



Year 4



Toucan Class

Class Teacher -
Miss Ackerman

Penguin Class

Class Teacher –
Miss Trail

Teaching assistants - Mrs Apps, Ms Clarke, Mrs Pritchard.

If you need to speak to us we are always at the doors at the end of the day.

So Far...

- The children have settled into Year 4 excellently
- They are enthusiastically participating in their learning
- Working well together and independently
- Class expectations have been set and agreed to!

Timetable

Weekly Plan			10:20-10:40			12.15-1.05			
Monday	Handwriting	Maths	Break	Spelling Test	English Planning a Fable	LUNCH	Guided Reading	Computing	
Tuesday	Handwriting	Maths	Break	Spelling	English Fable storyboard	LUNCH	Guided Reading	Science	RE
Wednesday	Handwriting	Maths	Break	Spelling	English Fable storyboard	LUNCH	PPA	PSHE	PE
Thursday	Handwriting	Maths	Assembly	Spelling	English	LUNCH	Guided Reading	Topic	French
Friday	Handwriting	Maths	Break	Spelling	English Grammar	LUNCH	Guided Reading	Art	Music

Topics

Autumn Term - History

Romans - Links to Italy
Anglo Saxons

Spring Term - Geography

India

Summer Term - History

Maya Ancient Civilisation
Brazil

Science

Autumn Term

All living things and their
habitats - (food webs)
States of matter

Spring Term

Electricity
Digestive system and teeth
(Animals including humans)

Summer Term

Sound

English

Writing

Taught as whole class

Differentiated

Support – Working walls, Teachers, Teaching assistant, teacher supported groups, vocabulary sheets

Build up to larger writes - building up skills

Grammar – Explicit grammar lessons on Fridays.

Reading

'Love of reading' books - Children are invited to use these books to record information about a book they have read - This may be a review, a comment about the author's writing style or a character they particularly liked.

Book reviews for display in class – to encourage sharing enjoyable texts (fiction / non-fiction)

VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieve, Summarise) - Each term, we will enjoy a class text where children will answer a range of questions to develop these skills.

Reading is everywhere!

Cereal boxes, directions, comics, Lego instructions, recipes etc!

Spelling

A set of words a week

Looking at spelling rule

Daily Practice in school – word searches, cross words, writing sentences, handwriting practice.

Words will be sent home on a sheet the day they are set and also included in homework books on Friday.

Children can also access the website Spelling Shed to support their consolidation of spellings.

Maths

- Fluency
- Reasoning
- Problem Solving- Real life application



- New concepts such as negative numbers, fractions of amounts, decimals - increasing the children's wealth of written methods.
- Time – all the time!
- Please encourage your child to use maths in everyday situations ... going to the shop, cooking , telling the time....
- During daily tasks such as shopping, you could ask them questions like, “What is the difference in price between _ and _?” or “How do you know that the time is ___?” or “How much time do we have to get to school?”

Times tables



- We are practicing times tables EVERY DAY in school
- We are continuing to use TimesTables RockStars
- The children will be able to access this at home
- Build up speed
- Can compete against other classes.
- Multiplication AND related division facts.
- Curriculum: know ALL times tables up to 12x12 by end of Year 4
- There is an online Times Table check taken in the summer term

Calculation Policy (also available on school website)

Addition

Year 4 Add numbers with up to 4 digits

Move from expanded addition to the compact column method, **adding units first**, and „carrying” numbers **underneath** the calculation. Also include money and measures contexts.

e.g. $3517 + 396 = 3913$

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

„Add units first.

„Carry” numbers underneath the bottom line.

Reinforce correct place value by reminding them the actual value is 5 hundreds add 3 hundreds, not 5 add 3, for example.

Use and apply this method to money and measurement values.

Introduce the **compact column addition** method by asking children to add the two given numbers together using the method that they are familiar with (expanded column addition—see Y3). Teacher models the compact method with carrying, asking children to discuss similarities and differences and establish how it is carried out.



Subtraction

Year 4 Subtract with up to 4-digit numbers

Partitioned column subtraction with „exchanging” (decomposition):

$$\begin{array}{r} 2754 - 1562 = 1192 \\ \hline 2000 + \cancel{700} + 50 + 4 \\ - 1000 + 500 + 60 + 2 \\ \hline 1000 \quad 100 + 90 + 2 \end{array}$$

Compact column subtraction (see video)

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

Give plenty of opportunities to apply this to money and measures.

Mental strategies

A variety of mental strategies must be taught and practised, including counting on to find the difference where numbers are closer together, or where it is easier to count on (see video below).

As introduced in Y3, but moving towards more complex numbers and values. Use **place value counters** to reinforce „exchanging”.

Subtracting money: partition into $\pounds 1 + 30 + 5$ for example.

To introduce the compact method, ask children to perform a subtraction calculation with the familiar partitioned column subtraction then display the compact version for the calculation they have done. Ask pupils to consider how it relates to the method they know, what is similar and what is different, to develop an understanding of it (shown on video).

Always encourage children to consider the best method for the numbers involved—mental, counting on, counting back or written method (see video).

Approximate,
Calculate,
Check it mate!

Multiplication

Year 4 Multiply 2 and 3-digits by a single digit, using

all multiplication tables up to 12×12



Developing the grid method:

Eg. $136 \times 5 = 680$

X	100	30	6
5	500	150	30

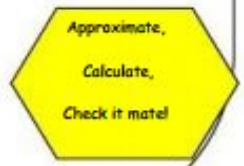
$$\begin{array}{r} 500 \\ 150 \\ + 30 \\ \hline 680 \end{array}$$

Encourage column addition to add accurately.

Move onto short multiplication (see Y5) if and when children are confident and accurate multiplying 2 and 3-digit numbers by a single digit this way, and are already confident in "carrying" for written addition.

Children should be able to:

- Approximate before they calculate, and make this a regular part of their calculating, going back to the approximation to check the reasonableness of their answer, e.g:
 -346×9 is approximately $350 \times 10 = 3500$
 Record an approximation to check the final answer against.
- Multiply multiples of ten and one hundred by a single-digit, using their multiplication table knowledge.
- Recall all times tables up to 12×12



Division



Year 4 Divide up to 3-digit numbers by a single digit

(without remainders initially)

Short division should only be taught once children have secured the skill of calculating "remainders".

Continue to develop short division:

$$\begin{array}{r} 18 \\ 4 \overline{) 72} \end{array}$$

STEP 1: Pupils must be secure with the process of short division for dividing 2-digit numbers by a single digit (those that do not result in a final remainder —see steps in Y3), but must understand how to calculate remainders, using this to „carry“ remainders within the calculation process (see example).

$$\begin{array}{r} 218 \\ 4 \overline{) 872} \end{array}$$

STEP 2: Pupils move onto dividing numbers with up to 3-digits by a single digit, however problems and calculations provided should not result in a final answer with remainder at this stage. Children who exceed this expectation may progress to Y5 level.

$$\begin{array}{r} 037 \\ 5 \overline{) 185} \end{array}$$

When the answer for the first column is zero ($1 \div 5$, as in example), children could initially write a zero above to acknowledge its place, and must always „carry“ the number (1) over to the next digit as a remainder.

Include money and measure contexts when confident.

Real life contexts need to be used routinely to help pupils gain a full understanding, and the ability to recognise the place of division and how to apply it to problems.

Homework

- Sent home Fridays
- Due in school Wednesdays (can be earlier)
- Miss Ackerman and Miss Trail are ALWAYS happy to help with homework Fridays/Mondays / Tuesday if the children ask. We will make this clear when we hand out homework
- Homework will be consolidation of the learning from that week.
- Alternate homework weeks:
 - Week 1: Homework book-based tasks.
 - Week 2: Homework will be website linked: TT Rockstars and Spelling Shed.

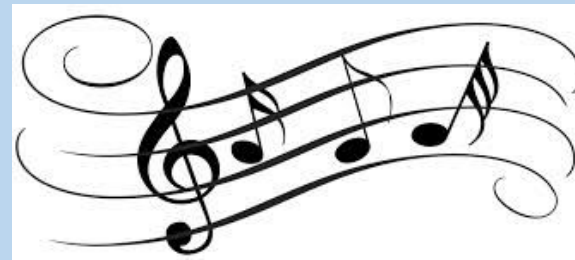
E-Safety

<https://www.youtube.com/watch?v=yLoe0xUh7vY>

Please feel free to watch this link which advises on e-safety, which we heavily promote at school.

It includes guidance on screen-time, age appropriate content, behaviour online and being 'internet aware'.

Music



In class, we use a programme called 'Charanga' to support our music lessons. Throughout the year, we cover a range of genres and techniques. During year 4, we also aim to supply instrument lessons, however, we are currently looking into this and whether it's appropriate for our school.

Assessment

We continually adapt and plan learning to support, stretch and challenge your children.

Children are assessed against year group objectives.

More information on assessment can be found on the school website under the curriculum and learning section.

In year 4....

PE kits should be worn into school on PE days (PE Wednesday)

Trainers need to be in every day (Break, lunch and runs)

Reading book in school every day

Children are responsible for handing in their homework on time and changing their books when they are complete.

We have very high expectations of behaviour and what we expect in their learning.

We are looking forward to an amazing year!

If you have any further questions, please feel free to raise them with us during your Parent's evening appointment.