



Welcome to Year 4

Year 4 Teachers:

Mrs Doud & Mrs Glover

Year 4 Teaching Assistant:

Mrs Simson

Our Curriculum

Following the National Curriculum, the school is able to provide a wide range of activities but places the greatest emphasis on making sure that all children are both literate and numerate by the time they leave our school at age 11. We value these basic skills because they form the building blocks of future learning.

Our Curriculum Intent / Ambition

"The curriculum - taught and untaught - represents the totality of the experience of the child within schooling" Mary Myatt.

The curriculum has been developed to fit the national Curriculum, but also designed so that children see the relevance of the curriculum in the place where they live.

The aim of the DSJ curriculum is that it is progressive in nature; children are given the ability to make links across subject areas to deepen understanding; that it is accessible to all pupils (especially those who are disadvantaged in any way); it is broad, balanced and interesting and gives value to core and non-core subjects alike, so that children leave with a wealth of interests and skills. This is highlighted in our commitment to music, drama and sport.

Mathematics

The National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Deeping St James, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of appropriate contexts.

For more information on Mathematics please follow the link below:

[Mathematics at DSJ](#)

Mathematics in Year 4

Throughout the year the children will be working on the following key areas:

Number - number and place value, Number - addition and subtraction, Number - multiplication and division, Number - Fractions, Measurement, Geometry - properties of shape and Statistics



In the Year 4 class mathematics lessons will be planned on the specific needs of the children, these plans will be written based on the on-going assessments made by Mrs Doud & Mrs Glover and will be reflected in any learning log tasks. In order to support your child at home to the required standard set out by the government - key aspects of learning for each area are given below:

Number - number and place value

- 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.

Number – addition and subtraction

- 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.

Number – multiplication and division

- 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.

Number – Fractions (including decimals)

- 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 4 1 , 2 1 , 4 3.
- 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.

Measurement

- 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.



Geometry – properties of shape

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- 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 orientations.
- Complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry – position and direction

- Describe positions on a 2-D grid as coordinates in the first quadrant.

English

Writing

- 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.

Statistics

- 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.

Please support your child weekly with KIRFs, the home/school partnership maths tasks and any learning log tasks as and when they are sent home. You may also support your child with any key aspects above as you wish.

YEAR 4 – Autumn 1 **Key Instant Recall Facts**

This half term the children are working towards achieving their individual KIRF targets, indicated below. The ultimate aim is for your child to be able to recall these facts instantly!

Know the 6 and 12 times tables (x and ÷).

Helpful hints:

- Create regular opportunities for rapid-fire questions where an instant correct answer is required.
- Chanting tables really does help. Make it fun by adding actions too, or singing!
- Don't forget to chant these division facts too, they are often much harder to recall.
- Online games such as 'Hit the button' are lots of fun! <https://www.topmarks.co.uk/maths-games/hit-the-button>

$6 \times 1 = 6$	$1 \times 6 = 6$	$6 \div 6 = 1$	$6 \div 1 = 6$
$6 \times 2 = 12$	$2 \times 6 = 12$	$12 \div 6 = 2$	$12 \div 2 = 6$
$6 \times 3 = 18$	$3 \times 6 = 18$	$18 \div 6 = 3$	$18 \div 3 = 6$
$6 \times 4 = 24$	$4 \times 6 = 24$	$24 \div 6 = 4$	$24 \div 4 = 6$
$6 \times 5 = 30$	$5 \times 6 = 30$	$30 \div 6 = 5$	$30 \div 5 = 6$
$6 \times 6 = 36$	$6 \times 6 = 36$	$36 \div 6 = 6$	$36 \div 6 = 6$
$6 \times 7 = 42$	$7 \times 6 = 42$	$42 \div 6 = 7$	$42 \div 7 = 6$
$6 \times 8 = 48$	$8 \times 6 = 48$	$48 \div 6 = 8$	$48 \div 8 = 6$
$6 \times 9 = 54$	$9 \times 6 = 54$	$54 \div 6 = 9$	$54 \div 9 = 6$
$6 \times 10 = 60$	$10 \times 6 = 60$	$60 \div 6 = 10$	$60 \div 10 = 6$
$6 \times 11 = 66$	$11 \times 6 = 66$	$66 \div 6 = 11$	$66 \div 11 = 6$
$6 \times 12 = 72$	$12 \times 6 = 72$	$72 \div 6 = 12$	$72 \div 12 = 6$

Array showing 2×6

How many 6s in 30?

'Missing Numbers'
Children need to answer questions in any order including missing numbers
questions: $6 \times _ = 18$ or $_ \div 6 = 9$

Building confidence in mathematics is crucial so be pleased with your child's efforts and always encourage with praise. Make sure these practice sessions are enjoyable - if your child is really not in the mood it is the wrong time to be practising!

Writing, and the progression of writing, is hugely important.

Our aims in the teaching of writing are:

- To value every part of the writing process and to develop our pupils as enthusiastic writers.
- To plan for progression in the teaching and learning of writing using different strategies for giving appropriate support at each stage of the writing process.
- Planning for writing will be based upon the National Curriculum and curriculum guidance for the foundation stage.
- Children will be given as many 'real' reasons for writing as possible, incorporating cross curricular opportunities. Writing will be for a range of purposes and audiences, including books, poetry, captions, lists, recipes, articles, letters, instructions, stories, reports, records, memos, experiments etc. Film and drama will be used to enhance ideas and motivation for writing.
- The content of writing will be valued. Punctuation, handwriting and spelling will be taught and encouraged but will not always dominate marking. Children will be told what the focus of each piece of work is.
- Children will be taught from the early years how to write independently and be shown how to use word books and dictionaries for unknown words. They will be encouraged to attempt words independently on some occasions to assist with creativity.
- Throughout the school children will have opportunities to be involved in the whole writing process of drafting, re-drafting and presentation. During KS1 and 2 children will have shared writing (whole class) and guided writing (small group) sessions



English in Year 4

within English. Separate time will be given for extended individual writing.

- Children will be taught how to use word processing as a tool for writing, drafting and re-drafting and as an alternative type of presentation.
- Children will be encouraged to improve their writing, considering increasing interest to the reader, using a rich vocabulary and different methods of presentation.
- Topics for writing should be wide and varied, of interest to both genders and to different cultures and backgrounds. Children will be given opportunities to empathise with others through their writing.
- Grammar will be taught in a progressive form utilising stimulus including video clips, pictures and links to class texts with focused learning intentions. Lessons will provide explanations of the grammar concepts, scaffolded AFL whiteboard challenges with independent writing opportunities that provoke the children's creativity and inspire their imaginations.



Spelling and Reading



We aim to provide children with the necessary skills to communicate creatively and imaginatively, therefore enabling them to succeed in the wider world. We recognise the importance of a systematic approach to the teaching of reading and writing throughout the school, including a progressive and engaging high-quality Phonics programme. We follow Little Wandle Letters and Sounds Revised in EYFS and Key Stage 1 to teach phonics and reading skills. From Year 2 we teach Essential Spelling.

In order to support your child at home to the required standard set out by the government - key aspects of learning for each area are given below:

Reading - word reading

- Apply their growing knowledge of root words, prefixes and suffixes; both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - word reading

- Develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Using dictionaries to check the meaning of words that they have read ♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
 - Identifying themes and conventions in a wide range of books
 - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
 - Discussing words and phrases that capture the reader's interest and imagination.
 - Recognising some different forms of poetry [for example, free verse, narrative poetry].
- Understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
 - Asking questions to improve their understanding of a text.
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Identifying main ideas drawn from more than one paragraph and summarising these.
 - Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
 - Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Spelling

- To access information for Spelling please click the link below and view pages 11 through to 17.

[Year 3 and 4 Spelling Information](#)

For more information on phonics and reading please follow the link below:

[Reading & Phonics at DSJ](#)

Writing

A range of text types for fiction and non-fiction writing will be investigated and utilised during our studies in English.

Writing - transcription

Spelling:

- Use further prefixes and suffixes and understand how to add them (English Appendix 1).
- Spell further homophones ♣ spell words that are often misspelt (English Appendix 1).
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.



Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].



Writing - composition

- Plan their writing by:
 - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
 - Discussing and recording ideas.
- Draft and write by:
 - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich



- vocabulary and an increasing range of sentence structures.
 - Organising paragraphs around a theme.
 - In narratives, creating settings, characters and plot.
 - In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing and suggesting improvements.
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing - vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in English Appendix 2 by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
 - Using fronted adverbials.
 - Learning the grammar for years 3 and 4 in English Appendix 2.



- Indicate grammatical and other features by:
 - Using commas after fronted adverbials.
 - Indicating possession by using the possessive apostrophe with plural nouns.
 - Using and punctuating direct speech.
- Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

English Appendix 2

As a school we are determined that every pupil will learn to write: we prioritise writing as a foundation for future learning. We aim to provide children with the necessary skills to communicate creatively and imaginatively, enabling them to succeed in the wider world. Our aim is to encourage children to be independent writers for a range of audiences and purposes across different text types. Pupils will be taught to apply their writing skills across all curriculum subjects and themes, which have been carefully developed around quality, challenging texts. At DSJCP School, we want pupils to be confident writers. Pupils take pride in their learning at DSJCP School; pupils present their work to high standard following the schools handwriting and presentation policy. Pupils also present their ideas orally, being able to elaborate and explain themselves clearly. Pupils make presentations applying their computing skills and participate in debates.

Year 4 - Curriculum

Please see our [Y4 long-term overview](#) on our class page of the school website for the curriculum areas we will be covering each half term.

Year 4 Curriculum Coverage						
Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	States of Matter	Electricity	Sound	Living Things: Classification	Animals and Humans	Living Things: Environment
History	Early Civilisations		Anglo-Saxons, Vikings and Normans		The Victorians	
Geography		Rivers		England		South America: the Amazon
Art	Paint Art			Textile Technology		Recycled Art
DT		Electrical Systems - Simple Circuits & Switches	Structures - Shell Structures		Mechanical Systems - Pneumatic	
RE	Jesus: Feasted!	Jesus: Suffered!	Jesus: Died!	Jesus: Resurrected!	Ascension: DAA	Ascension: Resurrection
Computing	Coding	Online Safety: Speedometers	Spreadsheets: WOLFG for 20 Years: Audiences	Writing for Different Audiences: Lego	Animation: Effective Storytelling	Hardware: Smart Systems: Making Music
PSHE	Being in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	Buddhism: Buddha's teaching	Christianity: Christmas	Buddhism: The 8-fold path	Christianity: Easter	Buddhism: The 8-fold path	Christianity: Prayer and Worship

Resilient Risk Taker - Determined Self-Improver - Persistent Problem Solver - Cooperative Group Worker

The path to learn, will lead together

Surviving in Year 4!!!

The Teacher(s)

Mrs Doud teaches in class 4 on Monday, Tuesday and Wednesday first lesson. Mrs Glover teaches in class 4 for the rest of Wednesday, Thursday and Friday. On a Wednesday afternoon the children will also have Mrs Young for 1 hour of music and Mrs Emery for 1 hour of Spanish.



Mrs Doud prides herself on being mathematical, scientific and sporty!!

Mrs Glover prides herself on her literary flare, creativity and artistic talents!!



However, both teachers are experienced in teaching all subjects across the Primary Curriculum.

Teaching in Class 4

In class 4 both teachers will teach English and mathematics across the whole week; taking one subject each on a Wednesday which is our crossover day. On this day Mrs Doud will teach the mathematics lesson and Mrs Glover will teach the English lesson.

Mrs Simson will be supporting in class across the week - it is important to note that she assists the teaching and will be working with pupils of ALL abilities; she is NOT designated as a 1:1 to any pupil.

Mrs Doud will teach science, history/geography, PE and PSHE during the beginning of the week.

Mrs Glover will teach art/DT, computing, PE, RE and PSHE throughout the rest of the week.

The children also access specialist teachers for music and Spanish during our designated PPA afternoon - Wednesdays.

High Expectations

In class 4 we have high expectations of the children in their work and behaviour. We expect our children to always work to the best of their ability, having a strong work ethos which goes with one of our class mottos:

'We work hard in work time so we can play hard at playtime!'

Class 4 promotes whole school weather their day on the Sun - rainbow and then the star by displaying consistently the schools



positive behaviour using the icons; all children begin striving to reach the

learning behaviours and following the school/class rules. Children may also be moved to the grey or black cloud for inappropriate behaviour - this includes learning behaviours that will adversely affect their own or others academic progress.

At times it may be deemed necessary for the children to spend some of their own playtimes/lunchtimes reflecting on their inappropriate behaviour, completing tasks that have been set for them which are not completed to the child's achievable standard or they have not completed tasks in lesson time due to distractions. If this is the case all children will be able to use the toilet and we will ensure that they are able to eat their snack.

Resilience & Independence

We promote resilience and independence in class 4 as we continue the building blocks for getting our children Secondary ready at the end of KS2. We work hard to develop the children as independent learners and expect them to be able to record their own learning independently at an appropriate pace. We expect the children to be resilient to challenges; taking a risk in order to progress in their learning and we expect them to take responsibility not only of their belongings, homework, reading books and records but also their own learning and progress. To promote this, we follow the school's behaviour system rewarding the following:

- Co-operative Group Workers
- Resilient Risk Takers
- Determined Self-Improvers
- Persistent Problem Solvers

Mrs Doud & Mrs Glover will also award one child the 'Star of the Day' for each day in school (not on educational visit days). This award is not restricted to one per child it will be based on resilience and

independence that has been shown and/or progress that has been made in these areas.

Reading Records and Books



We encourage the children to become independent readers in class 4 and develop their love of reading. All children will continue with the reading records that they were given in Y3. The children will all be assessed and given a 'Book Banded book' appropriate to their reading level. We do not have 'Free Readers' in Year 4; although the children are encouraged to read a breadth of books as part of their reading learning journey. They do not have to simply record the reading of their 'book banded' book in their reading record - they can share all of their reading with us.

Parents are free to make comments in the relevant section of the records if they wish. Y4 pupils should be independent record their own reading in their record books; exceptions for pupils with additional needs are acceptable. Class 4 staff will monitor the reading records weekly to check the children are keeping a log of their own reading habits - this is monitored in a class record book and parents should not expect comments back from staff in reading records - although there may be occasions in which this is the most effective method of communication.

Children are expected to read at least 4 times a week and this is to be recorded in their record book. When achieved children will receive a 'Reading Raffle' Ticket - a chance to win a book at the end of a term. The child's reading must include reading of their 'book banded' book but also may include other books, magazines, anthems etc or having stories read to them by parents.

Cloakroom/Lockers (KS2 Only)

Children in class 4 will continue to use a locker. The children need to keep their coat, PE bag and any other belongings that they bring to school in the locker - excluding food. Book bags/snacks must be kept in the trays in the classroom and any lunchboxes must be placed on the Y4 trolley ready for lunchtime. **Children are not permitted to stick or write anything on their locker or tray at any time or for any reason.** The children are expected to take responsibility as a class group to keep their lockers and the classroom neat and tidy - ensuring that chairs are tucked under and locker doors/trays are closed to prevent injury to others.

Educational Visits & Workshops

In class 4 we know the value and importance of first-hand learning; being able to give children educational experiences that go beyond our capabilities in the classroom. We do rely on parental support to ensure that all these visits can go ahead - if sufficient support is not given then these visits will unfortunately need to be cancelled.



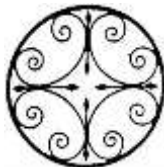
Autumn Term:

Day visit to The British Museum - London to enrich and enhance our learning in history of 'Early Civilisations'.



Summer Term:

Day visit to Cadbury World - Bournville, Birmingham to enrich and enhance our learning in history & geography 'The Maya' and 'South America - the Amazon'.

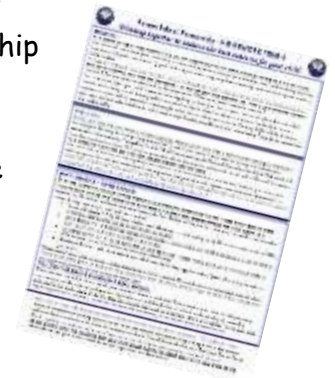


One night residential to Burwell House - Cambridgeshire to enrich and enhance our English, Computing, Technology and PSHE curriculum

Home/School Partnership, KIRFs & Learning Log Homework



In Year 4 the children follow the Parent/School Partnership for weekly home learning and this sheet can be viewed on the class 4 page of the school website. This includes reading, spelling and mathematics. The children will also have termly KIRFs (Key Instant Recall Facts) for mathematics that they need to secure.



In June Y4 pupils will need to take the government MTC (Multiplication Tables Check) so a key focus for ALL is to secure these facts and be able to recall and respond at pace.

We encourage parents to take an active interest in helping their child at home and take interest in their achievements to promote progress in all aspects of reading, spelling, times tables and KIRFs.

In addition to this we believe that children increase their potential if they reinforce what they learn in school in their home environment. "**Learning Logs**" are given to the children for maths consolidation at home. From time to time (not weekly) your child will be given a homework focus to reinforce/consolidate their learning within the class which is over and above the expectations of the home/school partnership and KIRFs. Home Learning should be posted onto Seesaw for the teacher to mark - Learning Logs will be kept at home. Please ask your child's teacher if you require more information about the learning logs and the tasks that are set.

Other Essentials

School Uniform

Our school uniform is smart and attractive and very popular with both children and parents. We have a policy in school not to allow jewellery. No necklaces, rings or earrings to be worn, apart from studs (Not in PE - please see PE Kit section). This is largely a health and safety issue. If your child is to have their ears pierced, please can parents ensure that it is done in a longer school holiday as the children will have to be able to take them out themselves for PE and swimming. Staff are not allowed to do this for them. It is also against school policy for children to have dyed hair or hair styles that are out of the ordinary.

- Grey trousers (girls and boys)
 - Grey skirt or pinafore
- Polo shirt (jade green) with logo
 - Sweatshirt (navy) with logo
 - Cardigan for girls (navy)
- Grey socks/tights (white in summer)
 - Summer blue checked dress
- Smart black shoes - no trainers or boots

PE Kit - The school PE kit is navy shorts, white t-shirt with logo and trainers. Children can wear navy jogging bottoms and jumper in colder weather.

Earrings are not permitted in PE and **MUST BE REMOVED BY THE CHILD** in line with 'Safe Practice: in Physical Education, School Sport and Physical Activity'. Please see:

[Safe Practice: in Physical Education, School Sport and Physical Activity](#)

Water Bottles - Children are encouraged to bring water bottles into school so they can keep hydrated throughout the school day. Please ensure that your child's bottle is clearly named and only contains water for inside the classroom, squash can be sent in for lunchtime but must be kept on the lunch trolley.

Contact Details

Headteacher: Mr Richard Westley

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