

Welcome to Year 4

Mrs Oakley (Nightingales) and
Miss Lang (Swifts)

A Typical day

Time	Lesson
9.00-9.15	Registration and morning work
9.15-10.15	English including spelling practice
10.15-10.45	Playtime
10.45-11.45	Maths
11.45-12.15	Guided Reading
12.15-12.30	Spelling/ PSHE/ Times tables
12.30-1.15	Lunch time
1.15-2.50	Topic/Art/ Science/PSHE/ PE/RE
2.50-3.15	Story time/Assembly
3.15	Home time

Our curriculum



English

Spellings

- * Adding suffixes beginning with vowel letters to words of more than one syllable
- * More prefixes and suffixes
- * Possessive apostrophe with plural words
- * Homophones and near-homophones

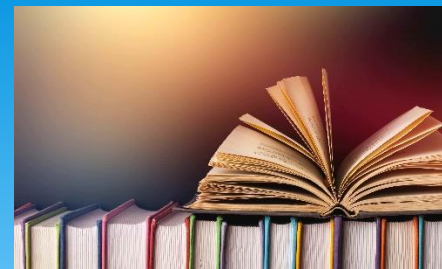
Handwriting

- * Cursive letter join, finger spaces
- * Children will be writing in pencil in all subjects



Once upon a time, there was a little girl who lived in a village near the forest. Whenever she went out, the little girl wore a red riding cloak, so everyone in the village called her Little Red Riding Hood.

Reading



- * To develop positive attitudes to reading, and an understanding of what they read.
- * Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet.
- * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- * Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally and identify themes and conventions. discussing words and phrases that capture the reader's interest and imagination.

These objectives are explored through:

- Guided reading sessions including response tasks the following day
- independent reading time (Star reading, star reading quizzes Library books)
- Daily English lessons



Plan

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas



Draft and write:

- Rehearsing sentences orally
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices

Evaluate and edit by:

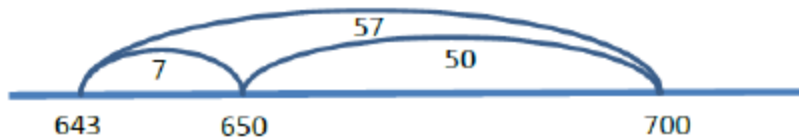
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences



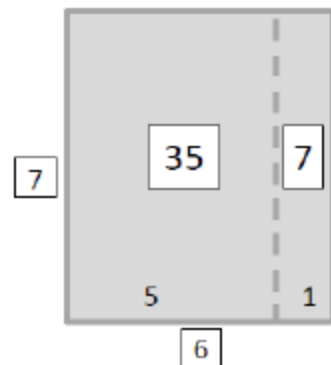
Maths

In Year 4, children develop their understanding of numbers through solving a range of problems involving money, measurements and time. Children also learn more about fractions and make links to decimal numbers. By the end of Year 4 children are expected to know their times tables facts, up to and including 12×12 .

➤ **Empty number line** for supporting mental addition to the next 100, for example:

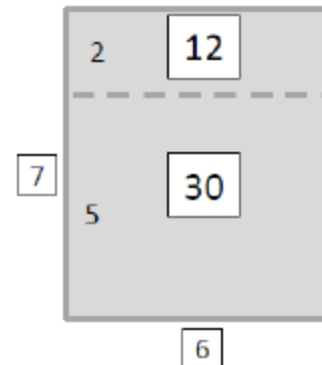


➤ Using **arrays** to support mental multiplication and division, using known facts, for example:



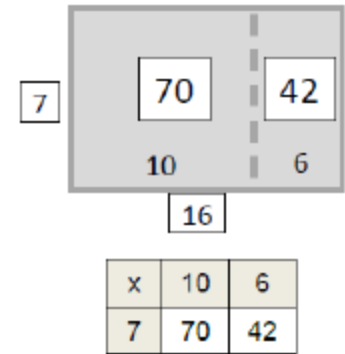
$$\begin{aligned} 6 \times 7 &= (5 \times 7) + (1 \times 7) \\ 6 \times 7 &= 35 + 7 \\ 6 \times 7 &= 42 \end{aligned}$$

or



$$\begin{aligned} 6 \times 7 &= (6 \times 5) + (6 \times 2) \\ 6 \times 7 &= 30 + 12 \\ 6 \times 7 &= 42 \end{aligned}$$

and



$$\begin{aligned} 16 \times 7 &= (10 \times 7) + (6 \times 7) \\ 16 \times 7 &= 70 + 42 \\ 16 \times 7 &= 112 \end{aligned}$$

P.E



use running, jumping, throwing and catching in isolation and in combination
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

perform dances using a range of movement patterns

take part in outdoor and adventurous activity challenges both individually and within a team

compare their performances with previous ones and demonstrate improvement to achieve their personal best.

swim competently, confidently and proficiently over a distance of at least 25 metres

use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

perform safe self-rescue in different water-based situations.

P.E.

- * PE kit to be worn to school for whole day
- * Outdoor and indoor kits are needed each week.
- * Outdoor day Friday , indoor day Thursday
- * Outdoor kits must include suitable outdoor shoes that children can get wet and run safely in e.g. trainers
They also need their legs covered with something they can move easily in e.g. leggings or jogging bottoms (school colours are preferred if possible)
School sweatshirts may be worn and coats, gloves may be permitted in some weathers
- * Earrings should not be worn on PE days unless children can remove them.
- * Long hair should be tied back with a band.

Topic

Ancient Mayans

Anglo Saxons

Ancient Egyptians

Science

Autumn
Electricity
States of Matter

Spring
Growing living
things and dangers
to living things

Summer
Sound
Animals including
Humans

Discussion points at home

Home learning

Reading

Children are given a reading record and you are encouraged to read as often as you can with your child. **Reading records need to be signed by an adult before the child can change their reading book.**

New reading books will be given out by Friday 18th September

We will be checking and celebrating completed reading records in class.

Guided reading will happen daily, **children must bring in their books and reading diary every day.**

No books from home to be brought into school.

Home learning

Spellings and Homework

- * Spelling test is on a **Friday**. Spelling lists will be sent home every Friday for the following weeks test. The first set of spellings will go out on the 18th September for the test on the 25th September
- * A termly menu of suggested tasks relating to current topic. Due to the pandemic, we are unable to accommodate large projects in the classroom, but if children do make things at home, please take a photograph of it so we can celebrate it.
- * Mathematics weekly tasks will be set following on from what the children have learnt or are learning at that time.

COVID 19

- * The school has a risk assessment which has been agreed by the local authority. A summary of the changes to normal classroom practice are as follows:
- * Increased handwashing – children will be expected to wash their hands every time they enter and leave the classroom.
- * There is a staff rota for cleaning toilets, contact points and classrooms regularly, during the course of the day, additional to normal cleaning.
- * No whole-school assemblies at present. For now, we will have class and year group assemblies. We may plan whole school events but these will be through zoom in our separate classrooms for the foreseeable future.
- * Every child must bring in a packed lunch (except those eligible for free school meals).
- * Children will be having their lunch in their classroom and will all go out at the same time.
- * Both year 4 classes will constitute one bubble; they can work, play and socialise without the need for social distancing. However, following the DfE guidance, physical contact will still be discouraged.

House keeping

- * Children to be dropped off at 9.am following the social distancing rules put in place.
- * Parents to leave the site as quick as possible after drop off allowing other year groups to be dropped off safely.
- * After school club will be running and can be signed up to via parent comms. We will not be having a breakfast club due to lack of safe space.
- * PE days- Children will come into school in their PE on PE days (Thursdays and Fridays).
- * Water bottles in school every day. (Water for the classroom, juice is ok for lunch time)
- * Reading books in school every day.
- * No pencil cases, no big bags or any unnecessary resources or items.
- * Snack at playtime. (fruit, cereal bar, fruit bar **NO NUTS**)
- * Label everything! (Packed lunch boxes, Book bags etc.)
- * *A suitable winter coat*

We are always here to help

Any questions?