



Welcome to Year 4

Wisdom - Service - Hope



The Year 4 team

Class Teacher Warhol 4: Mrs Styman

Class Teacher Hockney 4: Mr Andrews

Class Teacher Magritte 4: Mr Patterson

*Learning Support Assistants: Mrs Hiranlli, Mrs
Crowley and Mr Rowe*



A Typical Day in Year 4

8.38am	Bell rings and children come into school
8.40	Registration
8.50 – 9.10	Assembly
9.10 – 10.10	English/Maths
10.10 – 10.25	BREAK
10.25 – 11.00	Guided Reading
11.00 – 12.00	Maths/English
12.00 – 1.00	LUNCH
1.00 – 1.15	Registration – Silent reading
1.15 – 2.10	Science/Geography/ RE / Music / PE
2.10 – 3.10	History/ PSHE/ Art/ DT/French
3.10pm	Home time



English in Year 4

YEAR 4			
READING	<ul style="list-style-type: none"> -Secure decoding of unfamiliar words <i>-Read for a range of purposes</i> <i>-Retell some stories orally</i> <i>-Discuss words & phrases that capture the imagination</i> <i>-Identify themes & conventions</i> <i>-Retrieve & record information</i> <i>-Make inferences & justify predictions</i> <i>-Recognise a variety of forms of poetry</i> <i>-Identify & summarise ideas</i> 	WRITING	<ul style="list-style-type: none"> -Correctly spell common homophones <i>-Plan writing based on familiar forms</i> -Organise writing into paragraphs <i>-Use simple organisational devices</i> -Proof-read for spelling & punctuation errors <i>-Evaluate own and others' writing</i> -Read own writing aloud -Increase legibility, consistency and quality of handwriting
Word reading Comprehension		<ul style="list-style-type: none"> Transcription (Spelling and handwriting) Composition (Articulate and structure ideas) Handwriting 	
VOCAB GRAMMAR PUNCTUATION	<ul style="list-style-type: none"> -Use wider range of conjunctions - Perfect tense used accurately - Select pronouns & nouns for clarity - Use & punctuate direct speech - Commas used after front adverbials 	SPEAKING AND LISTENING (Spoken Language)	<ul style="list-style-type: none"> -Articulate & justify opinions -Speak audibly in Standard English - Gain, maintain & monitor interest of listeners



Maths in Year 4

Year 4	
<p style="text-align: center;">NUMBER</p> <p>Number and Place Value</p> <ul style="list-style-type: none"> -Count in multiples of 6, 7, 9, 25 and 1000; find 1000 more or less. -Count backwards through zero to include negative numbers. -Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) -Order and compare numbers beyond 1000 -Identify, represent and estimate numbers using different representations. -Round any number to the nearest 10, 100 or 1000. -Solve number and practical problems that involve all of the above. -Read Roman numerals to 100 (I to C) and know that over time the numeral system changed to include zero and place value. <p>Addition and subtraction</p> <ul style="list-style-type: none"> -Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate. -Estimate and use inverse operations to check answers. -Solve addition and subtraction two-step problems. <p>Multiplication and Division</p> <ul style="list-style-type: none"> -Recall multiplication and division facts up to 12 x 12. -Use place value, known and derived facts to multiply and divide mentally. Recognise and use factor pairs in mental calculations. -Multiply two and three-digit numbers by a one-digit number. -Solve problems; distributive law, integer scaling problems. <p>Fractions</p> <ul style="list-style-type: none"> -Recognise and show families of equivalent fractions. -Count up and down in 100ths, recognise that 100ths arise by dividing by 100. Solve problems involving increasingly harder fractions to calculate quantities, divide quantities, use non-unit fractions. -Add and subtract fractions with the same denominator. -Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ -Find the effect of dividing a one or two-digit number by 10 and 100 -Round decimals with one decimal place to the nearest whole number -Compare numbers and solve simple measure and money problems 	<p style="text-align: center;">MEASUREMENT</p> <ul style="list-style-type: none"> - Convert between different units of measure (e.g. kilometre to metre, hour to minute) - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - Find the area of rectilinear shapes by counting squares - Estimate, compare and calculate different measures, including money in pounds and pence. - Read, write and convert time between analogue and digital 12- and 24-hour clocks. - Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
	<p style="text-align: center;">GEOMETRY</p> <p>Properties of shapes</p> <ul style="list-style-type: none"> -Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. -Identify acute and obtuse angles and compare and order angles to two right angles by size. -Identify lines of symmetry in 2D shapes presented in different orientations. -Complete a simple symmetric figure with respect to a specific line of symmetry. <p>Position and direction</p> <ul style="list-style-type: none"> -Describe positions on a 2D grid as co-ordinates. -Describe movements between positions as translations of a given unit. -Plot specified points and draw sides to complete polygons
	<p style="text-align: center;">STATISTICS</p> <ul style="list-style-type: none"> - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs. - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



Curriculum Overview

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPICS	<i>World War Two</i>		<i>Mighty Mountains and Raging Rivers</i>		<i>The Romans</i>	
ENGLISH	Different Poetic forms; oral and written; Instructions Narrative: Writing in role. Stories from familiar settings; Reading for pleasure; Grammar and punctuation; spelling.		Fairytales and playscripts; Recounts; Exploring language and structural devices used in poetry; Draw inferences such as characters feelings; Reading poems by different poets; List poems and Kennings; Performance poetry; Reading for pleasure; Grammar and punctuation; spelling		Establish and develop an insight in to the culture, geography and history of stories read; Stories from other cultures; Oral story telling; Discuss stories and their meaning; Develop a personal and distinctive story-telling voice; Information texts; incorporating computing skills; Persuasive writing- Issues and dilemmas; Poetry – recognising different forms; Reading for pleasure; Grammar and punctuation; spelling.	
PoRT texts include:	Oliver and the Seawigs, Scarlett Slippers, Firebird, Hot Like Fire and other poems, Edward Tulane, Gregory Cool					
MATHS	Number and Place Value -Count in multiples of 6, 7, 9, 25 and 100; find 1000 more or less. -Count backwards through zero to include negative numbers. -Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) -Order and compare numbers beyond 1000 -Identify, represent and estimate numbers using different representations. -Round any number to the nearest 10, 100 or 1000. -Solve number and practical problems that involve all of the above. -Read Roman numerals to 100 (I to C) Addition and subtraction -Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate. -Estimate and use inverse operations to check		-Use place value, known and derived facts to multiply and divide mentally. Recognise and use factor pairs in mental calculations. -Multiply two and three-digit numbers by a one-digit number. -Solve problems; distributive law, integer scaling problems. Fractions -Recognise and show families of equivalent fractions. -Count up and down in 100ths, recognise that 100ths arise by dividing by 100. Solve problems involving increasingly harder fractions to calculate quantities, divide quantities, use non-unit fractions. -Add and subtract fractions with the same denominator. -Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ -Find the effect of dividing a one or two-digit number by 10 and 100 -Round decimals with one decimal place to the nearest whole number -Compare numbers and solve simple measure and money problems -Convert between different units of measure (e.g. kilometre		<ul style="list-style-type: none"> - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs. - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. - Convert between different units of measure (e.g. kilometre to metre, hour to minute) - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - Find the area of rectilinear shapes by counting squares - Estimate, compare and calculate different measures, including money in pounds and pence. 	

DT	Food - Following a rationed recipe, creating menus, consider ingredients	Anderson Shelters and gas masks – creating a structure to withstand weather conditions, designing with a purpose. Creating a shelter to withstand the elements		French pop up books – electrical and computing design, control moving parts, use research to create a design.	Textiles – Join textiles with appropriate stitching, improve upon existing designs and consider the ideas of others when making improvements.	
HISTORY	World War Two – investigate and interpret the past, suggest suitable sources of evidence, describe changes in history – visit to RAF museum.				The Romans – the Roman empire and the impact on Britain, roman numerals, observing artefacts, use evidence to ask and answer questions. Understand the concept of change over time.	
GEOGRAPHY			Locating Countries North America and Hawaii Natural disasters- cause and effect – label maps and use globes.	Fieldwork, maps graphs and orienteering – use the 8 points of a compass, symbols and keys, human and physical features		
COMPUTING	Programming Following and creating an algorithm	E-Safety Collecting and presenting digital information	Online research/ communication	Modelling E-Safety	Online research/ communication /publishing	Data handling E-Safety
R.E	How did belief in God affect the actions of people in the Old Testament	What do Christians mean by peace at Christmas. Incarnation	Do fame and Christian faith go together.	How does Holy communion build a Christian community	Hinduism	Why is liturgy important to Christians?
PSHE JIGSAW	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
MUSIC	Voices Foundation Ongoing skills including: identifying instruments, recognising start, middle and end phrases, fast and slow, un-tuned instruments, using singing names.					
ART	Painting and Textiles - Turner- Watercolour techniques– creating a wash, experiment with mood andshaping		Drawing - Hokusai- Charcoal/pastel drawings of Mount Fuji/ Great Wave– Using different mediums, using shading and shadow for effects.		Sculpture –Volcanoes – creating and combining shapes to create recognisable forms	
P.E	Sports Coach Swimming/ Gymnastics		Sports Coach Swimming		Sports Coach Dance	Athletics
FRENCH	Introductions and greetings School Life	Weather Colours Christmas carols	Human Body Describing personalities	Responding to writing a short story	Food and shopping	Numbers and money (shopping)
BUSINESS & ENTERPRISE	Brilliant Books – engaging less enthusiastic readers, designing a library, surveys and presentations					
VALUES	WISDOM		SERVICE		HOPE	



Homework

Expectations in Year 4

Expectation for Yr 4	Homework/Subject	Frequency
1.5 hours per week to be spent on homework	Reading scheme books	Minimum of once a week, maximum of twice
	Big Talk	Weekly (alternate weeks)
	Mathletics	Weekly
	Spellings	Weekly
	Spag.com	Weekly
	Research Project	Once a year

It is important that homework is completed and returned to school on time. If you have any queries or questions about the work, please speak to a member of the Year 4 team.



Trips

IWM Museum (Autumn Term) – Children have a self-directed visit to the museum to support ongoing study about life in WW2 in History.

Trip to the Science Museum - (Spring Term) workshops to support ongoing study in science and a visit to Wonderlab.

Trip to Moat Mount (Summer Term) – orienteering and team building skills.

Verulamium Roman Museum (Summer Term) - Children take part in a hands on workshop and a self directed visit around the Museum and grounds.



Parental Engagement

This year, we are using ClassDojo to build our classroom community.

- Trialled in several primary classes last year - very successful.
- It creates a positive culture where children are engaged and encouraged.
- Keeps track of house points and the reasons why they are given.
- Each child has their own individual 'emoji'.
- Parents can log in and see their child's profile.
- Teachers and parents can use as a communication tool.
- Further information will be sent to parents regarding how to log on within the next two weeks.





Other Information

P.E Swimming (Thursday- Warhol 4)
Swimming (Friday- Hockney and Magritte 4) **Autumn and Spring Terms only**
Monday afternoon (**Sports coaches/ cover**)

The correct PE kit must remain in school all week.

Plimsolls/trainers are not worn for PE lessons inside for health and safety reasons. Earrings must not be worn for PE or must be covered by plasters.

Class assemblies

Each class will perform 2 class assemblies over the year. Dates will be given in due course.

Productions

Year 4 will perform in a small production in the Summer Term.

Water

Water bottles are allowed and indeed encouraged in school and children are permitted to drink at appropriate times during lesson time.



Thank you for attending today. Please could you take an evaluation form and return it to school upon completion.

Copies of this presentation will shortly be made available on the school website.

www.smsj.barnet.sch.uk

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