



Gayton Primary
School

Year 4
2019-2020



The Creative Curriculum

- Autumn Term:

History Focus: Stone Age to Iron Age (History Focus)

Science Focus: Living things and their habitats.
Light.

Spring Term:

History Focus: Romans (History Focus)

Science Focus: Rocks.
States of Matter.

Summer Term:

Geography Focus: Rainforests (Geography Focus)

Science Focus: Animal's including humans.

Learning in Art, English, DT and Computing will link to these topics when there is an obvious and natural connection. Where links would be contrived, stand-alone topics will be used to develop skills, knowledge and understanding.





Timetable Year 4

KS2	Monday	Tuesday	Wednesday	Thursday	Friday
Register & Morning Task 8:50 – 9:00	Maths	Maths	Maths	Maths	Maths
Session 1 9:00 – 10:00	Maths	Maths	Maths	Maths	Maths
Assembly 10:00 - 10:20	Whole School Guided Reading x2	Class Assembly Guided Reading x1	Whole School	KS2 Assembly Guided Reading x2	Merit Assembly
Break 10:20 – 10:35					
Session 2 10:35 – 11:35	English	English	English	English	English
Session 3 11:35 – 12:05	SPAG- Spelling	SPAG	SPAG - Spelling	SPAG	SPAG - Spelling
Lunch 12:05 – 13:05					
Session 4 13:05-14:15	Handwriting French	Topic	PPA - RE	Guided Reading x1 and TT Rockstars Computing	Homework check Science
Session 5 14.15-15.25	P.E	Topic	PPA - PE	Computing	Science

N.B: KS2 AFTERNOON – MOVEMENT BREAK AS AND WHEN APPROPRIATE



Utilising across the school. Uses quality children's literature and proven creative teaching approaches to support and develop a high quality literacy curriculum.

Impacts on both reading and writing attainment.

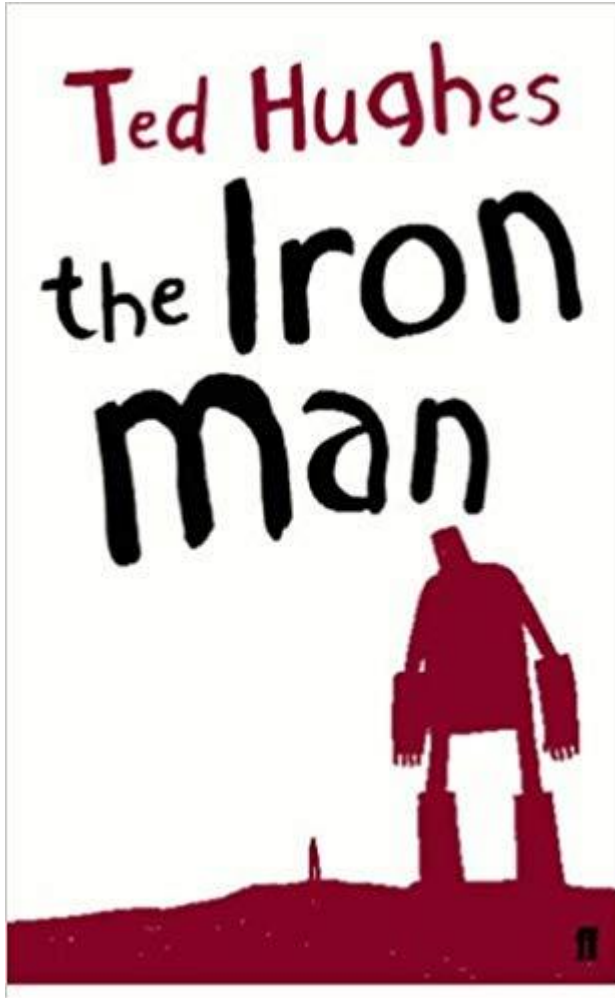
Vocabulary teaching explicit



Incorporating Spelling, Punctuation and Grammar.

Promoting a whole school love of reading and writing.

Power of Reading Overview (Autumn term)



Overview of writing activities:

Teaching Approaches

- Reading aloud and rereading
- Visualisation
- Drawing and annotating
- Readers' theatre
- Drawing comparisons
- Drama and role-play
- Debate
- Writing in role
- Shared writing

Writing Outcomes

- Annotated drawings
- Recounts (diary entries)
- Persuasive letter
- List poetry
- Questions
- Newspaper report



English -Reading

- Read aloud and understand the meaning of new words that they meet, including applying their growing knowledge of root words, prefixes and suffixes.

Reading Comprehension

- V - vocabulary
- I - infer
- P - predict
- E - explain
- R - retrieve
- S - sequence or summarise

Encourage your children to read as much as possible. Ideally different types of books, but if they have an author that they love to read, that's fine. It all helps!

Home Reading



- Creating a love of reading in children is potentially one of the most powerful ways of improving academic standards in school.
- There can be few better ways to improve pupils chances in school, or beyond in the wider world than to enable them to become truly independent readers.

Please ensure that your child is reading at home daily.

Please take the time to sit with your child and listen to them read but also read to them and discuss the story and new vocabulary.

All of year 4 will be given a book of the reading scheme that is appropriate to their reading ability. This is to help develop their understanding and comprehension skills with a suitable text. They will need to have this in school every day as well as their reading records.

Year 3 and 4 Reading Objectives

1	Read aloud and understand words based on knowledge of root words, prefixes and suffixes
2	Read further exception words, including those with unusual spelling/sound links
3	Retell some fairy tales or traditional tales orally
4	Identify themes and conventions in a range of books
5	Perform plays and poetry aloud using intonation, tone, volume and action
6	Recognise some different forms of poetry
7	Use dictionaries to check the meanings of words
8	Check that a text makes sense, including explaining the meaning of words in context
9	Identify and summarise the main ideas drawn from more than one paragraph
10	Draw inferences about feelings thoughts and motives
11	Use evidence to justify inferences
12	Discuss words and phrases which capture the reader's interest
13	Identify how language contributes to meaning
14	Identify how structure and presentation contribute to meaning
15	Retrieve and record information from non-fiction texts
16	Read aloud and understand words based on knowledge of root words, prefixes and suffixes
17	Read further exception words, including those with unusual spelling/sound links
18	Retell some fairy tales or traditional tales orally
19	Identify themes and conventions in a range of books
20	Perform plays and poetry aloud using intonation, tone, volume and action

Spelling, Punctuation and Grammar



Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <u><i>Later that day</i></u> , <i>I heard the bad news.</i>]

Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p> <p>Apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]</p> <p>Use of commas after fronted adverbials</p>
Terminology for pupils	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>

Spellings/Phonics

- Year 3 and 4 Statutory Keywords list
- Homophones: e.g. peace/piece
- Possessive apostrophe with plurals

	Autumn	Spring	Summer
Prefixes:	<ul style="list-style-type: none"> • in-, im-, il-, ir-, 	<ul style="list-style-type: none"> • anti-, inter- 	<ul style="list-style-type: none"> • un-, dis-, in-, re-, sub-, inter-, super-, anti-, auto-
Suffixes:	<ul style="list-style-type: none"> • -sure, • beginning with vowels -ing, -er, -en, -ed 	<ul style="list-style-type: none"> • -ture 	<ul style="list-style-type: none"> • Ending that sounds like shun spelt -sion • -ous • -ly added to words ending y, le, ic.
Phonics	<ul style="list-style-type: none"> • ay sound spelt eigh, ei, ey, • sh sound spelt ch, • u sound spelt u 	<ul style="list-style-type: none"> • g sound spelt gu • shun sound spelt -cian, -tion, -sion and -ssion. 	<ul style="list-style-type: none"> • s sound spelt sc



Apps to Support English

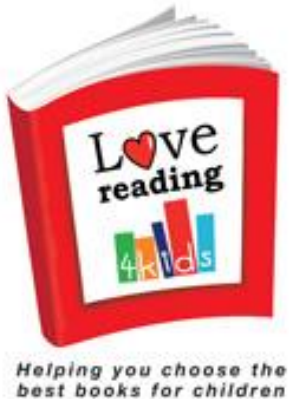


Spelling Shed
Developed by Robert Smith at the Literacy Shed.



Spell Fix

Developed by Alan Peat, there are a series of SpellFix apps that cover spelling lists and letter patterns.



Lovereadings4kids.co.uk

Recommends books for different ages and interests. Also for specific needs such as dyslexia friendly books



Apps to Support English



Top marks English and Spelling
English games for 7-11 year olds.



Grammar Monster
Free online grammar lessons and tests.



Crickweb
Free online English games and activities for spelling, punctuation and grammar.

Letter-join

- Handwriting scheme – implementing across the school.
- Handwriting is practised in short sessions during the week so that children are taught correct letter formation and joins.
- Working on improving standards of presentation in all aspects of work. Children should be applying this to all work inside and outside of school.
- Time in class to practise and embed joins. Will take time for your child to adapt their style.



*Fluency- children's ability to recall and apply knowledge rapidly and accurately.

*Reason- follow a line of enquiry, make generalisations, justify or prove something.

*Problem Solve- apply their knowledge, break down problems and persevere to solve problems.

Partitioning

Notes and Guidance

Children explore how numbers can be partitioned in more than one way.

They need to understand that, for example, $5000 + 300 + 20 + 9$ is equal to $4000 + 1300 + 10 + 19$

This is crucial to later work on adding and subtracting 4-digit numbers and children explore this explicitly.

Mathematical Talk

What number is being represented?

If we have 10 hundreds, can we exchange them for something?

If you know ten 100s are equal to 1,000 or ten 10s are equal to 100, how can you use this to make different exchanges?

Varied Fluency

- Move the Base 10 around and make exchanges to represent the number in different ways.

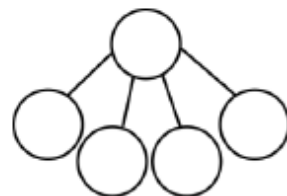
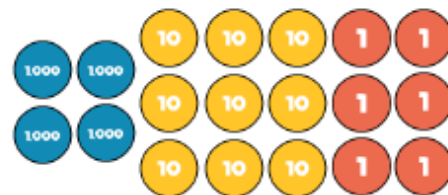


$$2000 + 400 + \boxed{} + 4$$

$$1000 + \boxed{} + \boxed{} + 14$$

$$1000 + 1300 + \boxed{} + \boxed{}$$

- Represent the number in two different ways in a part-whole model.



- Eva describes a number. She says,
"My number has 4 thousands and 301 ones"
What is Eva's number?
Can you describe Eva's number in a different way?

Partitioning

Reasoning and Problem Solving

Which is the odd one out?

3,500

3,500 ones

2 thousands
and 15 hundreds

35 tens

Explain how you know.

Jack says:



My number has five
thousands, three
hundreds and 64 ones.

My number has fifty
three hundreds, 6 tens
and 4 ones.

Amir says:



Who has the largest number?
Explain.

35 tens is the odd
one out because it
does not make
3,500, it makes
350

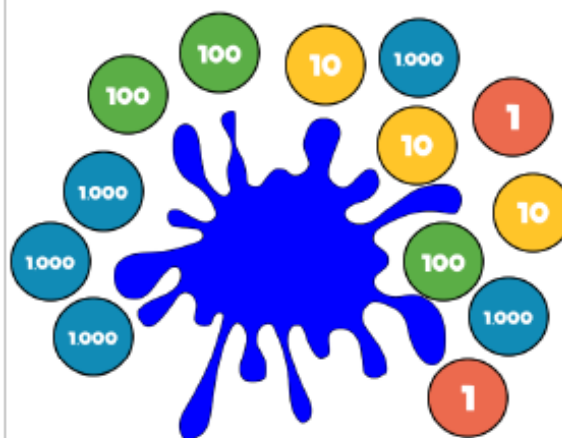
They both have the
same number
because 53
hundreds is equal
to 5 thousands and
3 hundreds. Jack
and Amir both have
5,364

Some place value counters are hidden.

The total is six thousand, four hundred
and thirty two.

Which place value counters could be
hidden?

Think of at least three solutions.



Possible answers:

One 1,000 counter
and one 100
counter.

Ten 100 counters
and ten 10
counters.

Eleven 100
counters.

Maths- Key Objectives

- 1 Count backwards through zero, including negative numbers
- 2 Recognise place value in four-digit numbers
- 3 Round any number to the nearest 10, 100 or 1000
- 4 Know tables up to 12×12
- 5 Use place value and number facts to carry out mental calculations
- 6 Use factor pairs and commutativity in mental calculations
- 7 Use short multiplication method
- 8 Recognise and use hundredths
- 9 Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- 10 Divide one- or two-digit numbers by 10 and 100, using tenths and hundredths
- 11 Round decimals with one decimal place to the nearest whole number
- 12 Compare numbers up to two decimal places
- 13 Convert between different units of metric measurement, including money
- 14 Find the area of rectilinear shapes by counting squares
- 15 Solve problems converting units of time
- 16 Compare and classify shapes, including quadrilaterals and triangles
- 17 Complete a simple symmetric figure with respect to a specific line of symmetry.
- 18 Describe positions on a 2-D grid using co-ordinates
- 19 Describe translations using a given unit to the left/right and up/down
- 20 Interpret and present discrete and continuous data on appropriate graphs



Apps to Support Maths



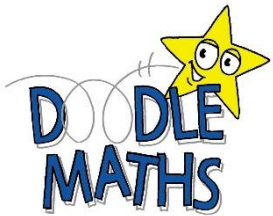
Times Tables Rock Stars

The children practise this at school and are encouraged to use it at home too. They all have a personalised log in. I can monitor progress and set specific tables.



Let's do mental maths

(This app is developed by Andrew Brodie who has produced a range of apps for maths as well as some spelling apps).



Doodle Maths

Games and help following a personalised programme



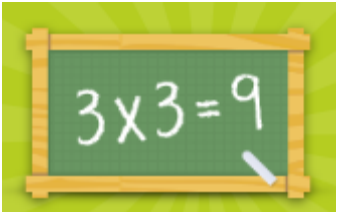
Apps to Support Maths



Arcademics
Free maths games.



Top marks Maths
Maths games for 7-11 year olds.



Timestables.co.uk
Practise and speed tests.

Times tables- Fluency

- By the end of YEAR 3, children should be able to recall multiplication facts for the 1s, 2s, 3s, 4s, 5s, 8s and 10s.
- By YEAR 4, children should know all multiplication facts up to 12×12 .
- Children should practise their times tables every day at home with an adult.



Year 4 Multiplication and Times Table Check

Expected to know times tables up to 12×12

June 2020 - three week window

Online digital assessment

25 question in 5 minutes with 6 seconds to answer each Question.





Maths Coverage

- Mental arithmetic;
- Number and place value;
- Addition, subtraction, multiplication and division;
- Fractions, decimals and percentages;
- Ratio and Proportion;
- Algebra;
- Measurement;
- Properties of Shape;
- Position and Direction - coordinates
- Statistics.



Marking Policy

- Not met objective - Need more help
- Almost - a bit more before taking next step
- Met objective - ready for the next step
- Exceeded objective.

Children will be grouped each day according to how they progressed the previous day. There are no set groups for any subject. This means all children will have support and a suitable task to help them to make progress and consolidate their understanding.

A child may exceed in some areas of maths and struggle in others; being in a fixed group would not be helpful.

- Writing:

The children will receive more feedback, and children encouraged to proof read and edit their own work (purple pen.)

Green for meeting or exceeding objective

Pink for spelling errors

Yellow for grammar/punctuation errors

Homework Expectations




Homework is set each Friday and due in the following Friday. We will mark the maths together, and there will be a spelling test.

Some children will have a personal spelling list - these will be tested during this time.

Homework

Year 4

Date: 27/09/2019

Reading	Spelling	Maths
		
<p>This week, your comprehension focuses on themes in classic stories.</p> <p>By doing this homework, you will learn many classic stories share themes such as good vs evil, rags to riches, reward for good deeds. By knowing about these themes, children can make predictions about plot and character when they encounter classic stories.</p>	<p>Words ending in the sound /ʒə/ when it's spelt -sure.</p> <p>pleasure treasure measure enclosure closure</p> <p>and these words from the year 3 and 4 words list:</p> <p>actual(ly) address answer</p>	<p>We've been looking at place value.</p> <p>Please complete pages 5 and 6 of your new maths practice book.</p> <p>These questions will revise and reinforce what we have been learning. Use objects and real life examples to help your child understand and apply the concepts. They can use number lines, place value</p>



Rewards

- As a school we use 'It's Good to Be Green' and Class Dojo.





Present and future!

Enjoying year 4 and
being ready to move to Upper Key Stage 2!

This term, we are working on being a good team by:

- choosing a positive attitude and trying to looking after each other's happiness;
- making sure we treat each other respectfully;
- taking responsibility for our own choices and helping each other to learn.

This ½ term, we are working on being ready for learning by:

- listening to instructions carefully;
- carrying out organizational activities efficiently;
- having the right equipment
- returning quickly to our places.

This year, we are preparing ourselves for the transition to UKS2
by:

- settling to work independently
- being brave and having a go before asking for help;
- challenging ourselves to achieve the highest standards we can.



Parent Helpers

We know that our children have so many varied and amazing talents because they take after their parents and receive a lot of support and encouragement!

If you have any spare time to help out we'd greatly appreciate it! One off or regular event - we're open to offers!

	reading	handwriting	maths	
gardening	drama	helping on visits		sewing
crafts	technology		science	cooking
artefacts		photographs	memoirs	

We have a tight schedule, but we can still be creative!



Keeping in Contact

- At the gates- Please do come and see me at the end of the day if anything is worrying you or concerning you.
- Phone
Contact the school office - I'll get back to you as soon as I can.
- Email
The school office will forward emails to me and I will call you back as quickly as I can.



Residential

- This year we will be visiting Barnstondale and staying over for one night.
- We will be going straight after the Easter holiday
- There will be a meeting in the Spring Term.



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