

# Welcome to the Y4

# Curriculum Information Session

# Meet THE TEAM



Miss Silva



Miss Toolan-Kerr



Mr Gordon



Miss Humphries



Mrs Willets



Mrs Marsden



Miss Pang



Miss Hopkins



Miss Sanderson



## Housekeeping

Daily Snack - bagels / fruit / healthy snack



Swimming begins next Thursday and classes  
4S and 4M are on the first rotation.

Seesaw is where we communicate about curriculum information  
School Spider is for general letters

PE happens on Wednesday

Reading books can be changed as frequently as required.

Spellings and Xtables will be shared for home learning and a class  
check will happen on Thursday each week. Results are published  
on Seesaw via a photo.

# A typical day in Year 4

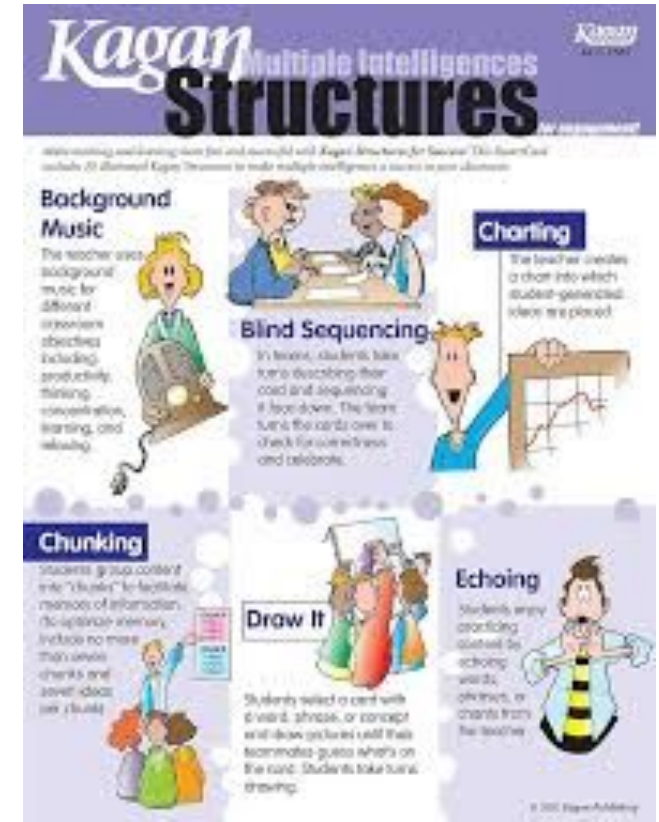
8:25 – 8:40	Drop off
8:40 – 8:50	Registration and Morning Challenge
8:50 – 10:00	Maths
10:00 – 10:15	Break
10:20 – 10:40	Deliberate Practice
10:40 – 11:30	English
11:30 – 12:30	Lunch
12:30 – 12:45	Reading for pleasure
12:45 – 1:15	Whole class Reading
1:15 – 2:45	Topic / Science / PSHE / RE
2:45 – 3:00	Class story and tidy up time
3:00 –	Home time







# Kagan Oracy Rights and Global Goals



# Our new maths curriculum 'Mathematics Mastery' Ark Curriculum +

Mathematics Mastery by Ark Curriculum Plus is a whole-school approach to teaching mathematics.

The programme aims to **deepen pupils' conceptual understanding** of key mathematical concepts.

Compared to traditional curricula, **fewer topics are covered in more depth**, and greater emphasis is placed on application of maths skills through **reasoning** and **problem solving**.





## Autumn

- 1 Reasoning with large numbers
- 2 Addition and subtraction
- 3 Multiplication and division
- 4 Discrete and continuous data

Autumn Written Assessments



## Spring

- 5 Calculating with multiplication and division
- 6 Fractions
- 7 Time
- 8 Decimals
- 9 Area and perimeter

Spring Written Assessments



## Summer

- 10 Solving measures and money problems
- 11 Shape and symmetry
- 12 Position and direction
- 13 Reasoning with pattern and sequences
- 14 3-D shape

Summer Written Assessments

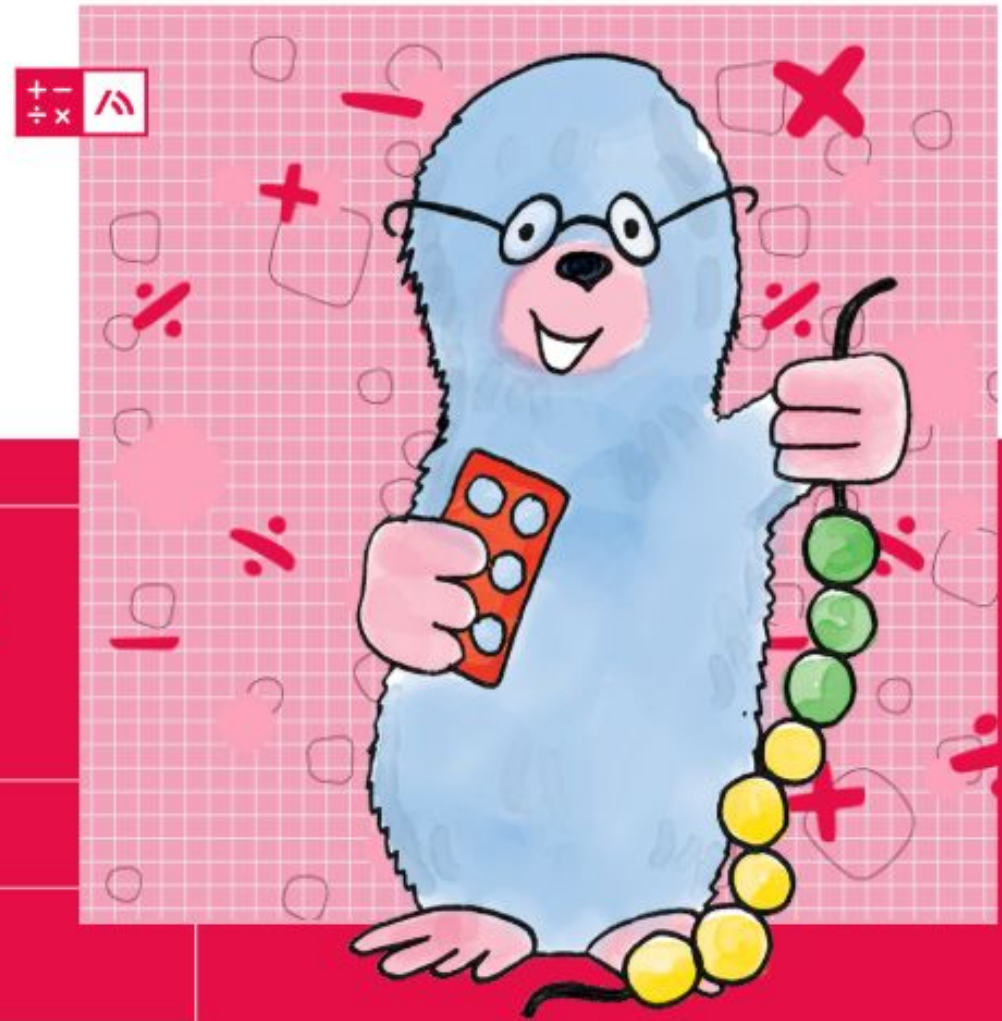




# Year 4 Unit 1: Reasoning with 4-digit numbers

## Lesson 1: Place value

Mathematics  
**Mastery**





## What does this picture show?

- Where is the maths?
- What facts about each country might use numbers?
- What could you count?



- Can you suggest an example of how a 4-digit number might be used when you are finding out about Europe?



Do Now



# Examples of maths journaling

27.09.22

Evaluative Journal

**Explore**

These are the heights of some of the mountains in the world.

Mount Everest	Denali	K12	Aoraki	Mount Saskatchewan	Mount Logan	Mount Kitchener	Jongsong Peak	Mount Minto
8848 m	6190 m	7428 m	3724 m	3342 m	5959 m	3500 m	7462 m	4165 m

Mount Logan is about 5000 m high.

Is Holly correct? no because...

T	H	T	O
5	9	5	9
0	0	0	1
6	0	0	0

$5959 + 1 = 6000$  She said "It's about 5000?"

Number line

1000 2000 3000 4000 5000 6000 7000 8000

4165 is 5165 when rounded to the nearest 1000 wrong

23.9.22

Creative Journal

How can I compare and order 4 digit numbers?

The distance between Auckland to Sydney is less than the distance between Vancouver to San Diego.

Sydney: 2150  
 San Diego: 2250

The distance between London to New York is greater than the distance between Auckland to Sydney.

London: 5570  
 Auckland to Sydney: 2150  
 Vancouver to San Diego: 2250

✓ Lovely journaling, well done.

# Multiplication Tables Check



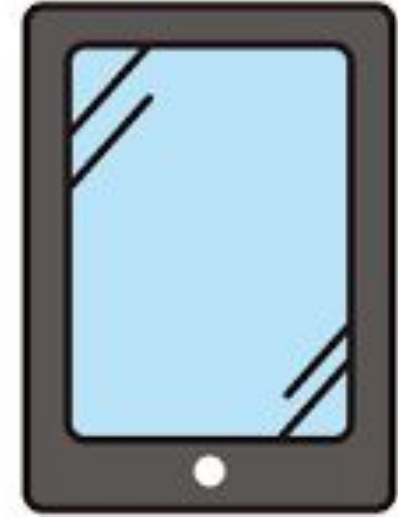
Children in Year 4 will be sitting the National Multiplication Tables Check in June and preparation for this will begin in class in September.

Up to  $12 \times 12$  and associated division facts

Weekly X tables for home learning / check in class (result is uploaded to Seesaw)

Multiplication learning in class

Use of APPS such as Times Tables Rock Stars



The test is administered individually via an ipad

6 seconds between questions

No official pass mark but 20/25 is around national average

Some adaptations can be organised e.g. larger font size, contrast, a pause between questions



# English - Writing



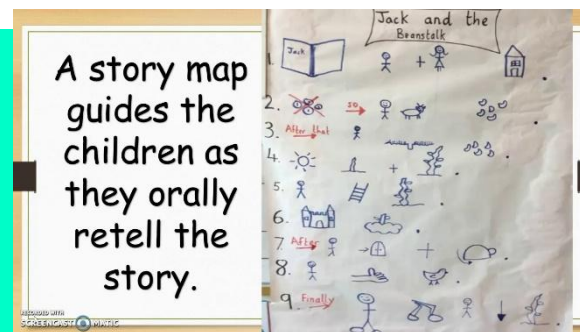
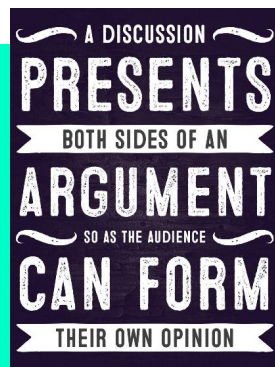
Writing units are introduced to children with an exciting and engaging Hook in which children gauge an understanding of the Intent of the Writing, the Audience and Purpose and the Outcome.

A Model Text or a **WAGOLL** (What A Good One Looks Like) is also shared so that all children understand what they are aiming for. Writing Units are taught in the following phases:

**Reading Phase (Imitation):** Key features of the Writing genre are identified i.e. children are given a framework, the language pattern becomes internalised.

**Toolkit Phase (Innovation):** Spelling, Grammar and Terminology i.e. adapting the framework internalised to create something new.

**Writing Phase (Independent):** Planning, writing, redrafting, editing and publishing i.e. creating something new following the structure of the model text.



# English – Reading

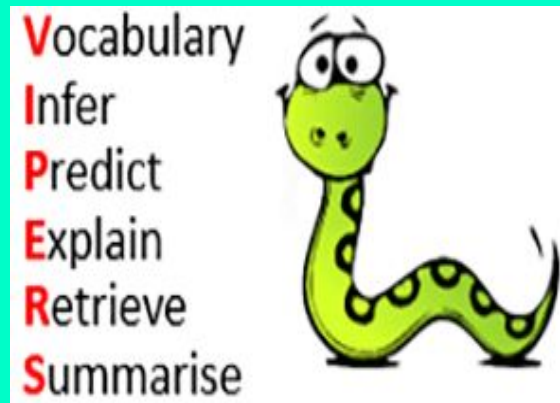
Our aim is to make sure the children's understanding of the text is keeping up with their ability to read fluently.

In fiction, we develop their ability to infer, deduce and to speculate on the reasons for authors' character, setting and plot choices.

We use new texts as an opportunity to grow a rich spoken vocabulary.

We use non-fiction texts to deepen the children's understanding of topic work across the curriculum.

- ❖ Reading for pleasure
- ❖ Reading books
- ❖ Reading corners
- ❖ Whole class reading
- ❖ Reading at home every day



Home Reading books will be uploaded to Seesaw. These can be changed as frequently as required.

# Year 4 Topics

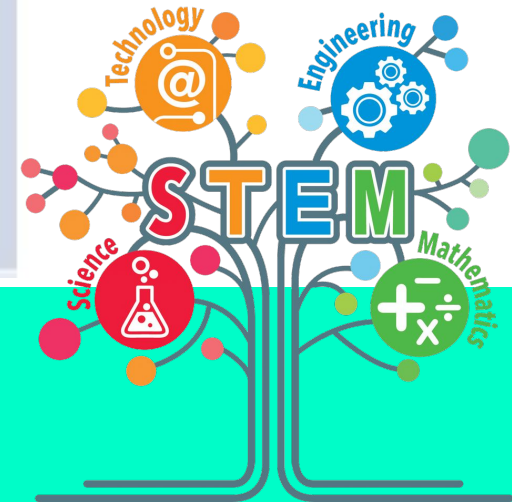
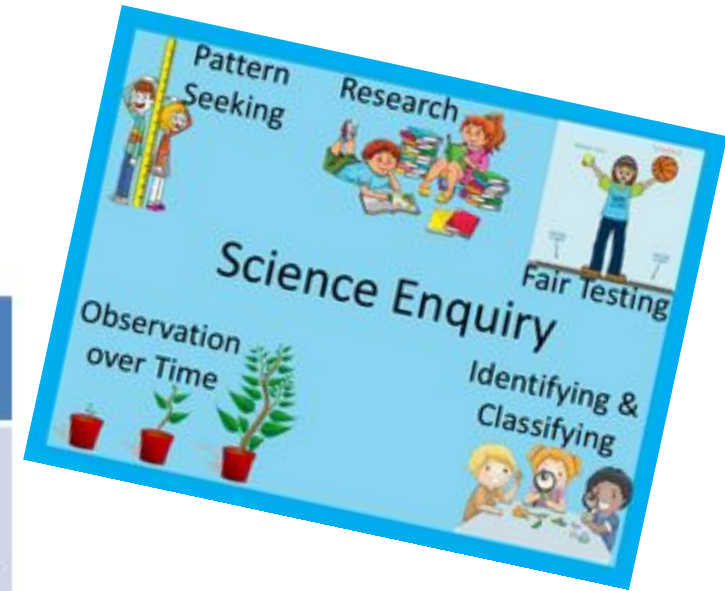
- ❑ What did the Ancient Greeks bring to the world?
- ❑ What are the main features of the UK?
- ❑ What happens to the food we eat?
- ❑ What are the main differences between living in the UK and Spain?
- ❑ How did Britain change between the end of the Iron Age and the end of the Roman occupation?
- ❑ How can I design a healthy pizza?



# Science

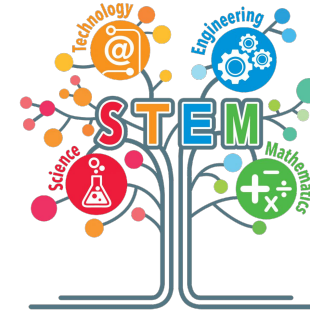
## Science: Year 4 Overview

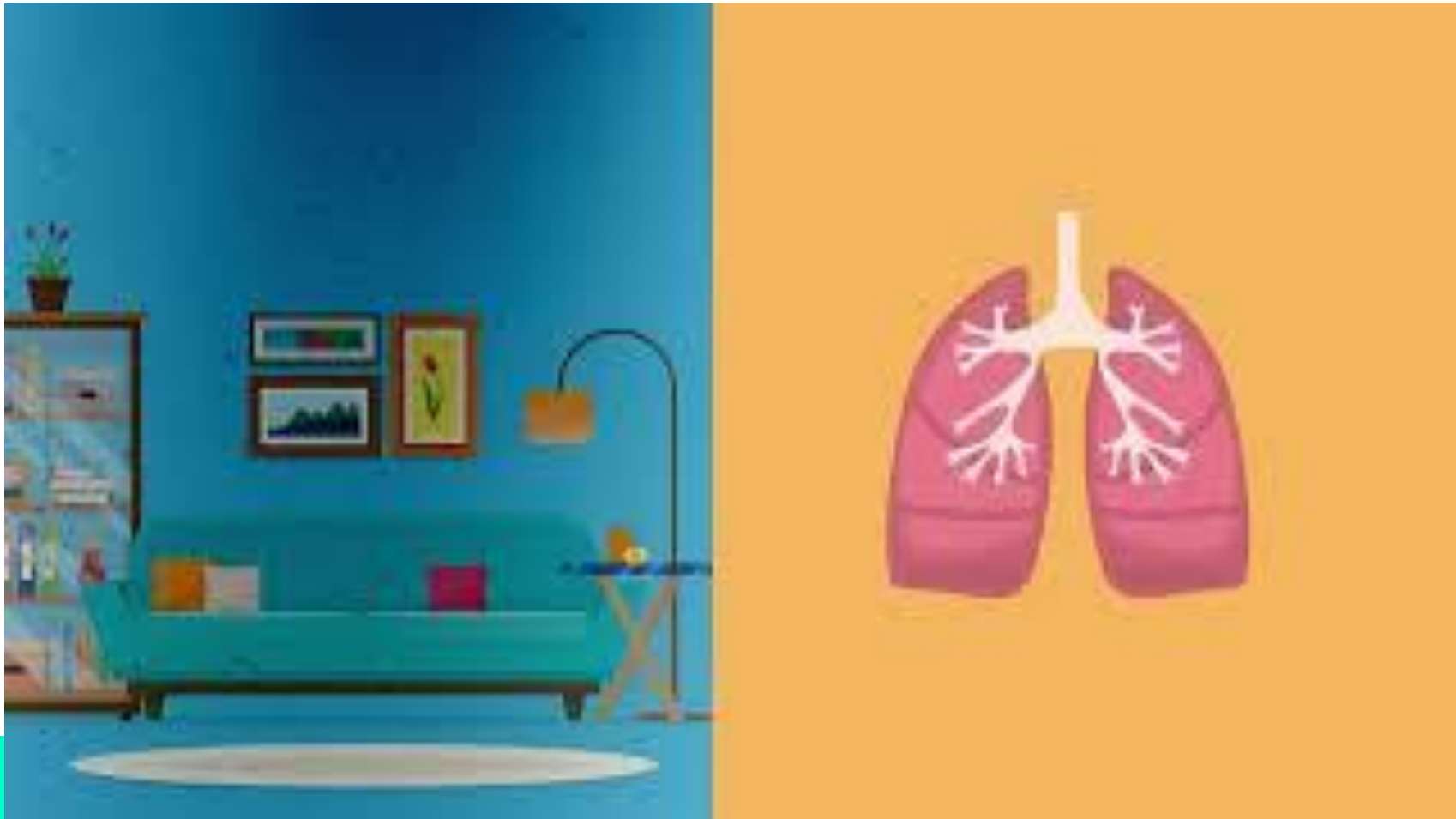
YEAR 4	ANIMALS Including HUMANS	ALL LIVING THINGS	STATES OF MATTER	ELECTRICITY	SOUND
	<ul style="list-style-type: none"> <li>Digestive System</li> <li>Teeth</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of living things (plants and animals) in the local and wider environment</li> <li>Recognise that environments can change and can pose dangers</li> </ul>	<ul style="list-style-type: none"> <li>Solids, Liquids and Gases</li> <li>Heating and cooling (no baking, etc.)</li> <li>Evaporation and condensation</li> </ul>	<ul style="list-style-type: none"> <li>Alternative sources of energy</li> </ul>	<ul style="list-style-type: none"> <li>Sources</li> <li>Vibration</li> <li>Loud and faint</li> <li>Pitch</li> <li>Volume</li> </ul>





# Broad and balanced curriculum





## SynAir-G Study

# Support learning at home...

<https://www.beaverroad.org.uk/page/curriculum/54204>



Seesaw: the main platform for pupils to share their learning at home and at school. Reading at home to be logged here.



Reading plus: develops fluency and comprehension reading skills



Times Tables Rock Star: online app where children can develop quick recall of tables facts and compete against each other.



EdShed: a game-based online app where children can access their weekly spellings lists.



Support with learning tables with a simple 5-step plan.



BBC Bitesize: free, online resource with links to a range of objectives across the curriculum



Scratch: free online programming site where children can create your own interactive stories, games and animations.

**Click on the image to follow a link to relevant site.**

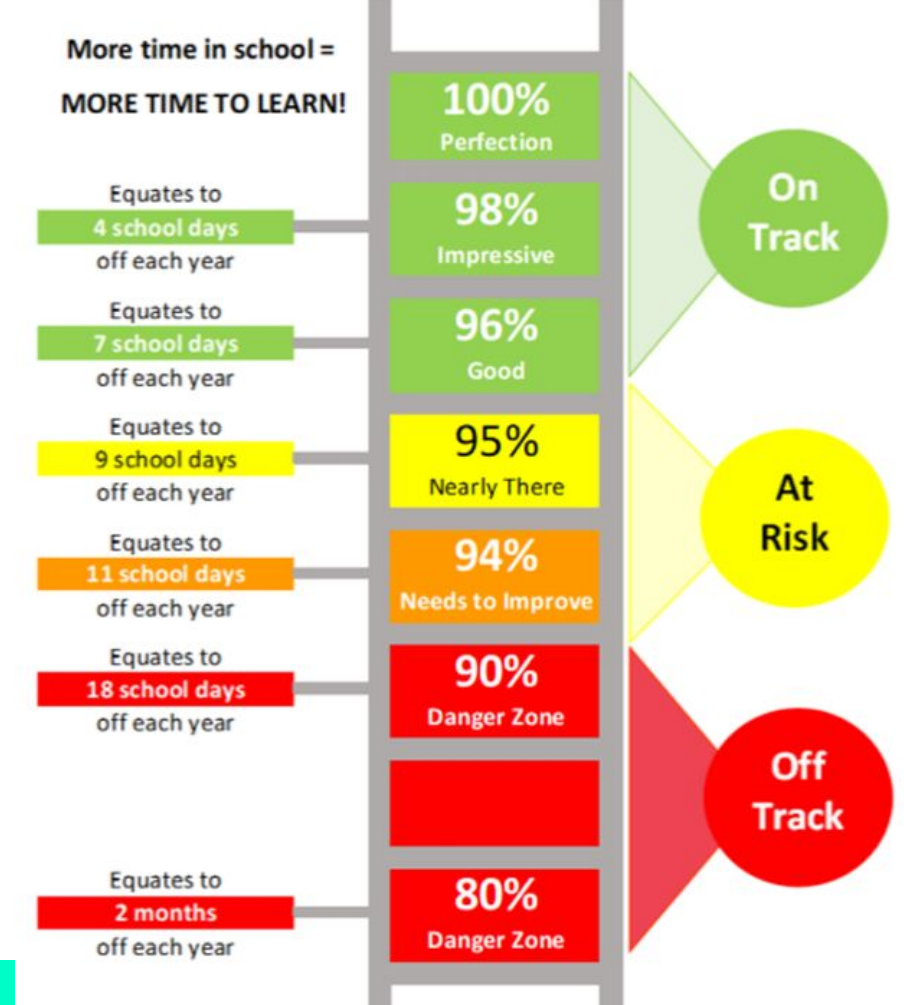


**Article 28: Every child has the right to an education.**

# Attendance

Every day in school counts. It's not just about learning to read and write; it's also about building friendships, developing confidence, and feeling like a real part of our school community.

If your child's attendance becomes a concern, we will follow a clear process to help. This will involve meetings with the class teacher, the Head of Year, and eventually a member of our Senior Leadership Team. We want you to know this is a chance for us to collaborate and find solutions together, ensuring your child has every opportunity to thrive.



**Our doors  
open at...8:25**