

Curriculum Evening Year 4 2023-2024



Classroom Routines, Staff and Timetable

- PE Kit/ Uniform expectations.
- PE Days – Monday and Tuesday.
- Book Changes – Different days.
- Library - Tuesday



Daily Routines

- Line up in the KS2 playground.
- Morning job – Maths (Daily Drilling/ Flash Back 4/TTRS), Reading
- Milk and snack
- Playtime – 10.30 – 10.45
- Daily Mile – Varies day to day
- Lunch time – 12.00 till 12.45
- Reading– **Reading for enjoyment**
- Home readers (Need to be in school every day.)



Curriculum and Age Related Expectations



English Expected Standard

write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing

describe settings and characters using expanded noun phrases

use a range of co-ordinating and subordinating conjunctions

use adverbs to express time

use prepositions to express place and time

use correct tense consistently, including the present perfect tense

maintain Standard English forms, e.g. using a/an correctly

begin to use paragraphs to structure writing

use simple organisational devices (e.g. headings or sub-headings) appropriately

use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly

begin to use inverted commas to punctuate speech

spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/4)

use the diagonal and horizontal strokes needed to join some letters

make simple additions, revisions and proof-reading corrections to their own writing

English Greater Depth

With independence....

write for both fictional and non-fictional purposes

use dialogue sparingly so it effectively adds detail to the writing

use a wide range of co-ordinating and subordinating conjunctions within and across sentences

use a range of precise vocabulary (nouns, verbs and adjectives)

accurately use the full range of punctuation taught at key stage 1 and in Y3 and Y4 . , ' ! ? ""

spell most words correctly

produce legible joined handwriting

Reading

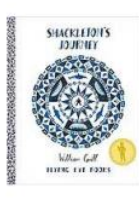
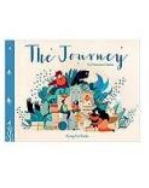
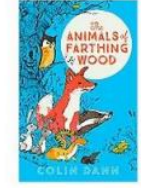
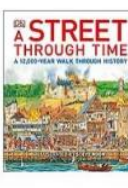
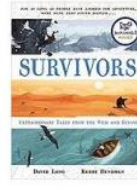
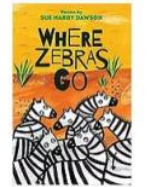
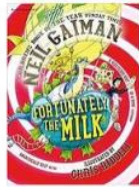
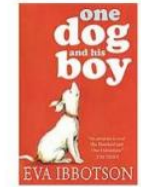
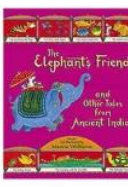
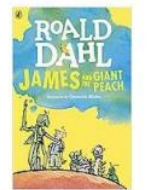
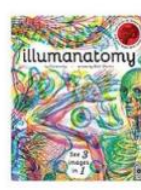
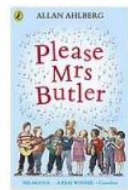
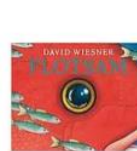
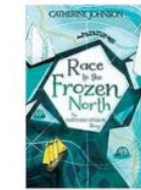
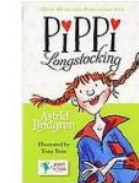
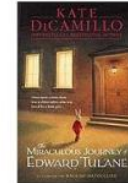
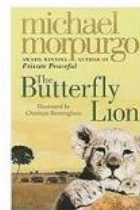
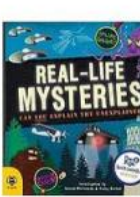
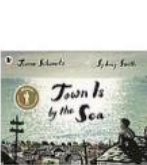
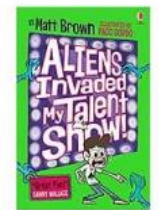
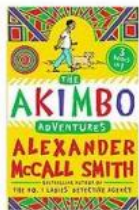
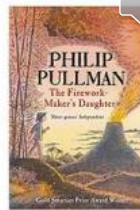
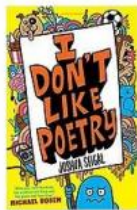
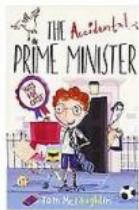
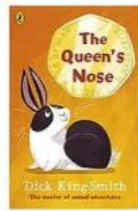
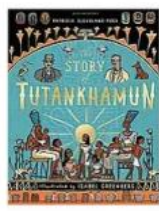
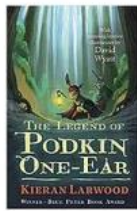
- Books - Levelled book to practise and develop reading skills.
- Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books).
- Read at a speed sufficient for them to focus on understanding.
- Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.
- Use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words Prepare poems and play scripts to read aloud and perform.
- Show appropriate volume when reciting or reading aloud.

Reading Comprehension.

- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences.
- Listen to, discuss and express views about a wide range of fiction (including fairy stories, and perhaps myths and legends)
- Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.
- Identify themes and conventions in a range of books e.g. identify a theme of 'journeys' or 'invasion'.
- Recognise how a nonfiction book is often organised and presented.
- Recognise some different forms of poetry.
- Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.
- Predict what might happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.
- Explain and discuss their understanding of the text e.g. explain events; describe a character's actions.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the use of the word 'trembling' indicates that the kitten is scared; that the text box provides a list of quick facts.
- Discuss words and phrases that capture the reader's interest and imagination.

Suggested Reading List

50 Recommended Reads for... Year 4



Maths



- Recap 3, 4 and 8 times tables.
 - Know their 6, 7 and 9 times tables.
 - Count from any number in multiples of 4, 8, 10, 50, 100 and 1000
 - Find 10, 100 or 1000 more or less than a given number.
 - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones).
 - Read and write numbers up to 1000 in numerals and in words.
 - Round numbers to the nearest 10 and 100
 - Add and subtract numbers with up to four digits, using formal written methods of columnar addition and subtraction
 - Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
 - Fractions.
 - Measures.
 - Geometry - Shape/ Position and movement.
 - Statistics.
 - Solve number problems and practical problems involving these ideas.
- **Fluency** **Problem Solving** **Reasoning**



Handwriting and Presentation

- Throughout school we are still focusing on handwriting and presentation.

- Handwriting

- Cursive writing.
- Helps with spelling.
- Writing should flow.

Some children will attend a handwriting booster.

Cursive script

abcdefghijklmnopqrstuvwxyz

- Presentation

- They need to take care and present their work neatly.
- The children need to be proud of what they have done.



Spelling

- Continued practise of Year 2 high frequency and tricky words.
- Spelling lessons are within the GPS during English lessons.
- Use knowledge to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.
- Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.
- Write words spelt ei, eigh or ey e.g. vein, weight, obey.
- Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan.
- Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.
- Spell some words from the YR 3-4 statutory word list.
- Spelling tests.
 - Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
 - Tested on different words with the same spelling patterns.
- **Look for words spelt correctly in their writing.**



Science/ Topic

Year 4 Focus.

Science-

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Living Things and their Habitats	Electricity	States of Matter. (Liquids, gases, solids)	Sound	Animals, including Humans.	Plants.

Topic - History and Geography.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ancient Egypt	Climate Change	Romans	Mapping	World War II	Compare Harden to a contrasting location.



Assessment

- Children's books
- Observations (Group work & photos)
- Tests - on going to see what is being applied independently.
- Hot Tasks across different subjects.



Homework

- Reading- daily, reading out loud, talk about the text. Fluent/confident readers began to read to themselves then question them about the text. If your child reads in school then comments will also go on seesaw.
- Timetables Rock Stars.
- Spellings- New spellings will be given out weekly (Tuesday) with a test the following week (Monday). (Spelling shed)
- Purple Mash - Activities are placed in the 'To Dos' for children to have a go if you/they so wish.

Things you can do to support learning at home



- Curriculum letters
- Parents evening - Information to follow
- TT Rock Stars (Log in from last year)
- Purple Mash (Log in from last year)
- Children will have their information in their reading records to access all activities at home but please contact me if you need any help.

Behaviour



- Class rules
- Class rewards
- Badges on *Marvellous Me.*



Contact

Before or after school for a quick chat or to pass on information.

Alternatively telephone the office to make an appointment or email.

year4@hardenprimary.academy.co.uk