

WELCOME TO YEAR 4!



Bluebirds Class
Mrs Gunasekera
Mrs Young



Dolphins Class
Mrs Murphy
Mrs Thompson
Mrs Dean

Autumn Timetable

Day	9:00 - 9:30	9:30-10:30	10:30-10:45	10.45 - 11:10	11:15-12.15	12:15	1:15- 2:15	2:15-3:15	Homework
Monday	Homework	Swimming	BREAK TIME	Swimming	Guided Reading 11:45-12:15	LUNCH	Maths	English	Spellings Maths and English to be handed in.
Tuesday	Assembly	Maths		Guided Reading	English		Topic	PSHE	
Wednesday PPA	KS2 Assembly	Maths		Guided Reading	R.E/English		Coach Parry	Music/SPAG	Maths and English to be given out.
Thursday	Singing Assembly	Maths		Guided Reading	English		Science	Science	
Friday	9.00 - 10.15 am Guided reading/English	10:15-10:30 6Rs Assembly		French 10.45-11.15	Computing		1.15-2.00 Maths	2.00-2.45 Art	2.45-3.05 Golden Time

Curriculum map

Bluebird/ Dolphin Class

Topic Web for the Autumn Term 2016-17

We are pleased to provide a detailed outline of what the children will be learning this term. This topic web indicates the main themes for this term, as well as new areas for the children. We hope you find this information of use. If you have any questions or would like further information please do not hesitate to contact us.

Yours sincerely,

Mrs Gunasekera & Mr O'Connor (Class Teachers)

Literacy

- Stories set in imaginary worlds
- Explanation Texts
- Information texts
- Biography
- Poetry

Grammar

- Conjunctions
- Verbs & Adverbs
- Prepositions
- Adjectives & Noun phrases
- Powerful Verbs
- Fronted adverbials
- Use of commas after fronted adverbial
- Commas to separate lists

Reading - weekly guided reading sessions, including reading comprehension practise and reading at home using reading journal (part of homework).

Spellings

Homophones

Revision for previous Years 1

Revision for previous Years 2

Revision for previous Years 3

Words containing 'ch' as /sh/

Words ending in 'gue' and 'que'

Words ending in 'gue' and 'que'

Words with 'ei', 'eigh' and 'ey' as /ay/

Computing

Fusing geometry with art - To create geometric pieces of art using scratch which is a computer program for drawing shapes.

Co-authors- To produce a web page on Roman history.

Maths

- Place Value and Partitioning
- Ordering and comparing 4 digit numbers
- Written Four Operations
- Measures - money
- Area & perimeter
- Problem solving
- Symmetry and 2D shape
- Roman numerals
- Fractions & Decimals
- Data Handling - tally charts, frequency tables and pictograms
- Negative Numbers
- Geometry - measuring and estimating angles

Science

The digestive system

- To describe the simple functions of the basic parts of the digestive system in humans.
- To identify the different types of teeth in humans and their simple functions
- To construct and interpret a variety of food chains, identifying producers, predators and prey.

Circuits and Conductors

- To identify common appliances that run on electricity.
- To be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- To be able to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- To recognise some common conductors and insulators, and associate metals with being good conductors.



Year 4 English statements Colouring sheet and Targets

Reading and comprehension	I can use my understanding of root words, prefixes to help me understand the meaning of new words.	I can read and decode further exception words accurately including words that do not follow spelling patterns.	I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	I can show that I enjoy reading by reading lots of different types of books and for different reasons.	I can use a dictionary to check the meaning of words.	I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.
	I can discuss words and phrases in the books that I read that excite me.	I can discuss different types of poetry e.g. free verse and narrative poetry.	I can check what I have read and that I have understood it by telling someone else what has happened.	I can ask questions about what I have read to help me understand a complicated text.	I can tell from what I have read how a character is feeling and thinking and why they take an action.	I can predict what will happen in a text using details I have already read to help me.
	I can summarise what has happened in a text using themes from paragraphs to help me.	I can understand how the use of words in a text, how it is set out and its presentation add to its meaning.	I can find and record information from non-fiction texts over a wide range of subjects.	I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others.		I can show you the parts of the text that tell me this.



Year 4 English statements Colouring sheet and Targets

Handwriting	I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined.					I can write so that my letters are easy to read, all the same way up and the same size; my writing is spaced properly so that my letters don't overlap.
	Composition	I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar.	I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can redraft this work a number of times.	I can rewrite my work making improvements by saying the work out loud, using the best words I know and the best sentence structures I can .	I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together.	I can draft and rewrite work that creates settings, characters and plots that excite the reader by using my best vocabulary and I can adapt my work depending on the audience.
Vocabulary, Grammar and Punctuation	I can assess my work and that of others and suggest improvements.	I can edit my work by changing the grammar to improve the way my work reads.	I can proof read my writing for spelling and use of punctuation.	I can use paragraphs to organise ideas around a theme.	I can use apostrophes to mark plural possession E.g. the girl's name, the girls' names.	I can use commas after adverbials at the beginning of a sentence E.g. Later that day, we heard the good news .
	I can explain the difference between the plural and possessive -s.	I can use the correct form of the verb inflection E.g. we were instead of we was.	I can make my writing interesting by using adjectives and other descriptive methods.	I can use an adverb phrase at the start of a sentence E.g. Later that day, I heard the bad news.	I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated .	
	I can use inverted commas and other punctuation to indicate direct speech E.g. The conductor shouted, 'Sit down!'		I can understand and use the following terms: Determiner, Pronoun, possessive pronoun, Adverbial	I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear.		

English Objectives



Maths Objectives

Number and Place Value	I can count in multiples of 6, 7, 9, 25 and 1001	I can find 1000 more or less than a given number	I can count backwards through 0 to include negative numbers	I can recognize the place value of each digit of a 4 digit number (thousands, hundreds, tens and units)	I can order and compare numbers beyond 1001	I can identify, represent and estimate numbers using different representations including measures	I can round numbers to the nearest 10, 100 or 1000
Number and Place Value	I can solve number and practical problems that involve large positive numbers	I can read Roman numerals to 100 and know that the number system has changed to include 0 and place value					
Addition and subtraction	I can add and subtract numbers with up to four digits using formal column methods	I can use estimating and inverse operations to check my answers	I can solve two step addition and subtraction problems using different methods and explain why I used them				
Multiplication and Division	I can recall times tables facts up to 12x12	I can use place value and number facts to multiply and divide mentally, including multiplying by 1 and 10; dividing by 1; and multiplying together 3 numbers	I can use factor pairs in mental calculations	I can multiply two digit and three digit numbers by a one digit number using a formal written method	I can solve problems involving multiplication and addition, including the distributive law such as $3 \times (12 + 14) = 3 \times 12 + 3 \times 14$		

Fractions	I can recognise and show, using diagrams, families of common equivalent fractions	I can count up and down in hundredths and know that dividing an object by 100 creates hundredths and by 10 creates tenths	I can solve problems involving fractions to calculate quantities and fractions to divide quantities	I can add and subtract fractions with the same denominator	I can find and write decimal equivalents using tenths and hundredths	I can find and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$	I can divide one and two digit numbers by 10 and 100 and explain the effect this has on place value
Fractions	I can round decimals using tenths to the nearest whole number	I can compare numbers with the same number of decimal places up to two decimal places	I can solve simple money and measure problems involving fractions and decimals to two decimal places				
Measurement	I can convert different units of measurement. e.g. I can convert kilometres into metres or hours into minutes/eg	I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	I can find the area of rectilinear shapes by counting squares	I can estimate, compare and calculate different measures, including money in pounds and pence	I can read, write and compare time between analogue and digital 12-hour and 24-hour clocks	I can solve problems where I need to convert units of time such as hours to minutes, minutes to seconds, years to months or weeks to days	
Properties of Shapes	I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	I can identify acute and obtuse angles. I can compare and order angles up to two right angles by size	I can identify lines of symmetry in 2-D shapes presented in different orientations	I can complete a simple symmetric figure with respect to a specific line of symmetry	I can recognise when angles are greater than two right angles. I know the term straight angle refers to two right angles together	I can use line symmetry with two lines of symmetry	

Position and Direction	I can plot positions on a 2-D grid as positive number coordinates	I can describe movements between positions as translations of a given unit to the left/right and up/down	I can plot points I am given and draw sides to complete a given polygon
Statistics	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time charts	I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs	

TRIPS

Autumn 1 – Fishbourne Roman Villa

Autumn 1 – Roman workshop/Dress up (visiting school)

Summer 1 – Hindleap Warren residential visit

Summer 2 – Habitats Workshop



SOLD | Surrey Outdoor Learning & Development



Homework

Subject	Handed out	Due in
English	Wednesday	Monday
Maths	Wednesday	Monday
Spellings	Monday	Previous week's spelling tested each Monday
Times tables	Friday	Times tables test each Friday

Children should read everyday. If you would like your child to do more than this they also have reading challenges at the back of their reading records to complete.

Home school books

These are replacing reading records. Weekly spelling and homework will be recorded.

Please record home reading and use the communication box at the bottom if you need to. They will be checked weekly.

It is expected that KS2 children undertake 30 minutes reading **each night**.



Self & Peer assessment

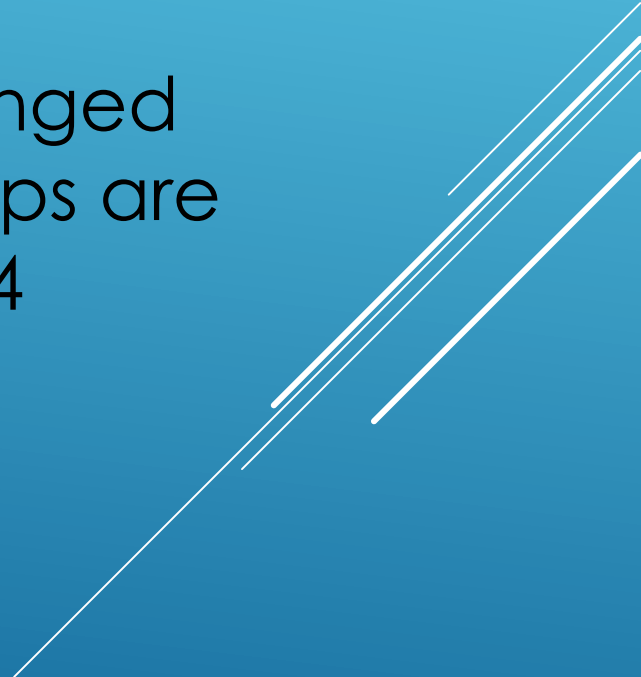
Children are encouraged to self and peer assess their work. It is our belief that marking is more effective if it is done with the children. This will therefore be carried out across different subjects.

We also recognise the benefit of verbal feedback. This happens continuously throughout lessons and an adult will indicate that this has been done.

Class Groups

Children will be assessed throughout the school year using tests and class activities.

The children's groups in class will be changed regularly to ensure that the children's gaps are filled and they can achieve all the year 4 objectives.

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P.E

P.E. will take place n Mondays and Wednesdays.

Children must wear full P.E kit.

This must include:

-A white t-shirt

-Black or Blue shorts

-Trainers or plimsoles.

For the winter, children need to wear jogging bottoms and a P.E jumper. Please try to keep to school colours .

Earrings must be removed by the child for PE. It is best if earrings are removed at home on PE days.

Please name all P.E Kit.


We will be attending swimming lessons on Mondays in Autumn 1.

The 6Rs

We regularly and consistently promote the 6Rs, encouraging the children to apply them to their learning and interactions with others.

- Resilience
- Responsibility
- Reflective
- Resourceful
- Respectful
- Reasoning

Items to note

- * P.E sessions are on Monday & Wednesday.
 - * Children need named P.E kits.
 - * Art overalls would be really useful to protect their school uniform.
 - * Named water bottle.
 - * No nuts in lunch boxes.
 - * Only a fruit or vegetable snack for break time (not fruit winders).
 - * Girls' hair should be tied back with a blue, black or white band.
 - * Children should not have mobile phones in school.
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Website/Newsletter

Newsletters will be uploaded to the website each half term. These will include what the children will be learning about and will have reminders of upcoming events.



E-safety

Dos

Talk to your child regularly about what they do online and on their phone. Who are they talking to and what about? Keep your computer/table in an area of the house that is easy to supervise i.e. where you will walk past.

Reinforce the message of not talking to strangers, giving out any personal details and sending inappropriate words or images.

Subscribe to your Internet service provider's filter system. Build this relationship/practice now while it is relatively easy in preparation for when your child is a teenager!


DON'TS

Take an "it will never happen to us" attitude.

Allow your child to join social media sites where they are under the age limits (age limits exist for reason).

Helpers

Please express your interest/skills that you would be willing to share regarding any activities. Support would be much appreciated and valued by both ourselves and the children.

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Questions?

