



Year 4 Team Hummingbirds and Toucans



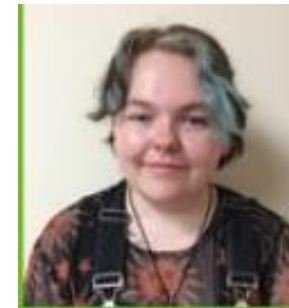
Miss Cooper
Class Teacher
Hummingbirds



Miss Hickman
Class Teacher
Toucans



Miss Rehman
Apprentice



Miss Bailey
I:1 Learning Support

Example timetable

		8:40-9:00	9:00-9:30	9:30-	9:50-10:10	10:10-	10:25-11:15	11:15-12:10	12:15-1:00	1:00-1:10	1:10-1:30	1:30-2:20	2:20-3:10	3:10-3:20
M	REGISTRATION & Morning Task		Maths (Teacher Input)	Snack/Play	Maths (Independent Task)	Assembly	Reading	English	LUNCH TIME	Jackanory	Toucans Library 1:05-1:35pm Kinetic Letters 1:35-2:00pm	Hummingbirds Kinetic Letters 1:05-1:35pm Library 1:35-2:00pm	RE & Reading for Pleasure	Get Ready for Homework
T		9:00-10:00 Toucans Reading/RWI-Meg Hummingbirds PE	10:00-10:10am Snack		Assembly	10:20-11:15 Toucans PE Hummingbirds Reading/RWI	English	Jackanory		Kinetic Letters	Maths	French	Reading Plus	
W		Maths (Teacher Input)	Maths (Independent Task)		Singing	Reading	English	Jackanory		Kinetic Letters	Recorders Toucans Computing Hummingbirds	Recorders Hummingbirds Computing Toucans		
T		Maths (Teacher Input)	Maths (Independent Task)		Assembly	Reading	English	Jackanory		Kinetic Letters	Spellings	History		
F		Maths (Teacher Input)	Maths (Independent Task)		Assembly	Reading	English	Jackanory		Multiplication Test	Science	Art		

Year 4 CORE skills- Reading

Comprehension

Develop positive attitudes to reading and understanding of what they read by: listening to

- ☐ and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes

- ☐

Develop positive attitudes to reading and understanding of what they read by: using dictionaries to check the meaning of words that they have read

- ☐

Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

- ☐

Develop positive attitudes to reading and understanding of what they read by: identifying themes and conventions in a wide range of books

Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Develop positive attitudes to reading and understanding of what they read by: discussing words and phrases that capture the reader's interest and imagination

Develop positive attitudes to reading and understanding of what they read by: recognising some different forms of poetry [for example, free verse, narrative poetry]



Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text

Understand what they read, in books they can read independently, by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied

Understand what they read, in books they can read independently, by: identifying main ideas drawn from more than one paragraph and summarising these

Understand what they read, in books they can read independently, by: identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Y4 Objectives

Word Reading

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)

- ☐ as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual

- ☐ correspondences between spelling and sound, and where these occur in the word

Year 4 CORE skills- Maths

Y4 Objectives

Number – number and place value

- ☐ 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

Number – addition and subtraction

- 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

Number – multiplication and division

- ☐ 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
 - ☐

Number – fractions (including decimals)

- ☐ 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



Measurement

- ☐ 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

Geometry – properties of shapes

- 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



Geometry – position and direction

- ☐ 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

Statistics

- 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 CORE skills- Writing



Transcription

- ☐ Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- ☐ Spell further homophones
- ☐ Spell words that are often misspelt (English Appendix 1)
- ☐ Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- ☐ Use the first two or three letters of a word to check its spelling in a dictionary
- ☐ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Composition

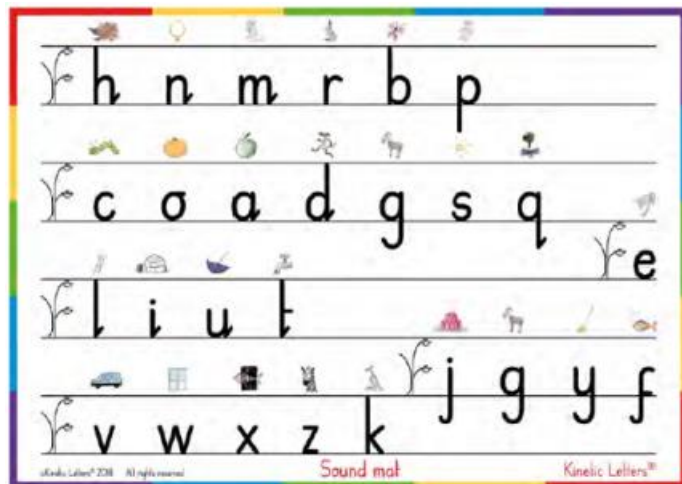
- ☐ Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- ☐ Plan their writing by: discussing and recording ideas
- ☐ Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- ☐ Draft and write by: organising paragraphs around a theme
- ☐ Draft and write by: in narratives, creating settings, characters and plot

- ☐ Draft and write by: in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- ☐ Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
- ☐ Evaluate and edit by: proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- ☐ Proof-read for spelling and punctuation errors
- ☐ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Handwriting

- ☐ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

- ☐ Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]



Vocabulary, grammar and punctuation

- ☐ Develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

- ☐ Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense

- ☐ Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

- ☐ Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause

- ☐ Develop their understanding of the concepts set out in English Appendix 2 by: using fronted adverbials

- ☐ Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for years 3 and 4 in English Appendix 2

- ☐ Indicate grammatical and other features by: using commas after fronted adverbials

- ☐ Indicate grammatical and other features by: indicating possession by using the possessive apostrophe with plural nouns

- ☐ Indicate grammatical and other features by: using and punctuating direct speech

- ☐ Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Reading



- ▶ Our library day is Monday.
- ▶ Library books to be returned each Monday.
- ▶ Reading Records to be in school every Monday please for home reader books to be changed.
- ▶ We ask for £5 towards the loss of library or reading books.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



RWI



- ▶ Read Write Inc (RWI) is a programme to get children off to a flying start with their literacy. RWI is a method of learning based upon letter sounds and phonics, and we use it to aid children in their reading and writing.
- ▶ Some children will go to RWI during reading lessons to strengthen their phonic knowledge and/or their comprehension skills.

Ditty Stage - reading a few words together

Green Stage

Purple Stage

Pink Stage

Orange Stage

Yellow Stage

Blue Stage

Grey Stage

Our three curriculum topics:

- ▶ Autumn Term- Romans



- ▶ Spring Term - Struggle for the Kingdom



- ▶ Summer Term - Natural World



The wider curriculum- Geography

- ▶ During the year in Geography, the children will be learning about



- ▶ Autumn- The Romans

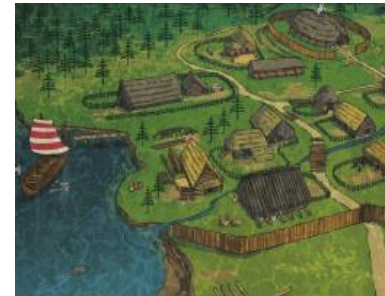


- ▶ What is Italy like today?



- ▶ How did people decide where to settle?

- ▶ How did natural disasters form the earth?



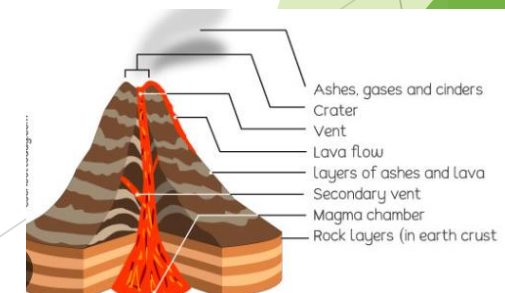
- ▶ Spring- Fight for the Kingdom

- ▶ How do people decide where to settle?



- ▶ Summer- Restless Earth

- ▶ How was the Earth we know it formed?

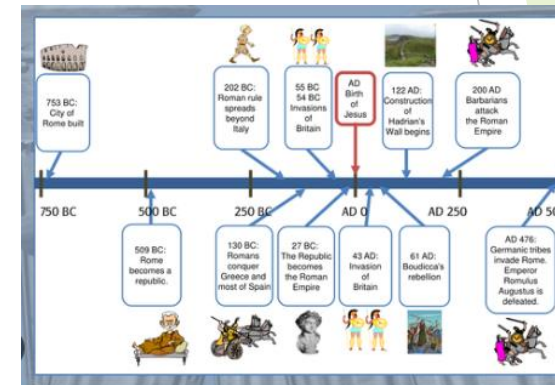
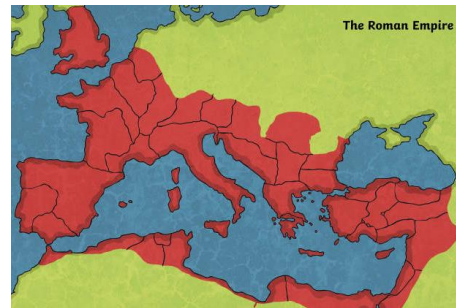


The wider curriculum- History

- During the year in History, the children will be learning about

- Autumn- The Romans

- How did the Roman Empire change over time?
- What impact did the Roman invasion have on Britain?



- Spring- Vikings

- Did the settlement by the Anglo-Saxons make Britain a better or worse place to live?
- Were the Vikings traders or raiders?



The wider curriculum- Art

- ▶ During the year in Art, the children will be learning about

- ▶ Autumn- Roman Pottery

- ▶ Paper Mache Roman Pottery.
- ▶ Skills- Paper Mache, printing, patterns

- ▶ Spring- The Saxons and the Vikings

- ▶ Creating a piece of Anglo Saxon jewellery using salt dough.
- ▶ Skill- salt dough.

- ▶ Summer- Natural World

- ▶ Creating a volcanic picture.
- ▶ Artist- Margaret Godfrey.
- ▶ Skills- drawing, oil, pastels and inks.

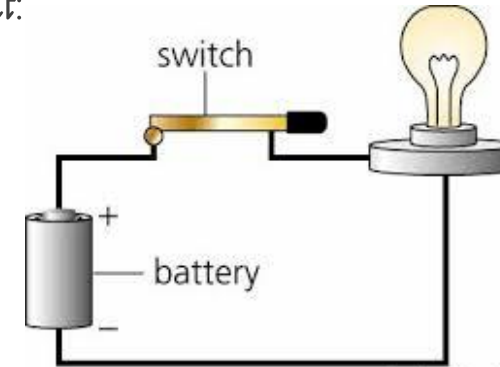
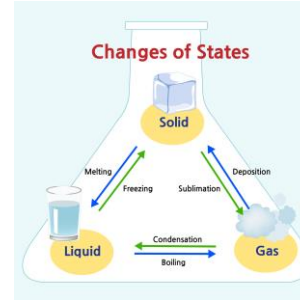


The wider curriculum- Science

► During the year in Science, the children will be learning about:

► Autumn 1- Changes of State

► Autumn 2- Electricity Circuits

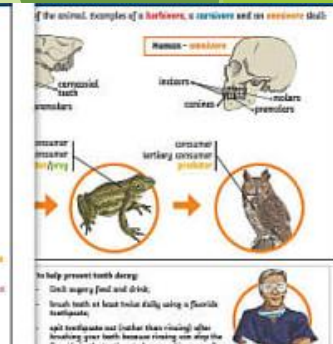
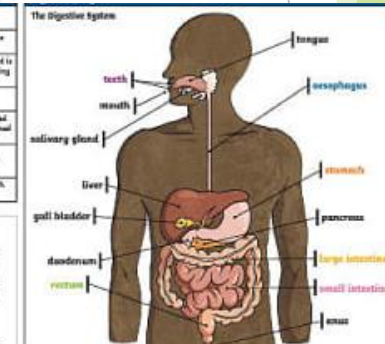


► Spring 1- Human impact on the environment

► Spring 2- Digestion and food chains



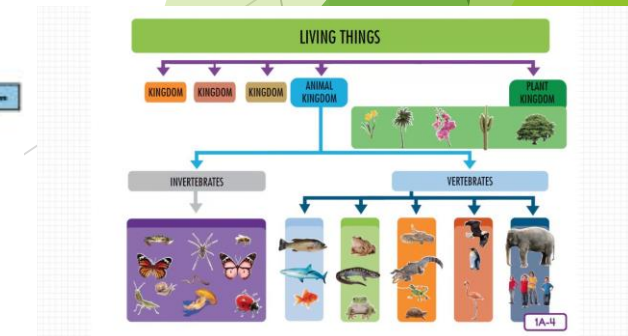
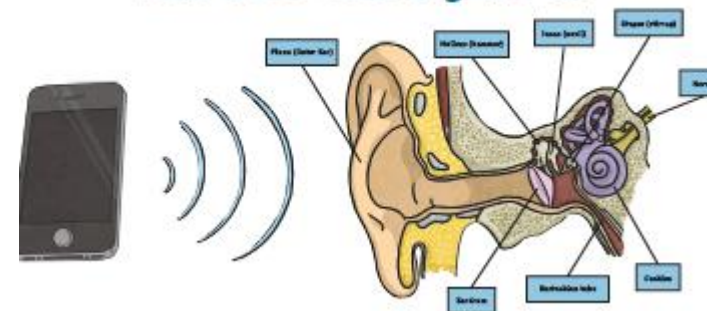
digest	break down food so it can be used by the body
oesophagus	A muscular tube which moves food from the mouth to the stomach.
stomach	An organ in the digestive system where food is broken down with stomach acid and by being churned around.
small intestine	Part of the intestine where nutrients are absorbed into the body.
large intestine	Part of the intestine where water is absorbed from remaining waste food. Faeces are formed in the large intestine.
rectum	Part of the digestive system where faeces are stored before leaving the body through the anus.
teeth	Hard structures in the mouth that help with biting and chewing food.
human teeth and their functions	
incisor	slice and cut
canine	tear, tear and rip
molar	grind
premolar	hold and crush



► Summer 1- Sound

► Summer 2- Classification of plants and animals

How Does Hearing Work?



The wider curriculum- RE

- ▶ During the year in RE, the children will be learning about
- ▶ Autumn: What kind of world did Jesus want?
- ▶ Values-What matters most? Christians and Humanists
- ▶ Spring: What is it like to be Jewish? Family, Synagogue and Torah
- ▶ Why does the Prophet matter to Muslims? (Islam).
- ▶ Summer: For Christian, when Jesus left, what was the impact of Pentecost?
- ▶ What are the deeper meanings of festivals? Including Hinduism.



The wider curriculum- PSHE

- ▶ During the year in PSHE, the children will be learning about
- ▶ Autumn
- ▶ Spring
- ▶ Summer

The wider curriculum- DT

- ▶ During the year in DT, the children will be learning about
- ▶ Autumn- The Romans
- ▶ Creating a moving figure.
- ▶ Spring- Struggle for the Kingdom
- ▶ Creating a Saxon village
- ▶ Summer- Natural World
- ▶ Creating an erupting volcano



Home Learning

- ▶ Homework will be given out every Friday.
- ▶ It is to be returned by the following Thursday.
- ▶ It needs to be returned by Thursday each week so the children can self-mark their homework as a morning task.
- ▶ Children will be expected to complete homework.



Version 4 Homework – 13.09.24

Maths

What number is shown on the place value grid?

Thousands	Hundreds	Tens	Ones
●●			●●●●

Draw more counters to make the number 3,016

Eva has made this number.

Thousands	Hundreds	Tens	Ones
	■ ■ ■		● ● ● ●

What number has Eva made?

Is the number odd or even? Circle your answer.

Odd Even

Which sentence uses a **possessive apostrophe** accurately? Tick one.

Taylor's dog's are very noisy. ☐

Taylor's dogs are very noisy. ☐

My teacher has lots of books. With this in mind, which sentence is correctly punctuated? Tick one.

They are my teacher's books. ☐

They are my teachers books. ☐

English

Spelling Shed

Please login to Spelling Shed and complete your spelling practice. If you have forgotten your login please speak to class teacher.

Reading

Please read to me and record in your reading diary.

Times tables

Please lay in your Tackling Tables.

PE

- ▶ Tuesday is our PE day- come to school in your kit.
- ▶ Earrings to be removed or covered with plasters (parents must provide the plasters)
- ▶ Year 4 will be going swimming in January until the end of the academic year.
- ▶ PE uniform : Plain white or yellow t-shirt or polo shirt,
Plain black joggers, shorts or leggings,
Pumps or trainers (no Crocs),
Plain black jacket/hoodie.

*** Please ensure all clothing whether uniform or PE is clearly labelled.***



Spelling Shed instructions

Log in using the username and password or scannable QR code and it will take you to this screen. The pink notification boxes indicate how many assignments have been set by the teacher and on which game. If you click on the assignments box at the top of the menu, you can see all of the assignments together.



Spelling Shed instructions

To get to the Spelling Shed games, click on Spelling Shed and you will see a screen that looks like this. This screen shows the assignments that have been set by the teacher. The assignments link to games that include the words that need to be learnt or practiced. The icons or badges on the assignments show different achievement levels and are an incentive for the children to play more and aim for the top level. They are also a quick way for teachers to see how well they can spell the words in the lists.



Spelling Shed instructions

When you click on an assignment, you will see three game options that look like this. When completing an assignment, you must use one of the first two game options, Playing the bonus games will not contribute towards the set assignment.



Spelling Shed instructions

Play When you click 'Play', four difficulty options will appear.

Easy - You will be shown the word as well as hearing it and you will only see the letters you need to spell it.

Medium - You can listen to the word and you will only have the letters you need.

Hard - You can listen to the word but you will have a few extra letters added

Extreme - You will hear the word and you have a full keyboard of letters These levels of difficulty apply to solo and hive games.

Games completed on easier levels will give the player a lower score and lower ranking. The teacher will be able to see which levels have been chosen for each game.



Behaviour

Our school motto is Eager to learn, proud to achieve.

Our core rules are...



Behaviour Principles		
Be Ready	Be Respectful	Be Safe
We arrive at school on time, every time We get to lessons on time. We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. We make sure we have the right equipment for the day. We take part fully in lessons and show resilience.	We always listen when an adult is talking. We always listen to pupils in our class giving ideas and feed-back. We are polite and show good manners to everyone. We respect difference and know we are all equal. We look after our equipment and share it. We look after our environment and never drop litter. We respect the law and the rules of school and society.	We follow instructions -first time, every time. We do not tolerate bullying of any kind. We walk sensibly around our school. We line up sensibly. We know who to go to for help and support. We stay safe online and outside school. We use equipment safely.