

# Welcome to Year 4!

Nightingales: Mrs Dervish and Mrs Chivers  
TAs: Mrs Pruden

Swifts: Miss Eames  
TAs: Mrs Pacey, Mrs Papala, Miss Vyse, Miss  
Jacobs

PPA cover: Premier Sports and Mrs Kent

# A Typical day

Time	Lesson
8.45-9.10	Registration and morning work (please arrive as close to 8.45 as possible)
9.10-9.30	Whole Class Reading /Spelling/handwriting/
9.30-10.30	English
10.30-10.50	Assembly
10.50-11.10	Playtime
11.10-12.15	Maths
12.15-1.15	Lunch time
1.15-2.50	Topic/Art/ Science/PSHE/ PE/RE/French/Music
2.50-3.15	Story time/Assembly
3.20	Home time

# English

Charlie and the Chocolate Factory by Roald Dahl

A River by Marc Martin (poetry)

Tuesday by David Wiesner

A Question of History Series (non fiction)

How Santa Really Works

Pet Dragon by M.P. Robertson

Poetry Pie

Run Wild by Gill Lewis

You Wouldn't want to be an Egyptian Mummy! By David Stewart

Leon and the Place Between by Angela McAllister

Free Write – Narrative

Cinderella of the Nile

Earthways (poetry)

# English

## **Writing**

- \* Engaging the reader by developing a range of sentence structures and a wider vocabulary
- \* Story telling (written and oral)
- \* Information texts (instructions, non-chronological report, recount)
- \* Diary entries
- \* Poetry
- \* (list is not exhaustive)

## **Grammar**

- \* Accurate punctuation, including direct speech
- \* Organising text into paragraphs
- \* Comma use
- \* Apostrophes (possessive and for contraction)

## **Spellings**

- \* Continuing to develop phonic knowledge where appropriate
- \* Looking at different ways of spelling the same sound
- \* Homophones and near-homophones
- \* Developing knowledge of prefixes and suffixes
- \* Forming adverbs
- \* Irregular plurals
- \* Unsounded syllables
- \* Year 3/4 statutory spellings

## **Handwriting**

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

# Year 3 and 4 Statutory Spellings

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

# Reading

- \* Developing positive attitudes to reading and an understanding of what they read.
- \* Read as much as possible and in many different ways! Please encourage them to sign their reading records.
- \* *Donations of children's comics, magazines and newspapers to enhance class libraries greatly appreciated!*
- \* Discussing the author's words and phrases that capture the reader's interest and imagination.
- \* Learning to “read between the lines”, i.e. what does the author show us rather than tell us?
- \* Volunteers welcomed for running the class sessions in the library and hearing readers.
- \* Parents looking for ideas of books their children might enjoy should visit [www.booktrust.org.uk](http://www.booktrust.org.uk)
- \* For developing comprehension skills, parents can visit [home.oxfordowl.co.uk](http://home.oxfordowl.co.uk)



## Reading opportunities in school include:

- Listening to the class story
- Whole class reading
- Daily independent reading and follow up quizzes (school banded or home book)
- 1 to 1 reading as required
- Visits to the school library

# Maths

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths



# White Rose maths.

Week 1    Week 2    Week 3    Week 4    Week 5    Week 6    Week 7    Week 8    Week 9    Week 10    Week 11    Week 12

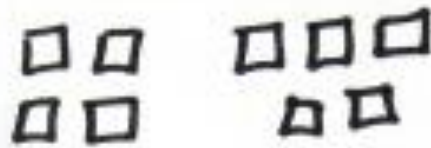
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Autumn term	<p>Number</p> <hr/> <b>Place value</b> FREE TRIAL <p>VIEW</p>				<p>Number</p> <hr/> <b>Addition and subtraction</b> <p>VIEW</p>			<p>Measurement</p> <hr/> <b>Area</b> <p>VIEW</p>	<p>Number</p> <hr/> <b>Multiplication and division A</b> <p>VIEW</p>				<p>Consolidation</p>	
Spring term	<p>Number</p> <hr/> <b>Multiplication and division B</b> <p>VIEW</p>			<p>Measurement</p> <hr/> <b>Length and perimeter</b> <p>VIEW</p>		<p>Number</p> <hr/> <b>Fractions</b> <p>VIEW</p>				<p>Number</p> <hr/> <b>Decimals A</b> <p>VIEW</p>				
Summer term	<p>Number</p> <hr/> <b>Decimals B</b> <p>VIEW</p>		<p>Measurement</p> <hr/> <b>Money</b> <p>VIEW</p>		<p>Measurement</p> <hr/> <b>Time</b> <p>VIEW</p>		<p>Consolidation</p>		<p>Geometry</p> <hr/> <b>Shape</b> <p>VIEW</p>		<p>Statistics</p> <hr/> <b>Statistics</b> <p>VIEW</p>	<p>Geometry</p> <hr/> <b>Position and direction</b> <p>VIEW</p>		

concrete

①



Representational



Abstract

$$4 + 5 = 9$$

②



# Multiplication Tables Check

## June 2024

- \* Online test taken by all year 4s across the country
- \* 25 questions on the tables 2-12
- \* 6 seconds to answer each question

<https://mathsframe.co.uk/en/resources/resource/477>

[https://www.purplemash.com/#app/games/timestables\\_assessment](https://www.purplemash.com/#app/games/timestables_assessment)

<https://ttrockstars.com/>

<https://www.topmarks.co.uk/maths-games/hit-the-button>

# How to learn your times tables!

1. Prepare your 12 cards by writing the tables fact questions on one side (e.g.  $1 \times 5$ ,  $2 \times 5$ ,  $3 \times 5$ ,  $4 \times 5$ ..... $12 \times 5$ ) and working out the answers and writing them on the other. Remember, you add the same number on again to make the sequence (e.g.  $5$ ,  $5+5$ ,  $5+5+5$ ,  $5+5+5+5$  etc.)



2. Lay them out in a rainbow shape in order with the answers facing upwards.



3. Count around the sequence, pointing to each number and saying it aloud. The pointing bit and the rainbow shape is REALLY important in aiding your memory!

4. Choose one card to turn over. Choose one that you will easily remember, e.g. the first one. Point and count through the sequence again, saying the number that is on the reverse of the card you turned over..



5. Choose the next card to turn over. Count through the whole sequence again. On the third go, choose another card to turn over. Each time you complete the sequence, choose the next card to turn over. KEEP POINTING!

6. If you make a mistake or forget a number in the sequence, just turn it back on try

7. When you have all the tables fact questions facing up and you can say the whole sequence correctly, test yourself by answering the questions in a random order.  $3 \times 5$ ,  $9 \times 5$ ,  $7 \times 5$  etc. Check each answer is correct.

8. You will need to do the same times table over a few days to fix it in your head. We'll give you a quick check in school and move you on when you're ready.





# Geography & History

AUTUMN

Rivers  
Anglo Saxons  
Longitude and  
Latitude

SPRING

Water cycle  
Vikings  
Egypt

SUMMER

Egypt  
Map Skills

# Science

AUTUMN

Electricity  
States of Matter

SPRING

Growing living  
things and dangers  
to living things

SUMMER

Sound  
Animals including  
Humans

# Art and D&T/ PSHE/French/Computing/RE/Music

- \* Drawing, painting, cooking, mechanisms.
- \* PSHE: Citizenship, rights and responsibilities, relationships, emotions, anti-bullying week, diversity, community, healthy and safe lifestyles, SRE
- \* French: I Am Able, Phonics and Pronunciation, Presenting Myself, My Family, My Home/In the Classroom
- \* Computing: online safety, coding, word processing, using search engines
- \* RE: Islam, Christianity and answering some of the bigger questions through a thematic approach.
- \* Music: recorders, glockenspiel, singing, composition

# P.E

Our PE days are Mondays (indoor) and Tuesdays (outdoor) with Premier Sport.

- \* Children should come to school in their PE kit on those days
- \* **A reminder of the expectation for PE kit from our policy:**
  - \* • School blue or white T-shirt and shorts
  - \* • A change of footwear for outdoor PE
  - \* • Long hair needs to be tied back.
  - \* • All jewellery should be removed.
  - \* • For outdoor games in winter, children should wear a pair of jogging bottoms or leggings and a fleece or sports sweater or school jumper. Children will be permitted to wear additional clothing on especially cold or rainy days to encourage an 'all weathers' approach to exercise.
- \* We ask that all clothing should be in school colours: blue, grey, black, white.
- \* *Football strips and clothes with large logos or slogans are not appropriate.*



## Assessment

GDS: Working at greater depth within the expected standard for the year group objectives

EXS: Working at the expected standard

WTS: Working towards the expected standard

B: Working below the expected standard

PKS: used to assess all pupils working below the level of the national curriculum but who are engaged in subject-specific learning.

# Trips

Museum of  
Archaeology and  
Anthropology

West Stow

Outside visitor and zoom  
with The Fitzwilliam  
Museum



# Home Learning

- \* Read a wide range of texts and discuss them
  - \* Practise times tables
  - \* Spelling practice (set on Fridays)
  - \* Weekly Mathletics (set on Fridays)
  - \* Topic menu tasks x 3
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- \* NB where tasks are online, please be aware of what your child is doing and ask us for advice on how best to protect your child. For example, adding parental controls in settings.