



YEAR 4 WELCOME MEETING

What will the children be learning this year?



Our Curriculum: Statement of Intent



'Powerful knowledge serves you well.' (Prof. Michael Young: University of London)

At Deepdale Community Primary School, we see every child as a unique individual with the capacity to thrive and be successful. Our school motto of 'Harmony in Diversity' underpins a broad and balanced curriculum, which aims to ensure that children leave their primary education as confident, resilient learners with a thirst for knowledge. Our end goal is to teach our children to be mature, curious and eager within the community they are part of. *Anything is possible!* As a result of our ambitious and carefully planned curriculum that meets the needs of all of our pupils, children will continually develop as secure readers with an extensive vocabulary in order that they continue to understand the wider world that they are part of. We encourage problem solving, critical thinking and effective communication across every curriculum subject. By the time our pupils leave their primary phase of education, our valued curriculum will have ensured that they are eager to move on to the next stage of learning; they take pride in their work, can justify their opinions thoughtfully and manage their emotions carefully whilst always taking others in to consideration. Pupils will have the cultural capital necessary to succeed in life. At Deepdale Community Primary School, our shared vision is that every child is challenged from their individual starting point onwards. Every child is engaged in their learning and thrives in our continued care.

Curriculum Drivers

At Deepdale Community Primary School, we will all: -

- Celebrate our differences
- Have high aspirations
- Be passionate about the wider curriculum
- Strive to be healthy
- Love language.



Deepdale Community Primary School
Year 4 Subject Coverage
Academic Year 2021-2022

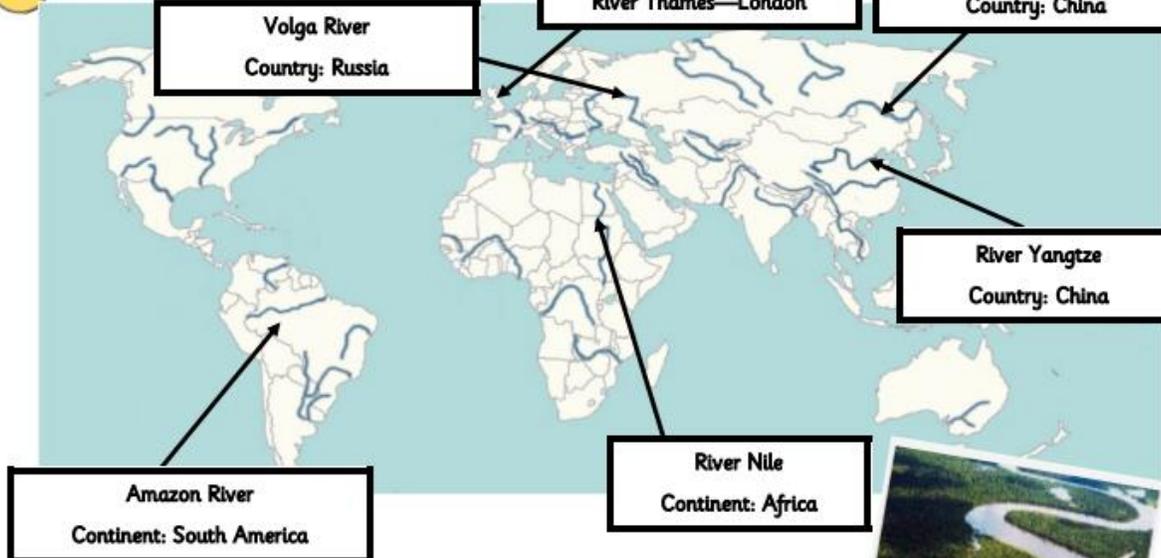


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<i>Reading is taught widely across the whole curriculum throughout the year. Phonics is taught to identified children. Daily Guided Reading.</i>					
Writing	Fantasy Stories Instructions	Issues & Dilemmas Explanations	Folk Tales Discussion / Debate	Fairytales Persuasion	Adventure Stories Non Chronological	Novel on a Theme Information Text
	<i>A wide range of poetry is annotated, rehearsed and performed throughout the year.</i>					
Mathematics	Place Value Addition Subtraction	Length Perimeter Multiplication Division	Multiplication Division Area Fractions	Fractions Decimals	Decimals Money Time Statistics	Properties of Shape Position Direction
	<i>Everyday Maths sessions reinforce and consolidate prior as well as current learning throughout the year.</i>					
Science	Electricity	Sound	States of Matter		Living Things/Habitats	Animals, inc. Humans
History		Roman Empire – Impact on Britain		The Cotton Industry		Ancient Indus Valley Civilisation
Geography	Rivers & Water Cycles (Europe)		Compare / Contrast Alps with Lake District		What happens to water on different surfaces?	
Art	Drawing		Painting + Art Week		Sculpture	
Design Technology		Nutrition & Cooking (Hot Sandwiches)		Electrical Toys		Textile Carriers
Computing	Coding		Spreadsheets		Animation	
	<i>Online Safeguarding is taught throughout the year within all units. Computing skills also applied across other subject areas.</i>					
Religious Education	Hindu Dharma	Christianity – God	Sikhism	Christianity – Jesus	Islam	Christianity - Church
French	Encore!	Quelle heure est-il?	Les fetes	Ou vas-tu?	On mange!	Le cirque
P.E.	Invasion Games	Gymnastics	Net & Ball Games	Orienteering	Athletics	Striking & Fielding
P.S.H.E.	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or an emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Music		How does music connect us with the past?		How does music teach us about our community?		How does music connect us with the environment?

Spelling and handwriting are taught in discrete sessions throughout the year.



Name and Locate Rivers



Vocabulary you will know...



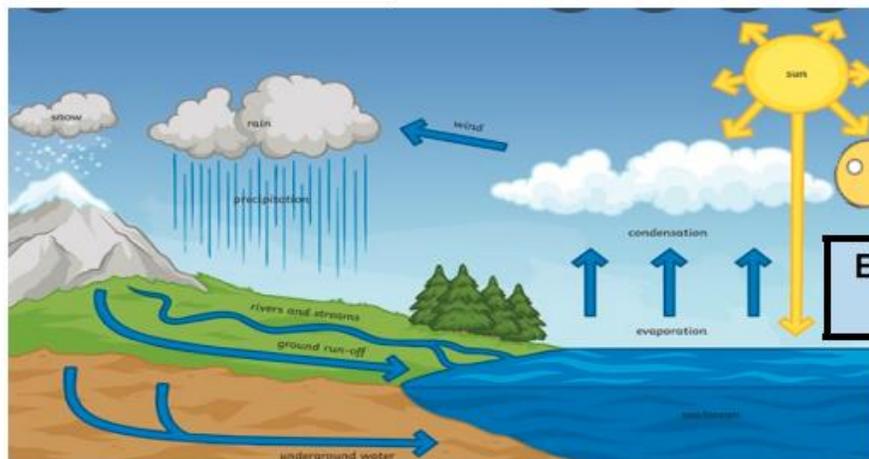
Evaporation	When liquid becomes a gas (water vapour)
Condensation	When water vapour (gas) cools and becomes a liquid.
Precipitation	Water that falls to the ground as rain, hail or snow.
Source	The place where a river begins
Mouth	The place where a river enters a lake, larger river, or the ocean.
Erosion	The process that wears away the river bed and banks.
Meander	A curve in the river
Tributaries	A stream or river that flows into and joins a main river
Estuary	Part of the mouth in which the river's current meets the sea's tide



Vocabulary you will hear...



River, water cycle, River Ribble, hail, rain, sleet, snow, flooding, drought, fresh water, pollution.



Explain the features of the Water Cycle

What will I know at the end of the unit?

- Know and label the main features of a river
- Know the name of and locate a number of the world's longest rivers.
- Explain the features of the water cycle
- Know why most cities are located by a river
- Explain why flooding happens.
- How water is used and distributed



Autumn 1

Timetable- Stingrays

Deepdale Community Primary School				2021/22		Year 4 Stingrays		Teacher: Miss Hall TA: Mrs Boyne								
Day	8:45 – 9:00	9:00 – 9:15	9:15 – 10:15	10:30 – 11:15		11:00 – 12:00		1:00-1:15	1:15 – 1:30	1:30- 2:30	2:30 – 3:00	3:00– 3:15				
Mon	Registration 1:1 Readers/handwriting/spellings			Everyday Maths	English inc. GPAS	Break 10:15 – 10:30		Lunchtime 12:00– 1:00pm Registration		Guided Reading	Maths	Assembly	PPA	PPA	Class Novel	
Tue				Everyday Maths	English inc. GPAS					Guided Reading	Maths	Assembly	Everyday Maths	Geography	PSHE	Class Novel
Wed				Everyday Maths	English inc. GPAS					Guided Reading	Maths	Assembly	Everyday Maths	Computing	French	Class Novel
Thu				Everyday Maths	English inc. GPAS					Guided Reading	Maths	Assembly	Everyday Maths	Science	Homework	Class Novel
Fri				Everyday Maths	English inc. GPAS					Speed Read	Spelling Test	Maths	Assembly	Everyday Maths	Art	RE

Staying Safe Online



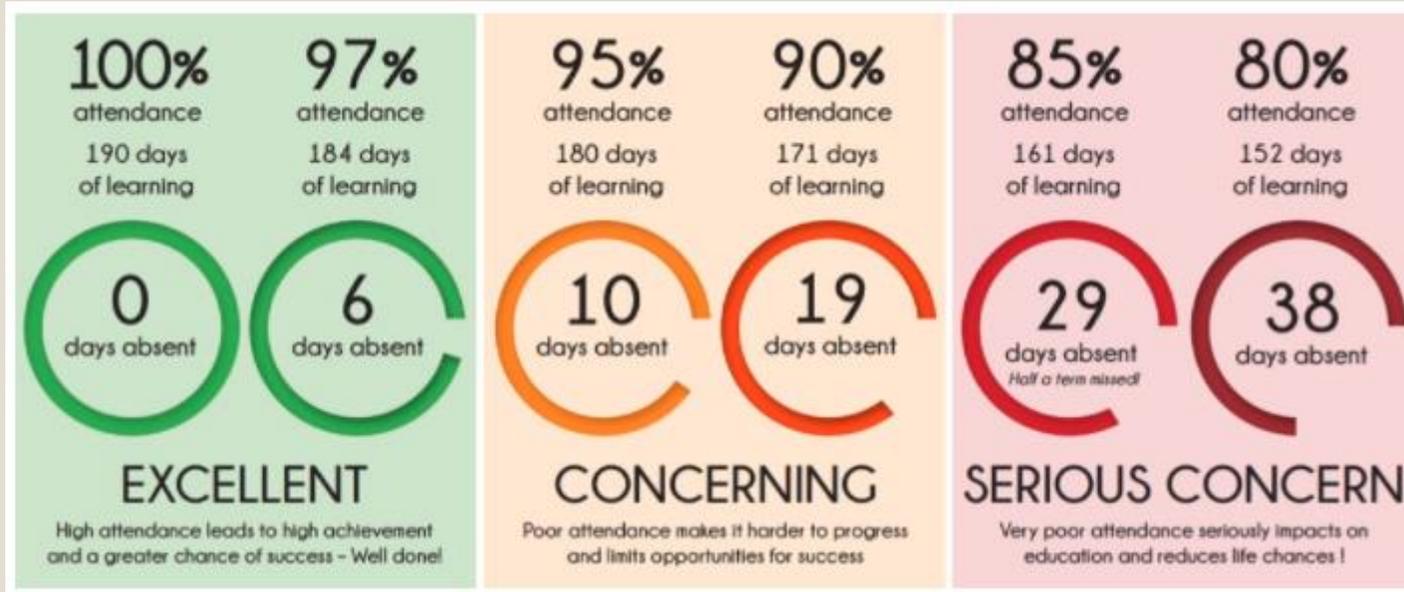
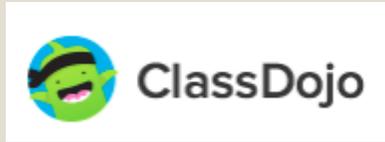
 <p>Know who online 'friends' are</p>	 <p>Understand not everything online is true</p>	 <p>Consider using home internet filters</p>	 <p>Check security settings are in place</p>
<p>Know how to block unwanted calls & texts</p> 	<p>Make sure you have an Anti-Virus program</p> 	<p>Check age ratings on games</p> 	<p>Be careful what you share</p> 
 <p>Ask your child to teach you about their online world</p>	 <p>Set expectations and time limits</p>	 <p>Know how to report problems on Social Media</p>	 <p>If in doubt, always ask for help</p>

...useful tips for Parents and Carers

Online Safeguarding

Online Safeguarding is paramount. Online Safeguarding is taught throughout the curriculum i.e. not just through Computing!

Please help us to help you keep your children safe when online.



Incentives & Rewards





HOMEWORK HAS CHANGED

Our new school approach to home learning

Homework – what to expect

- Goes home with the children on a Friday and is due in on a Wednesday
- Reading at least 3 times a week with diary signed
- Learning times tables
- Spellings to learn.

Year 4 Spelling List: Spelling Bee!

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	



Year 4 Reading: End of Autumn



Termly Non-Negotiables

Word Reading
I can accurately read a brown or grey banded book with greater fluency and confidence.
I can read, understand and spell all of the words in the first two columns of the Year 4 Word List.
I can understand the meanings of words by finding the root word first then using either the prefix or suffix to make the meaning clear.
Pleasure
I can speak confidently about texts using sentence starters to help me.
I can prepare a poem to perform to the class with expression, using highlighting and notes to help me.
I can orally retell a myth, fairy tale or story from another culture. I can make my retelling interesting for my audience by using eye contact, expression and actions.
Understanding
I can choose, discuss and collect words and phrases that interest me from a range of Year 4 texts.
I can identify key words and discuss what they could mean by reading around them.
I can look words up in a dictionary using the first three letters of the word to help me find it.
I can use punctuation to help me to read aloud with meaning and expression.
I can predict what might happen next in a story, using information the story has already given me.
I can use active reading strategies and show my understanding of texts by recording in a reading journal.
I can draw inferences around characters' actions in a text and find the evidence to back up my point(s).
I can find the evidence to back up a statement made by my teacher about a text.
I can identify / summarise the main idea of a paragraph and talk about the key points.
I can use the language, structure and presentation of a text to help me examine the text more closely and work out what things mean.
Non-fiction information retrieval
I can identify and comment on, how information is organised in a non-fiction text.
I can scan texts in print and on screen to find dates, numbers and names.
I can talk about paragraphs and how they are used to organise and sequence information.
Discussion
I can take part in discussion about books by talking about my preferences, and sharing my opinions, questions and thoughts. I listen to the contributions of others.

Key Autumn Focus: To develop fluency inc. speed, stamina and self-correction.

Reading

These are the minimum expectations for your child to achieve throughout Year 4.

There are 3 sets: Autumn, Spring and Summer.

All of these will be available on the school website.



Year 4 Writing: End of Autumn



Termly Non-Negotiables

Vocabulary, Grammar and Punctuation
I can create and use sentences with an adverb starter. I can use a comma after an adverb starter.
I can create sentences with fronted adverbials for when. I can use a comma after the fronted adverbial .
I can use basic punctuation such as full stops and capital letters properly.
I can use inverted commas (speech marks) to show when someone is speaking.
I can spot, choose and use pronouns .
I can name nouns to make my writing more precise.
I can spot, explore and use the correct form of verbs in my writing to make sure it grammatically makes sense (Standard English).
Composition: Planning
I can identify and talk about why I am writing and who I am writing for. I can discuss the structure, words and grammar needed.
I can talk about and record my ideas for planning.
Composition: Drafting & Writing
I can develop my characters using action, speech and description.
I can improvise and create a conversation between two characters.
I can improve a piece of text given me by the teacher, by using different ways of building sentences.
I can use paragraphs to organise my writing in non-fiction texts, linking my ideas from one paragraph to another by using fronted adverbials for when.
I can link my ideas from one paragraph to another by using fronted adverbials for when and where.
Composition: Evaluating and Editing
I can proofread my writing to check for mistakes in spelling, grammar and punctuation .
I can talk about my writing with my teacher or a partner and make some changes in response to some of the points made using my purple polishing pen.
Composition: Performing
I can read my writing aloud to a group or class with meaning and expression.

Key Autumn Focus: To develop age-related handwriting and spelling skills.

Writing

These are the minimum expectations for your child to achieve throughout Year 4.

There are 3 sets: Autumn, Spring and Summer.

All of these will be available on the school website.



Deepdale Community Primary School
Autumn term: Maths Year 4
Termly Number Non-negotiables



Within teaching there will be reasoning opportunities for children on a daily basis, allowing them to develop their skills in explaining and justifying their thinking

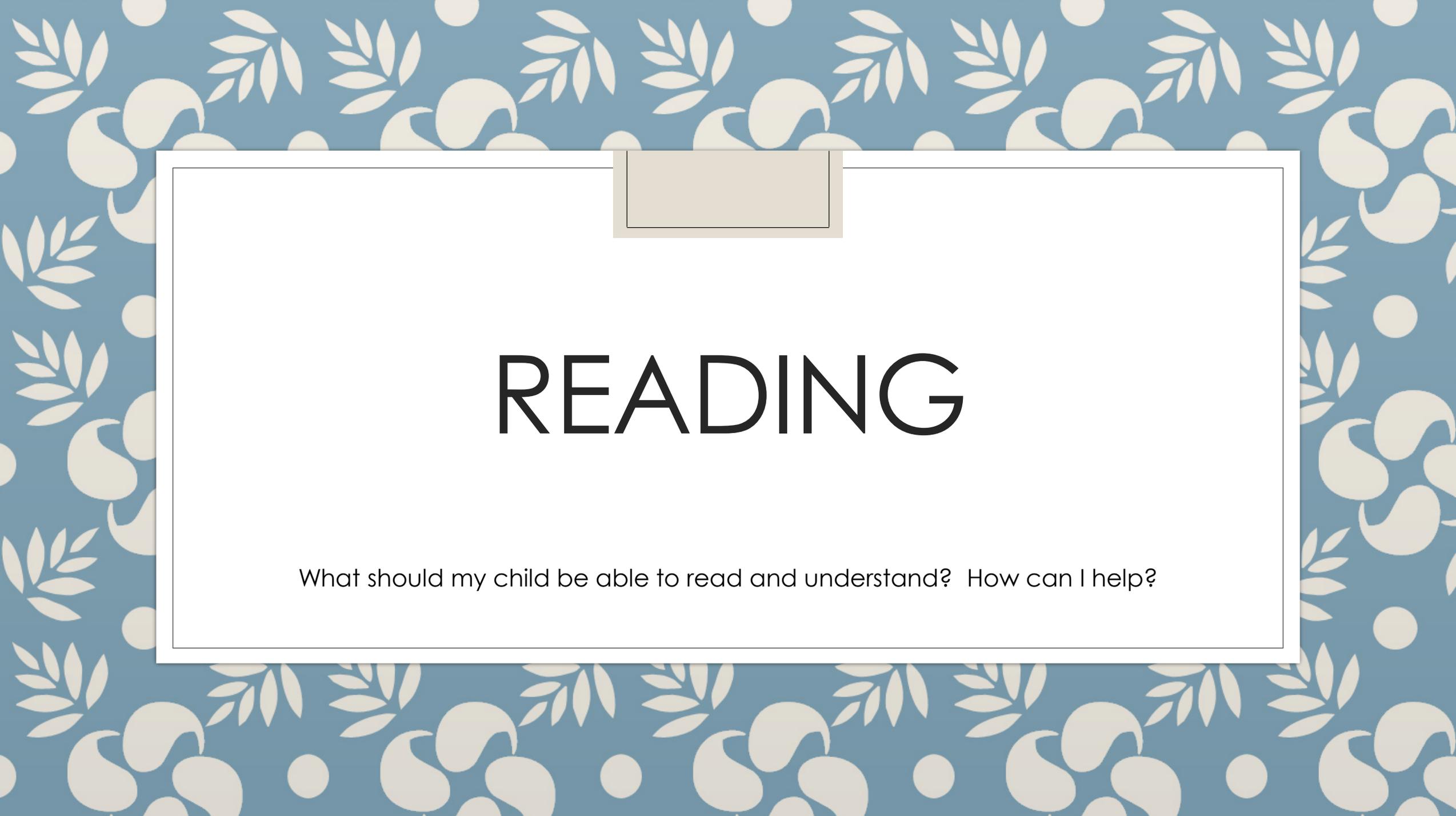
Place value
The great majority of children will be able to:
Count in multiples of 6, 7, 9, 25, and 1000.
Find 1000 more or less than a given number
Say what each digit represents in a 4 digit number
Compare and order numbers beyond 1000
Find 1, 10, 100 or 1000 more or less than any given number
Count backwards through zero to include negative numbers
Round to the nearest 10, 100 and 1000
Solve number problems involving all of the above
Number: Addition and Subtraction
The great majority of children will be able to:
Add and subtract two 3-digit numbers using partitioning e.g. $243+230$; $562-320$
Add and subtract by bridging through 10 e.g. $97+64$ as $97 + 3 + 61$
Find differences by counting up through the next multiple of 10/100 e.g. $92-35$; $504-180$
Recall and use addition and subtraction facts for 100. e.g. $63+37$
Recall and use addition and subtraction facts for multiples of 100 totalling 1000 e.g. $700+300$
Add two 4-digit numbers with more than 1 exchange
Subtract two 4-digit numbers with more than 1 exchange
Solve addition and subtraction two step problems, deciding on which operations to use and why
Multiplication and Division
The great majority of children will be able to:
Multiply numbers by 10
Multiply numbers by 100
Divide numbers by 10
Divide numbers by 100
Recall their 6 times tables and related division facts.
Recall their 9 times tables and related division facts.
Recall their 7 times tables and related division facts.
Solve problems involving multiplication and division using all of the above

Maths

These are the minimum expectations for your child to achieve throughout Year 4.

There are 3 sets: Autumn, Spring and Summer.

All of these will be available on the school website.



READING

What should my child be able to read and understand? How can I help?

Grey Banded Books

- Please feel free to look through these at the end
- The question grid may help you to think of questions – please take one
- Can your child summarise what has happened in their own words?
- Fastest finger first! Great for locating new vocabulary
- Reading taught every day as well as across the wider curriculum
- Teachers and TAs signing planners weekly
- One Library visit per week – please look after Library books at home
- Reading Owls continuing
- Reading tests just before the end of term



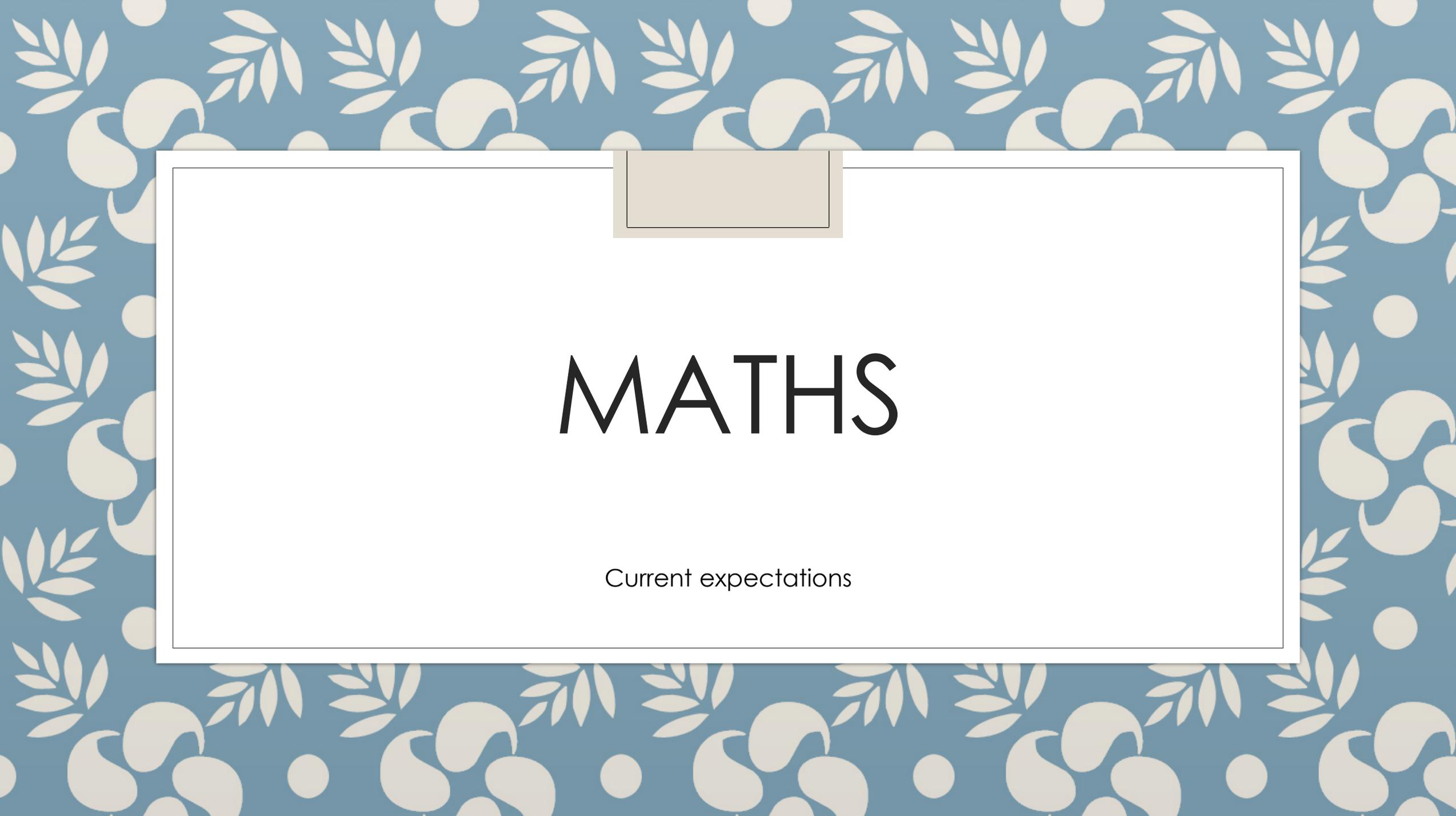
WRITING

What does Year 3 writing look like?

Talk for Writing

- Still much emphasis on handwriting and presentation
- Raising the profile of spelling in order to raise standards across school
- Children frequently tested on spellings
- GPaS assessments at the end of term
- Grammar and punctuation sessions throughout the week
- Br'er Rabbit (Historical Texts)
- Should Animals be kept in Zoos? (Writing our own debate / discussion text)
- The Pied Piper (Fairytale)
- Regular opportunities for independent writing

In Dante's peak, a huge volcano made its way outside in the cold, fresh air. It was huge. There was a pyroclastic cloud, it shot up in the air like a bomb. I went crazy. It knocked the houses down and the cars and trucks went flying down and crashed into tiny pieces. It knocked the houses and the snowy trees. The lava was blazing hot. It knocked down all the trees.



MATHS

Current expectations

Maths

- Revision of all times tables – TT Rockstars
- Finding fractions of amounts
- Using the inverse operation to check answers
- Describing movements, plotting co-ordinates
- Adding and subtracting using formal written methods (including decimal numbers)
- Mental multiplication and division
- Written multiplication and division
- Place value up to two decimal places
- Order numbers, round numbers, find more or less
- REASONING

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number – Place Value				Number- Addition and Subtraction			Measurement - Length and Perimeter	Number- Multiplication and Division			Consolidation
Spring	Number- Multiplication and Division		Measurement - Area	Fractions				Decimals			Consolidation	
Summer	Decimals	Measurement- Money		Time	Statistics	Geometry- Properties of Shape		Geomey- Position and Direction	Consolidation			

What questions to expect?

6 Sara is saving up to buy a book that costs £12.90

She has £6.80 in her money box and is given £1.40 by her dad.

How much **more** does she have to save to buy the book?

Show
your
method

£

2 marks

8

Fill in the missing number to make the calculation correct.

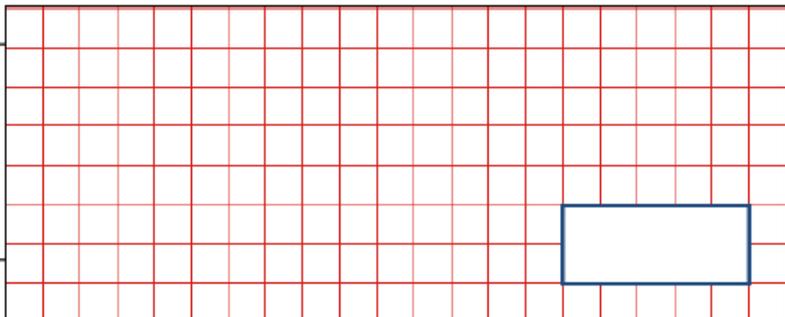
$$4 \times 6 = 8 + \square + 8$$

1 mark

- 10** Ben is reading a book.
The book has 84 pages.
Ben has one quarter of the book left to read.

How many pages of the book has Ben read?

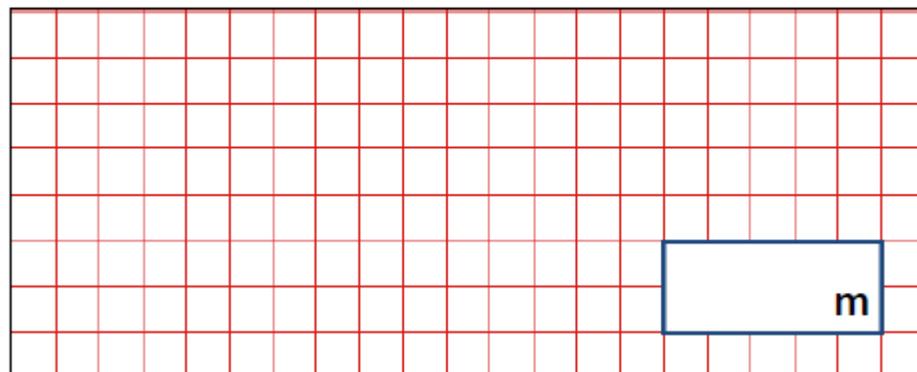
Show
your
method



2 marks

- 14** Sara is doing a sponsored walk around the playground.
One lap of the playground is 234 metres.

How far has Sara walked if she has completed **six laps** of the playground?



1 mark

Written methods

Now we can go through some of the written methods that the children are expected to use during their time in Year 4.

Thank You for attending

Please ask any questions you may have before you leave.

I have also left the following resources for you to look at the front of the classroom.

- Past pupil books
- Grey banded reading books
- Examples of end of term assessment papers
- Planners with Purple Mash, TT Rockstars, Owls information

There will be plenty of opportunities to discuss your child's progress throughout the year.