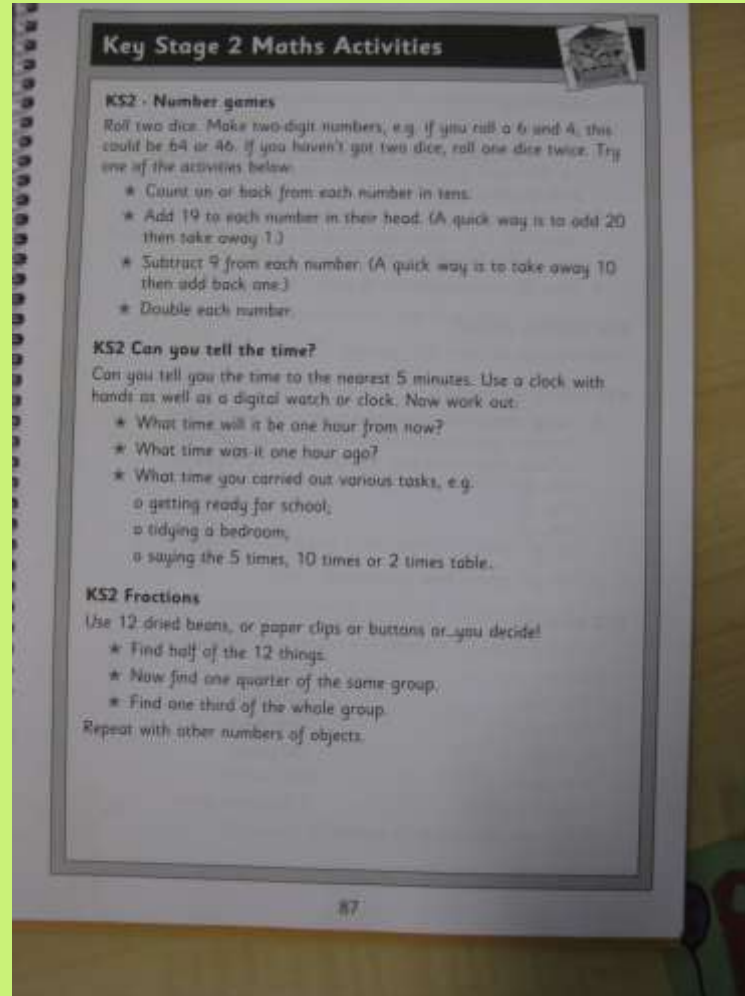
<p>Number line</p>	<p>Expanded Form - partition.</p>												
<p>Place value counters</p>	<p>Expanded Form - partition.</p> <table border="1"> <tr> <td>Th</td> <td>H</td> <td>T</td> <td>O</td> <td>...</td> <td>...</td> </tr> <tr> <td>4,000</td> <td>300</td> <td>20</td> <td>5</td> <td></td> <td></td> </tr> </table>	Th	H	T	O	4,000	300	20	5		
Th	H	T	O								
4,000	300	20	5										
<p>Written Form - using digits.</p> <p>4325</p>	<p>Base 10 or Dienes</p>												
<p>Abacus</p>	<p>Words</p> <p>Four Thousands Three Hundred and Twenty Five</p>												

Challenge - How many other ways might you represent this number?

How can you support mathematical understanding at home?



Supporting your child with their weekly Mathematics homework, discussing strategies and how your child reached their answer. It is also important to get in the habit of checking over answers, including using strategies such as the inverse.



Talk about the date and the time in everyday situations, and any money-related conversations in shops, for example, and converting between different units of measurement.



Thank You.

