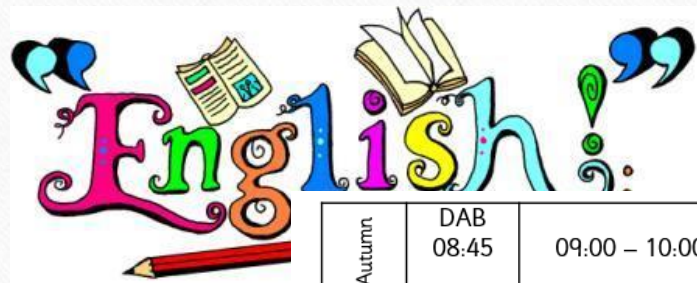


Curriculum Meeting

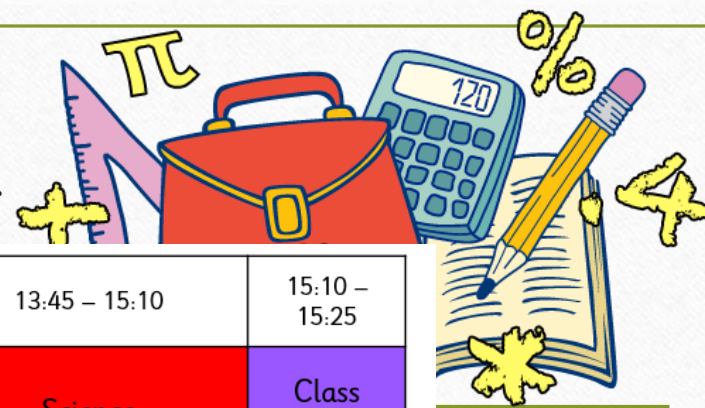
Year 4

Miss Rondet 4R

Miss Turner 4T



Year 4 Timetable



Autumn	DAB 08:45	09:00 – 10:00		10:00 – 11:00		11:15 -12:15		13:15 – 13:30	13:45 – 15:10	15:10 – 15:25		
Mon		Spelling / Handwriting	Writing	WCR	BREAK	Maths	LUNCH	Class Novel	Science	Class Worship		
Tues	X tables	P.E		Grammar		Maths		Class Novel	Creative Curriculum	Collective Worship		
Wed		Writing		Maths		X TAB LES FOC US		WCR	Class Novel	Spanish (PPA)	P.E (PPA)	Collective Worship
Thur	DIRT	Writing SR ECT		Maths		R.E		Class Novel	Computing * Music	PHSE	Collective Worship (Singing Assembly)	
Fri	Spelling	Writing		Maths		X TAB LES FOC US		WCR	Class Novel	Art/DT		Class worship – prayer

Other Subjects

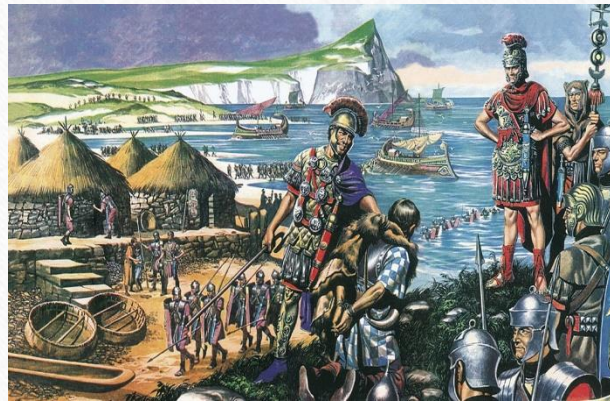
R.E. Science, Geography, History, ICT, D&T, Music, P.E. and Spanish make up the rest of the curriculum and are taught in proportion to requirements of the National Curriculum.

Creative Curriculum Topics

Ancient Greece:
Their influence on
Modern life.



Roman Empire:
Their impact on
Britain



Comparing
Naples Bay to
West Midlands.



P.E.



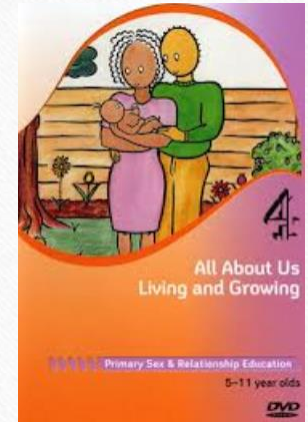
- P.E. – lessons are on Tuesday morning and Wednesday afternoon.
- Please provide your child with the correct kit for these days and make sure it is clearly labelled.
- White t-shirt, black shorts (joggers for colder months), either a red Deanery hoody or a plain black hoody (for colder months). Trainers for outside P.E. Pumps for indoor games. Barefoot for gymnastics and dance.
- Jewellery: not allowed in school. Exceptions: watches (no smart watches please) and jewellery worn for religious reasons. Children will be expected to remove them before PE for the health and safety of all children.
- Earrings: plain gold or silver studs only and if possible, these should either not be worn to school on PE days or children will be expected to remove them for the health and safety of all children.
- Recently pierced ears (in last 6 weeks): please ensure micro pore tape or plasters are brought into school to cover earrings.
- Contact will be made with parents/carers if PE kit is frequently not brought in.

Relationship and Sex Education

Year 4 : Changes
PANTS rule (FGM)

RSE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff receive regular training in RSE and PSHE as identified by the RSE Subject Lead and Senior Management Team (including DfE changes/amendments to guidance). Regular subject monitoring for assessment of the subject is undertaken in accordance with the practices of the school including regular policy review.

Before RSE is taught, you will be invited to join an RSE Y4 meeting where you can view taught materials.





Homework

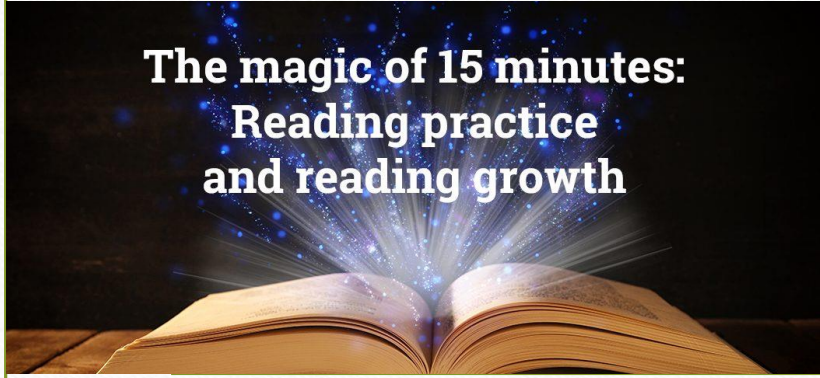
-
- Reading – texts to be set on Google Classroom with a short quiz.
 - Reading at home – approx. 20 mins each night. Independently but also signed off by an adult.
Maths - TT Rockstars to be set weekly – varying game types.
 - No projects – these will form part of our curriculum within school.
 - No spelling test – children will be taught spelling rules and practise spellings during the week and will be encouraged to use them in their writing.
 - All key events and dates will be communicated through the news letter.



Reading at home

- We cannot stress how important it is to read daily with your child.
- Reading has a myriad of benefits: it helps children with their mental health, emotional intelligence, vocabulary, knowledge of the world and imagination to name but a few.
- It is what's known as a 'keystone habit' in that it's part of an elite set of habits where a focus on reading will cause a chain reaction and have an impact on several areas of learning.
- It is a fantastic way to spend quality time together.
- Furthermore, reading attainment is highly correlated with enjoyment.

**The magic of 15 minutes:
Reading practice
and reading growth**



Top tips for reading together

- Choose texts that you will both/all enjoy (good quality picture books can appeal to children and adults of all ages!)
- Make it part of a routine. We want our children to develop long-lasting reading habits.
- Get comfy and read for at least 15 minutes. Studies have shown that many of the benefits of reading only really start to emerge at the 15 minute mark.
- Take it in turns to read. Put on different voices for different characters.
- Get into the nitty gritty of the book. Discuss words that might be unfamiliar to them.



Reading together

- Reading together gives children vital access to a much wider set of life experiences and vocabulary than reading alone.
- Whenever children are reading with an adult and happily chatting about what they are reading, they are learning so much more than if they were reading independently.
- It's a fantastic way to strengthen communication with your child. Real conversations rarely begin with "How was school?" but may well emerge when reading and talking about a story you're reading.

Class novel

- Research shows that reading aloud to children helps them to make more progress.
- It enables adults to model reading strategies and to discuss key points with children to support their understanding.
- We will read our class novel to the children every day for 15 minutes to promote reading for pleasure.
- Currently, we are reading 'Podkin One-Ear' – a fantasy story about a family of rabbits trying to save themselves from an army of metal warrior rabbits.



8 English lessons each week:

- 3 x Whole Class Reading lessons
 - 4 x Writing lessons
 - 1 x Grammar focus lesson
-
- 1 x spelling/handwriting session or 5 x 10 mins spelling activities
We also read part of our class novel each day.

WCR – Whole Class Reading

We use the Whole Class Reading approach to our lessons. We focus on one theme each week with 3 different texts. We use novels, poems, non-fiction, songs and picture books so that the children get a wide diet of different texts.

The whole class read and discuss that text through class, partner and independent questions.

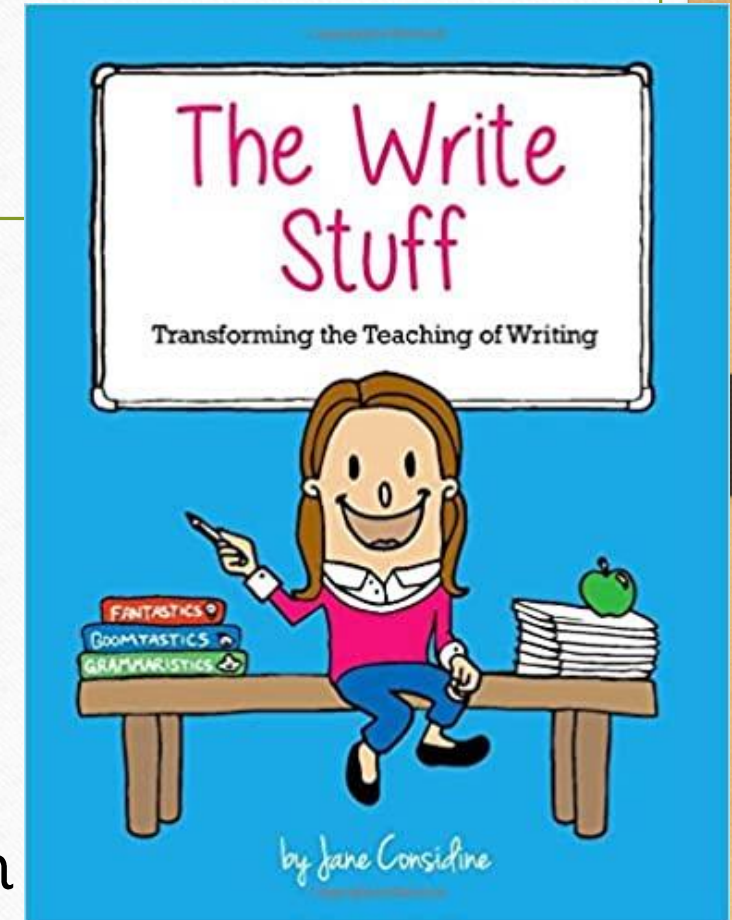
Writing

★ The Write Stuff builds pupils' confidence with sentence structure.

★ The approach widens the repertoire of writing options for pupils.

★ Pupils gain an understanding of the 'whole' piece that they are writing.

★ Organisation of their ideas and cohesion between them is strengthened.



The BENEFITS OF 'THE WRITE STUFF'

- ★ Pupils understand how to apply sentence scaffolds to their independent writing as they develop their expertise.
- ★ Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.
- ★ Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.
- ★ Pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning.
- ★ Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes.

Year 4 Grammar

- **Word Structure** – Plural and Possessive. Standard English form of verb inflections instead of local spoken forms (eg. *We were* instead of *we was*, or *I did* instead of *I done*).
- **Sentence Structure** – 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 e.g. Later that day, I heard the bad news.
- **Text Structure** – Use of paragraphs to organise ideas around a theme. Appropriate use of pronoun or noun within and across sentences to avoid repetition.
- **Punctuation** – Inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, “Sit down!” Apostrophes to mark plural possession e.g. the girl’s name, the girls’ names.. Use of commas after fronted adverbials.
- **Terminology** – determiner, pronoun, possessive pronoun, adverbial

Maths

- Coverage
- How maths is taught
- Expectations



Maths is taught daily. Children start by completing a short 'Settling Down' task and then move on to the main focus of the lesson.

SETTLING DOWN ACTIVITY (SD)

The SD is set out like this for every lesson each week. Questions are split into 4 sections which focus on building on prior knowledge.

25.09.23

Time: _____ : _____

Last Lesson Use $>$ $<$ $=$ to compare these numbers.

1) 2400 _____ 2004

5) 3636 _____ 3663

Last Term



quarter turn



full turn



half turn



three-quarter turn

Last Week

2) Partition this number basically.

2431 = _____ + _____ + _____ + _____

6) Partition this number flexibly

2431 = _____ + _____ + _____ + _____

Last Year

4)

	H	T	O
	4	0	5
+	3	6	1

8) On a whiteboard, see if this is correct:

Odd + even = odd

True, False, Sometimes?




Obj: Roman numerals

Yearly Overview

We follow the White Rose Hub scheme of learning which is in line with the DfE guidance.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and Perimeter	Number: Multiplication and Division			
Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions				Number: Decimals			Consolidation
Summer	Number: Decimals	Measurement: Money		Measurement: Time	Statistics	Geometry: Properties of Shape		Geometry: Position and Direction		Consolidation		

Unit Coverage

Day	Topic	
Monday	Numbers to 1,000	NPV-2 
Tuesday	100s, 10s and 1s	NPV-2 
Wednesday	Number line to 1,000	NPV-4 
Thursday	Round to the nearest 10	NPV-3
Friday	Round to the nearest 100	NPV-3
Monday	Count in 1000s	NPV-1
Tuesday	Represent numbers to 10,000 activity	NPV-2
Wednesday	1000s, 100s, 10s and 1s	NPV-2
Thursday	Partitioning	NPV-2
Friday	The number line to 10,000	NPV-3

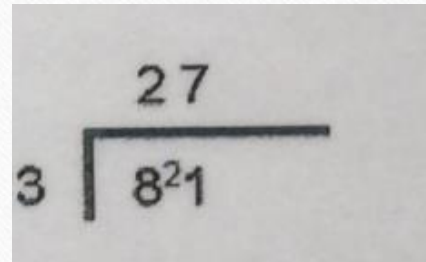
- Each unit will include recap lessons from previous years as well as new Y4 objectives
- At the end of each unit a mini-assessment will be completed to identify any gaps
- Further focus groups and interventions will then take place to go back over those gaps

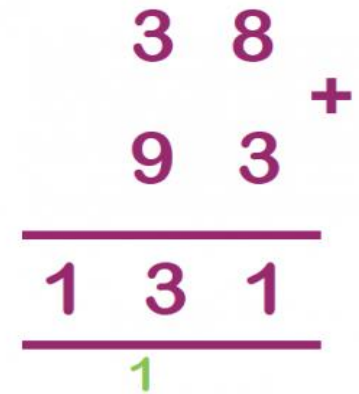
Calculations policy

- Calculations are clearly set out to show how each area of learning is taught.
- There are sometimes more than one method taught to allow children some choice in their workings out.

Methods

- Column method for addition and subtraction, extending to 4 digit numbers.
- Developing the grid method in multiplication on to column multiplication.
- Use of the bus stop method in division – dividing up to 3 digit numbers by a single d


$$\begin{array}{r} 27 \\ 3 \overline{) 821} \end{array}$$


$$\begin{array}{r} 38 \\ + 93 \\ \hline 131 \end{array}$$

Addition and Subtraction

4

Add numbers with up to 4 digits

As year 3, but including 4 digits.

$$\begin{array}{r} 3517 \\ + \quad 396 \\ \hline 3913 \\ \hline 11 \end{array}$$

Subtract numbers with up to 4 digits

As year 3, but including 4 digits.

$$\begin{array}{r} 2754 \\ - 1562 \\ \hline 1192 \\ \hline \end{array}$$

Multiplication and Division

4

Multiply 2 and 3 digits by a single digit using all multiplication tables up to 12 x 12

Developing the grid method:

Eg. $136 \times 5 = 680$

X	100	30	6
5	500	150	30

500
150
+ 30
680

Encourage mental addition or use of column addition to add accurately.

36			
x 5	check with grid	x 306	
<u>180</u>		5 150 30	
3			

	150
+	30
	<u>180</u>

Divide up to 3-digit numbers by a single digit.

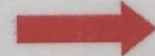
Short division: Limit numbers to NO remainders in the answer OR carried (each digit must be a multiple of the divisor).

$$\begin{array}{r} 32 \\ 3 \overline{)96} \end{array}$$

Remind children of correct place value, that 96 is equal to 90 and 6. Use Dienes to demonstrate.

→
$$3 \overline{)821} \begin{array}{r} 27 \end{array}$$

Example with remainder



$$6 \overline{)284} \begin{array}{r} 47 \text{ r } 2 \end{array}$$



Maths Expectations

- Pupils in Year 4 are expected to know their times tables off by heart up to 12x12. Children will be assessed on this towards the end of the year – this is explained on the next slide.
- Complete 40 minutes of TTrockstars weekly.
- Check their work carefully. If answers are incorrect, try to work out the mistake and then have another attempt in green pen.
- Present their work neatly and appropriately.
- Complete further maths homework if it is set.



If a child has found a particular aspect of the lesson difficult, we will address this through support and small group work to ensure they have a solid understanding of the taught themes or skills.

The Multiplication Tables Check (MTC)

- The purpose of the MTC is to determine whether Year 4 pupils can fluently recall multiplication tables.. The check was introduced in June 2019, This means that children in England will be taking the test as a statutory requirement.

What will the multiplication tables check look like?

- There will be 25 questions worth one mark each. The questions will be in no particular order. Every question will follow the same format and will require the same type of response e.g. $4 \times 8 = 32$.
- Children will have a maximum of six seconds to answer each question – this is based on research undertaken by the Standards and Testing Agency (STA). There will be a three-second pause before the next question is displayed.
- The emphasis will be on the "6, 7, 8, 9 and 12 multiplication tables", with two to four questions in every test taken from each of the 6, 7, 8, 9 and 12 multiplication tables, meaning that between 18 and 22 questions will focus on KS2 content.

Assessment

Formative and Summative

Teacher's assess children daily to form the basis of planning and consecutive lessons.

At the end of each half term, teachers moderate and assess the children on the objectives covered and assess against the National Curriculum.

Once a term, children are assessed in formal tests for writing, reading comprehension, grammar and spelling, maths arithmetic and reasoning. Results are recorded and given back to the children.

Trips and Residentials

- Residential trip to Kings Park (2 days, 1 night).

June 2024.



Plays and Performances

- Harvest festival at St John's Church, Walmley.
 - Thursday 10th October.
- Year 4 and Year 6 joint Christmas at St John's Church, Walmley.
 - Wednesday 11th December 2024 – 2pm
 - Wednesday 11th December 2024 – 6pm

Thank You
