St Mark’s C of E Primary School

Year 4 Curriculum Evening

Year Group Leader: 4G Helen Grant
4T Hannah Thomas
4C Catherine Coxon &
Emma Barr
Growth Mindsets & Talk Partners
Compliment Slips

To ______________________

Thanks for being a great talk partner!
I really enjoyed learning with you because . . .

_________________________
_________________________

From ______________________
Learning in Year 4

Encouraging behaviours for learning

✓ Independence
✓ Resilience
✓ Perseverance
✓ Reasoning
✓ Confidence
✓ Attitude
<table>
<thead>
<tr>
<th>Band 1 (Y1)</th>
<th>Band 2 (Y2)</th>
<th>Band 3 (Y3)</th>
<th>Band 4 (Y4)</th>
<th>Band 5 (Y5)</th>
<th>Band 6 (Y6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>Working within</td>
<td>Secure</td>
<td>Beginning</td>
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**National test = SATs**
Topic Overview of the Year

- **Autumn 1** – Born and Bread
- **Autumn 2** – Walk Like an Egyptian
- **Spring 1** – How to Move a Mountain
- **Spring 2** – It’s Showtime
- **Summer 1** – Book Study- The Boy Who Swam with Piranhas
- **Summer 2** – Rotten Romans in Britain
What will my child be learning in year 4?

- Number is the key focus - place value, addition and subtraction up to 4 digit numbers
- Multiplication and division facts
- Problem solving & word problems
- Fractions & decimals
- Shapes & angles
- Converting measures
- Statistics - drawing and interpreting different types of data
The four operation methods used in year 4

**Addition**

**Formal Column Method**

```
  342 + 475
  _______
  342
+ 475
  _______
  817
```

```
  75685 + 493
  _______
  75685
+ 493
  _______
  80615
```

**Subtraction**

**Formal Column Method**

```
  698 - 422
  _______
  698
- 422
  _______
  276
```

```
  7568 - 493
  _______
  7568
- 493
  _______
  7075
```
**Multiplication**

**Grid Method**

\[ 23 \times 4 = 92 \]

\[ 142 \times 5 = 710 \]

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**Division**

**Vertical Chunking**

\[ 828 \div 4 = 207 \]

\[ 8 \overline{2} 8 \]

\[ -400 \quad (100 \times 4) \]

\[ -428 \]

\[ -20 \quad (5 \times 4) \]

\[ -8 \quad (2 \times 4) \]

\[ = 207 \]
By the end of Year 4 the national curriculum expectation is that all children should know the times tables up to 12X12 and all corresponding division facts.
- Morning maths challenges
- Problem solving
- Mental maths
- Topic links
- Times table sessions
How can you help at home?

• Practise times tables and division facts
• Focus on key number skills such as quick addition and subtraction
• Use mymaths at home
• Play maths games
• Keep your children involved in the every day maths you use at home e.g. cooking, telling the time, using money
• Talk to us!
Reading

• Comprehension skill the main focus
• Using more inference skills
• Using dictionaries to clarify meaning
• Reading a range of texts: fact, stories, poetry, plays and reference
• Reading aloud confidently, both books and their own work
Writing

• Plan, write and use their skills to improve
• Organise writing into structured paragraphs
• Write stories which include detailed settings, clear plot and interesting characters
• Write non-fiction in an organised way
• Use speech punctuation accurately
• Edit the spelling, grammar and punctuation used
• Edit their language choices
Spelling, Punctuation and Grammar

• Spelling of high frequency words
• Spelling homophones correctly e.g. accept/except
• Prefixes and suffixes- word beginnings and endings e.g. superstar magician
• Expanded noun phrases
• Adverbial phrases
• Using apostrophe for omissions (don’t), possession (dog’s lead) and plural possession (teachers’ biscuits)
• Different types of sentences
## Spelling

### Spelling – KS2 high-frequency words – Band 4 (Year 4)

(New Curriculum spelling list words in bold / other high frequency words not bold)

<table>
<thead>
<tr>
<th>accident</th>
<th>centre</th>
<th>grammar</th>
<th>particular</th>
<th>straight</th>
</tr>
</thead>
<tbody>
<tr>
<td>accidentally</td>
<td>century</td>
<td>height</td>
<td>peculiar</td>
<td>strength</td>
</tr>
<tr>
<td>actual</td>
<td>certain</td>
<td>important</td>
<td>popular</td>
<td>suppose</td>
</tr>
<tr>
<td>actually</td>
<td>consider</td>
<td>interest</td>
<td>position</td>
<td>surprise</td>
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<tr>
<td>address</td>
<td>continue</td>
<td>increase</td>
<td>mention</td>
<td>though</td>
</tr>
<tr>
<td>answer</td>
<td>disappear</td>
<td>island</td>
<td>question</td>
<td>although</td>
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<tr>
<td>appear</td>
<td>eighth</td>
<td>knowledge</td>
<td>possess</td>
<td>thought</td>
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<tr>
<td>beautiful</td>
<td>enough</td>
<td>material</td>
<td>possession</td>
<td>through</td>
</tr>
<tr>
<td>believe</td>
<td>experience</td>
<td>medicine</td>
<td>pressure</td>
<td>various</td>
</tr>
<tr>
<td>bicycle</td>
<td>experiment</td>
<td>natural</td>
<td>purpose</td>
<td></td>
</tr>
<tr>
<td>breath</td>
<td>extreme</td>
<td>naughty</td>
<td>recent</td>
<td></td>
</tr>
<tr>
<td>breathe</td>
<td>famous</td>
<td>occasion</td>
<td>regular</td>
<td></td>
</tr>
<tr>
<td>business</td>
<td>favourite</td>
<td>occasionally</td>
<td>reign</td>
<td></td>
</tr>
<tr>
<td>calendar</td>
<td>forward</td>
<td>opposite</td>
<td>separate</td>
<td></td>
</tr>
<tr>
<td>caught</td>
<td>forwards</td>
<td>ordinary</td>
<td>special</td>
<td></td>
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</tbody>
</table>
Handwriting

Our Cursive Writing Style

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
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</thead>
<tbody>
<tr>
<td>j</td>
<td>k</td>
<td>l</td>
<td>m</td>
<td>n</td>
<td>o</td>
<td>p</td>
<td>q</td>
<td>r</td>
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<tr>
<td>s</td>
<td>t</td>
<td>u</td>
<td>v</td>
<td>w</td>
<td>x</td>
<td>y</td>
<td>z</td>
<td></td>
</tr>
</tbody>
</table>

• Handwriting and presentation- cursive, fluent and neat, working towards using a handwriting pen
A long time ago, there was a king named Amnis. The king was mean because he didn't like anyone. He lived in a big castle.

Amnis locked up Rhea Sibilla in Iron bars. At night, he told his guards to put the babies in the river where they were in a golden brown basket.

While they were calling in the river, they hopped up and started to cry. So when they were crying a baby found them there and the baby had dark grey hair and it took it back to its dark, dull cave. When they got to the cave, they told them how to be a...
• Weekly big write sessions
• Book club
• Links to topic
• Spelling & Grammar sessions
• Focused handwriting sessions
• Daily spellings and weekly spelling tests
How can you help at home?

• Reading everyday - a variety of skills to focus on reading aloud with expression, pace and focus on comprehension skills
• Practise spellings
• Using Bug Club
• Handwriting practice - ensure children are holding their pencil correctly and using the correct letter formation
• Writing for pleasure - diary writing, recounts, stories, book reviews
• Library visits and educational trips
Autumn 1 – Electricity

Autumn 2 – States of Matter

Spring 1 and 2 – Sound

Summer 1 – Animals including humans- Teeth and the Digestive System

Summer 2 – Living things & Habitats
Working scientifically

As well as building up a bank of knowledge through the curriculum topics children will be taught to develop their scientific skills, these include

- Pattern seeking
- Observing
- Identifying, classifying & grouping
- Investigating fairly
Year 4 children:

- Are expected to read regularly and record this in their Home Learning Logs (including Bug Club)

- Weekly maths homework handed out on a Friday, to be completed by the following Wednesday (in addition to mymaths)

- Topic homework every half-term
Home Learning Logs

- Children or adult to write when they have read at home
- Must be brought into school each day
- Sign at the end of each week
- Use to communicate with us
Please Remember....

Every day
✓ Home Learning Logs
✓ Reading books
✓ Water bottle
✓ Coat

PE
✓ Hairbands for long hair
✓ Earrings
✓ PE bags in school Monday-Friday

Also...
✓ Names in all items of clothing
✓ No jewellery except stud earrings and wrist watches
✓ School book bags or book bag sized bags

Don’t FORGET!
We want to hear from you too...

Please encourage children to celebrate their achievements outside school by bringing in certificates, photographs, trophies and medals to share with us at school.
Please feel free to visit your child’s classroom, meet the class teacher and look at some of the resources the children will be using this year.