

Year 4



2023-2024

Meet & Greet Booklet

Welcome to Year 4



Mr Lingham

Class 9



Miss Mackrill

Class 10



Year 4 Curriculum Overview 2023 - 24

Year 4	Autumn 1 The Conquerors Shackleton's Journey	Autumn 2 Shackleton's Journey	Spring 1 Firework Makers Daughter	Spring 2 Black Beauty	Summer 1 The Explorer	Summer 2
History	Romans					
Geography	Ongoing Mapwork – Settlements Place Knowledge (extent of the Roman Empire)	Antarctica Climate Zones and biomes			Rainforests Climate Zones and biomes	Rainforests Climate Zones and biomes
Science		States of matter (solids, liquids, gases) and the water cycle	Sound Digestion, teeth	Electricity	Living things in their habitats (pond life), changing environments (deforestation)	food chains
DT and Nutrition	Roman Chariots	Cooking - Christmas Shortbread	Cooking - Healthy Alternatives	Electrical Circuits - Alarms		
Art and Design	Drawing skills Focus on shade and tone with Autumnal theme	Make clay angels linked to RE	Textiles – linked to Firework Makers Daughter	Painting linked to Journeys	Printing linked to rainforest Great artists – Henri Rousseau	Painting linked to rainforests
Physical Education	Games: Netball Gym: Shape & Balance	Games: Rugby Dance: The Water Cycle	Games: Football Gym: Wall Bars	Games: Cricket/Rounders Dance: Street Dance 2	Games: Hockey Gym: Key Steps Floor Exercises – Step 2	Orienteering Dance: The Rainforest
HeartSmart	Get HeartSmart	Don't Forget to Let Love In	Too Much Selfie Isn't Healthy	Don't Hold on to What is Wrong	Fake Is A Mistake	No Way Through Isn't True
RE	Places of Worship	Angels	Devotion - Mahashivratri	Suffering – Easter through art	Creation and the environment	Learning – stories about Jesus (Devotion – Mahashivratri)
Music	Romans Link to History	Angels Link to Angels RE unit	Sounds Like India Link to RE/Hinduism	Instruments	Lucy in the Sky	Superheroes
Computing	Real or Fake Fake news	Dinosaurs Making movies	Minecraft Planning	Games designing	My Online Life	My Online Life
MFL	Greetings Feelings Numbers 1-31	French – Roman Unit Christmas	Food Likes and Dislikes	TEXT: Bon Appetit Monsieur Lapin	TEXT: Le Chateau Hante	TEXT: La Chambre Secrete

Year 4 Educational Visit/Visitors 2023 - 24

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	St. Mary's Church Harvest Ufton Court- Romans	St Mary's Church Christmas	St Mary's Church Easter – rehearsals and production	Stubbington Residential	Living Rainforest- Rainforests	



Year 4 Reading Key Objectives

Read further exception words, including those with unusual spelling/sound links

Choose to use a dictionary to check the meaning of unknown words

Can use non-fiction features such as contents page, glossary and index to locate information

Choose to read a wider range of books and authors

Check that a text makes sense, including explaining the meaning of words in context

Read and discuss differences between types of poems

Identify how structure and presentation contribute to meaning

Identify how language contributes to meaning

Discuss words and phrases which capture the reader's interest

Identify themes and conventions in a range of books

Identify and summarise the main ideas drawn from more than one paragraph

Use evidence to justify inferences

Predict what might happen from details implied

Perform plays and poetry aloud using intonation, tone, volume and action



Year 4 Writing Behaviours & Key Objectives

Writing Behaviours:

Generate ideas through role play, oral retelling and discussion

Comment on the text they are reading to deepen understanding for their writing

Plan their writing to include new ideas and new language structures

Set writing goals for intent, purpose and desired effect

Monitor and reread their writing for accuracy, sense and improvement possibilities

Assess most effective aspects of own writing and agree next steps

Key Objectives:

Read aloud own work using appropriate intonation, tone and volume

Make effective decisions about form of writing based on the audience and purpose

Adopt, create and sustain a range of roles as a writer

Apply organisational devices and paragraphing in non-fiction

Develop characters, settings and plot with increasing detail

Use the possessive apostrophe with plurals

Use conjunctions, adverbs and prepositions for desired effect

Apply spelling rules to spell tricky words from Year 3/4 list

Use and punctuate direct speech correctly



Maths Mastery

The National Curriculum emphasises the importance of all children mastering the content taught each year and discourages the acceleration of children into content from subsequent years.

We aim for all children to

- become fluent in the fundamentals of mathematics, experience varied and frequent practice with increasingly complex problems over time in order to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, spotting relationships and generalisations, and developing justification or proof using mathematical language
- 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.

Year 4 Key Objectives

Count backwards through zero, including negative numbers

Recognise place value in four-digit numbers

Round any number to the nearest 10, 100 or 1000

Know tables up to 12×12

Use place value and number facts to carry out mental calculations

Interpret and present discrete and continuous data on appropriate graphs

Use short multiplication method

Recognise and use hundredths

Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$

Divide one- or two-digit numbers by 10 and 100, using tenths and hundredths

Round decimals with one decimal place to the nearest whole number

Compare numbers up to two decimal places

Convert between different units of metric measurement, including money

Find the area of rectilinear shapes by counting squares

Solve problems converting units of time

Compare and classify shapes, including quadrilaterals and triangles

Complete a simple symmetric figure with respect to a specific line of symmetry.

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



Year 4 Science Key Objectives

Take accurate measurements using a range of scientific apparatus

Present findings using tables, graphs and charts as appropriate

Use straightforward evidence in support of ideas

Use a classification key to identify plants or animals

Describe the simple functions of the basic parts of the digestive system in humans

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Compare and group materials together, according to whether they are solids, liquids or gases

Explain the main stages of the water cycle

Recognise that vibrations from sounds travel through a medium to the ear

Construct a simple series electrical circuit, identifying and naming its basic parts



Year 4 Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.	
	Like un- , the prefixes dis- and mis- have negative meanings.	dis- : disappoint, disagree, disobey mis- : misbehave, mislead, misspell (mis + spell)
	Before a root word starting with l , in- becomes il .	illegal, illegible
	Before a root word starting with m or p , in- becomes im- .	immature, immortal, impossible, impatient, imperfect
	Before a root word starting with r , in- becomes ir- .	irregular, irrelevant, irresponsible
	re- means 'again' or 'back'. sub- means 'under'.	re- : redo, refresh, return, reappear, redecorate sub- : subdivide, subheading, submarine, submerge



Year 4 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	<p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p>inter-: interact, intercity, international, interrelated (inter + related)</p> <p>super-: supermarket, superman, superstar</p> <p>anti-: antiseptic, anti-clockwise, antisocial</p> <p>auto-: autobiography, autograph</p>
The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix -ly	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>



Year 4 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion .	division, invasion, confusion, decision, collision, television
The suffix -ous	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p>	<p>poisonous, dangerous, mountainous, famous, various</p> <p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous</p> <p>courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>
Endings which sound like /ʃən/, spelt -tion , -sion , -ssion , -cian	<p>Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>-tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p> <p>-sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend – attention, intend – intention.</i></p> <p>-cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>



Year 4 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's



Year 4 Grammar & Punctuation

Sentence Structure

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.**]

Text Structure

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

Punctuation

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

Terminology for Pupils

determiner, pronoun, possessive pronoun, adverbial



Behaviour Policy

We have chosen three rules through which the code of conduct is promoted in all aspects of school life.

Be

- Ready
- Respectful
- Safe

Incentives and Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of recognition and reward. All staff give verbal or written recognition as often as possible. Other rewards include:

- **Positive notes home**
- **Beads in a bottle** (class reward)
- **Certificates**
- **Hot Chocolate Fridays**
- **VIP wrist bracelets (Over and above)**

The mindfulness room

At breaktimes and lunchtimes, a calm room is available for children to come to if they are feeling angry or upset and need to calm down.

Sanctions

Our sanctions policy concentrates on encouraging children to make sensible choices and putting things right when possible. If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc) the 'Sanctions Ladder' should be followed with children moving to the next point on the ladder if the behaviour continues or worsens.

Before going on to the "ladder", the teacher will notice by giving the child a look or let the child know that they are making a poor choice.

If the child continues to break school rules...

1. **Reminder**
2. **Warning**
3. **Time out or move in class**
4. **Repair** (discuss behaviour with teacher and consider how best to repair the problem)

If you are sent out of your classroom, your teacher will speak to your parents.

If your behaviour does not improve you will discuss this with your class teacher and Head Teacher and your parents will be contacted.

Repeated classroom disruption may result in a behaviour chart or plan being implemented.

If a child wastes time or does not complete work that has been set, the work will be completed in the child's own time i.e. at break or lunchtime.

Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, spitting, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first.

