



Rocket Class Information Evening

Year 4 Team

Class Teachers

Miss Miles Mon – Wed morning

Mrs Gibbs Wed afternoon – Fri

Teaching Assistants

Mrs Woodward Mon – Wed

Ms Fenn Wed - Fri

Our Timetable

Year 4 Autumn Timetable

	8.30-8:50	8:50 –9:50	9:50-10:20	10.20–10.40	10.40–10.55	10.55 – 12.00	12.00 - 1.00	1.00 - 2.00	2.00 — 3.00	3.00-3.15
Monday	TT Rocks Stars	Maths	Reading	Assembly	Break	English		PE	PSHE	Class Reader
Tuesday	EMW	Maths	Reading			English		History/Geography	Music	Class Reader
Wednesday	Reading	Maths	Reading			English		Art/Computing	Spelling	Class Reader
Thursday	Mental Maths	Maths				Swimming 10:45-11:15am		RE	Spelling	Class Reader
Friday	Spelling Practice	Maths Times table test fortnightly	Handwriting Change talk partners			Spelling Set home learning		Science	French	Class Reader

English

We will start the term by learning about writing persuasive letters. We will learn about the features of a letter and then consider how to organise our work into paragraphs and include persuasive techniques. We will then learn about Greek myths and legends. We will retell them orally and then focus on character description before comparing myths. We finish the half term with some poetry. We will consider the features of a poem and learn a poem to perform.

Science

In our unit on Teeth & Eating, we will learn about the process of digestion in humans, the different types of teeth we have and how to prevent decay, plus how to interpret and create a variety of food chains. In our second unit on Living Things & Their Habitats, we will learn how to classify vertebrates and invertebrates using classification keys and discuss how environmental changes impact habitats.

History

We will be learning about the Ancient Greeks and where they fit into history. We will be exploring where Greece is in the world and key locations in the country. We will then start to understand the religious beliefs and attitudes of the Ancient Greeks and consider how we are impacted by them today.

French

We will learn how to introduce ourselves, say our name, how old we are and where we live. We will then work towards being able to read and understand the date. Learning days of the week, months of the year and numbers up to 31.

Computing

We will develop our knowledge of coding further, exploring how to use coordinates and if/else statements. We will also learn about phishing, malware and plagiarism with discussions about how much screen time is considered healthy.

Art

We will be developing our drawing skills, focusing on an image and concentrating on lines, shapes and proportions using a range of pencils. Following this, we will create detailed drawings of Greek vases. We will also have a chance to learn about tie-dye techniques.

Rocket Class Autumn Groovy Greeks

Design Technology

We will design a book made up of a front cover and four pages and include a mixture of structures and mechanisms within it.

RE

We will be learning about how Christians believe Jesus is their saviour and how this may inspire people to save others. We will draw parallels between this and the Muslim belief that the Prophet Muhammad was a messenger of God.

How you can help your children at home:

Ask them about their day at school.
Listen to them read every day and talk about what they have read.
Support them as they complete their topic homework.
Work with them to complete home learning for spelling and practise their times tables.

Maths

We will begin the year by working with numbers up to 10,000, making sure we are confident to represent and partition these numbers before we begin to order, compare and round them to the nearest 10, 100 or 1000.

We will consolidate our understanding of the column method for addition and subtraction, learning how to estimate and check answers.

We will learn what the area of a shape means and how to calculate the area of shapes by counting squares.

We will focus on our times tables up to 12 x 12, using our knowledge of other times tables to help us with this. We will also focus on associated division facts plus multiplying three numbers at a time.

PE

In our Monday PE slot we will be developing our balancing skills, running at different speeds, changing direction and our technique when jumping and hopping.

In our Swimming lessons, we will work towards using a range of strokes effectively and perform safe self-rescue in different water-based situations

Music

We will be learning about how to read notes and begin to compose music using a scale. We will use tuned percussion and develop our use of dynamics when performing.

PSHE

We will be working through the unit 'Being Me in the World'. We will consider how our attitudes and actions make a difference in the class; begin to understand what it means to be a school citizen; and learn about our rights and responsibilities.

Maths Times Tables

- ▶ At the end of Year 4 there will be a statutory times table test.
- ▶ The Year 4 Times Tables Test is an online test with 25 questions; children must answer each question within a 6 seconds time limit so the whole test will take less than 5 minutes.
- ▶ Every other Friday, the children will continue with Mighty Maths.
 - Autumn Purple x2, 3, 4, 5, 6, 8, 10
 - Spring Bronze x2, 3, 4, 5, 6, 8, 10, 7
 - Summer 1 Silver x2, 3, 4, 5, 6, 8, 10, 7, 11
 - Summer 2 Gold x2, 3, 4, 5, 6, 8, 10, 7, 11, 12

Maths Targets

TARGETS	An adult at home thinks that I have achieved this	An adult at school thinks I have achieved this
Recognise numbers to 10,000 - I can read numbers up to 10,000 - I can write a given number up to 10,000		
Pairs of numbers that add up to 100 - Given a 2-digit number, I can tell you how many more I need to add to make 100. E.G. $62 + 38 = 100$		
Add 10, 100 or 1000 to any number lower than 10,000 E.G. $341 + 10 = 351$ $2693 + 1000 = 3693$		
Subtract 10, 100 or 1000 from any number lower than 10,000 E.G. $568 - 100 = 468$ $2382 - 1000 = 1382$		
Convert g to kg and kg to g - I can convert g to kg, and kg to g. E. G. $2365\text{g} = 2.365\text{kg}$		
Calculate minutes to next hour. - Given a digital clock time, I can tell you how many minutes until the next hour. E. G. 2:47pm → 13 minutes until 3 O'clock		

Year 4 expectations |

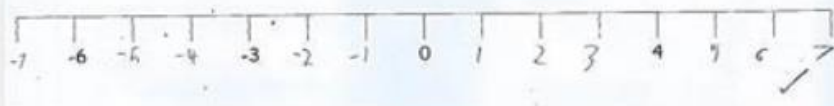
NUMBER

Number and place value

Pupils should be taught to

- 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.

Finish these number lines:



$$1. 6 \times 6 \times 10 = 360$$

$$6 \times 6 = 36$$

$$36 \times 10 = 360$$

$$32 \times 6$$

$$30 \times 6 = 180$$

$$2 \times 6 = 12$$

$$180 + 12 = 192$$

$$7391 - 7000 + 300 + 90 + 1$$

$$2841 = 2000 + 800 + 40 + 1$$

$$14078 + 7806$$

$$4000 + 8000$$

$$= 12000$$

Addition and subtraction

Pupils should be taught to:

- 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.

Solving $607 - 345$, then using the inverse to check the answer was correct.

$$607 - 345$$

$$\begin{array}{r} 607 \\ - 345 \\ \hline 262 \end{array}$$

$$262 + 345$$

$$\begin{array}{r} 262 \\ + 345 \\ \hline 607 \end{array}$$

Multiplication and division

Pupils should be taught to:

- 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.

$$448 \times 3$$

$$\begin{array}{r} 448 \\ \times 3 \\ \hline 1344 \end{array}$$

Year 4 expectations

Which would you rather have? $\frac{1}{4}$ of £2, $\frac{1}{5}$ of £3 or $\frac{1}{10}$ of £5?

$$\begin{array}{l} \frac{1}{4} \text{ of } £2 \\ 50p \\ £2 \div 4 = 50p \end{array} \quad \begin{array}{l} \frac{1}{5} \text{ of } £3 \\ 60p \\ £3 \div 5 = 60p \end{array} \quad \begin{array}{l} \frac{1}{10} \text{ of } £5 \\ 50p \\ £5 \div 10 = 50p \end{array}$$

Fractions (including decimals)

Pupils should be taught to:

- 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$
- 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.

Ashley keeps 42 marbles in her bag.
 $\frac{5}{6}$ of them are blue. How many blue marbles does she have?

$$\begin{array}{l} \frac{5}{6} \text{ of } 42 \\ 42 \div 6 = 7 \\ 7 \times 5 = 35 \\ \text{Ashley has 35 blue marbles.} \end{array}$$

$$\begin{array}{l} \frac{62}{100} = 0.62 \\ \frac{9}{100} = 0.09 \end{array}$$

GEOMETRY - Properties of shapes

Pupils should be taught to:

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and size
- 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 orientation
- complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry - Position and direction

Pupils should be taught to:

- 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.

$$\begin{array}{l} \text{Start: } (7, 4), (7, 1), (0, 1), (0, 4) \\ \text{Down 2} \\ \text{Left 5} \\ \text{Finish: } (2, 2), (5, 1), (5, 8), (2, 8) \end{array}$$

STATISTICS

Pupils should be taught to:

- 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.

MEASUREMENT

Pupils should be taught to:

- 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.

$$\begin{array}{l} 6:42 \text{ pm} \rightarrow 21:27 \\ 7:53 \text{ am} \rightarrow 05:33 \end{array}$$

Converting 12-hour time to 24-hour time

How can you help with maths at home?

- ▶ Practise times tables together
- ▶ Play mental maths games e.g. counting in different amount, forwards and backwards
- ▶ Help them to become confident with telling the time
- ▶ Encourage opportunities to count coins, money and calculate change
- ▶ Look for numbers on street signs, car registrations and so on!
- ▶ Look for examples of 2D and 3D shapes around the home
- ▶ Weigh and measure quantities and amounts in the kitchen or in recipes
- ▶ TT Rockstars

SOME GREAT MATHS RESOURCES

Times Table Rock Stars

Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each child from Year 2 to 6 has their own login so that they can practise times table facts.

Numbots

From the innovators who bring you Times Tables Rock Stars, comes a highly engaging platform for learning to add and subtract...NumBots! NumBots is all about every child achieving the “triple win” of understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating.

BBC Bitesize

Great website for an all round introduction to mathematical areas that your child will work through. This website breaks down into separate key stage one and key stage two.<http://www.bbc.co.uk/education>

Numeracy Shed

Very interesting website with plenty of maths games, problems and challenges.<http://www.mathematicshed.com/>

Maths Frame Wide range of mathematical concepts are covered in this website. Come and explore.<http://mathsframe.co.uk/>
Maths Sphere Plenty of activities to complete on this website.<http://www.mathsphere.co.uk/>

English

Year 3 and 4 share objectives in the National Curriculum.

This year we will continue to develop their:

- Spoken language
- Word reading
- Comprehension
- Handwriting
- Vocabulary, Grammar and Punctuation

Year 4 English Curriculum

WORD Year 4	SENTENCE Year 4	TEXT Year 4	PUNCTUATION Year 4
• The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.]	• Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Terminology for Year 4 (previous years <u>and..</u>) determiner pronoun, possessive pronoun adverbial	• Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials

Year 4 English Curriculum

Grammar Objectives	Examples
Use adverbs to modify verbs	Children need to understand that we can not only say that something is done or happened, but also HOW. She went off happily to see her granny. He kicked the ball furiously into the wall.
Use conjunctions to express time or cause	Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened. Dad tripped on the stairs because the cat was lying there. When the film was over, we all went and had a meal. He was certainly still angry so the dogs thought it best to keep out of his sight for a while.
Use prepositions to express time and place	Help children make their writing more interesting by using prepositional phrases. With a heavy heart, the princess put the frog back in the pond. He kicked the ball right over the wall.
Person - understanding that writing can be third or first person	Children need to become aware that writing can be 'She did this...' or 'I did this...'. We can write in the 3rd or the 1st person. The dog wandered down the street looking for cats and food. I wandered down the street looking for my dog.
Use adverbs and adverbials (prepositional phrases which act as adverbs)	Extend children's understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened. He spoke crossly and in a loud voice to all the children. The dog ran with the lead in its mouth, down the street.
Use commas after or before phrases and clauses	Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show chn how we can use commas before or after phrases or clauses. After the door slammed, the class sat in total silence. As light as a bird, the glider disappeared into the clouds.

Grammar Objectives	Examples
Pronouns - using pronouns to avoid repetition or ambiguity and to add clarity and cohesion	Encourage children to use pronouns to help them make sense and be clear: 1. Avoid repetition: While Sam watched the TV programme. Sam finished making his Lego spaceship. 2. Avoid ambiguity: Mary wanted to help her granny and she was feeling very tired. 3. Add to the cohesion: When she went to bed, <u>Mag</u> was feeling rather full of milk and cat food.
Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.	Extend children's use of dialogue, consolidating the use of speech punctuation and ensuring that what is in the speech marks is what is SAID, not what might be written. E.g. We can use contracted forms, and we can use slang... "Give me a break," sneered Tom, "You can't expect me to believe that!" " <u>Ger'off</u> , you're hurting me," Sam told his younger brother.
Use the possessive apostrophe	Use for singular and plural nouns. Joanna's temper was rising fast. He really wanted his brother's football shirt. All the dogs' dinners had been stolen.
Use fronted adverbials	Extend children's use of adverbs by encouraging them to start their sentences with an adverbial. In total silence, the children tiptoed along the corridor. Without blinking, Max stared into all their yellow eyes.

Spelling

We are continuing to use CUSP spelling. A concept will be taught each week through 3 spelling lessons.

There will be home learning for the children to complete and returned. This will help them reinforce the new spelling concept.

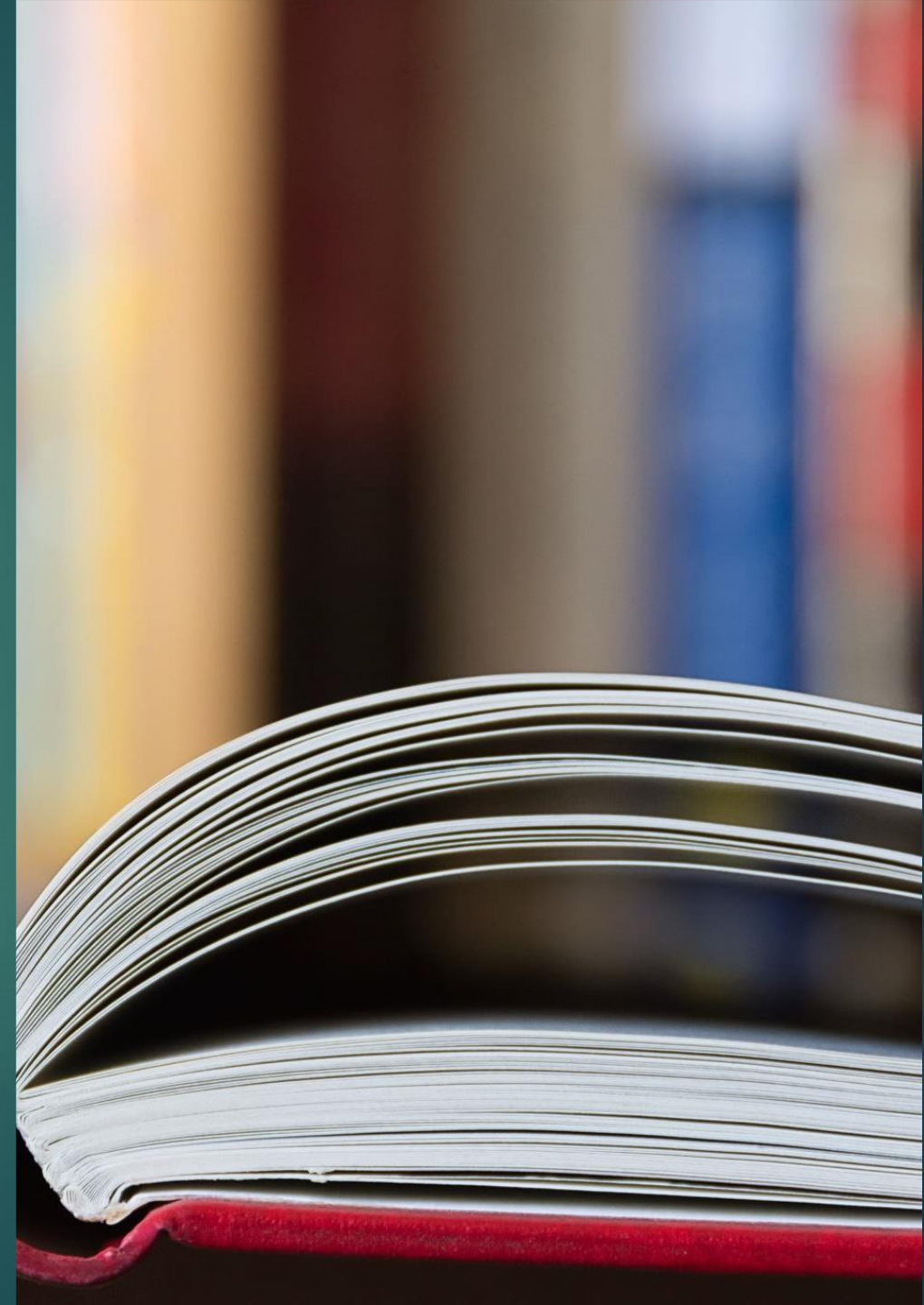
How can you help with writing at home?

- Practise and learn the weekly spellings –make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Allow children to use word processing software.
- Encourage use of dictionaries and thesauruses.
- Reading is key! Good readers = good writers.



Reading

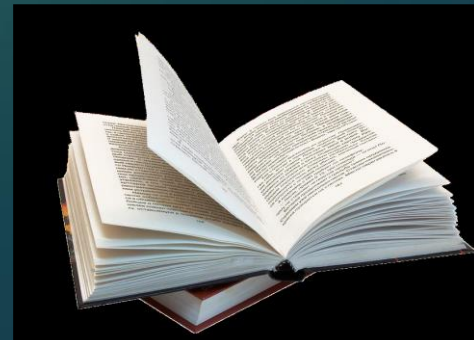
- Each child has completed a star reader test. This test assesses their reading level so that they can then choose a reading book that is appropriate for them.
- The children should be reading regularly at home.
- They each have a reading log for teachers and parents to make a record of pages completed and how well they have read.
- Once they finish a book the children complete an online accelerated reader quiz. This quiz assesses how much they have understood the book they have read and gives them a score. When they have finished their accelerated reader quiz, the children can then choose a new reading book.



How can you help with reading at home?

Reading aloud for fluency and understanding

- Have them read aloud to you regularly. This slows them down, leading to a better understanding and ensures they are reading words accurately and not missing out key vocabulary
- Provide the right kind of books. They should recognise at least 90% of the words with no help.
- Help them to recognise punctuation so they are reading clearly and smoothly (not reading like a robot). This is a skill known as fluency.
- Read to your child. Model how you use expression, use of breath and break words down.



How can you help with reading at home?

Question them on what they have read

- *Answering questions by looking back in the text*

What did they decide to do?

Who are they?

Can you tell me what this word means?

- *Answering questions without referring back to the story*

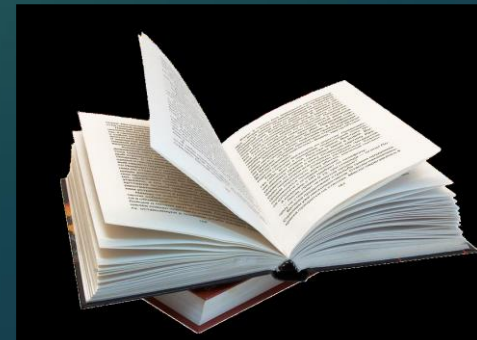
What happened when...?

What do you think might happen next?

- *The answer requires thought and opinion*

What do you think of them?

How do you feel about their decision?



PE

Our PE days are Mondays and Thursdays. On Monday the children will need their PE kit (this can be left in school). Earrings must be removed or taped for PE lessons. Please provide your child with tape if they need it.

On Thursdays, during the Autumn term, the children will need their swimming kit which includes: swimsuit, towel and a swimming hat. They may bring goggles if they wish. All jewellery will need to be removed.

A qualified swimming instructor will teach the more confident swimmers. Mrs Gibbs shall build the confidence of swimmers with less confidence in water.

Homework

- The children will have a spelling sheet each week to help them learn their spellings.

Spelling rules set out in the National Curriculum include:

Words that are commonly misspelt e.g. fruit; Prefixes e.g. mislead; Suffixes e.g. location; Homophones e.g. rain / rein / reign

- There will also be a Topic homework set each term, ready for an exhibition of work in December.
- Children have access to TT Rockstars to help them learn their times tables.

Research some Ancient Greek mathematicians, such as Pythagoras. What were they known for?

Present your findings in an exciting way, such as a poster or PowerPoint presentation.

Make an **A-Z** of Greece. For example A is for Aristotle, an ancient Greek philosopher.

Think about presenting your work in the best way possible. You could add an illustration to each or some of the letters along with small pictures linked to your sentences. Maybe you could write your A-Z lettering using the Greek alphabet.

Find out what life was like for children in Ancient Greece and present your work in a fun way. What would they wear? What would they eat? Would they do any jobs? How would their life be different to yours? How will you present your information?

Try some Greek food such as feta and olives. If you are feeling courageous, you could even try cooking a Greek meal (with the help from an adult). Write a short review of the foods you tried. Did you like them?

GROOVY
GREEKS

Create a poster of an imaginary Greek God. Make sure your poster is eye-catching and full of facts and information. What does your God look like? Does it have power?

Create a game based on a Greek myth or God. For example 'The Minotaurs Maze' or 'Triton Top Trumps'.

Make sure you include instructions on how to play, so we can play it in class!



Research, design and make a Spartan helmet or shield.

Learn some simple Greek phrases, e.g., Hello, How are you? What's your name? etc. Can you make a poster to display them in Greek and English? If you can learn the pronunciation, can you try and teach us at school?

Homework needs to be handed in by 1st December

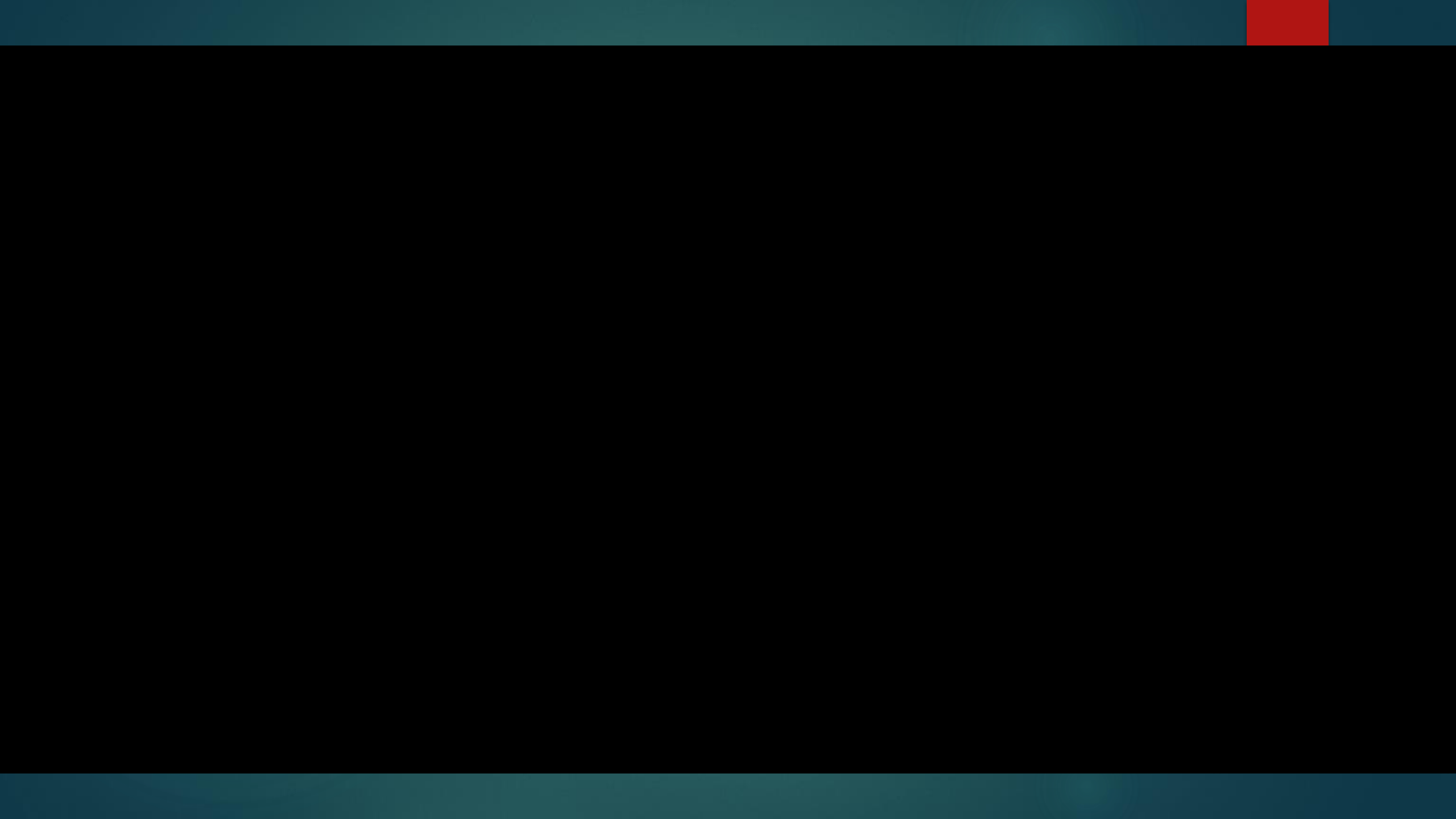
Class Dojo

- ▶ Children can gain dojo points for displaying our Christian values.
- ▶ There will be regular updates of our learning posted on the class story.
- ▶ If you have a quick question or message, please message either Miss Miles or Mrs Gibbs directly.
- ▶ If you do have a bigger question, or problem, please come and see us after school.

Residential

We are going to CYM Basecamp in May.

When visiting Basecamp, you will take part in team-building activities as well as doing things that may challenge and stretch you individually. The activities could include archery, low-ropes, zip-wire, laser-tag, and several water-based activities, to name a few! It's a fun, and safe, space to try new things, all supported by caring and qualified team members.





Any questions?