

Guide to Year 4



This leaflet is aimed at parents and carers of children starting their Year 4 journey.

The booklet contains...

- Key Information
- End of year expectations
- Staff within the Year Group
 - Curriculum Overview

Year 4 Key Information

Arrival

Children enter school gates independently between 8:45-8:55am. Hazel class need to enter their classroom via the fire door which backs onto the Staff Car Park by the Bolton Street entrance. Willow class access their classroom through the main doors to the junior block (maps can be located on our school site).

Collection

Parents or carers are to collect children at 3:20pm. Hazel class parents are to meet children by the fire exit to their classroom.

Willow class will exit via the doors to the junior building. Please wait on the path near to the steps.

Children need to bring:

- A bottle of water
- A packed lunch (if not having school dinners)
- A healthy snack for break times.
- Their book pack containing their reading diary and reading book.
- A coat suitable for the weather along with hat, gloves or sun cream when appropriate.

PE

Y4 have PE on a Thursday and Friday. Please ensure children come dressed in their PE kit which is appropriate for taking part in PE and spending the day in, (Please check the school uniform policy for further details on PE Kit).

Hair needs to be tied back for safety reasons and ear rings and other jewelry should not be worn. Where it is not possible to remove ear rings, your child is responsible for taping their ears.

Reading

Reading books are sent home each week. Please read a **minimum of 5 times a week**. Children will **have a week to complete their book**. We also encourage them to read their own materials from home and use Bug Club.

The more your child reads at home the more fluent they will become and the greater understanding they will have.

Please ensure your child is recording what they have read in their reading record and we ask that you sign it at least once a week.

Homework

Spellings are sent home each week on a Tuesday. Please support your child to practice their spellings. They will be learning a variety of strategies to help with this in school. Spellings will be tested the following Tuesday and children will be asked to record their score and any incorrect spellings, in their reading record so you can see their progress.

Times tables are a key skill in Maths. It is expected that by the end of year 4 children know all of their times tables at speed. We will be working on this in school daily and we ask you support at home learning their times

End of Year Expectations for Year 4

Year 4 Number and Place Value

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number. <input type="checkbox"/> Count backwards through zero to include negative numbers. <input type="checkbox"/> Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). <input type="checkbox"/> Order and compare numbers beyond 1000. <input type="checkbox"/> Identify, represent and estimate numbers using different representations. <input type="checkbox"/> Round any number to the nearest 10, 100 or 1000. <input type="checkbox"/> Solve number and practical problems that involve all of the above and with increasingly large positive numbers. <input type="checkbox"/> 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>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. <input type="checkbox"/> Estimate and use inverse operations to check answers to a calculation. <input type="checkbox"/> Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall multiplication and division facts for multiplication tables up to 12×12. <input type="checkbox"/> 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. <input type="checkbox"/> Recognise and use factor pairs and commutativity in mental calculations. <input type="checkbox"/> Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. <input type="checkbox"/> 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. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. <input type="checkbox"/> Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. <input type="checkbox"/> Add and subtract fractions with the same denominator. <input type="checkbox"/> Recognise and write decimal equivalents of any number of tenths or hundredths. <input type="checkbox"/> Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. <input type="checkbox"/> Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. <input type="checkbox"/> Round decimals with one decimal place to the nearest whole number. <input type="checkbox"/> Compare numbers with the same number of decimal places up to two decimal places. <input type="checkbox"/> Solve simple measure and money problems involving fractions and decimals to two decimal places.

Year 4 Geometry and Measures

Measures	Geometry – Properties of Shapes	Geometry – Position and Movement	Statistics
<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Convert between different units of measure [for example, kilometre to metre; hour to minute]. <input type="checkbox"/> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. <input type="checkbox"/> Find the area of rectilinear shapes by counting squares. <input type="checkbox"/> Estimate, compare and calculate different measures, including money in pounds and pence. <input type="checkbox"/> Read, write and convert time between analogue and digital 12- and 24-hour clocks. <input type="checkbox"/> Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. <input type="checkbox"/> Identify acute and obtuse angles and compare and order angles up to two right angles by size. <input type="checkbox"/> Identify lines of symmetry in 2-D shapes presented in different orientations. <input type="checkbox"/> Complete a simple symmetric figure with respect to a specific line of symmetry. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe positions on a 2-D grid as coordinates in the first quadrant. <input type="checkbox"/> Describe movements between positions as translations of a given unit to the left/right and up/down. <input type="checkbox"/> Plot specified points and draw sides to complete a given polygon. 	<p>Sufficient evidence shows the ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. <input type="checkbox"/> Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Year 4 Reading

Word Reading

Sufficient evidence shows the ability to...

- Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books). Read at a speed sufficient for them to focus on understanding.
- Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.
- Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.
- Prepare poems and play scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.

Comprehension

Sufficient evidence shows the ability to...

- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays. Begin to justify comments.
- Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.
- Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.
- Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. Predict what might credibly happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and habitually re-reading.
- Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.
- Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character.
- Discuss words and phrases that capture the reader's interest and imagination.
- During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.

Year 4 Writing

Transcription

Spelling

Sufficient evidence shows the ability to...

- Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
- Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-.
- Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically.
- Write words spelt ch e.g. scheme, chemist, chef.
- Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen.
- Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags.
- Spell the majority of words from the YR 3-4 word list.

Handwriting Evidence:

- Writing is legible.
- All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.
- Writing is spaced sufficiently so that ascenders and descenders do not meet.
- Appropriate letters are joined consistently.

Composition

Composition: structure and purpose

Sufficient evidence shows the ability to...

- Discuss and develop initial ideas in order to plan and draft before writing.
- Write to suit purpose and with a growing awareness of audience, using some appropriate features.
- Organise writing into sections or paragraphs, including fiction and non-fiction.
- Appropriately use a range of presentational devices, including use of title and subheadings.
- Use dialogue, although balance between dialogue and narrative may be uneven.
- Describe characters, settings and plot, with some interesting details.
- Evaluate own and others' writing; proof read, edit and revise.

Vocabulary, grammar and punctuation

Sufficient evidence shows the ability to...

- Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause.
- Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives.
- Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...
- Use expanded noun phrases and adverbial phrases to expand sentences.
- Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.
- Use inverted commas accurately for direct speech.
- Identify the correct determiner e.g. a, an, these, those.
- Usually use the past or present tense, and 1st/3rd person, consistently.

Staff working in Year 4

Year 4 Teacher Hazel Class	Miss Fisher
Year 4 Teacher Willow Class	Mr Sharratt
Year 4 Teaching Assistant Hazel	Mr Beavan
Year 4 Teaching Assistant Willow	Mrs Payne
Year 4 Teaching Assistant Willow	Miss Ball
Year 4 Teaching Assistant Willow	Mrs Baker

Curriculum Overview Year 4

	Terms 1 and 2: Ancient Egypt	Terms 3 and 4: Through the Dragon's eye	Terms 5 and 6: All Creatures Great and Small
Focus	History	History and Geography	Science
English – Key Texts	Julius Zebra Little Blue Denim Jacket Ancient Egypt: The Best and Worst Jobs	How to Train your Dragon Lonely Planet Scandinavian Travel Guide	James and the Giant Peach Non-fiction animal text
English – Genres	Traditional story writing Diary Character descriptions Setting description of Egyptian town Instructions	Descriptive writing Dragon poems Information texts Travel brochure	Story writing Character description Biography Non-chronological report Newspaper
Maths	Place value Addition and subtraction Area Multiplication and division	Multiplication and division Length and perimeter Fractions Decimals	Decimals Money Time Properties of shape Statistics Position and direction
Science	Alexander Graham Bell Sound Thomas Edison Electricity	Changes of state Joseph Priestly Antoine Lavoisier Lord Kelvin	Habitats Food chains Animals including humans Gerald Durrell Maria Telkes
History	Ancient Egypt	Vikings	N/A
Geography	Locating Egypt: counties and continents Look at rivers and physical features of Egypt Climate of Egypt	Locating countries in Europe Map skills Comparing countries to UK Look at compass points and grid references Human settlements	Habitats around the world
Religious Education	What do others believe about God? Why are festivals important?	What can we learn about religions from deciding what is right and wrong?	What does it mean to be a Muslim in Britain today?
Computing	Internet research	Internet research and PowerPoints	Music and sound with software

Design and Technology	E safety Digital media (green screen) Stop motion animation	Sound effects E safety	Scratch computer programming Birdbox designs using LeoCAD Data collecting in graphs and tables Organise data about animals in spreadsheet
	Egyptian recipes Weaving	Clay work Food tasting and making	Bird houses
Art	Egyptian jewellery - Alexander Calder Tomb printing Art effects Canopic jars clay	Weaving Landscape art Scream - Edvard Munch Northern lights	Monet's garden – paint wash Robin Gilmore – bird drawing Digital artwork Tint and colour mixing
	Learning note values and creating own rhythmic patterns Evaluate and improve Ukulele	Key vocabulary Ukulele	Evaluating music and how it makes you feel Ukulele
French	On the Move Where in the world	Going shopping All Around Town	Holidays and Hobbies What is the time?
	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
PSHE/RSE			
PE	Athletics Gym Dance Netball/handball	Football Gym Dance Tennis	Quick Cricket Tag Rugby Gym Orienteering

