Meet the Teacher
Year 4

Miss Batey & Mr Benson

TAs – Mrs Coates and Mrs Knight

4SB PPA Thursday – Ms Lucas

4NB PPA Thursday– Ms Lucas

Year 4 Staff

Mr Benson

Miss Batey

Ms Lucas

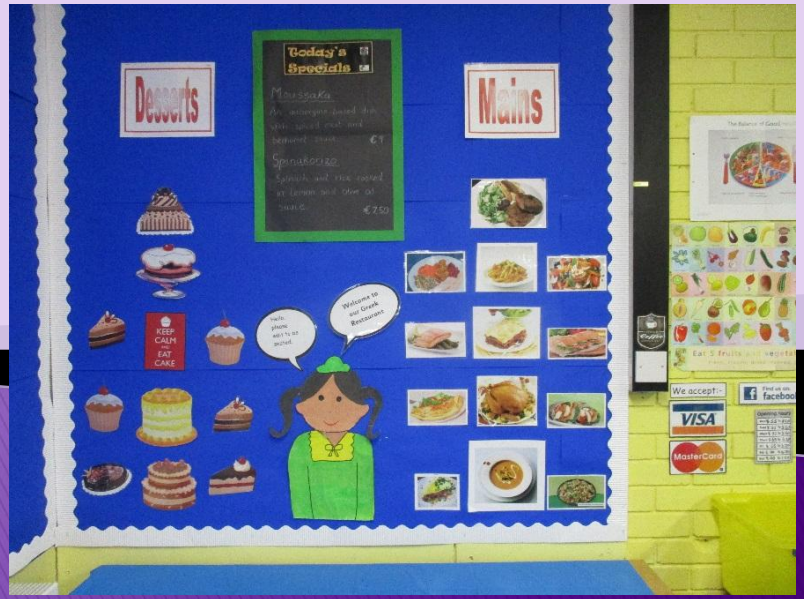
Mrs Coates

Mrs Knight

Year 4 Learning Areas

Welcome to Year 4

Middle area computers



Role play area

Year 4 Classrooms

Welcome to Class 4NB

Welcome to Class 4SB

Timetable example

Day	8.50 - 9.05 am	9.05 – 9.30 am	9.30 – 9.50am	9.50am – 10.40am	10.40-10.55 am	10.55 – 12.00	12.00 – 1pm	1.00-1.05pm	1.05- 2pm	2.00 – 2.15 pm	2:15– 2.55pm	2.55pm – 3.20pm
M		Whole Class Reading	Spellings	English	Break time	Maths	Lunch time	Registration	Science	Break time	French	Assembly
T		Whole Class Reading	Maths fluency	English		Maths			History/ Geography		Indoor PE	Class assembly
W		Whole Class Reading	Spellings	English		Maths			Outdoor PE		RE / PSHE	Singing Assembly
Th		Whole Class Reading	Maths fluency	English		Maths			Computing		Music	Reading – class novel
F		Whole Class Reading	Spellings	English		Maths			Art / DT support		Art / DT	Achievers assembly

Daily routines

- 8.45 am – Whistle blows.
- 8.55 am – Registration/gate closed.
- 9–9.40 am – Teacher and support staff – whole class reading.
- 9.40 – 9.55 am – Phonics & Spelling (Mon , Weds & Fri). Maths fluency (Tues & Thurs)
- 9.50–10.45 am – English.
- 10.45–11 am – Break.
- 11–12.00 pm – Maths.
- 12.00–1 pm – Lunch.
- 1.00 – 2.15 pm – Foundation subject lessons (a short comfort break).
- 2.55 – 3.20 pm – Assembly/intervention/arithmetic.

Year Group information

- Moving to Year 4 – Encouraging greater responsibility, independence, more challenging work.
- Exciting new topics – Ancient Greece, Romans, Locality unit, Campania Italy, Volcanoes.
- Whole class reading – Novel focus and grouped comprehension.
- Brass – Cornet, led by Mrs Greig on a Thursday.
- Multiplication Tables Check– Times-tables online assessment reported Nationally at the end of Year 4 scored out of 25.
- Home Learning – reading, homework book, mental maths weekly using TT Rock Stars and spelling system in line with the current Year 3 routine.

Key Stage Targets

- Greater depth in English and Maths

- Personalised teaching within lessons.
- Intervention groups.
- Reading Plus daily online sessions.
- Weekly guided reading and one to one reading sessions.
- Developing grammar and punctuation skills.
- A focus on widening vocabulary across all subjects.

- Arithmetic

- Timetabled arithmetic sessions twice a week.
- Strong focus on mental maths and times table recall. Year 4 Multiplication Tables Check June 2027.
- Lots of online support e.g. Times Table Rock Stars, Purple Mash.

Year Group Key Skills/Objectives

- English

Year 4 Key skills:

READING

Assessment Criterion – Word Reading

- Read aloud a range of age-appropriate texts with fluency & expression to a range of audiences.
- Use tone, intonation and appropriate volume when reading aloud, taking into account the punctuation.
- Read words with a range of prefixes & suffixes.
- Read and understand the meaning of the words on the Year 4 word list.

Assessment Criterion – Comprehension

- Show understanding of a range of age-appropriate texts through discussion and answers to comprehension questions.
- Make plausible predictions based on what is stated in the text and what is implied.
- Make plausible inferences based on what has been read and justify using textual evidence.
- Summarise the main idea of a text by scanning for key ideas & explaining in brief.
- Identify language features & organisational structure of texts, including poetry.
- Use context clues &/or knowledge of root words to explore the meaning of more complex vocabulary.
- Show understanding of effective words & phrases used by the author (including similes).
- Recite/retell less familiar stories &/or poems.
- Identify & discuss themes in stories & non-fiction texts.

Year 4 Key skills:

WRITING

Assessment Criterion – Vocabulary, Grammar, Sentence Structure & Punctuation

- Use a range of compound and complex sentences in writing, with a range of conjunctions.
- Use fronted adverbials at the beginning of sentences to indicate time or place.
- Use commas after fronted adverbials.
- Use apostrophes accurately for singular and/or plural possession.
- Use capital letters at the beginning of sentences and a full stop, exclamation mark or question mark at the end.
- Use inverted commas and other punctuation to indicate direct speech in stories.
- Set out speech correctly – new speaker, new line.
- Pronouns they and we and other plural forms (e.g. the children) are followed by WERE.
- Verb forms in writing are varied and consistent in terms of tense.
- Carefully chosen verbs and adverbs are evident in writing.
- Carefully chosen expanded noun phrases add interest to their writing (e.g. curly, brown hair or unpleasant, strange smell)

Assessment Criterion – Composition

- Settings and/or characters evident in story writing.
- A clear plot evident in story writing, which is resolved in the end.
- Appropriate paragraphs used with pronouns to link sentences within the same paragraph.
- Evidence of attempt to create suspense, humour or tension through vocabulary / sentence use.
- Improve own and others' writing by recognising and correcting errors in spelling, grammar & punctuation.
- Use the correct features for the particular text type.

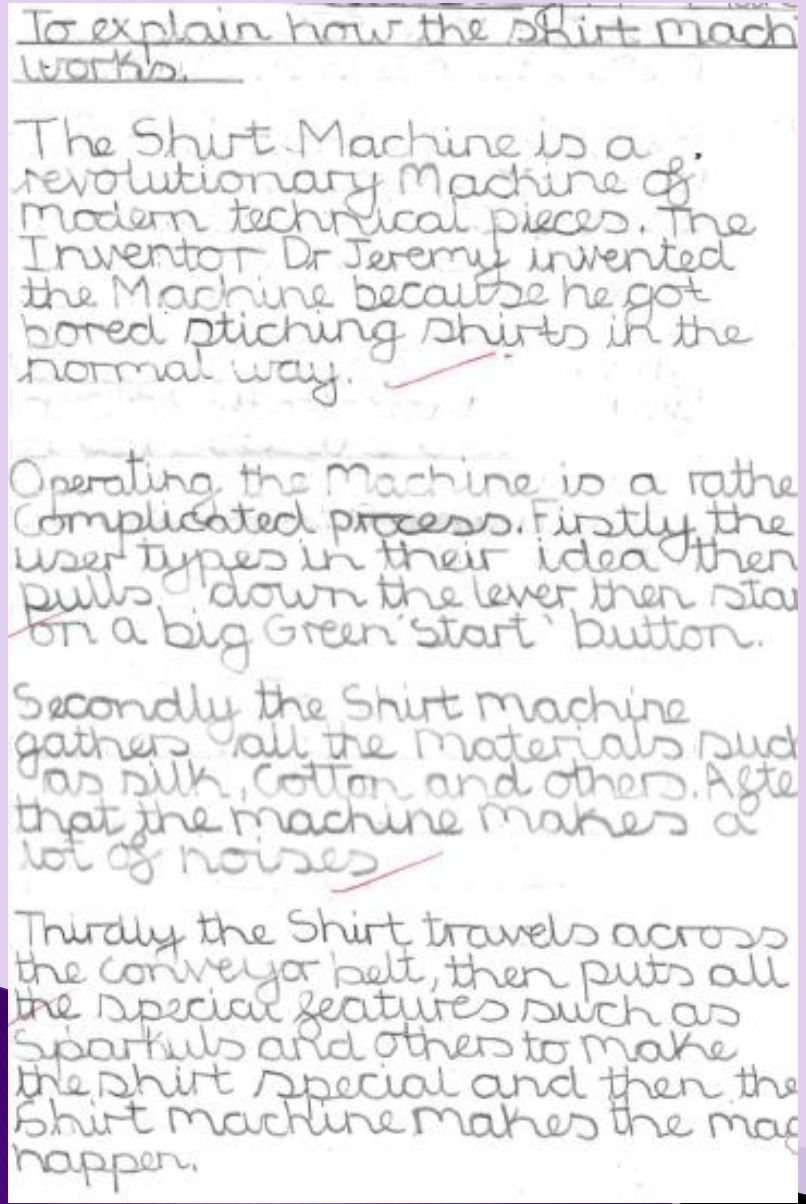
Assessment Criterion – Spelling

- Spell correctly the majority of the words for Year 4.
- Spelling age is equivalent to chronological age, or above.
- Use the correct prefix un-, dis-, mis- , il-, im- or in- depending on the root word and understand the function of the prefix.
- Use the correct suffix -tion, -sion or -cian depending on the root word.
- Spell the majority of words correctly that follow spelling patterns taught in Year 4 Phonics & Spelling.
- To choose the correct homophone depending on the context.
- The majority of words used in independent writing are spelt correctly, including polysyllabic words.
- If spelt incorrectly, attempts at spelling are phonetically plausible.

Assessment Criterion – Handwriting

- Use clear and legible joined up handwriting, using the four basic handwriting joins correctly.
- Form upper case letters correctly, and of the correct size in relation to lower case letters.

English writing example (WIN)



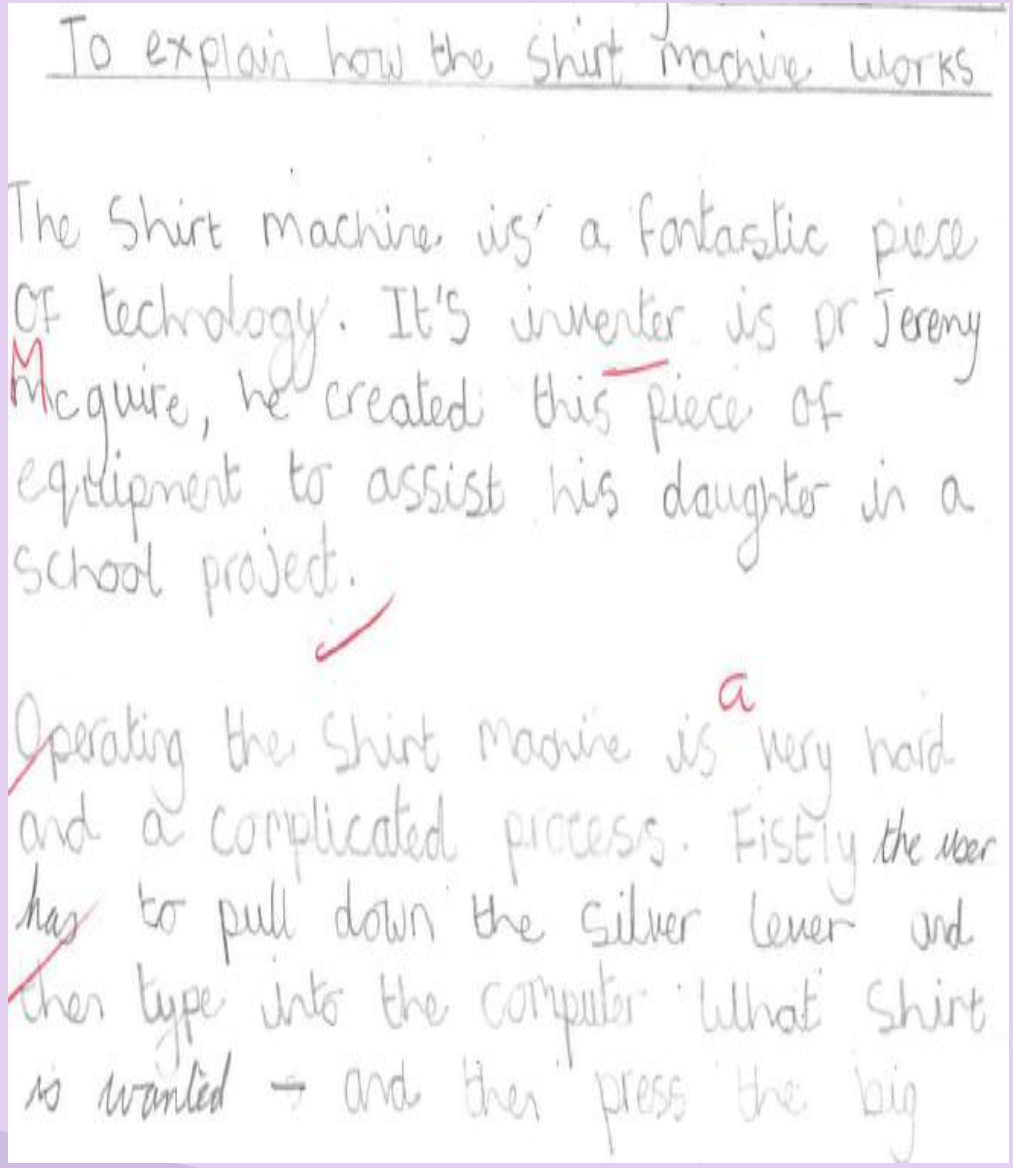
To explain how the shirt machi works.

The Shirt Machine is a revolutionary Machine of modern technical pieces. The Inventor Dr Jeremy invented the Machine because he got bored stiching shirts in the normal way.

Operating the Machine is a rathe complicated process. Firstly the user types in their idea then pulls down the lever then sta on a big Green 'start' button.

Secondly the Shirt machine gathers all the materials such as silk, Cotton and others. After that the machine makes a lot of noises

Thirdly the Shirt travels across the conveyor belt, then puts all the special features such as Sparkels and others to make the shirt special and then the Shirt machine makes the mag happen.

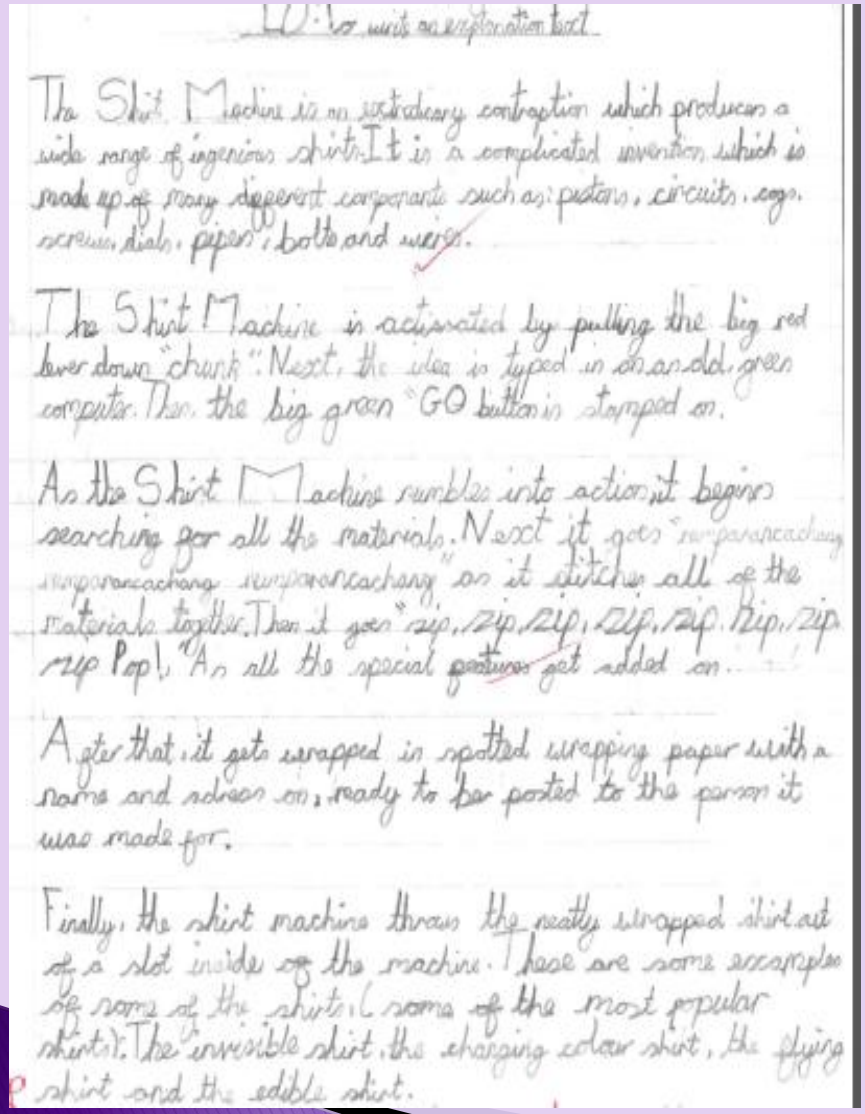


To explain how the Shirt Machine works

The Shirt machine is a fantastic piece of technology. It's inventer is Dr Jereny Mcguire, he created this piece of equipment to assist his daughter in a school project.

Operating the Shirt Machine is a very hard and a complicated process. Fistly the user has to pull down the Silver lever and then type into the computer what shirt is wanted → and then press the big

English writing example (GD)



LO: To write an explanation text

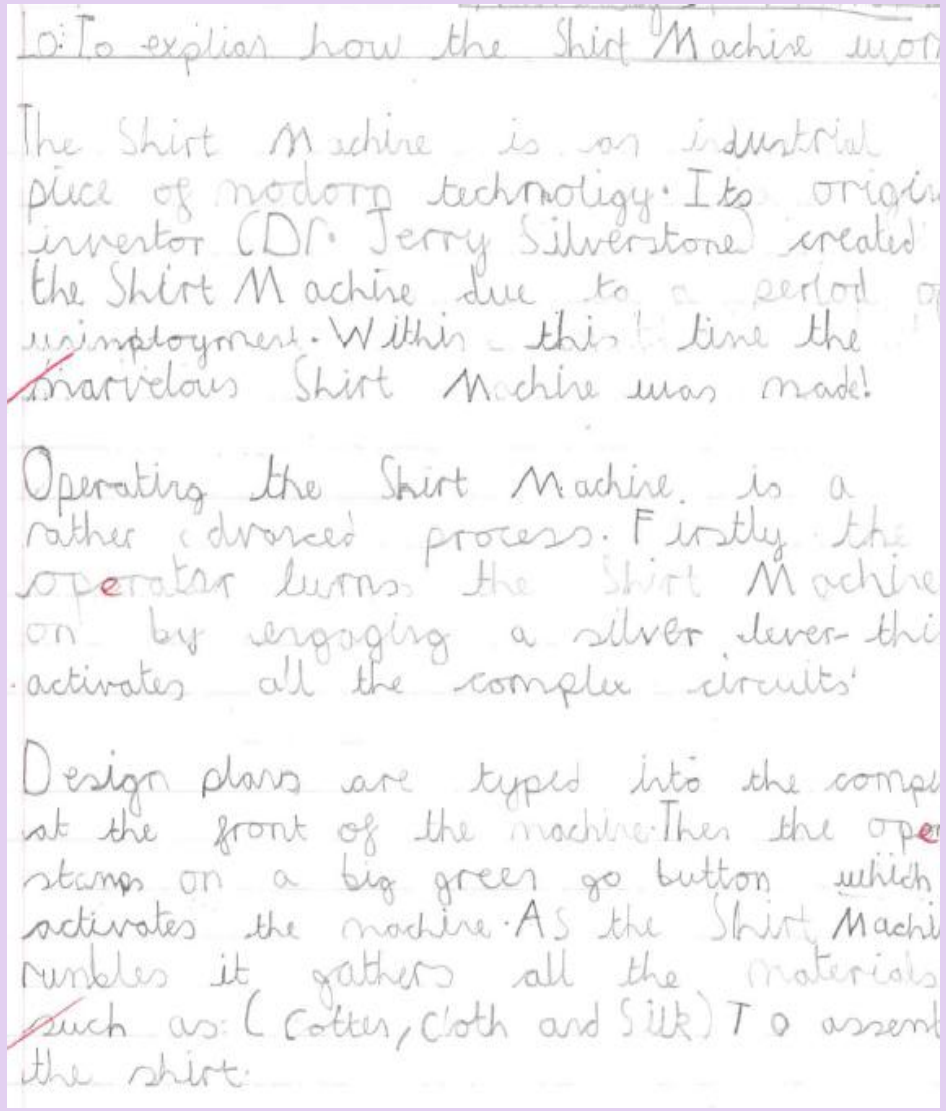
The Shirt Machine is an extraordinary contraption which produces a wide range of ingenious shirts. It is a complicated invention which is made up of many different components such as: pistons, circuits, cogs, screws, dials, pipes, bolts and wires.

The Shirt Machine is activated by pulling the big red lever down "chunk". Next, the idea is typed in on an old, green computer. Then, the big green "GO" button is stamped on.

As the Shirt Machine rumbles into action it begins searching for all the materials. Next it goes "rumparascaching rumparascaching rumparascaching" as it stitches all of the materials together. Then it goes "zip, zip, zip, zip, zip, zip, zip, zip Pop!" As all the special features get added on.

After that, it gets wrapped in spotted wrapping paper with a name and address on, ready to be posted to the person it was made for.

Finally, the shirt machine throws the neatly wrapped shirt out of a slot inside of the machine. These are some examples of some of the shirts. (some of the most popular shirts). The invisible shirt, the changing colour shirt, the flying shirt and the edible shirt.



Lo: To explain how the Shirt Machine work

The Shirt Machine is an industrial piece of modern technology. Its origin inventor (Dr. Jerry Silverstone) created the Shirt Machine due to a period of unemployment. Within this time the marvelous Shirt Machine was made!

Operating the Shirt Machine is a rather advanced process. Firstly the operator turns the Shirt Machine on by engaging a silver lever- this activates all the complex circuits.

Design plans are typed into the comput at the front of the machine. Then the oper stamps on a big green go button which activates the machine. As the Shirt Machi rumbles it gathers all the materials such as: (cotton, cloth and silk) To assemb the shirt.

Year Group Key Skills/Objectives

- Maths

Key Learning in Mathematics – Year 4

Number – number and place value

- Count in multiples of 6, 7, 9, 25 and 1000
- Count backwards through zero to include negative numbers
- Count up and down in hundredths
- *Read and write numbers to at least 10 000*
- *Read and write numbers with up to two decimal places*
- Recognise the place value of each digit in a four-digit number
- *Identify the value of each digit to two decimal places*
- *Partition numbers in different ways (e.g. 2.3 = 2+0.3 & 1+1.3)*
- Identify, represent and estimate numbers using different representations *(including the number line)*
- Order and compare numbers beyond 1000
- *Order and* compare numbers with the same number of decimal places up to two decimal places
- Find *0.1, 1, 10, 100 or* 1000 more or less than a given number
- Round any number to the nearest 10, 100 or 1000
- Round decimals (one decimal place) to the nearest whole number
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer
- *Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps*
- Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers

Number – fractions and decimals

- *Understand that a fraction is one whole number divided by another (e.g. $\frac{3}{4}$ can be interpreted as $3 \div 4$)*
- *Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators*
- Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- *Count on and back in steps of unit fractions*
- *Compare and order unit fractions and fractions with the same denominators (including on a number line)*
- Recognise and show, using diagrams, families of common equivalent fractions
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Recognise and write decimal equivalents to $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}$
- Add and subtract fractions with the same denominator *(using diagrams)*
- 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
- Solve simple measure and money problems involving fractions and decimals to two decimal places

Number – addition and subtraction

- *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*
- *Select a mental strategy appropriate for the numbers involved in the calculation*
- *Recall and use addition and subtraction facts for 100*
- *Recall and use +/- facts for multiples of 100 totalling 1000*
- *Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place)*
- *Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place*
- Add and subtract numbers with up to 4 digits *and decimals with one decimal place* using the formal written methods of columnar addition and subtraction where appropriate
- Estimate; use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- *Solve addition and subtraction problems involving missing numbers*

Geometry – properties of shapes

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry
- *Continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines*
- Identify acute and obtuse angles and compare and order angles up to two right angles by size

Geometry – position and direction

- Describe positions on a 2-D grid as coordinates in the first quadrant
- Plot specified points and draw sides to complete a given polygon
- Describe movements between positions as translations of a given unit to the left/right and up/down

Statistics

- *Use a variety of sorting diagrams to* compare and classify *numbers and* geometric shapes based on their properties and sizes
- 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

Number – multiplication and division

- *Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method)*
- Recognise and use factor pairs and commutativity in mental calculations
- Recall multiplication and division facts for multiplication tables up to 12×12
- *Use partitioning to double or halve any number, including decimals to one decimal place*
- 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
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- *Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context*
- *Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy*
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, *division (including interpreting remainders),* integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Measurement

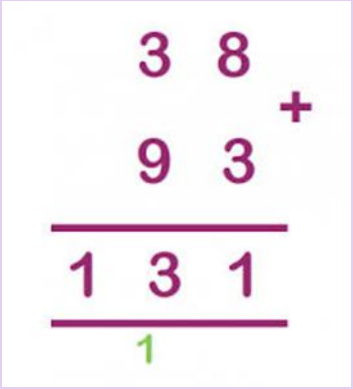
- Estimate, compare and calculate different measures, including money in pounds and pence
- *Order temperatures including those below 0°C*
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- *Know area is a measure of surface within a given boundary*
- Find the area of rectilinear shapes by counting squares
- Convert between different units of measure [e.g. kilometre to metre; hour to minute]
- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- *Write amounts of money using decimal notation*
- *Recognise that one hundred 1p coins equal £1 and that each coin is $\frac{1}{100}$ of £1*
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days *and problems involving money and measures*

	Rapid Recall	Mental Strategies	Mental Calculations	Times Tables
Year 4	• Multiplication facts of the 2, 3, 4,5 , 6, 7, 8, 9, 10, 11, 12 times tables • Division facts corresponding to tables of 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12	• Count on or back in repeated steps of 1, 10 and 100 • Count up through the next multiple of 10, 100 or 1000 • Reorder numbers in calculations • Add 3 or 4 small numbers, finding pairs totalling 10 • Add 3 or 4, 2 digit numbers, finding pairs totalling 100/use near doubles • Add three 2 digit multiples of 10 • Partition into tens and units, adding the tens first • Bridge through 100 and 1000 • Use knowledge of number facts and place value to add or subtract any pair of two digit numbers • Add or subtract 9, 19, 29, 11, 21 or 31 by rounding and compensating • Add or subtract the nearest multiple of 10 then adjust • Identify near doubles • Continue to use the relationship between addition and subtraction • Double any two digit number by doubling the tens first • Use known number facts and place value to multiply or divide, including multiplying and dividing by 10 and then 100 • Partition to carry out multiplication • Use doubling and halving • Use closely related facts to carry out multiplication and division • Use the relationship between multiplication and division	• Find what must be added to any two-digit number to make 100 e.g. 37+?=100 and to make 1000 • Add or subtract any pair of two-digit numbers e.g. 38+85, 92-47. Repeat for 3 digit numbers • Find out what must be added to / subtracted from any two or three-digit number to make the next higher/lower multiple of 100 e.g. 374 + ?=400, 826 - ?=800 • Subtract any four-digit number from any four digit number when the difference is small e.g. 3641-3628, 6002 – 5991 • Doubles and halves: Double any whole number from 1 to 50, e.g. double 36, and find all the corresponding halves, e.g. 96/2 Double any multiple of 10 to 500, e.g. 380 2, and find all the corresponding halves e.g. 760/2, 130/2 Double any multiple of 5 to 100 e.g. 65 x2, then to 1000 • Multiply any two-digit number by 10, e.g. 26 x 10 • Divide a multiple of 100 by 10 e.g. 600/10 • Multiply any two-digit multiple of 10 by 2,3,4 or 5 e.g. 60 x4, 80 x 3.	• Know 2x, 5x, 10x, 3x,4x, 6x, 7x, 8x, 9x, 11, and 12x tables and related division facts

Math's strategies

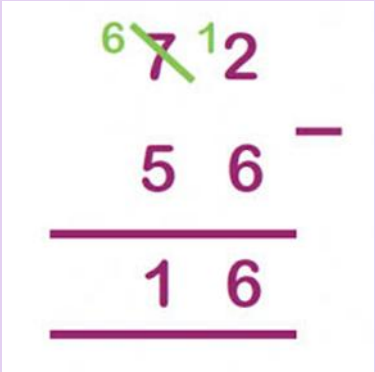
Addition – column method

$$\begin{array}{r} 12 \\ +24 \\ \hline 36 \end{array}$$

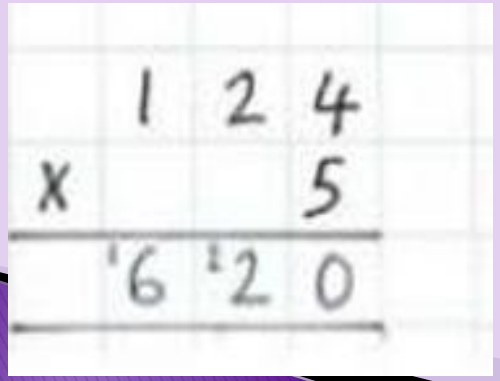


Subtraction – column method

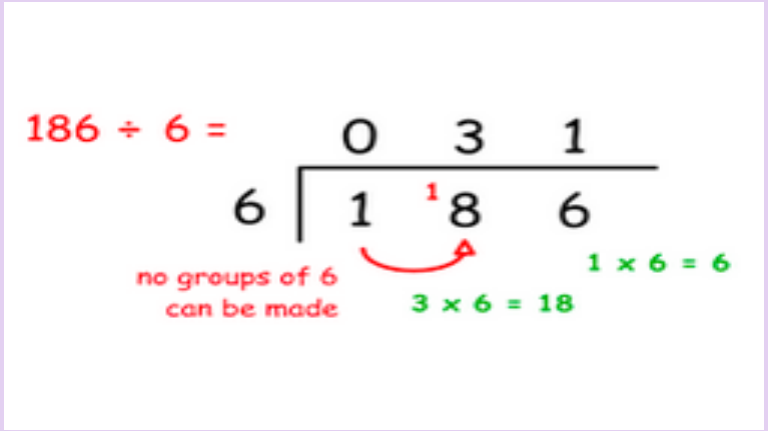
$$\begin{array}{r} 34 \\ -12 \\ \hline 22 \end{array}$$



Multiplication – short multiplication method



Division – Short division method.



Curriculum Matrix

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Text: Theseus & the Minotaur** Retell, ENPs with modifiers, direct speech, commas after fronted adverbials, ambitious adjectives, sophisticated similes **Text: Persephone** Retell, fronted adverbials, using Standard English **Text: Medusa** Retell & character description, short sentences, adding subordinating conjunctions, direct speech, apostrophe for singular possession, similes as openers **Topic: Ancient Greece** Non-chron report, use a range of appropriate non-fiction openers	**Topic: Electricity - Nikola Tesla** Biographical writing, plural & possessive 's', direct & reported speech, appropriate tense **Topic: Athens** Persuasive writing, ambitious adjectives, irregular verbs, perfect tense, punctuation, fronted adverbials, ENPs **Text: The Rhythm of the Rain** Explanation, cause & effect language **Text: Queen of the Falls** Recount, subordinate clauses, show don't tell, direct speech, apostrophes for possession, collective nouns	**Topic: Environment** Poetry – haiku & cinquain, free verse, emotive language, similes as openers, metaphors **Text: The Last Viking** Setting & retell, similes as openers, personification, 3 part speech, show don't tell, short sentences, **Topic: The Ear** Explanation text, cause & effect language, technical language	**Text: The Lion, the Witch & the Wardrobe** Setting description, diary & retell Setting – simile openers, personification, show don't tell, adjective openers, co-ordinating conjunctions Diary – maintain appropriate tense, subordinate clauses in the middle, adverbs, show don't tell, complex question sentence Retell – Mixture of short, compound & complex sentence, paragraphs, apostrophe for plural possession **Topic: North America** Non-chron fact file, simple past & present tense, sub-headings, note-taking	**Topic: Teeth** Instructions, imperative verbs, time conjunctions, co-ordinating & subordinating conjunctions, fronted adverbials, possessive apostrophes **Topic: Digestive System** Explanation, cause & effect language, subheadings, fronted adverbials for frequency **Text: Marshmallows (visual)** Character description & retell, prepositional openers, similes & metaphors, ENPs, accurate verb choice & adverbs, fronted adverbials for frequency & degree with comma **Text: Sam's Duck** Retell, character development, compound and complex sentences	**Topic: Local history – Hoghton Tower** Retell, complex sentences & commas, direct speech, character & setting, show don't tell **Topic: Soup** Instructions, consolidating previous skills **Topic: Nick Park** Recount of his involvement with Wallace & Gromit, complex sentences & commas, consolidate previous skills **Text: For the Birds (visual)** Argument, anti bullying theme, language of debate, consolidate previous skills
Maths	Number (Place Value, Numbers to 10,000)	Number (Addition and Subtraction within 10,000) Measurement (Perimeter)	Number (Multiplication and Division, Fractions, Decimals)	Number (Multiplication and Division, Measurement (area)	Number (Decimals) Measurement (money, time, statistics)	Geometry (properties of Shape, position and movement)
Science	**Electricity** Simple electrical circuit, identifying and naming its basic parts	**States of Matter** Solids, liquids and gases, evaporation, condensation, thermometers, boiling, reversible and irreversible processes	**Sound** Vibrations, safety, travel, patterns	**Working scientifically** Developing working scientifically skills. Revisiting prior learning in new contexts.	**Animals including humans** Teeth, digestive system, food chains	**Living things and their habitats** Classification, grouping, environmental change
	Use the local environment throughout the year to identify living things in their habitat					

History/ Geography	Ancient Greece		Romans	Locality Unit Local region - maps	My region and Campania (Italy) Volcanoes earthquakes	Weather and Climate
Computing	**Key Skills Review; Writing for different audiences;** Text and Multimedia Newspaper design, image adaptations	**Effective searching; Animation** accurate internet searching-Google; animation using web-cams	**Online safety; Electronic Communication** copyright understanding and malware, e-mail detectives	**Spreadsheets; Branching Databases** spreadsheet formulas, Ask Oscar-effective sorting	**Coding and control** Coding variables, Bee-Bot board game	**Simulations and Modelling; Hardware investigators** Using Logo, understanding the parts of a computer
	Online safety constantly threaded throughout					
RE	**Key Question:** How should we live our lives?					
	Buddhism **The Life of Buddah** Is it possible for everyone to be happy?	**Christianity** **Christmas** What is the most significant part of the nativity story for Christians today?	**Judaism** **Passover** How important is it for Jewish people to do what God asks them to do?	**Christianity** **Easter- Salvation** Is forgiveness always possible for Christians?	**Buddhism** **Beliefs in Practice- The 8-fold Path** What is the best way for a Buddhist to lead a good life?	**Christianity** **Prayer and Worship** Do people need to go to church to show they are Christians?
Art	**Clay** Greek pottery	**Painting** Festive theme	**Drawing** Roman Art	**Printing** Andy Warhol	**Printing** Digital Media	**Printing** Fibre art
DT	**Textiles** Design, make and evaluate a Christmas decoration for a family member		**Electronics and Computing** Design, make and evaluate a working electrical buzzer game for a child Designer- Thomas Eddison		**Food** Design, make, taste and evaluate a healthy soup for a vegetarian	
Music	**Brass Wider Opportunities** Learning to play their brass instrument, correct embouchure, notes C,D,E,F. Introduction to notation. Performance skills		**Brass Wider Opportunities** Playing notes C to A and jumping between them in different intervals. Reading notes on the stave and identifying rests. Instruments in the orchestra		**Brass Wider Opportunities** Composing and Improvising within a set structure. Notes C to C, playing with dynamics. Recognising sharps and flats.	
PE	Invasion Games – Basketball	Gymnastics- Activities 1	Health related fitness	Net and Wall – Task 2	Athletic Activities	OAA – Team Work and Problem Solving
	Dance – Myths and Legends	Invasion Games - Handball	Invasion Games – Rugby 2	Target Games – Boccia	Target Games – Dodgeball	Striking and Fielding – Cricket
Role Play	**Greek restaurant**		**Science Laboratory**		**Recycling Centre**	
PSHE	**Me and My Relationships** Different feelings When feelings change Under pressure	**Valuing Difference** Friendships What would I do? Stereotypes	**Keeping Myself Safe** Danger, risk or hazard? Dares Medicines Keeping ourselves safe	**Rights and Responsibilities** Staying healthy and safe Rights In the news Money	**Being my Best** What makes me Making choices My school community Basic first aid	**Growing and Changing** Moving house My changing feelings Secrets or surprise?
PFL: French	Phonetics 2 Presenting Myself Count to 20 in French, say their name and age in French, say hello and goodbye and then ask how somebody is feeling and answer how they are feeling, tell you where	Family Say the nouns in French for members of their family, tell somebody in French the members and age of a fictitious, historical or television family as a model to present and practise	Cultural 2 Classroom Recognise and repeat from memory simple classroom objects and use the correct gender, say what they have and do not have in their pencil case, recognise and	Goldilocks and the Three Bears Listen attentively to a whole familiar fairy tale in French., remembering new language using picture, word and phrases cards. Improve gist reading and gist listening	At the Tea Room Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a French salon de thé. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink.	

Trips and Curriculum Enhancement

- **Visits** – Hothersall Lodge Residential visit– March.
- **Swimming** – Spring term
- **Performances for parents** – Brass concert, poetry performance.
- **Themed weeks** – Life Skills, Arts Week
- **Autumn** – Ancient Greece, Greek pottery and Sound and Electricity.
- **Spring** –Romans, Drawing, collage and Printing, Local Region, Solids, liquids and gases
- **Summer** – Campania, Environmental Awareness, Habitats, Teeth and Eating, Growing Up

Thank you for taking the time to read this presentation. We are really looking forward to September and an exciting new school year with your children.