



Year 4 Curriculum Meeting

Miss Fender

Monday 16th September

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Curriculum Overview

Curriculum Coverage for Year 4 Autumn Term

Curriculum Area	Coverage
English	Year 4 will begin their year by reading Charlie and the Chocolate Factory by Roald Dahl. They will cover a range of grammar, spelling and punctuation objectives to develop writing including fronted adverbials, pronouns, inverted commas for direct speech and apostrophes to indicate possession. The children will write their own Rags to Riches narrative piece of writing, based on the well-known story about Charlie Bucket. After half term, we will focus on explanation texts and will focus our writing within our history topic The Ancient Greeks and our science topic The Water Cycle.
Mathematics	This term, children will be concentrating on enhancing their understanding of number and measurement (area of rectilinear shapes by counting squares). In addition to place value (including digits up to 10,000, negative numbers and Roman Numerals), we will be focusing on using formal methods to solve addition and subtraction calculations. We will also be working on recall of times tables with multiplication and division to prepare for the Multiplication Tables Check (up to 12x12).
Science	To start our science learning in Year 4 we will focus on Grouping and Classifying living things. We will learn more about grouping different animals, vertebrates and invertebrates and plants using classification keys. After half term, we will begin by looking at States of Matter. We will be learning about different solids, liquids and gases and investigating their properties.
Religious Education	Within RE, children explore Gospel and will reflect on teaching surrounding the question 'What kind of world did Jesus want?'. The children will learn more about the teachings of parables and the hidden meaning of spreading goodness. They will then learn about the Kingdom of God and explore the significance of the Holy Spirit and the impact of Pentecost.
Computing	Your child will learn about safety online during this term. We will be learning how to use technology safely, respectfully and responsibly. Furthermore, we will be discussing how to identify acceptable and unacceptable behaviour online, as well as how to report concerns about content and contact. Finally, we will learn about SMART rules which help us to stay safe online.
History and Geography	Our topic for this term is 'How did the Ancient Greeks change the world?'. We will be looking at generating and answering historical questions, sequencing events, famous people from the era, the birth of the Olympics and Gods and Goddesses.



Music	Your child will receive weekly music lessons from Apollo Arts. This term we will learn more about playing the ukelele and singing.
Art and DT	In Art, we will be developing drawing skills including creating tone using shading pencils and charcoal, exploring the effect light and dark has on their drawings and eventually creating a joint artwork, experimenting with their methods.
RSHE	This term we will be looking at belonging: belonging to a range of different teams, being a good school citizen, rights and responsibilities within school and the community and exploring the concept of choices (rewards and consequences).
P.E	Your child will take part in two PE sessions per week. Autumn 1: Tag Rugby and Cross Country. Autumn 2: Sports Hall Athletics and Multi Skills
French	Your child will receive a weekly French lesson on a Friday.
Homework	<p>Spellings: Each week, children will focus on a set of spelling words containing a different sound. They will work in partners to test each other throughout the week and generate another list of words they will focus on for the remainder of the week. After completing various spelling activities throughout the week, children will be 'tested' in school on Friday to assess their progress from the beginning of the week. Each week, spellings will be available on Spelling Shed to practice at home as well as daily practice in spelling books at school.</p> <p>Maths: In preparation for the Multiplication Tables Check in Spring 2025, children will be assigned 10 games on Times Table Rockstars each week. This will test children on times tables specific to their current knowledge and they will progress as they improve their scores. Soundcheck is also available on TTRockstars which is a simulation of the Multiplication Tables Check.</p> <p>Home reading book to be shared <u>at least 3 times a week</u> and comments made in their reading diary.</p>

Within all curriculum areas we ensure that all children are able to access the curriculum including those with SEN and be appropriately challenged.

Thank you for your support, Miss Fender

Homework

- Tokens are awarded to children who have completed homework.
- 3 reading comments per week made by the children.
- 10 games on Times Table Rockstars each week set on a Tuesday.
- Spelling games on Spelling Shed Mon-Fri



Spelling

- Children will be introduced to the sound of the week on a Monday and are given a list of words containing that sound.
- They must identify the sound of the week, highlight it and then sort the words into the correct grapheme.

ee	ea	e_e	ie	y
<i>proceed</i> <i>steel</i> committee guarantee	<i>steal</i> <i>peace</i> breathe heal meat	<i>precede</i> complete extreme <i>scene</i>	<i>piece</i> achieve mischievous believe	forty identity variety opportunity community accompany

ey	ei	i	e	i_e
monkey chimney	receive ceiling deceive conceive perceive	<i>serial</i> curiosity familiar immediately pronunciation convenience	<i>cereal</i> vehicle frequently appreciate convenience immediately	machine magazine

Spelling

- Throughout the week, children will complete a range of activities to explore their spelling words and create a list of words they are struggling to spell.
- For the remainder of the week, children will focus on the words specific to themselves.
- On a Friday, children will complete their final activity for the week to assess their progress from the first spelling session.

Spelling



- Children will complete all tasks in their yellow spelling book in school. For this reason, yellow spelling books will remain in school and will not be sent home for homework.
- Weekly spellings will still be allocated on Spelling Shed and children will be encouraged to complete the games at home to support recall and remembering.
- Children who complete games for weekly spellings on Spelling Shed will be awarded tokens that go into our half termly token draw.

Reading: Purpose (Accelerated Reader)

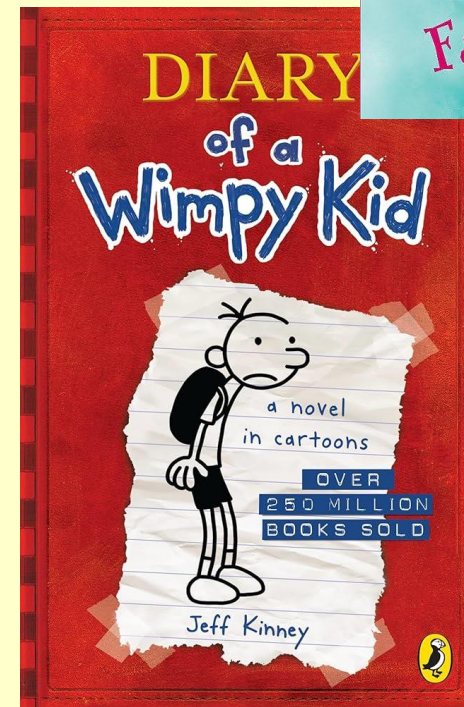
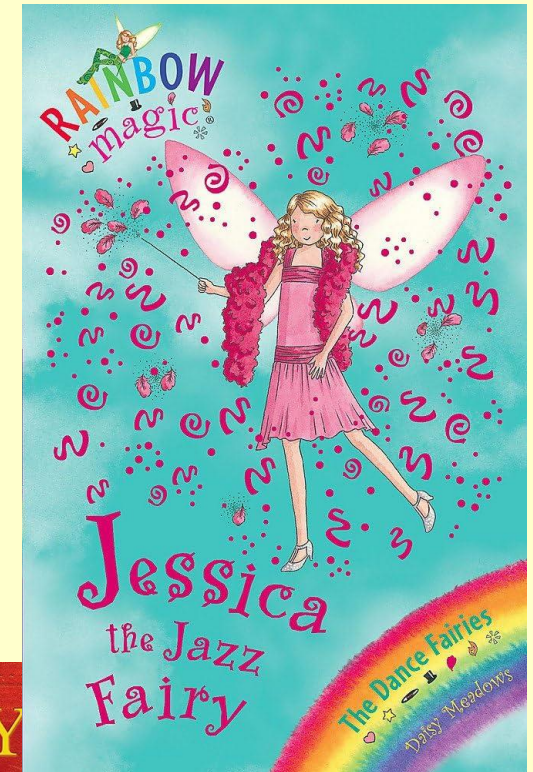
- STAR reading test taken half termly to assess progress and update ZPD
- ZPD code links to book suited to your child's needs. Your child then chooses a book from this colour band.
- At the end of each book, your child will answer some comprehension questions to assess their understanding. This is monitored in school. A pass is classed as 80% or more.



Orange	0-1.9
Turquoise	2-2.4
Purple	2.5-2.9
Gold	3.0-3.4
White	3.5-3.9
Lime	4.0-4.4
Silver	4.5-4.9
Topaz	5.0-5.4
Dark Blue	5.5-5.9
Green	6.0-6.9
Grey	7.0-7.9
Yellow	8.0-8.9
Pink	10+

Reading: Pleasure

- Children are able to select a reading book from our class library/school library.
- These books are not set at 'reading levels' as such and are purely books to enjoy. There are no quizzes attached to these books.
- It may be necessary to support your child with reading the book at home.
- Children are required to make three entries in their reading record each week.

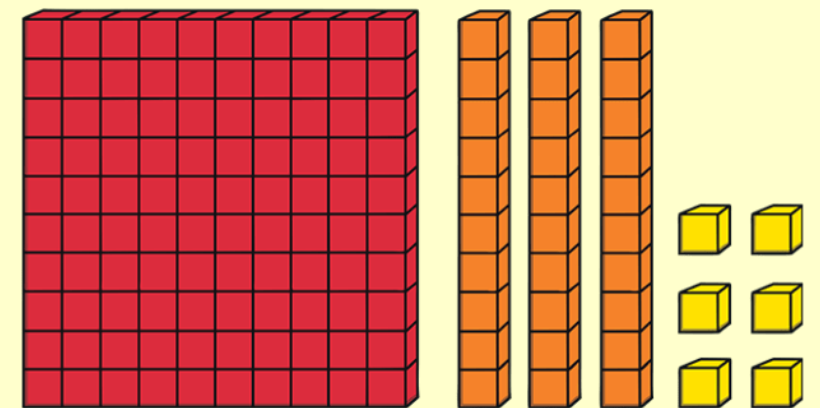
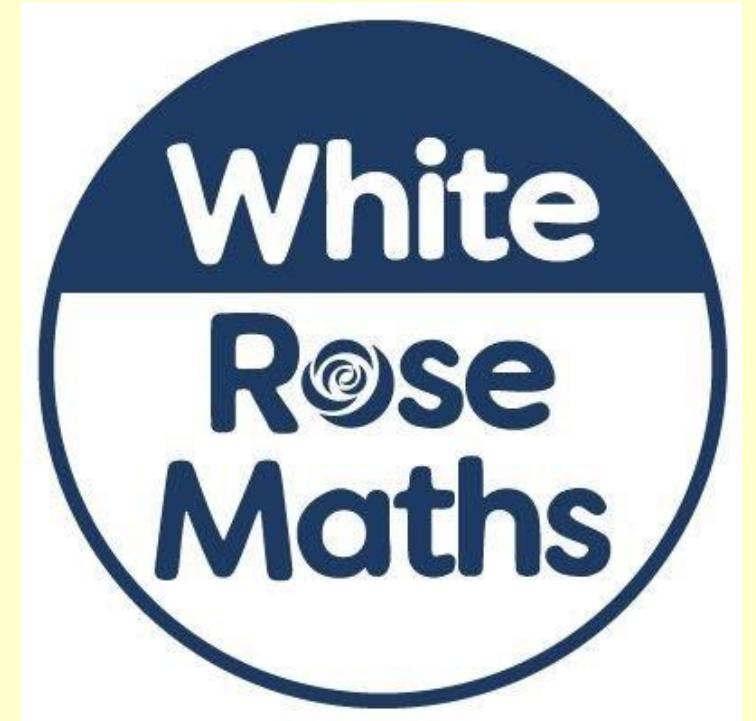


Reading Comment Ideas

- Explain what happened.
- Would you recommend the book? Who to – gender, age, interests etc.
- Make a prediction (what might it be about, what might happen next and why)
- Who is your favourite character and why?
- How does the main character feel and how do you know?
- Why did the character act that way?
- If you could ask the character something what would it be and why?
- What is the theme of the book (good vs evil, friendship, love, death, power, courage, honesty etc.)?
- Is it fiction or non-fiction? How do you know?

Maths

- We follow the White Rose maths scheme. These are research-based schemes of learning which are designed to support a Mastery approach to teaching and learning.
- We follow the Mastery approach to teaching mathematics, which aims for a deepened understanding of the curriculum
- This involves being able to problem solve by applying knowledge to word problems and explaining how and why to approach a problem in a particular way.
- Children have the opportunity to use concrete and pictorial resources to support their understanding.

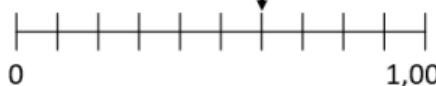


Weekly Maths

- We will complete weekly arithmetic tests to help your child improve their recall of mathematical methods.
- 10-15 minute fluency sessions daily. This will recap their learning of mathematical methods from Year 3 and previous.
- Maths Journals – the children will be using these as a revision guide to record down key information about the new methods they are learning in their maths lessons.
- Flashback 4: four mathematical questions to recap previous learning.

Flashback 4 Year 4 | Week 1 | Day 4

1) What number is the arrow pointing to? 10×1




2) How many people visited the museum on Friday?

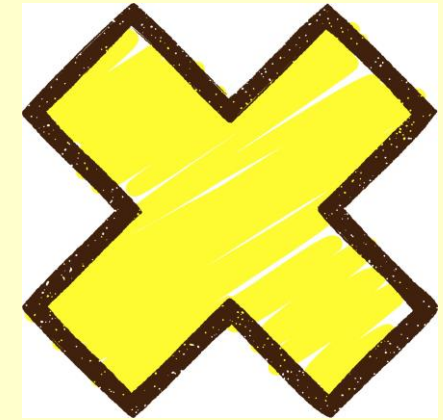
	Adults	Children
Monday	45	43
Friday	21	93

3) How many pairs of parallel lines does a rectangle have?

4) How many centimetres are in one metre?



Multiplication Tables Check (MTC)



- All Year 4 children across the country will sit a multiplication test in June.
- This will consist of 25 questions from all 12 multiplication tables and the children have 6 seconds to answer it.
- Each week, we have a focussed times table and complete various tasks around the quick recall of those facts in class.
- The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics.

Multiplication Tables Check (MTC)

Some examples of resources/websites to support their learning:

- Topmarks Daily 10 – allows children to select how long they have to answer each question

<https://www.topmarks.co.uk/maths-games/daily10>

- Times Table Rockstars – Soundcheck simulates the MTC

- BBC Super Movers














<https://www.bbc.co.uk/teach/supermovers/articles/zkdy2sg>

- Topmarks Hit the Button <https://www.topmarks.co.uk/maths-games/hit-the-button>

- Written activities: times table grids, multiplication wheels to take home, writing them down in order

Marvellous Maths

- Each half term, children will complete a Marvellous Maths test. Each superhero is based around a different set of times tables/multiplication and division questions.
- Once your child has passed the test, they will move to the next level.
- Year 4 stops at fluent recall of 12 x 12 times table.
- Your child will be tested until this point and will then stop due to curriculum teaching.

Superhero Tests	
	CAPTAIN MARVEL Subitising up to 10
	ANT MAN Doubles and halves
	SILVER SUFER Number bonds to 10
	CAPTAIN AMERICA Identify missing numbers when counting on and back in ones.
	MR FANTASTIC Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
	INCREDIBLE HULK Can count on or back in ones, twos threes, fives and tens
	BATMAN 10 x, 5 x, 2 x 10 ÷, 5 ÷, 2 ÷
	HAWK-GIRL 4X, 8x 4÷, 8÷
	THOR 3 x, 6 x 3÷, 6 ÷
	BLACK WIDOW 9X, 7X, 9÷, 7÷,
	BLACK PANTHER 11X, 12X 11÷, 12÷
	SUPERMAN 12X12 with corresponding division knowledge
	CATWOMAN

Grammar, Spelling and Punctuation

1	2	3	4	5	6	7		1	2	3	4	5	6	7
<p>Writing basics:</p> <ul style="list-style-type: none"> - a/an according to consonant or vowel start - range of sentences with more than one clause by a wide range of conjunctions (when, if, because, although) - express time, place and cause using conjunctions: when, before, after, while, so, because - Express time, place and cause using adverbs (then, next, soon, therefore) - Express time, place and cause using prepositions (before, after, during, in, because of) - Inverted commas for direct speech - Use of perfect form instead of simple past (He has gone out to play/He went out to play) 					<p>Pronouns: Choose appropriate for clarity and cohesion (avoid repetition)</p>			<p>Fronted adverbials: how to use them e.g. Later that day, I heard the bad news.</p> <p>Using commas after fronted adverbials</p>				<p>Apostrophes: Indicate possession with plural nouns, know the grammatical difference between plural and possessive -s, use apostrophes to mark plural possession</p>		

1	2	3	4	5	6	7		1	2	3	4	5
<p>Speech: use and punctuate direct speech, use inverted commas and other punctuation to indicate speech (e.g. use a comma after the reporting clause; end punctuation with inverted commas e.g. The conductor shouted, "Sit down!")</p>		<p>Noun phrases: Use noun phrases by modifying adjectives, nouns and preposition phrases (e.g. The teacher/The strict maths teacher with curly hair)</p>			<p>Suffixes: -ure</p>			<p>Standard English: we were/we was, I did/I done</p>		<p>Paragraphs: use to organise ideas around a theme</p>		

1	2	3	4	5	6		1	2	3	4	5	6
Suffix: -ation	Suffix: -ly	Suffix: -ous	Suffix: -tion	Suffix: -sion	Suffix: -ssion		Suffix: -cian	Revision for cohort need				

Attainment Outcomes: Reading

Y4	Word Reading (W)	The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex texts.	Autumn
	1. I can read aloud with pace, fluency and expression 2. I show awareness of punctuation marks when reading aloud, pausing at full stops, taking question and exclamation marks into account, speech marks for dialogue, commas, ellipsis and brackets	Prediction 1. I can predict what might happen from details stated and implied in a year 4 text Inference 2. I can use inference and deduction skills to discuss: character, moods, feelings and attitudes using the clues from the text 3. I can identify and explain the difference between fact and opinion 4. I can empathise with different characters' points of view in order to explain what characters are thinking / feeling and the way they act Retrieval 6. I can precisely retrieve words and phrases from the text to support discussions around characters' feelings, thoughts and motives using evidence from their actions 7. I can locate information by skimming (for a general impression) and scanning (to locate specific information) 8. I can use text marking to support retrieval of information or ideas from texts (highlighting, notes in the margin) 9. I can use knowledge of the text structure to locate information Summarise 10. I can identifying main ideas drawn from more than 2 paragraph across a text and summarise these	Spring
	Word Comprehension (WC)	Language for Effect (L)	Summer
	1. I can explain the meaning of words in context based on a Year 4 text 2. I can explain the meaning of a word in context using knowledge of root words, prefixes and suffixes	1. I can identify words and phrases that capture the reader's interest and imagination and explain why I think the author has chosen them 2. I can identify and comment on authors' choice of language where it is used to create mood, build tension or paint a picture through dialogue, action and description	
		Themes and Conventions (TC) 1. I can identify the conventions used in a particular text type and why they are used (eg for reasons of pace and sequence). 2. I can begin to identify the purpose and audience of different fiction/ non-fiction texts and evaluate the success of each of these elements	

Attainment Outcomes: Writing

Y4	Grammar		
	<ol style="list-style-type: none"> 1. I can extend my sentences with more than one clause by using a wider range of conjunctions eg when, if because, although 2. I can choose nouns or pronouns appropriately for clarity and cohesion (children do not switch person within their writing) 3. I can choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition 4. I can use expanded noun phrases for effect 5. I can use fronted adverbials 6. I can use Standard English forms of verb inflections eg 'we were' not 'we was' 7. I can use the correct determiner in my writing 8. I can use these words when talking about writing: <i>determiner (article, demonstratives, quantifiers, possessives), pronoun, possessive pronoun, adverbial)</i> 		
	<p><i>At greater depth</i> <i>To use all the above for different genres</i></p>		
	Punctuation		
	<ol style="list-style-type: none"> 1. I can use full stops, capital letters, exclamation marks and question marks (mostly correctly in sentences including more than one clause) 2. I can punctuate direct speech using inverted commas, capital letters to start and punctuation to end (mostly correctly) 3. I can use commas after fronted adverbials (mostly correctly) 4. I can indicate possession by using the possessive apostrophe with singular and plural nouns (mostly correctly) 		
<p><i>At greater depth</i> <i>To use all the above for different genres</i></p>			
	Composition	Vocabulary	Spelling
	<ol style="list-style-type: none"> 1. I can plan my writing using structure, grammar and vocabulary from a given model 2. I can use a range of sentence structures 3. I can create characters, settings and plots 4. I use dialogue in my writing 5. My writing is organised through sequencing or logical transition, e.g. simple chronological stages; ideas grouped by related points; subheadings 6. I can use a range of paragraph openers e.g. interesting connectives or phrases 7. I can create connections within and between paragraphs generally maintained through use of ongoing references, e.g. pronouns, adverbials, connectives (<i>Eventually we...</i>) 8. I can make links established between paragraphs, although transitions may be awkward or abrupt 9. My paragraphs may be extended and developed, usually around a topic, main point, event or idea, e.g. with explanation, contrast, additional detail 10. I can begin to include a viewpoint in my writing 11. I can proof read for sense, spelling and punctuation errors including identifying omitted words 12. I can identify areas for improvement in my writing 	<ol style="list-style-type: none"> 1. I can use a range of rich vocabulary <p><i>At greater depth</i> <i>In all writing</i></p>	<ol style="list-style-type: none"> 1. I can use my knowledge of prefixes and suffixes to help my spelling consistently within my writing 2. I can consistently select the correct homophone to use within my writing 3. I can spell words that are commonly misspelt (See appendix 1)
		Handwriting	
		<ol style="list-style-type: none"> 1. I can join handwriting with increasing fluency <p><i>At greater depth</i></p>	

Attainment Outcomes: Mathematics

Children must be able to problem solve, explaining their reasons fluently in each of the skills below.				
AO4	Number and Place Value (NP)		Addition and Subtraction (AS)	
	<ol style="list-style-type: none"> I can count in multiples of 6, 7, 9, 25 and 1000 I can find a 100 more or less than a given number up to 10 000 I can recognise the place value of each digit up to 10 000 I can count backwards through zero to include negative numbers I can identify, order, compare and estimate four digit numbers using different representations I can round any number to the nearest 10, 100, 1000 I can read Roman numerals to 100 I can solve number problems using all of the above 		<ol style="list-style-type: none"> I can add numbers with up to 4 digits using the formal written method of column addition I can subtract numbers with up to 4 digits using the formal written method of column subtraction I can estimate and use inverse operations to check answers to a calculation I can add numbers mentally to a 4 digit number I can subtract numbers mentally from a 4 digit number I can solve two step problems in context 	
	Multiplication and Division (MD)		Fractions, Decimals, Percentage and Ratio and Proportion (FDP)	
	<ol style="list-style-type: none"> I can recall multiplication and division facts for multiplication tables up to 12×12 I can recognise and use factor pairs and commutativity in mental calculations I can multiply and divide two-digit and three-digit numbers by a one-digit number using formal written layout to solve problems (see <i>guidance</i>) I can multiply and divide by 10, 100 		<ol style="list-style-type: none"> I can recognise and show, common equivalent fractions I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten I can solve problems involving increasingly harder fractions to calculate quantities I can solve simple problems involving measures and money to 2 decimal places I can add and subtract fractions with the same denominator I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and of tenths and hundredths I can round decimals with one decimal place to the nearest whole number I can compare numbers with the same number of decimal places up to two decimal places 	
	Statistics (S)	Measure (M)		Geometry (G)
	<ol style="list-style-type: none"> I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs I can use comparison when interpreting information presented in bar charts, pictograms, tables and other graphs 	<ol style="list-style-type: none"> I can convert between different units of measure in order to compare and calculate I can measure and calculate the perimeter of rectilinear figures and find their area by counting squares I can read, write and convert time between analogue and digital 12- and 24-hour clocks I can solve problems converting hours to minutes, minutes to seconds, years to months and weeks to days. 		<ol style="list-style-type: none"> I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes I can identify acute and obtuse angles and compare and order angles up to two right angles by size I can identify lines of symmetry in 2-D shapes presented in different orientations I can describe positions on a 2-D grid as coordinates in the first quadrant I can describe movements between positions as translations of a given unit to the left/right and up/down.

PE/Swimming

- PE days are Tuesday with Mr Rodgers and Friday with Miss Fender.
- Year 4 will be attending swimming lessons every day for 10 days starting in February 2025.
- These lessons will take place at Billingham Forum each morning from 9:30-10:15am.

Swimwear:

- Girls to wear a one-piece black/navy swimming costume and a swimming cap.
- Boys to wear trunks (not baggy shorts) and a swimming cap.
- Children must bring their own goggles if needed.

Camping

- The trip will be at Pybus Campsite (located at Kirkby in Cleveland) from Thursday 3rd to Friday 4th July 2025.
- We will leave school approx. 9:30am and return around 1pm the next day.



Thank you for your time.

Miss Fender

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