

Year 4

Parent Workshops



Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	The Shocking Truth	Paws for Thought	Rucksack of Possibilities	Royal Banquet	Woven Woods	Here today, gone tomorrow.
Power of Reading texts	Iron Man <i>By Ted Hughes</i>	Varjak Paw <i>By S.F. Said</i>	The Boy at the Back of the Class <i>By Onjali Q. Rauf</i>	King Lear & Midsummers Night Dream <i>By William Shakespeare</i>	Into the Forest <i>By Anthony Browne</i> Noah Barley Water Runs Away <i>By John Boyne</i>	The Village that Vanished. <i>By Ann Grifalconi</i> Belonging <i>By Jeannie Baker</i>



Curriculum Map: Year 4

MATHS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	Reasoning with large numbers		Addition and subtraction			Multiplication and division			Discrete and continuous data	
	<ul style="list-style-type: none"> 4-digit place value. Read, write, represent, order and compare Find 10, 100 or 1000 more or less Round numbers to the nearest 10, 100 or 1000 		<ul style="list-style-type: none"> Select appropriate strategies to add and subtract Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping 			<ul style="list-style-type: none"> Distributive property including multiplying three 1-digit numbers Mental multiplication and division strategies using place value and known and derived facts Short multiplication and division 			<ul style="list-style-type: none"> Read, interpret and construct pictograms, bar charts and time graphs Compare tables, pictograms and bar charts 	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Spring	Securing multiplication facts		Fractions			Time		Decimals		Area and perimeter	
	<ul style="list-style-type: none"> Identify and explore patterns in multiplication tables including 7 and 9 		<ul style="list-style-type: none"> Explore different interpretations and representations of fractions Equivalent fractions Represent fractions greater than one as mixed number and improper fractions Add and subtract fractions with the same denominator including fractions greater than one 			<ul style="list-style-type: none"> Analogue to digital, 12-hour and 24-hour Convert between units of time 		<ul style="list-style-type: none"> Decimal equivalents to tenths, quarters and halves Compare and order numbers with same number of decimal places Multiply and divide by 10 and 100 including decimals 		<ul style="list-style-type: none"> Perimeter of rectangles and rectilinear shapes Area of rectangles and rectilinear shapes Investigate area and perimeter 	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Summer	Solving measures and money problems			Shape and symmetry			Position and direction	Reasoning with pattern and sequences		3-D shape
	<ul style="list-style-type: none"> Convert units of measure Select appropriate units to measure Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically 			<ul style="list-style-type: none"> Classify, compare and order angles Compare and classify 2-D shapes Identify lines of symmetry 			<ul style="list-style-type: none"> Describe and plot using coordinates Describe translations 	<ul style="list-style-type: none"> Roman numerals up to 100 Place value of other number systems Number sequences and patterns 		<ul style="list-style-type: none"> Use understanding of 3-D shapes Identify 3-D shapes from 2-D representations



The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.



Fractions

Children in Year 4 are taught to:

- 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.

Example questions:

Fluency

How could we compare the size of these fractions?

Which fraction is greater? How do you know?

$$\frac{3}{4} \quad \frac{3}{5}$$

What can we say about fractions with the same numerator?

?

Problem Solving and Reasoning

Rosie says,



$\frac{16}{4}$ is greater than $\frac{8}{2}$
because 16 is greater
than 8

Do you agree?
Explain why.

READING

Year 4 Reading Objectives

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous;. (Word Reading)

Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word. (Word Reading)

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination. (Comprehension)

Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry. (Comprehension)

Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context. (Comprehension)

Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. (Comprehension)

Understand what he/she reads independently by predicting what might happen from details stated and implied. (Comprehension)

Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these. (Comprehension)

Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. (Comprehension)

Retrieve and record information from non-fiction over a wide range of subjects. (Comprehension)

Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say. (Comprehension)



Summary

Summarise: to give a brief statement of the main points e.g. from a text.

Reading Bookmark



Ideas of useful things to comment on in your child's Reading Record

- ... sounded out (word) independently.
- ... read fluently without relying on sounding and blending.
- ... re-read the sentence to check it made sense.
- ... self-corrected when reading (word/sentence).
- ... answered questions about what might happen next.
- ... explained what he/she had read so far in his/her own words.
- ... answered questions about what he/she had read.
- ... made a prediction about what might happen next, based on what he/she has read.
- ... was able to summarise the events or information they have read.
- ... independently used a dictionary to define a word in order to understand the text better.
- ... independently identified the range of vocabulary, grammar and punctuation features the author has used and explained how it's effect on the reader.

Ideas of useful questions to ask when reading with your child.

Vocabulary:

- What do the words ... and ... suggest about the character, setting and mood?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means...

Infer

- Find and copy a group of words which show that...
- How do these words make the reader feel?
- How does this paragraph suggest this?
- How do the descriptions of ... show that they are ...

Predict:

- From the cover what do you think this text is going to be about?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops? Explain your answer using evidence from the text.

Explain:

- What structures has the author used?
- The mood of the character changes throughout the text.
- How does the author engage the reader here?

Retrieve:

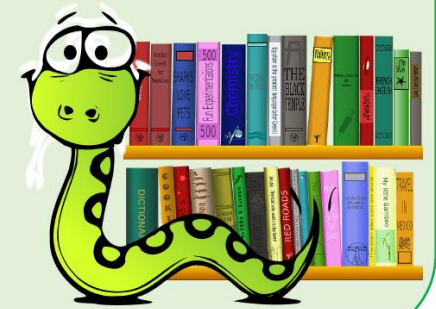
- How would you describe this story/text? What genre is it? How do you know?
- How did...? /How often...?

Summarise:

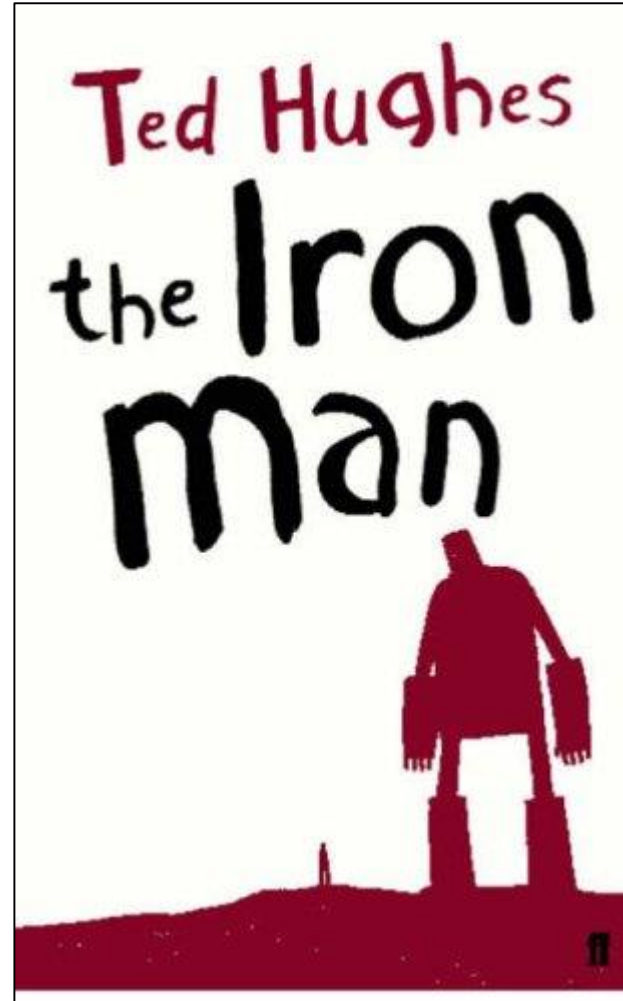
- Can you number these events 1-5 in the order that they happened?
- Can you summarise in a sentence the opening/middle/end of the story?

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Summary



Ideas of useful things to comment on in your child's Reading Record

- ... sounded out (word) independently.
- ... read fluently without relying on sounding and blending.
- ... re-read the sentence to check it made sense.
- ... self-corrected when reading (word/sentence).
- ... answered questions about what might happen next.
- ... explained what he/she had read so far in his/her own words.
- ... answered questions about what he/she had read.
- ... made a prediction about what might happen next, based on what he/she has read.
- ... was able to summarise the events or information they have read.
- ... independently used a dictionary to define a word in order to understand the text better.
- ... independently identified the range of vocabulary, grammar and punctuation features the author has used and explained how it's effect on the reader.

Ideas of useful questions to ask when reading with your child.

Vocabulary:

- What do the words ... and ... suggest about the character, setting and mood?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means...

Infer

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ... show that they are ...

Predict:

- From the cover what do you think this text is going to be about?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops? Explain your answer using evidence from the text.

Explain:

- What structures has the author used?
- The mood of the character changes throughout the text.
- How does the author engage the reader here?

Retrieve:

- How would you describe this story/text? What genre is it? How do you know?
- How did...? /How often...?

Summarise:

- Can you number these events 1-5 in the order that they happened?
- Can you summarise in a sentence the opening/middle/end of the story?



WRITING

Year 4 Writing Objectives

Draft and write by organising paragraphs around a theme. (Composition)

Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. (Composition)

Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. (Composition)

Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done. (Vocabulary, Grammar and Punctuation)

Use fronted adverbials e.g. Later that day, I heard the bad news. (Vocabulary, Grammar and Punctuation)

Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. (Vocabulary, Grammar and Punctuation)

Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas. (Vocabulary, Grammar and Punctuation)



Grammar

Year 4 Grammar Terminology

- Pronoun
- Possessive pronoun
- Fronted adverbial
- Noun phrase
- Inverted commas



How are we supporting the children following the school closure?

Whole Class Feedback Sheet – EXAMPLE

DATE:			LESSON: Maths		
LO:			<i>To use mental strategies for addition and subtraction.</i>		
Recognition and Presentation			Need Further Support		
Child A	Child I	Child Q	Child A	Child I	Child Q
Child B	Child J	Child R	Child B	Child J	Child R
Child C	Child K	Child S	Child C	Child K	Child S
Child D	Child L	Child T	Child D	Child L	Child T
Child E	Child M	Child U	Child E	Child M	Child U
Child F	Child N	Child V	Child F	Child N	Child V
Child G	Child O	Child W	Child G	Child O	Child W
Child H	Child P	Child X	Child H	Child P	Child X
Challenge			Basic Skills Errors		
Child A	Child I	Child Q	Child A	Child I	Child Q
Child B	Child J	Child R	Child B	Child J	Child R
Child C	Child K	Child S	Child C	Child K	Child S
Child D	Child L	Child T	Child D	Child L	Child T
Child E	Child M	Child U	Child E	Child M	Child U
Child F	Child N	Child V	Child F	Child N	Child V
Child G	Child O	Child W	Child G	Child O	Child W
Child H	Child P	Child X	Child H	Child P	Child X
Misconceptions and Next Lesson Notes					
<ul style="list-style-type: none"> • Most of the class were using partitioning as a mental strategy. • Have place value charts available in tomorrow's lesson. • TA to work with Child C, Child L and Child R in tomorrow's lesson – use counters to support the mental strategies. • Teacher to work with Child A, Child G, Child P and Child X tomorrow on a problem solving challenge to further develop written reasoning. 					
Absent from this lesson: Child S					

This is an example of our whole class marking and feedback form. This is used to assess the children at the end of every piece of learning and informs our planning of the next lesson.

