



Gayton Primary
School

Year 4
2020-2021



The Creative Curriculum

- Autumn Term:

Geography Focus:

Environmental Regions around the world

Science Focus:

Animals including humans

Sound

- Spring Term:

History Focus:

The Roman Empire and it's Impact on Britain

Geography Focus:

Volcanoes and Earthquakes

Science Focus:

States of Matter.

Living things and their habitats

- Summer Term:

Geography Focus:

South America

Rainforests

Science Focus:

Electricity

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

	Monday	Tuesday	Wednesday	Thursday	Friday
Arrival 8.40 – 8.55	Morning tasks –Spelling, handwriting or mental maths	Morning tasks –Spelling, handwriting or mental maths	Morning tasks –Spelling, handwriting or mental maths	Morning tasks –Spelling, handwriting or mental maths	Morning tasks –Spelling, handwriting or mental maths
8.55-10.00	Maths	Maths	Maths	Maths	Maths
10.00-10.15	Assembly	Guided Reading	Guided Reading	Guided Reading	
Break 10.15-10.30					
10.30-10.45	English	Guided Reading	Guided Reading	Guided Reading	English
10.45-11.45		English	English	English	
Lunch 11.45-12.45					
12.45-14.00	Handwriting Spelling Practice	Topic / Science	French/RE	Times Tables Rockstars Computing	Spelling Test History or Geography
Break 14.00-14.15					
14.15 – 15.00 *	P.E	PSHE	PE	Computing	History or Geography
15.00-15.25 (15.15 for those with infant siblings)	Story	Picture News Assembly	Big Start Assembly	Picture News Assembly	Friday Celebration Assembly at 13.30



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.

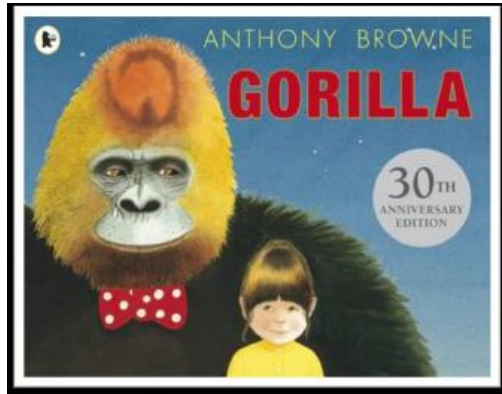
Vocabulary teaching explicit



Incorporating Spelling, Punctuation and Grammar.

Promoting a whole school love of reading and writing.

Pathways to Write (Autumn term)



Elements of writing covered through our study of the texts.

Plan writing:

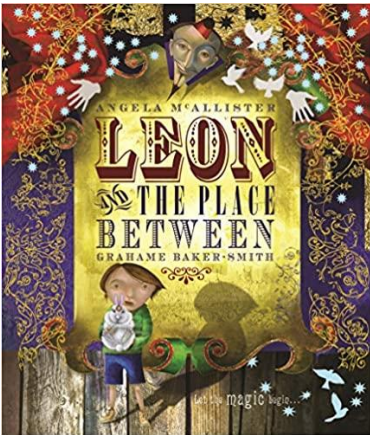
- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas

Draft and write:

- Enhance meaning through selecting appropriate grammar and vocabulary
- In narratives, create settings, characters and plot

Evaluate and edit:

- Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Distinguish between the language of speech and writing.
- Proof-read for spelling and punctuation errors





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

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, *we were* instead of *we was*, or *I did* instead of *I done*]

Sentence

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
Fronted adverbials [for example, Later that day, *I heard the bad news.*]

Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	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>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

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

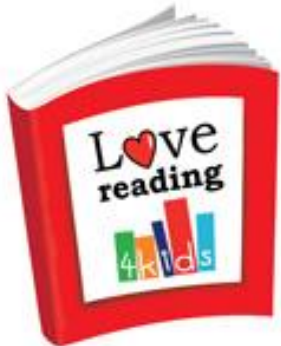


Spelling Shed
Developed by Robert Smith at the Literacy Shed.



Spell Fix

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



Helping you choose the best books for children

Lovereadings4kids.co.uk

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



Apps to Support English



Topmarks

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



Grammar
Monster

Grammar Monster
Free online grammar lessons and
tests.



Crickweb

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.



$$\begin{array}{r}
 2000 + 400 + \boxed{} + 4 \\
 1000 + \boxed{} + \boxed{} + 14 \\
 1000 + 1300 + \boxed{} + \boxed{}
 \end{array}$$

- 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

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

Explain how you know.

Jack says:



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

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

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

Amir says:



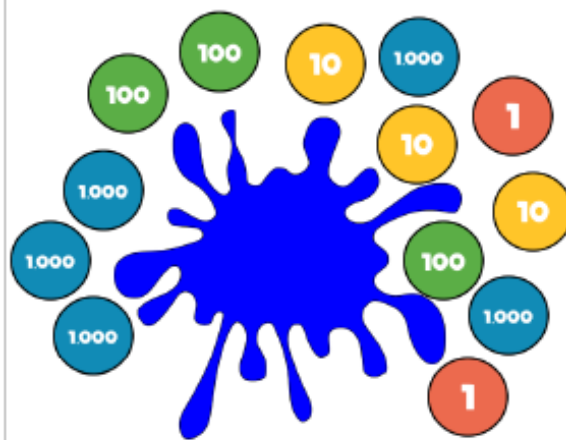
Who has the largest number?
Explain.

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



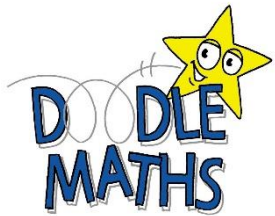
Times Tables Rock Stars

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®

Arcademics

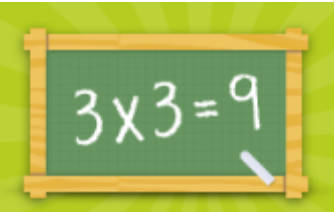
Free maths games.



Topmarks

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 2021 - 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

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 look 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.



Keeping in Contact

- 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.

Follow us on Twitter

[@GaytonPrimary](https://twitter.com/GaytonPrimary)

