

Welcome to Year 4

4VB - Mrs Baxter

4CR - Miss Roberts

HLTA - Mrs Parker

Daily Routines

	8.40-8.55	8.55-9.15	9.15-10.20	10.20-10.30	10.30 - 11.35	11.35 - 12.00	12.00 -1.00	1.00-1.20	1.20 -2.00	2.00 -3.00	3.00-3.20
Monday	Registration & arithmetic	In hall: Bible	TTRS Maths	Break	Writing	Reading	Lunch	Spelling	History	French	Class story
Tuesday		In class: Bible	TTRS Maths		Writing	Reading		Spelling Catch Up & B&V		PE (2-3pm) Gymnastics	Class story
Wednesday		In hall: singing	TTRS Maths		Writing	Reading		Spelling	PSHE	Computing	Class story
Thursday		In class: Picture News	TTRS Maths		Writing	Reading		PE (1-2pm) Team Building		TTRS Garage, Arithmetic & Handwriting	Class story
Friday		In hall: celebration	TTRS Maths		Writing	Reading		Spelling	Science	Catch up session	Class story

Curriculum

Autumn		Spring		Summer	
Science - Digestion & Food	Science - Classification & Changing Habitats	Science - Electricity & Circuits	Science - Sounds & Vibrations	Science - States of Matter	Science - How does the flow of liquids compare?
History - How have children's lives changed?	Geography - Why are rainforests important to us?	History - British History 3: How hard was it to invade and settle in Britain? (Anglo-Saxons)	Geography - Where does our food come from?	History - How did the achievements of the Ancient Maya impact their society and beyond?	Geography - What are rivers and how are they used?
B & V - How does believing Jesus is their saviour inspire Christians to serve and serve others?	B & V - Why do Muslims call Muhammed the 'seal' of the prophets?	B & V - How does the story of Rama and Sita inspire Hindus to follow their Dharma?	B & V - Why do Christians call themselves the body of Christ?	B & V - Why do Christians believe they are people on a mission?	B & V - How do Sikhs put their beliefs about equality into practice?
Art - Drawing: Power Prints	D & T - Electrical Systems: Torches	Art - Painting + Mixed Media: Light + Dark	D & T - Structures: Pavilions	Art - Craft and Design: Fabric of Nature	D & T - Mechanical Systems: Making a Slingshot Car
Computing: Programming with Scratch	Music - Singing in Parts	Computing: Connecting Networks	Music - Reading Staves	Computing: Creating Digital Media	Music - Loop Based Composition
French - The classroom	French - Presenting myself	French - The weather	French - At the tea room	French - Clothes	French - Do you have a pet?
Gymnastics Outdoor games	Football Dodgeball	Dance: Cats Mindfulness	Cricket Tennis	Dance: Space Gymnastics	Rounders Athletics
PSHE: Being Me in the World	PSHE: Celebrating Difference	PSHE: Dreams & Goals	PSHE: Healthy Me	PSHE: Relationship	PSHE: Changing Me

PE Routines



- PE every Tuesday and Thursday afternoon, taught by class teachers.
- Pupils will be completing the Daily Mile every day.
- All jewellery, including earrings, watches etc, need to be removed for PE.
- Long hair must be tied back.
- May wish to have spare clothes/ shoes in school as we will be out in all weathers.

End of Year Expectations for Year 4 for New National Curriculum – EXPECTED (At National Standard)

Year 4 Maths			
Year 4 Number and Place Value			
Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions
Sufficient evidence shows the ability to: ☐ Count in multiples of 6, 7, 9, 25 and 1000 find 1000 more or less than a given number. ☐ Count backwards through zero to include negative numbers. ☐ Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). ☐ Order and compare numbers beyond 1000. ☐ Identify, represent and estimate numbers using different representations. ☐ Round any number to the nearest 10, 100 or 1000. ☐ Solve number and practical problems that involve all of the above and with increasingly large positive numbers. ☐ 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.	Sufficient evidence shows the ability to: ☐ Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. ☐ Estimate and 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.	Sufficient evidence shows the ability to: ☐ Recall multiplication and division facts for multiplication tables up to 12×12. ☐ 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. ☐ Recognise and use factor pairs and commutativity in mental calculations. ☐ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. ☐ 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.	Sufficient evidence shows the ability to: ☐ 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. ☐ 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. ☐ Add and subtract fractions with the same denominator. ☐ Recognise and write decimal equivalents of any number of tenths or hundredths. ☐ Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. ☐ 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. ☐ Round decimals with one decimal place to the nearest whole number. ☐ Compare numbers with the same number of decimal places up to two decimal places. ☐ 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
Sufficient evidence shows the ability to: ☐ Convert between different units of measure (for example, kilometre to metre; hour to minute). ☐ Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. ☐ Find the area of rectilinear shapes by counting squares. ☐ Estimate, compare and calculate different measures, including money in pounds and pence. ☐ Read, write and convert time between analogue and digital 12- and 24-hour clocks. ☐ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	Sufficient evidence shows the ability to: ☐ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. ☐ Identify acute and obtuse angles and compare and order angles up to two right angles by size. ☐ 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.	Sufficient evidence shows the ability to: ☐ Describe positions on a 2-D grid as coordinates in the first quadrant. ☐ Describe movements between positions as translations of a given unit to the left/right and up/down. ☐ Plot specified points and draw sides to complete a given polygon.	Sufficient evidence shows the ability to: ☐ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. ☐ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Year 4 Reading			
Word Reading		Comprehension	
Sufficient evidence shows the ability to...		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.		- 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		Composition	
Spelling Sufficient evidence shows the ability to...		Composition: structure and purpose 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.		- 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.	
Handwriting Evidence:		Vocabulary, grammar and punctuation Sufficient evidence shows the ability to...	
- 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.		- 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.	

Reading at St Mary's

Reading: We ask children to read at home for at least 10 minutes everyday.

We will check diaries to track the children's reading.



Accelerated Reader

- To track children we use the Accelerated reader software.
- It enables us to see how many books a child has read.
- It enables us to check that they are understanding a book.
- It allows us to assess the level of book that would be a 'best fit' for them.

A guide to accelerated reader can be found on the school website. <https://www.smpsac.org/reading>

Home
reading
books
allowed
:)



Reading for pleasure is **the single biggest indicator of a child's future success** – more than their family circumstances, their parents' educational background or their income.*

*OECD

WORLD
**BOOK
DAY**

2 MARCH 2023



SPONSORED BY



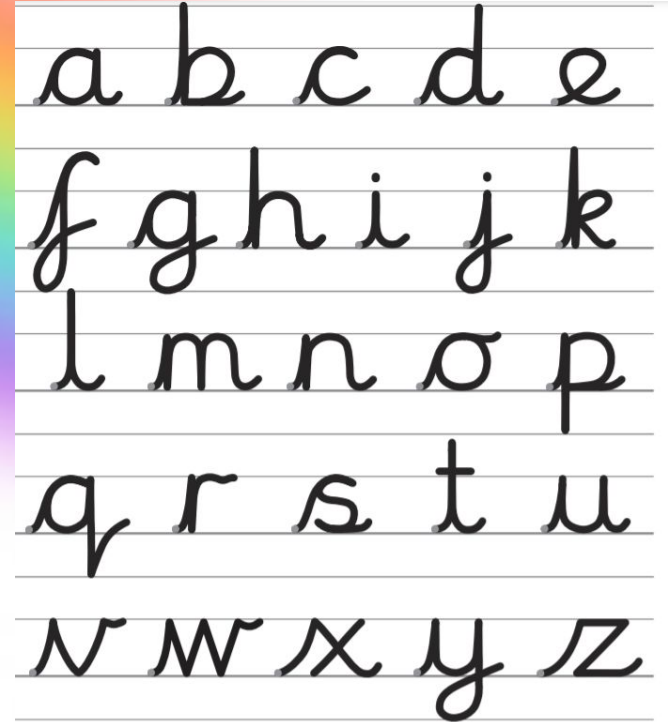
Changing lives through a love of books and reading

World Book Day® is a charity sponsored by National Book Tokens

Allen Fatimaharan

Handwriting

- As a school we have adopted a cursive handwriting style.
- By the end of KS2 (year 6), children cannot be awarded the 'expected' level of attainment unless their writing is joined and legible.



PSHE Curriculum

1. **BM** (Being Me in My World)

'Who am I and how do I fit?'

2. **CD** (Celebrating Difference)

Respect for similarity and difference. Anti-bullying and being unique

3. **DG** (Dreams and Goals)

Aspirations, how to achieve goals and understanding the emotions that go with this

4. **HM** (Healthy Me)

Being and keeping safe and healthy

5. **RL** (Relationships)

Building positive, healthy relationships

6. **CM** (Changing Me)

Coping positively with change

Changing me unit
will look at puberty
and menstruation

Online Safety

- Online Safety Rules: These have been constructed together. They focus on using computing equipment safely and responsibly.
- The National College Free courses and information for parents <https://nationalcollege.com/parents>
-
- Link on our website: <https://www.smpsac.org/online-safety-1>



7+ but not
all games



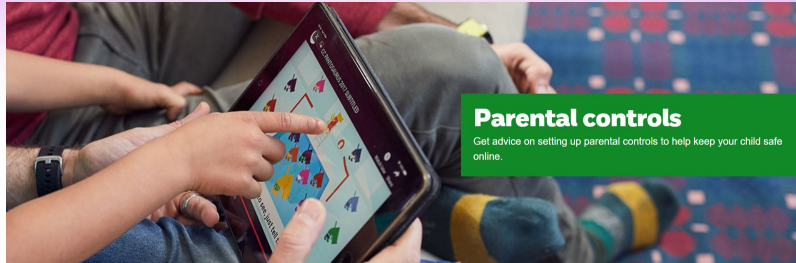
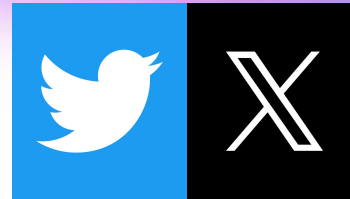
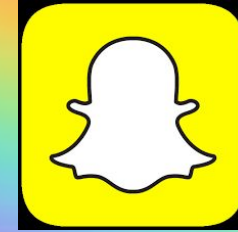
12+



13+

You Tube

BeReal.



Parental controls

Get advice on setting up parental controls to help keep your child safe online.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

Home Learning

Weekly: SPAG, Spelling Matrix and Maths Sheet

Year 4 Autumn Term 1 SPaG Mat

Section 1

Rewrite this text using Standard English.

I don't have nothing to wear!

Section 4

Use 'has' and 'have' to complete these present perfect tense sentences correctly:



The children _____ got a PE lesson today.

Joe _____ brought his new football kit.

Section 2

Can you think of the root word which, when added to the prefix, will match this definition?

Against the law.
it _____



Section 3

Correctly punctuate the direct speech in this sentence.

What would you like on your sandwich asked the man in the apron.



Section 6

Mr Whoops has been juggling with the letters from one of his Y4 spelling words. Can you spot what it is?

i _____ e



Section 5

These words have prepositions hiding within them. Can you spot them? The first one is done for you.

router - r(out)er - out
linear - _____ - _____



good



un

not or reverse



will

"wish, desire, used to or about to"



power



2+

s more than one or present simple tense



ed

past simple tense verbs or past participles



ing

continuing or present participles



ful

full of



ly

how



ness

how something feels or is

1

Task 1

Find 100 more/less than the middle number.

100 - less	Number	100 + more
	899	999
	101	
	777	
	258	
381	481	
	340	
	931	

2

Task 2

Connect the Dienes model to the name.



one



a thousand



ten



a hundred

Week One

Task 3

Order the numbers.

9,192

530

1,305

6,444

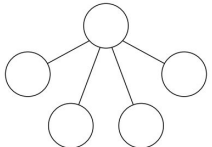
3,780

6,399

Put these digits in order, smallest to largest.

Task 5

Represent the number 4,084 in the part-whole model.



2

Task 2

Connect the Dienes model to the name.



one



a thousand



ten



a hundred

Task 4

Using each digit card only once, what are the lowest value and highest value numbers that you can make?

0

8

5

2

7

Ten thousands	Thousands	Hundreds	Tens	Ones

6

Task 6

Round these numbers to the nearest 10.

a) 11

b) 27

c) 74

d) 95



Behaviour policy

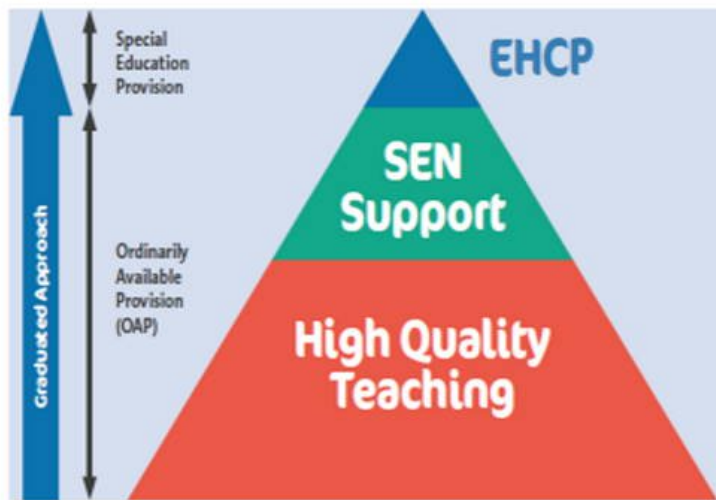
	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Valued Behaviour - Notice and reinforce	engaging positively in learning; following established routines; showing kindness and consideration; caring for the environment and resources; persevering when learning is difficult; helping others appropriately; showing increasing independence and responsibility; repairing relationships and learning from mistakes.	independence; responsibility; self-regulation; empathy; perseverance; collaboration; respectful communication; intrinsic motivation.	specific verbal or non-verbal recognition; positive feedback linked to the behaviour demonstrated; positive communication with home where appropriate; school certificates, postcards or celebrations where appropriate; recognition adapted to the individual child.	Continue to model, teach and reinforce valued behaviour through the universal behaviour curriculum and everyday relationships.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 1 Reminder and Redirect	Occasional low-level behaviour such as: • chatting rather than working; • calling out or talking over others; • becoming distracted from learning; • not following a familiar routine; • moving around when expected to remain in the learning space; • inappropriate use of resources; • minor disagreement or difficulty sharing.	• listening and responding; • attention and engagement; • waiting and turn-taking; • following routines; • impulse control; • recognising expectations.	• non-verbal reminder or proximity; • positively restate the expected behaviour; • brief verbal reminder; • refocus attention; • notice and reinforce the valued behaviour when demonstrated.	Usually resolved through normal classroom practice. Where necessary: • briefly model or rehearse the expected behaviour; • provide a visual or verbal reminder; • adjust seating, resources or adult support.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 2 Support and Refocus	- repeated Level 1 behaviours; - difficulty responding to an initial reminder; - active distraction of others; - repeated misuse of resources; - increasing frustration; - minor conflict requiring adult support.	- recognising early signs of frustration; - asking for help; - accepting boundaries; - using an agreed calming strategy; - problem-solving; - returning attention to learning; - Respectful disagreement	- calm, clear and concise instruction; - check-in: <i>"Are you okay?" / "What do you need?"</i>; - limited choice within appropriate boundaries; - redirection; - additional adult support; - temporary change of position or learning space where helpful; - reduced language or additional processing time where appropriate.	- model and practise the expected behaviour; - explicitly teach the identified skill; - recognise successful regulation and re-engagement; - consider whether an adjustment would help prevent recurrence - adjust seating, resources or adult support.

	What this may look like	Skills being developed	Immediate adult response	Teach • Repair • Review
Level 3 Regulate and Reset	- repeated difficulty following expectations despite support; - escalating frustration or dysregulation; - inability to engage successfully with learning at that moment; - behaviour beginning to have a significant impact on others; - repeated interpersonal conflict.	- recognising physical and emotional signs of dysregulation; - selecting and using an appropriate regulation strategy; - accepting disappointment or "no"; - returning safely to learning; - managing frustration; - expressing needs appropriately.	- reduce unnecessary language and demands; - support co-regulation; - provide appropriate time and space to regulate; - access an agreed calm or supportive space where appropriate; - temporarily work in another suitable space where this supports regulation, learning or safety; - enable a positive return to learning when ready.	When the child is regulated: identify what happened; rehearse the skill or strategy needed next time; complete missed learning where this is appropriate; recognise successful re-entry and restart; consider whether this is an isolated incident or an emerging pattern. A reset is intended to support successful regulation and return to learning. It is not a punishment or automatic fixed period of time.

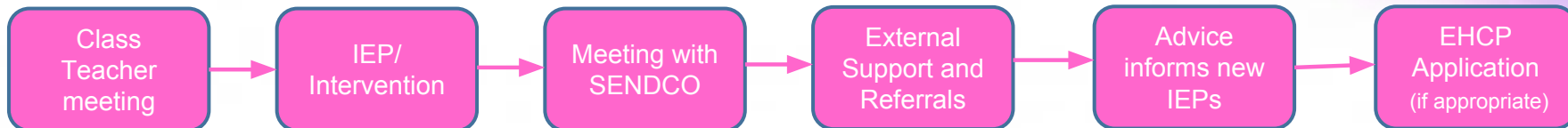
What to do if you have concerns about your child or they are struggling in school.



Support always begins with the class teacher. Discuss your concerns and they will work with you to put some **ordinarily available provisions** in place. This may be short term interventions or it may be longer term **SEN Support** which needs an **IEP**.

If this support is not effective, a meeting with the **SENDCO** can take place to discuss external support and referrals. This may then result in an EHCP application.

The Graduated Response **must** happen before an EHCP will be considered.

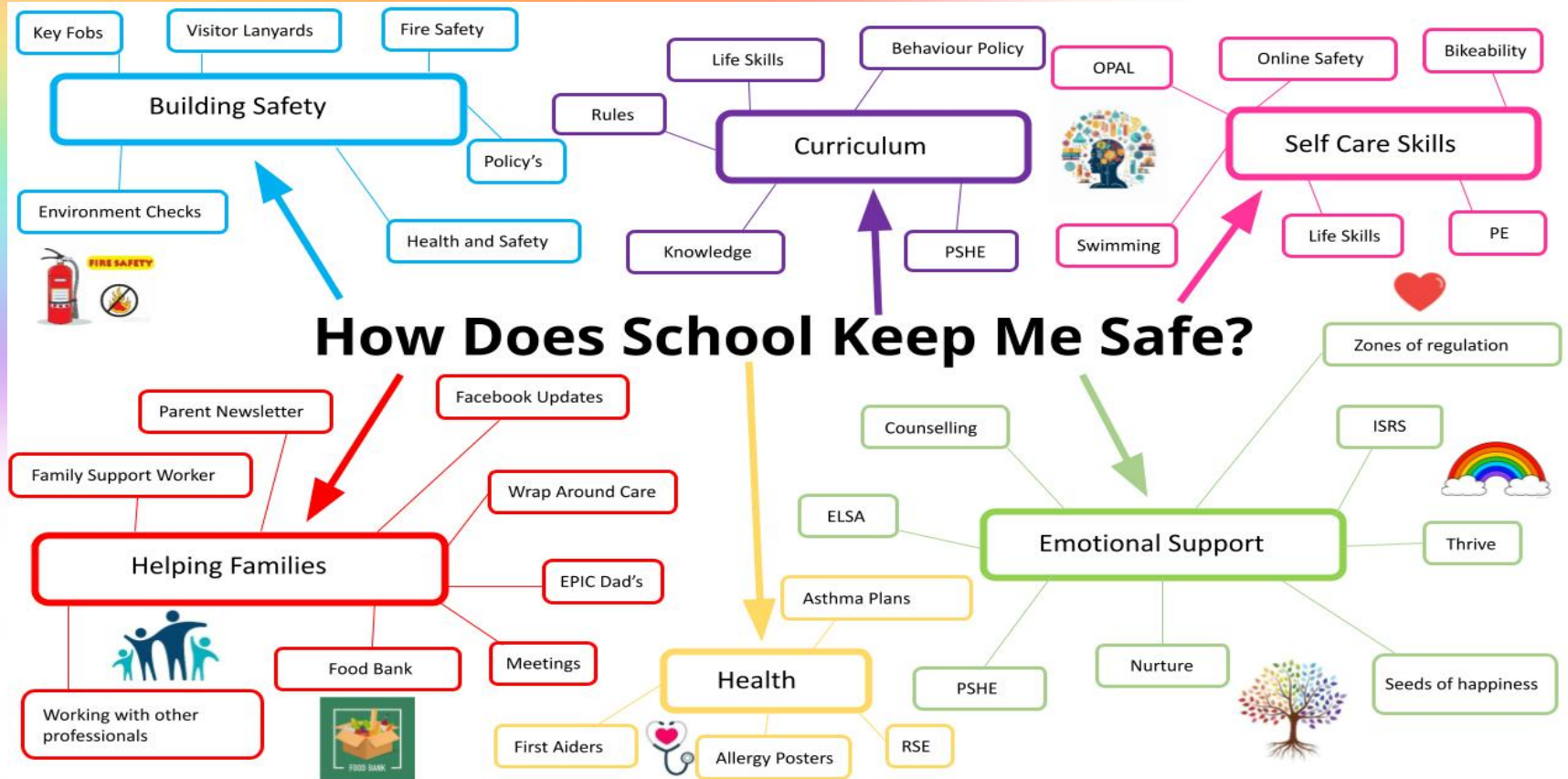


Lockdown Procedures

- This is not intended to alarm children
- It is a legal requirement
- It is part of our wider safety measures, such as a fire drill, which we do not prepare the children for.



Safeguarding



Dates

- Termly Assessments at the end of each term.
- Multiplication Check window stars *7th June 2027*
-  Trip to Norwich Castle (Anglo Saxons) *Wednesday 13th January*
- Parent's Evening TBC



If you need to message, please use the school Office email stating who the email is for. They will forward it to us.

office@smmpsac.org

Or come and catch us on the playground at the end of the day.



ClassDojo

We will add messages/ dates to Dojo and/or email.

Any Questions?

