

Welcome to Class 4!

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the frame, creating a modern, layered effect.

# Organisation Staffing and Timetable

## Autumn 2022 - Class 4

	Monday	Tuesday	Wednesday	Thursday	Friday
8.50-9.00 9.00 – 9.30 1 <sup>st</sup> Session	Starter activity  <b>Guided Reading-</b>	Starter activity  <b>Guided Reading writing task</b>	Starter activity  <b>Guided Reading</b>	Starter activity  <b>Guided Reading-writing task</b>	Starter activity <b>Mrs O'Brien PPA</b>  <b>Assembly 9.15-9.45</b>
9.30 – 10.30	English  The Write Stuff	English  The Write Stuff	English  The Write Stuff	English  SPAG	Spellings
10.30– 10.45 15 minutes	BREAK				
10.45 – 12.00	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>	<b>Brass</b>
12.00 – 1.00	Lunch				
Afternoon	1– 2pm Class 4 Sports Development (Sport/Games)  2.00-2.55 PSHCE	Topic  Art/DT	Music SPAG blast  1.45-3.15 PPA – Mrs Barlow - RE	Science  2.00-2.55- PE	<del>Maths- timestables</del>  2.15-2.55- Spanish
Collective Worship 2.55 – 3.15				Fortnightly sing up	No Collective Worship
		Staff Meeting 1 <sup>st</sup> half of term		Staff Meeting 2 <sup>nd</sup> half of term	

# Behaviour

# Behaviour Expectations

Golden ways and SCARF principles

What does this look like in practice?

Safe caring achieving resilience friendship



# Curriculum Overview 2022-23

[http://www.greenfieldstmary.oldham.sch.uk/class\\_pages/year\\_4/year\\_4\\_2022\\_23.html](http://www.greenfieldstmary.oldham.sch.uk/class_pages/year_4/year_4_2022_23.html)

# Year Group Expectations Core Subjects





# Reading expectations

Year 4

Working at the expected standard			
<b>Word Reading</b>			
Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words			
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words			

Reading Comprehension			
Know which books to select for specific purposes, especially in relation to science, history and geography learning			
Use dictionaries to check the meaning of unfamiliar words			
Discuss and record words and phrases that writers use to engage and impact on the reader			
Know and recognise some of the literary conventions in text types covered			
Begin to understand simple themes in books			
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action			
Explain the meaning of words in context			
Ask questions to improve understanding of a text			
Infer meanings and begin to justify them with evidence from the text			
Predict what might happen from details stated and deduced information			
Identify how the writer has used precise word choices for effect to impact on the reader			
Identify some text type organisational features, for example, narrative, explanation, persuasion			
Retrieve and record information from non-fiction			
Make connections with prior knowledge and experience			
Begin to build on others' ideas and opinions about a text in discussion			
Explain why text types are organised in a certain way			





# Reading expectations

Year 4

Working at greater depth			
Locate and use information from a range of sources, both fiction and non-fiction			
Compare fictional accounts in historical novels with the factual account			
Appreciate the bias in persuasive writing, including articles and advertisements	•		
Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce			
Use inference and deduction to work out the characteristics of different people from a story			
Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary)			
Skim, scan and organise non-fiction information under different headings			
Refer to the text to support predictions and opinions			
Recognise complex sentences			
Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest			



# Writing expectations

## Year 4

Working towards the expected standard				
<b>The pupil can:</b>				
Write for a range of purposes				
Use mostly correctly:	• spacing between words that reflects the size of the letters			
	• capital letters and full stops			
	• question marks when required			
	• exclamation marks appropriately			
	• commas to separate items in a list			
	• apostrophes for missing letters in words			
	• apostrophes to mark singular possession			
	• inverted commas to punctuate direct speech			
Spell most words correctly (Year 2)				
Spell some words correctly (Year 3 & 4)				
Produce legible handwriting				

## Working at the expected standard

### The pupil can:

Plan and write a narrative with a clear structure, setting, character and plot				
Write a non-narrative using simple organisational devices; for example, headings and sub-headings				
Use appropriate nouns and pronouns, within sentences, to avoid repetition and confusion				
Use fronted adverbials separated with a comma; for example, 'Later that day, I went shopping.'				
Use expanded noun phrases with modifying adjectives and prepositional phrases; for example, 'The strict teacher with curly hair.'				
Know standard forms of verb inflections instead of local spoken forms				
Open paragraphs with topic sentences				
Draft and write by organising paragraphs around a theme				
Use a range of sentences with more than one clause				
Write from memory simple sentences dictated by the teacher that include words and punctuation taught				
Use mostly correctly:	<ul style="list-style-type: none"> <li>capital letters for proper nouns</li> </ul>			
	<ul style="list-style-type: none"> <li>apostrophes for plural possession</li> </ul>			
	<ul style="list-style-type: none"> <li>inverted commas and other punctuation to indicate direct speech</li> </ul>			
	<ul style="list-style-type: none"> <li>commas after fronted adverbials</li> </ul>			
Recognise and spell additional homophones including accept/except, affect/effect, berry/bury, groan/grown, not/knot, mail/male, medal/meddle, plain/plane, rain/rein/reign, whose/who's				
Spell words from the Y3 and 4 list, including those with silent letters consistently				
Spell identified commonly misspelt words from Year 4 word list				



## Writing expectations

Year 4

### Working at the expected standard (continued)

#### The pupil can:

Increase legibility, consistency and quality of their handwriting using a joined script			
Ensure down strokes of letters are parallel and equally spaced			
Ensure lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch			
Assess the effectiveness of their own and others' writing and suggest improvements			
Propose changes to grammar and vocabulary to improve consistency			
Proof-read for spelling and punctuation errors			

### Working at greater depth

#### The pupil can:

Write effectively for a range of purposes and audiences			
Use subject specific vocabulary within writing			
Consciously use short sentences to speed up action sequences			
Vary choice of pronouns, correctly, to refer to the first, second and third person, both singular and plural			
Use dialogue and reactions from other characters to make characters interesting			
Recognise when a simile may generate more impact than a metaphor and vice versa			
Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about			
Know how to re-order sentences so that they create a greater impact			
Use brackets, dashes or commas to indicate parenthesis			

# English writing using The Write Stuff.

[The Write Stuff - Transform the Teaching of Writing](http://janeconsidine.com)  
[janeconsidine.com](http://janeconsidine.com)

# Mathematics

## White Rose Scheme

<https://whiterosemaths.com/resources?year=year-4>



# Mathematics expectations

## Year 4

Name: \_\_\_\_\_

### Number and Place Value

Recognise the place value of each digit in a 4-digit number			
Identify the value of each digit to 2-decimal places			
Find 1,000 more or less than a given number			
Order and compare numbers beyond 1,000			
Round any number to the nearest 10, 100 or 1,000			
Count backwards through 0 to include negative numbers			
Count in multiples of 6			
Count in multiples of 7			
Count in multiples of 9			
Count in multiples of 25			
Count in multiples of 1,000			
Read Roman numerals to 100 and know that, over time, the numeral system changed to include the concept of zero and place value			

### Addition and Subtraction

Add numbers with up to 4-digits, using the formal written methods of column addition			
Subtract numbers with up to 4-digits, using the formal written methods of column subtraction			
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			

### Multiplication and Division

Recall and use multiplication facts for multiplication tables up to 12 x 12 verbally and in written form			
Recall and use division facts for multiplication tables up to 12 x 12 verbally and in written form			
Recognise and use factor pairs and commutativity in mental calculations			
Multiply 2 and 3-digit numbers by a 1-digit number using formal written layout			
Find the effect of dividing a 1 or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths			
Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying three numbers together			
Solve problems involving multiplying and dividing in a range of contexts			

### Fractions

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			
Add and subtract fractions with the same denominator			
Recognise and write decimal equivalents of any number of tenths and hundredths			
Recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$			
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			



## Mathematics expectations

### Year 4

Name: \_\_\_\_\_

#### Measurement

Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m			
Find the area of rectilinear shapes by counting squares			
Estimate, calculate and compare mass			
Estimate, calculate and compare volume/capacity			
Estimate, compare and calculate money in pounds and pence			
Order temperatures including those below 0°C			
Convert between different units of measure (e.g. kilometre to metre; hour to minute)			
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: Shape

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes			
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			
Continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines			
Identify acute and obtuse angles and compare and order angles up to two right angles by size			
Use a variety of sorting diagrams to compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes			

#### Geometry: Position and Direction

Describe positions on a 2-D grid as co-ordinates 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			

#### Statistics

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and line graphs			
Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs			





## Mathematics expectations Year 4

Name: \_\_\_\_\_

### Greater Depth

Independently and consistently apply skills and knowledge in all areas of the year group expectations			
Show a high level of fluency, confidence and resilience when faced with more challenging and complex problems			
Apply skills and knowledge to a range of contexts across the curriculum			
Organise ideas to make connections with other areas of learning in mathematics and across the curriculum			
Return to an aspect of mathematical learning after a break and still feel confident that they can apply skills and knowledge without difficulty			
Explain their understanding of mathematical concepts, skills and knowledge to others			



Reading

Spelling

Times Tables

Class 3 Newsletter

# Home Learning



## Multiplications

Times Table Rock Stars

Weekly Tasks

Weekly Unseen Tests



<https://play.ttrockstars.com/ttrs/paper/playlist>

# Year 4 Multiplications Check



## Multiplications

- Guidance is due to be updated in March
- Government check to ensure that schools are meeting targets for all children to learn all of their times tables before they leave Primary School.
- Gives us a good picture of any children who may be falling behind and can be helped in UKS2
- TTRS informs us of which they are good and quick at – focus on the ones they aren't
- There is no pass or fail mark – it will be shared with parents once we receive it which, last year, was in time for reports.

[file:///C:/Users/Mrs%20Wray/Desktop/Year%204%20coverage/Year%204%20Information/\[742610\]Information\\_for\\_Parents\\_Multiplication\\_Tables\\_Check\\_2022.pdf](file:///C:/Users/Mrs%20Wray/Desktop/Year%204%20coverage/Year%204%20Information/[742610]Information_for_Parents_Multiplication_Tables_Check_2022.pdf)

# Home Learning

## Spellings

Spelling folders

Activities to complete at home

Recording scores

Accept
Except
Knot
Not
Peace
Piece
Plain
Plane
Weather
Whether
Soldier
Emperor
Gladiator
Colosseum
Invasion

Spelling Shed 



# Our Newsletter Autumn 2022



## Dear Parents

We wish you the warmest welcome back, we are very much looking forward to our year ahead together. So far the children have been an absolute credit to you all and have settled into the new routines extremely well.

In Year 4 the children are taught by Mrs Wray Monday- Wednesday and Mrs O'Brien Thursday and Friday. Supporting us throughout the week will be, Miss Owen, Mrs Jones and Mrs Barlow.

Mrs Barlow will cover Mrs Wray's PPA time for the last lesson on a Wednesday afternoon (RE) and Mrs O'Brien's PPA is covered first thing on a Friday morning.

Our opening topics and learning this academic year have a very strong PSHE and wellbeing focus as we reintegrate the children back into school. We are also placing a strong emphasis on classroom behaviour, attitude to learning and on increasing concentration and focus in the classroom.

Our first priority is helping the children to settle back into school routines and assist them in feeling safe and happy back in a school environment. Our next priority is to meet the children where they are and help them to continue their learning journeys from that point.

## ENGLISH

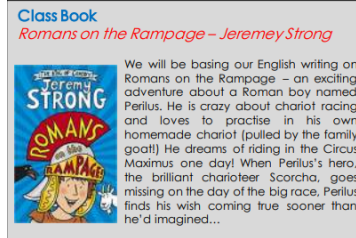
### Key writing genres:

- Narrative writing- historical/ fiction/ adventure
- Non-chronological report

### Spelling, punctuation and grammar.

- Use appropriate nouns, pro nouns, within sentences, to avoid repetition and confusion.
- 

- 
- Use expanded noun phrases with modifying adjectives and prepositional phrases.



## Reading

We will be reading our class book, named above and from this our English writing will be focussed.

Each morning the children will have a guided reading session, this will be guided by the teacher and cover all genres. They will record their work in a guided reading book on a Monday and Thursday.

The purpose of these sessions is to enhance the independence of the children when recovering information from a text and also giving them the opportunity to read a wide variety of extracts.

The children will also be encouraged to read their own book which will be kept in their trays. We have a new selection of reading books in class and these are accessible to the children.

## MATHS

Our work in Maths this half term will focus on place value and ordering numbers, counting place value, following the White scheme of work.