



# WELCOME TO YEAR 4

Information PowerPoint

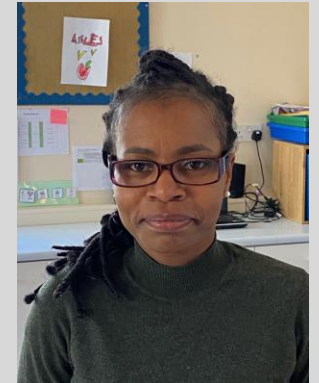
Autumn 2022

# Meet the Year 4 Team

**Mrs Dawson**  
Class Teacher



**Mrs Abusah**  
1:1 TA



**Mrs Hay**  
Class Teacher



**Mrs Hunt**  
HLTA

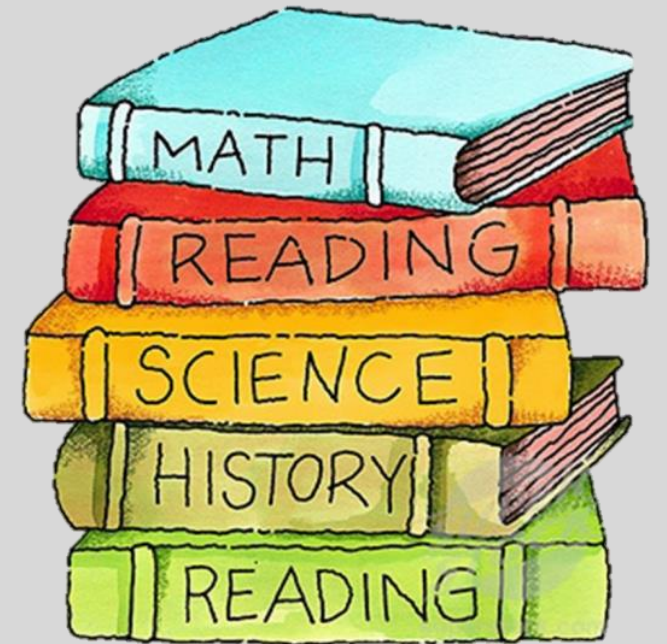
# Our Classroom





# Year 4 Timetable

<b>Time</b>	<b>Activity</b>
8:40-8:50am	Morning Activity
8:50am	Registration
8:50-9:05am	Times Tables
9:05-9:40am	Guided Reading
9:40-10:30am	English
10:30-10:45am	Breaktime
10:45-12noon	Maths
12-1pm	Lunchtime
1-1:25pm	Phonics
1:25-2:55pm	Foundation Subjects
2:55-3:15pm	Assembly
3:20pm	Home



# Our Learning Journeys



## Year 4 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science		Electricity	Sound	Living things and their habitats	States of Matter	Animals, including humans
History			Roman Empire	Corfe Castle		Tudors- Henry VIII
Geography	Europe	Mountains and Volcanoes			Enough for Everyone	
Art and Design			Sculpture- Roman Pottery	Painting- Landscapes		Drawing- Portraits
Design and Technology	Structures- Frame Structures	Electrical Systems			Food	
PE	Fundamentals Gymnastics	Dance Hockey	Ball Skills Y3/4 Netball	Ball Skills Y3/4 Basketball	Athletics OAA	Rounders Cricket
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Safety	Stranger Danger	Fire Safety Body Safety	Electrical Safety Rail Safety	Body Safety Stranger Danger	Sun Safety Water/Beach Safety	Road Safety Body Safety
RE	Beliefs and Practices- Judaism	Incarnation- Christianity	Creation- Christianity	Salvation- Christianity	Gospel- Christianity	Passover- Judaism
Computing	Computer Systems and Networks		Programming 1	Programming 2		Creating Media
Music	Interesting Time Signatures	Combining Elements to make music	Developing Pulse and Groove	Creating simple melodies together	Connecting Notes and Feelings	Purpose, Identity and Expression in Music
French (MFL)	Les Romains	Je Me Présente	En Famille	Au Café	En Classe	Chez Moi

# Year 4 Residential Leeson House

Monday 20<sup>th</sup> – Tuesday 21<sup>st</sup> March 2023



Further details will follow when we hold a meeting after Christmas to discuss payment options and further details.

**Last year's cost £65**

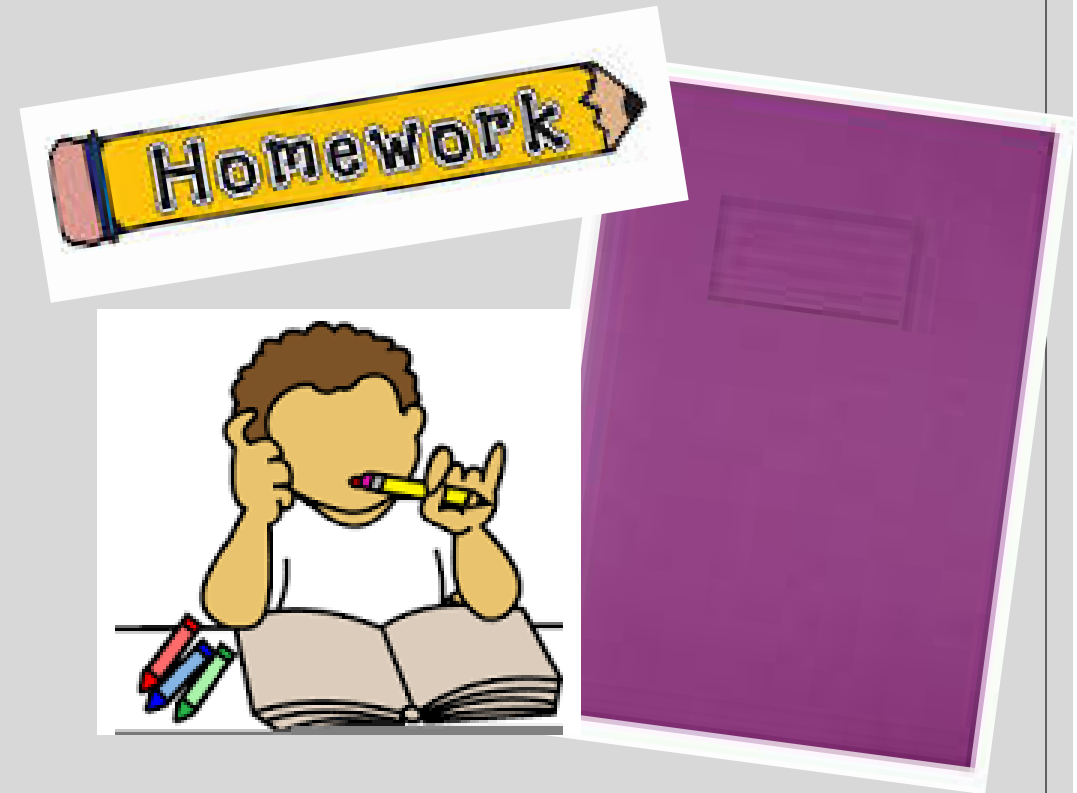


# Home Learning

Each week children in Year 4 receive homework. This is a bridging step to support the preparation for middle school.







Homework is given out on a Friday and handed in on a Wednesday.

Homework will reflect many different areas of the curriculum and will often be in response or prepare for learning in school.



# English- Reading

The children will read as a class every day. As the children's word reading becomes more fluent, the focus becomes more on their understanding of what they have read.

<p><b>Vocabulary</b> Find and explain the meaning of words in context</p> 	<p><b>Infer</b> Make and justify inferences using evidence from the text</p> 	<p><b>Predict</b> Predict will happen based on the details given and implied</p> 	<p><b>Explain</b> Explain how content is related and contributes to meaning as a whole Explain how meaning is advanced through language choice Explain themes/patterns</p> 	<p><b>Retrieve</b> Retrieve and record information and identify key details from fiction and non-fiction</p> 	<p><b>Summarise</b> Summarise the main ideas from more than one paragraph</p> 
<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, mood and setting?</li> <li>• What word tells you that .....?</li> <li>• Which key word tells you about the character/setting/mood?</li> <li>• Find one word in the text that means?</li> <li>• Find and highlight the word that is closest in meaning to.....?</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>	<ul style="list-style-type: none"> <li>• Find and copy a group of words that show that.....</li> <li>• How do these words make the reader feel?</li> <li>• How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....?</li> <li>• How can you tell that...?</li> <li>• What impression do you get of ..... from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .....</li> </ul>	<ul style="list-style-type: none"> <li>• From the cover what do you think this book is going to be about?</li> <li>• What is happening now? What happened before this?</li> <li>• What do you think is going to happen after?</li> <li>• What does this paragraph suggest will happen next?</li> <li>• What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think ....will happen? Yes, no or</li> </ul>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases that show this.</li> <li>• What is the author's point of view?</li> <li>• What affect does .... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the</li> </ul>	<ul style="list-style-type: none"> <li>• How would you describe this story/text?</li> <li>• What genre is it? How do you know?</li> <li>• How did.....?</li> <li>• How often.....?</li> <li>• Who had.....?</li> <li>• Who is...?</li> <li>• Who did...?</li> <li>• What happened to...?</li> <li>• What does ..... do?</li> <li>• How..... is .....?</li> <li>• What can you learn from ..... in this section?</li> <li>• Give one example of....</li> <li>• The story is told from whose perspective?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened in the story?</li> <li>• What happened after.....?</li> <li>• What was the first thing that happened in the story?</li> <li>• In what order do these chapter headings come in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> </ul>



# Reading at Home- Books

Children will bring home a **Learn to Read** book that is colour banded. The read-a-thon money raised last year was spent on lots of brand new books.

## **Colour bands for Years 3 and 4**

### **are now:**

- Brown 8
- Brown 9
- Brown 10
- Brown 11
- Grey 12
- Grey 13
- Grey 14
- Dark Blue 15
- Dark Blue 16
- Dark Red 17



### **Love to Read Book**

A book chosen by your child from the library to share together at home.

# Reading at Home- Reading Records



## **Learn to Read Book**

This is the book we would love to see recorded in your reading record **at least x3 per week**.

You can of course log other reads from perhaps your library book or even your own books but this is the one we really want to see logged.

Reading with and encouraging your child to read is one of the most important things you can do to help at home. We will keep a weekly check of who is reading at least x3 times per week, please do let us know if you want any further support. We are always happy to help!

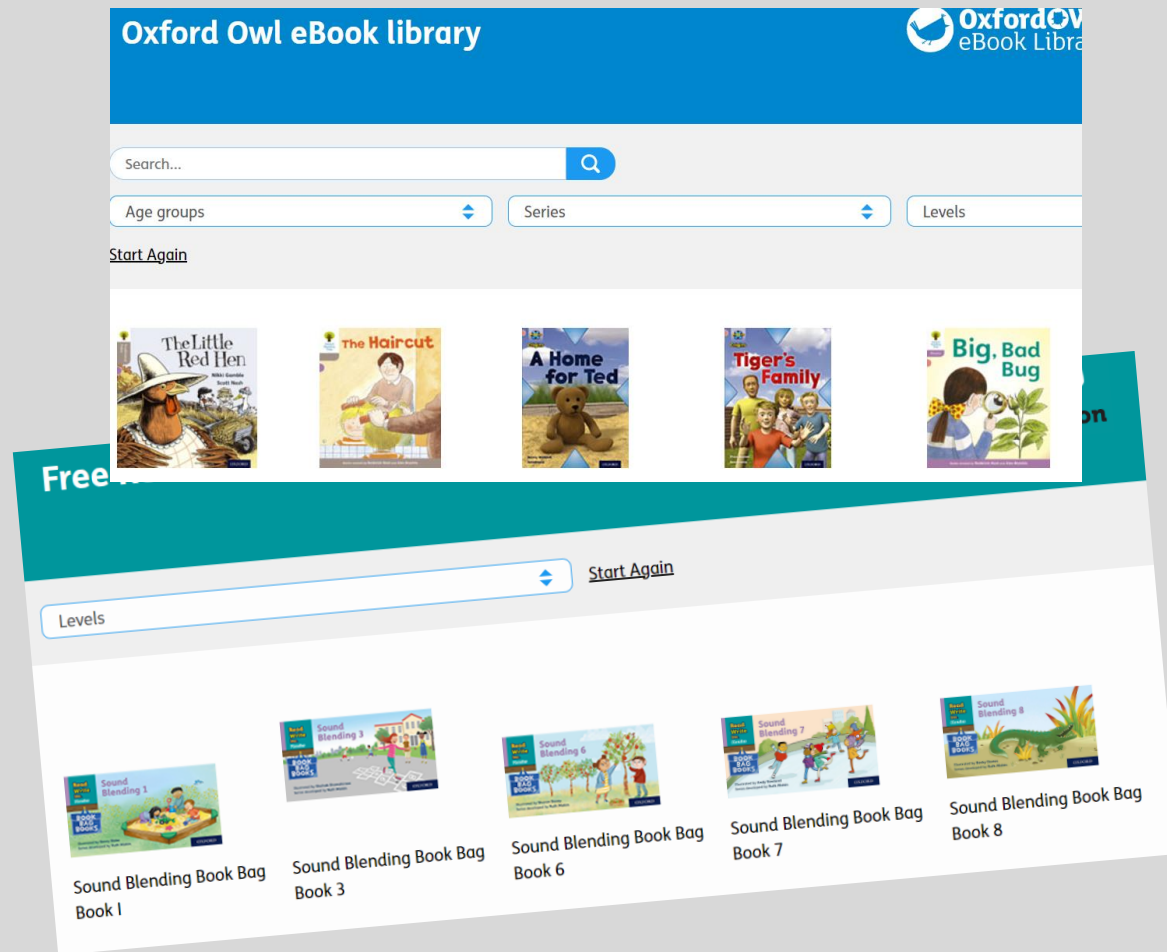
## **Examples:**

\*A signature and tick three times stating you have simply read the book is great!

\*Children can record the title, date and number of pages they have read at each read and you can just sign.

\*We encourage the children to change their books weekly to ensure they read a variety of texts although we understand children reading lengthy titles will need longer to finish a book.

# Reading at Home- eBook Library



Access a wide range of ebooks on the Oxford Owl website too!

Login  
(oxfordowl.co.uk)

Username: Yr4Hen  
Password: frog

# English- Writing

Over the year, we will ensure that the children can experience and write both fiction and non-fiction, and different writing styles within these (e.g. persuasion, explanation, recounts, etc.). Our work during our reading sessions will support the writing, both through looking at structure and vocabulary. The children will have a clear purpose and audience for each piece of writing.

For writing, we follow the Reading into Writing process. This ensures that children are fully immersed in the genre and have the opportunity to pick apart excellent examples of the genre before writing their own pieces. The children create a toolkit of the skills they need which acts as a success criteria for their own writing.

Punctuation and grammar skills will continue to be taught throughout the year. We will start by revisiting and securing the independent application of the skills from previous years before moving onto the Year 4 curriculum. Here are the Year 4




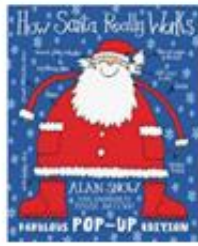
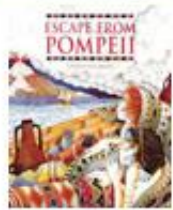

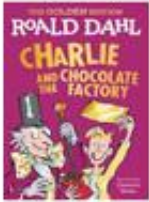
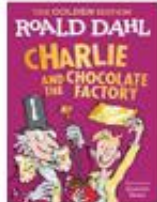




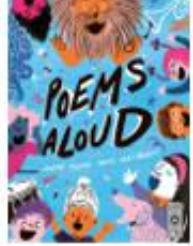
## Vocabulary, grammar and punctuation

- **(KPI) Extend the range of sentences with more than one clause by using a wider range of Coordinating and subordinating conjunctions, including: when, if, because, although, before, after**
- **(KPI) Use the present perfect form of verbs in contrast to the past tense**
- Understanding standard English forms for verb inflections instead of spoken local forms (I did / I done)
- **(KPI) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition**
- Use expanded noun phrases to convey complicated information concisely
- **(KPI) Use conjunctions, adverbs and prepositions to express time and cause (See examples in appendix 1)**
- **(KPI) Use inverted commas to punctuate direct speech**
- **(KPI) Use the full range of Key Stage 1 punctuation accurately ( ! ? , in a list)**
- **(KPI) Use apostrophes to mark singular possession in nouns and to mark possessive with plural nouns (girls', boys', children's)**
- Use commas after fronted adverbials

When reading at home, please pick out these skills and if the children choose to write, please edit with the children to include these accurately.



# English Writing LTP


Autumn 1				Autumn 2			
	Fairy Tale theme looking at Alice and Wonderland. Children explore the events throughout Alice's adventures and create their own series of adventures for her.		Recount non-fiction writing focus. Children read and explore famous villains' recounts of Fairy-tale events and create their own in a similar style.		Winter themed – focused on character and dialogue work.		Explanation Santa's Sleigh.
Spring 1				Spring 2			
	<b>Summary:</b> Children explore this text and write their own entry to a diary recount for a key event.		<b>Summary:</b> Information text – final outcome in the form of a chat show – question and answer layout.		<b>Summary:</b> Children explore the different characters and their traits, ready for when they create their own.		<b>Summary:</b> The children explore the style of a news report and create their own to present exciting news of another lucky ticket finder.
Summer 1				Summer 2			
	<b>Summary:</b> In this journey, children focus on their selection of high-quality language for description. They explore the adventure theme and use it to recreate their own chapters with new characters and dragons.		<b>Summary:</b> In this learning journey we explore features of this fantastic text to write our own instructions about how to train a dragon. Children could use inspiration and write about the dragon they created in the previous journey.	 	<b>Summary:</b> We explore an animation for this journey, the children look at and analyse the different dreams in the clip and then create their own.		<b>Summary:</b> We explore the term 'ballad' when referring to poetry styles and then write our own to perform to our parents at our leaver's celebration assembly.

**Class novels:** The Villain's Version (Aut 1) Sky Song (Aut 2) Escape from Pompeii (Spr 1) Charlie and the Chocolate Factory (Spr 2) Dragon Mountain (Sum 1) The Great Dream Robbery (Sum 2)

# English- Spelling Logs

## Spelling Logs

The words sent home in the spelling logs give the children a chance to practice the phoneme or spelling rule that we have been focusing on during the week in our phonics sessions. Please ensure the spelling logs come into school on a **Friday** in the bookbags so the new spellings can be stuck in. Please don't feel like you must practice the words in the book- if the children would prefer to practice them in a different way. We would just ask that you comment in the spelling log so we can see what they have done




**Henbury View First School**  
**Spelling Logbook**

Dear Parents,

Each week your child will receive a sheet that details the focus sound/s or spelling rule that has been focused on that week in school. Please use the variety of games and activities below to help your child practise these important spellings.

- **Review** – begin spelling sessions reviewing words or rules from previous weeks. Mark together, highlighting parts that may be incorrect. Can you come up with your own rule or rhyme to help you remember the tricky part together?
- **Say** the focus words in funny voices changing the parts that are tricky to remember
- **Look, say, cover, write and check** – mark together
- **Dictation** – Say the focus word within a sentence your child writes down, focus marking on the target word
- **Four in a row game** – a mini spelling quiz of 4 words targeting the focus sound or rule. Mark together and see if they can get four in a row!
- **Mark it** – You write down the spelling correctly or incorrectly then ask your child to mark it for you. Did they spot your mistakes?

We love to see your work, please use this book to record any spelling home learning



**Henbury View First School**  
**Spelling Logbook**

Another important element to our spelling work is learning to read and spell common exception or red words. These words may not follow the focus sound and spelling rules we have been working on and we need to work hard to remember them. You can use all of the same strategies on the previous sheet to help you rehearse these words.

**Top tip:** Circle the part of the word that doesn't sound right, discuss how and why it is different and come up with strategies together to remember it. Mnemonics is a great strategy for words like these.

e.g. Said – silly ants in dresses

# English- Spelling

## Red words

Red Words, also known as common exception words, are words that the children cannot phonetically spell. There is a copy of these words stuck in the spelling log and the reading record. The children are given time weekly to practice these words at school, please practice them at home as well in whichever way you would like to.

Red Words								
Red Ditty Level								
put	the	I	no	of	my	for	he	
Green Level								
your	said	you	be	are				
Purple Level								
to	me	go	baby	put(s)	your			
Pink Level								
I've	like	all	we	want	her	call	she	I'm
something	into	so						
Orange Level								
what	do	today	they	old	I'll	was		
Yellow Level								
some	saw	watch	school	small	their	who	tail	one
I've	baby	fall	any	where	were	wall	there	
Blue Level								
does	other	two	could	ball	would	water	wash	anyone
over	wasn't	through	once	brother	whole	people		
Grey Level								
should	were	there	call	want	come	one	through	many
could	are	other	was	two	who	you	said	your
what	school	mother	to	they	father	watch	anyone	whole
water	great	brother	above	where	here	someone	another	walk
what	small	any	here	son	would			

# Handwriting

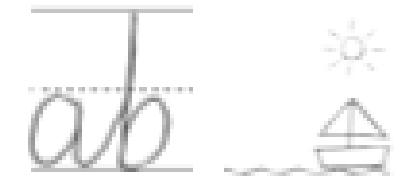
We are starting a new handwriting programme this year; RWI Handwriting. The children will revise and practise 2 basic joins to all varieties of letters; the **arm join** and the **washing line join**.

<https://www.henburyview.dorset.sch.uk/page/?title=Writing&pid=93&action=saved>

arm to boat



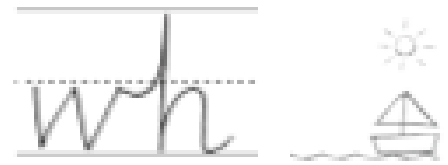
arm to sun



washing line to boat



washing line to sun





# Maths

Our maths lessons will follow the Year 4 National curriculum objectives. However, before focusing on the Year 4 objectives we will spend time revisiting the learning from Year 3, ensuring that the children are secure with this before moving on. This will be very responsive, and we will move on as and when the children are ready.

We will continue to use concrete resources and pictorial representations to help our learning journey, ensuring the children develop conceptual understanding of the concepts that we look at. The children will be given time to ‘experience’ the maths by using hands on thinking before moving through the learning journey. At all stages the children will be given opportunities to problem solve and make connections between different areas of maths. Maths can often be very abstract, so we aim to ensure that the children notice the real world applications of maths and see the worth in what they are learning about.



# Maths

This term, will start by looking at place value, and then move onto the 4 operations. These are key to the children's understanding of other areas of maths. Here are the key place value and operations objectives that the children need to grasp by the end of Year 4:

Any support with these objectives at home would be hugely appreciated. If you would like any advice on what to help with or how to teach certain aspects, please let us know.

## Y4 Number and Place Value

*(KPI) count in multiples of 6, 7, 9, 25 and 1000*

*(KPI) count backwards through zero to include negative numbers*

*(KPI) order and compare numbers beyond 1000*

*(KPI) round any number to the nearest 10, 100 or 1000*

Find 1000 more or less than a given number

Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)

Identify, represent and estimate numbers using different representations

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

## Y4 Addition and Subtraction

*(KPI) solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why*

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

## Y4 Multiplication and Division

*(KPI) recall multiplication and division facts for multiplication tables up to  $12 \times 12$*

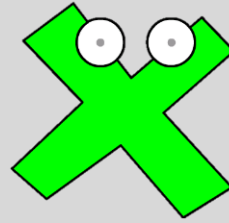
Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

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

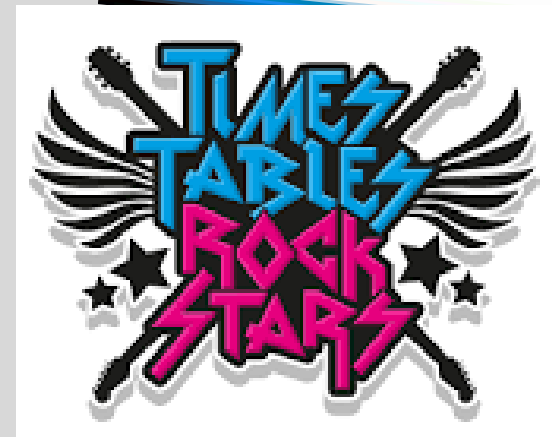
# Maths- Times Tables



Times Tables are the multiplication calculations for all numbers from  $1 \times 2$  to  $12 \times 10$ . Usually grouped by the number being multiplied. Children begin by learning the  $2x$ ,  $5x$  and  $10x$  tables, and the English curriculum requires that multiplication tables and the related division facts are known by heart by the end of Year 4. By the end of Year 3, the children should know their 10, 2, 5, 3, 4 and 8 times table, but we will not hold the children back if they are ready to progress further. From this year, there will be a new Multiplication Tables Check (MTC) which will test the children's times tables recall in the summer term of Year 4.

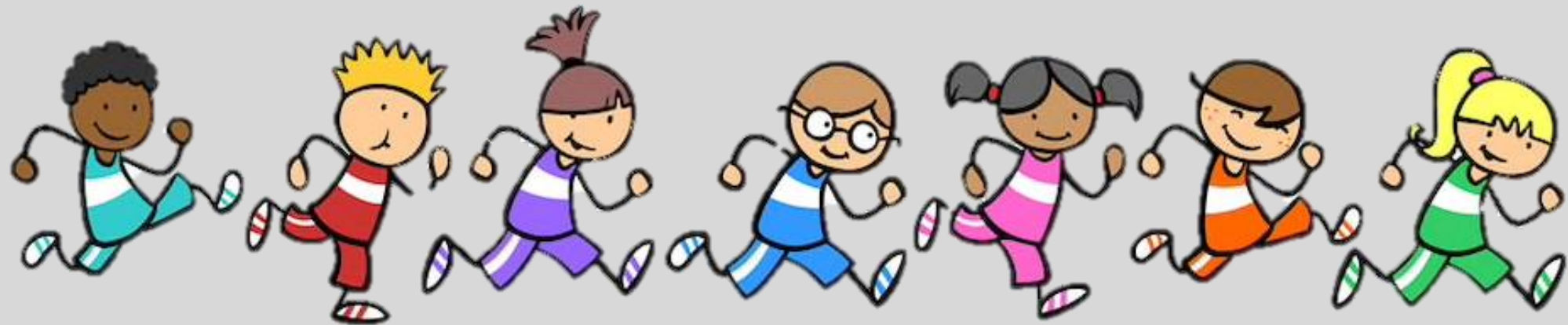
Year 1	Year 2	Year 3	Year 4
<i>count in multiples of twos, fives and tens</i> (copied from Number and Place Value)	<i>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward</i> (copied from Number and Place Value)	<i>count from 0 in multiples of 4, 8, 50 and 100</i> (copied from Number and Place Value)	<i>count in multiples of 6, 7, 9, 25 and 1 000</i> (copied from Number and Place Value)
	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	recall multiplication and division facts for multiplication tables up to $12 \times 12$

**Times tables are used in lots of areas of mathematics, for example fractions, area, perimeter, money as well as multiplication and division calculations. Fluency and quick recall are also essential for multi-step problem solving and real word applications.**



# PE

- Our PE sessions are scheduled for **Tuesday** and **Thursday**. Tuesday's session will be an indoor lesson and on Thursday, we will be outside (weather dependent!)
- Please ensure that PE kits come into school on a Monday and we will send them home on a Friday to be washed. Please also check that all PE kit is clearly named and that the children have some warmer clothes (e.g. joggers, PE jumper) for when the weather starts to get colder





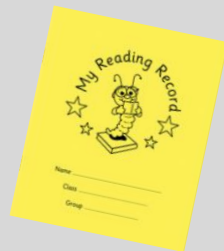
# Things to Remember

## Bookbags and Reading Records

Please ensure bookbags come into school **everyday**. This is so we can record any reading we do or give out any letters.

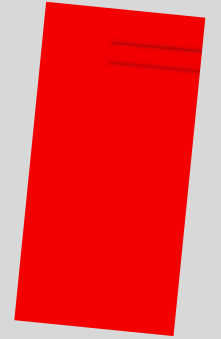
In KS2, the children can **change their choice book whenever they wish**. We will endeavor to remind the children daily to change their books if they need to.

We will be checking reading records every **Thursday** to acknowledge any comments you have made and to monitor children reading regularly.



## Spelling Logs

Please ensure spelling logs come into school in the bookbag on a **Friday** so the new spellings can be stuck in.



## Home Learning

Out on a Friday - please hand in by Wednesdays.

## PE Kits

PE kits need to come in on a **Monday** and will be sent home every **Friday**.



## Snack

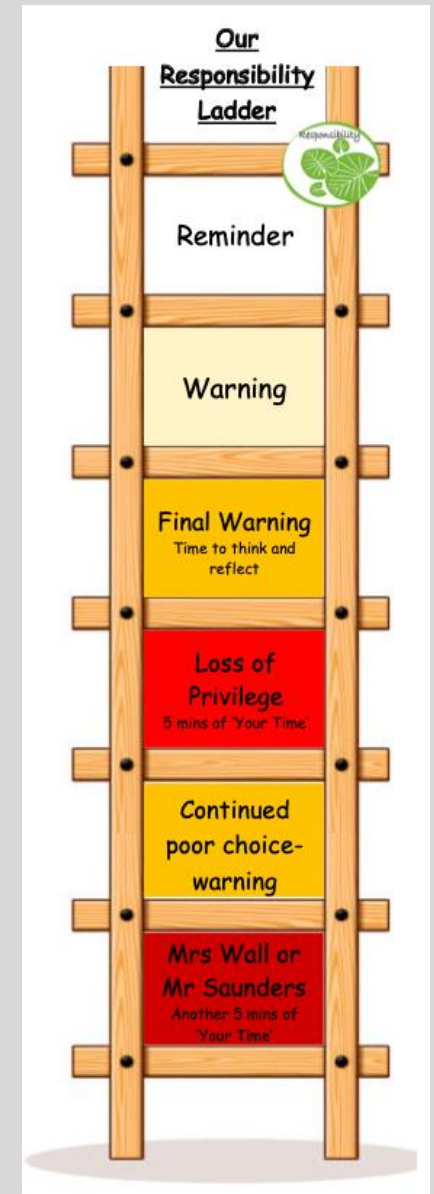
Please send your child to school with a snack if you wish to, we ask if this could be a healthy choice.



# Responsibility Ladder and 'Your Time'

We continue to use our responsibility ladder as part of our behaviour policy. This ensures that there is consistency across classrooms and members of staff. Rewards and praise are used across the school to celebrate successes and positive behaviour and learning choices (e.g. team points, stickers, etc.)

'Your Time' is a 30-minute session on a Friday afternoon, where children get to choose an activity that they would like to do. This allows them to be individuals, work with staff and children from across the school and follow areas of interest. Each child starts each week with 30-minutes of 'Your Time', and minutes are deducted for negative behaviour choices (see ladder). This ensures that children that always make the correct choices, whether that be inside or outside of the classroom, are celebrated and rewarded for their behaviour.



# Self-Regulation

## 5-4-3-2-1 GROUNDING TECHNIQUE

- 5 THINGS YOU CAN SEE
- 4 THINGS YOU CAN TOUCH
- 3 THINGS YOU CAN HEAR
- 2 THINGS YOU CAN SMELL
- 1 THING YOU CAN TASTE






### GROWTH MINDSET

**M** I'm motivated to learn  
**I** I can achieve anything  
**N** I notice and celebrate small wins  
**D** I discover how I can do better  
**S** I'll practice self-reflection  
**E** I'll put in my best effort  
**T** I trust my abilities

### STAR BREATHING



### SIZE OF THE PROBLEM

-  **Emergency**  
I AM IN DANGER OR HURT.  
I NEED IMMEDIATE HELP.
-  **Huge Problem**  
I AM ANGRY.  
I FEEL OVERWHELMED.
-  **Medium Problem**  
SOMETHING IS BOTHERING ME.  
I FEEL ANXIOUS.
-  **Small Problem**  
I CAN SOLVE THE PROBLEM ON MY OWN.
-  **Little Problem**  
I CAN SOLVE THE PROBLEM QUICKLY.

### BREATHING EXERCISES



**BEE BREATHING**  
Take a deep breath and exhale through your nose while humming like a bee.



**CANDLE BREATHING**  
Take a deep breath and blow out the candle on the cupcake.



**DRAGON BREATHING**  
Take a deep breath and roar like a dragon to breathe out fire.



**BUBBLE BREATHING**  
Take a deep breath and blow slowly and calmly through the bubble wand to make bubbles.

## Contact us...

We are really looking forward to an exciting year ahead. We hope you have found this information useful. There is also lots of information on the website:

### [Henbury View First School - Year 4](#)

If you have any questions about anything in this PowerPoint, or if you have any questions or queries at any point during the year, please don't hesitate to email us or the school office at:

[office@henburyview.dorset.sch.uk](mailto:office@henburyview.dorset.sch.uk)

[year4@henburyview.dorset.sch.uk](mailto:year4@henburyview.dorset.sch.uk)