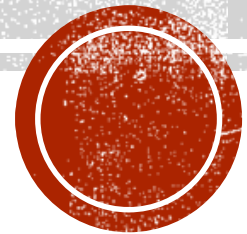


WELCOME TO YEAR 4

Teachers – Mrs Justice (4J) and Mrs Grainger (4B)

Teaching Assistants – Miss Qadri (4J) and Mrs Kara (4B)



THINGS TO REMEMBER...



- PE, for both Year 4 classes, will take place on a Monday. Please send children into school in their PE kits – black joggers/leggings, red t-shirt (white Lammack PE t-shirt is fine).
- Children are not allowed to wear any jewellery during their PE lessons so please remember to remove any jewellery before coming to school.
- Year 4 will be taking part in swimming this year. This will take place every Thursday. Children will need to bring their swimsuits/shorts, a towel and a swimming hat with them to school. A letter will be sent out with the information needed for this.
- Our new PE coach, Mr Mustaccio, has joined us this year. He will be leading PE lessons, along with class teachers. In addition to this, he will be leading a variety of before and after school clubs. Information about clubs will be sent out to parents, so please keep an eye on your emails.



- All children have settled into school extremely well and we are currently assessing children to better understand their strengths and any areas for improvement.
- The aim of this video is to give you an idea of what the curriculum in year 4 will look like and set out the curriculum expectations for the children this year.

THANKS
FOR
YOUR
SUPPORT!



MATHEMATICS

- Mathematics is taught daily in school along with additional time focused on arithmetic, times tables and problem solving.
- By the end of Year 4, children are expected to know all their times tables up to 12×12 along with the inverse operation for each of the multiplication tables.
- Please remind children to go on TT Rockstars – new passwords will be sent out as soon as possible.
- Within the curriculum, there is now a greater focus on place value and times tables. Children will be tested on their times tables weekly with their test scores shared within their reading record.

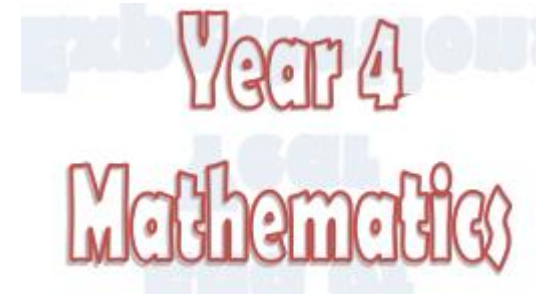


MATHEMATICS

- Throughout the day, children are given opportunities to develop their reasoning skills deepen their understanding.
- In addition to this, we emphasise the use of correct mathematical vocabulary. This is modelled frequently within the classroom, and children are expected to use this vocabulary within their own explanations and work.



MATHEMATICS



Maths vocabulary for year 4	
Number and place value	Tenths, hundredths, decimal (places), round (to nearest), thousand more/less than, negative integers, count through zero, Roman numerals I to C
Multiplication and division	Multiplication facts (up to 12x12), division facts, inverse, derive
Measure	Convert
Geometry (position and direction)	Co-ordinate, translate, quadrant, X-axis, Y-axis, perimeter, area
Geometry (properties of shape)	Quadrilaterals, triangles, right, acute and obtuse angles
Fractions and decimals	Equivalent decimals and fractions
Data/statistics	Continuous data, line graph



READING



Whole class Guided Reading lessons take place daily in school focussing primarily on vocabulary and text understanding, ensuring children are able to understand the text whilst becoming fluent readers. The children are exposed to a range of genres throughout the year.

Children will also read with an adult at school.

We use the Key Stage 2 reading domains set out by the government to plan our guided reading sessions.



READING



These include;

- 2a (give/explain the meaning of words in context)
- 2b (retrieve and record information/ identify key details from fictions and non-fiction)
- 2c (summarise main ideas from more than one paragraph)
- 2d (make inferences from the text/ explain and justify inferences with evidence from the text)
- 2e (predict what might happen from details stated and implied)
- 2f (identify/explain how information/narrative content is related and contributes to meaning as a whole)
- 2g (identify/explain how meaning is enhanced through choice of words and phrases)
- 2h (make comparisons within the text)



... tell the difference between fact and opinion

... discuss and decide how effective texts are in meeting their purpose

... prepare for finding factual information - choosing sources to use

... talk about the author's choice of language to create different effects

... debate issues in texts and find evidence to support the discussion; explore alternative courses of action.

... recognise different types of text and the different ways they are presented

... read fiction silently for longer periods; close read non-fiction for information

... discuss what and when I like to read

... talk with my friends about our books

... understand how words are formed and use the text to help me understand their meaning

... read aloud well, pausing at full stops, and changing voice for exclamation, question and speech marks.

... read, using connectives and clauses to help fluency and meaning

... understand the different uses of the apostrophe

... track the passing of time in stories

... use non-fiction texts quickly and decide how useful they are

... understand the use of chapters and paragraphs to organise texts

... recognise the different styles of language used for different purposes





- In addition to reading in class, children are expected to read daily at home. Please record this in their homework/reading diaries.
- Once children have completed their reading book, it can be changed in school.
- Whilst listening to your child read, it is beneficial to ask questions in relation to the text to ensure a deeper understanding.
- For example;
 - Identify and discuss unknown/new words.
 - Ask children specific questions where they are able to retrieve information directly from the text.
 - Using inference skills, how does the character feel? How do you know this?



READING AND SPELLING GO SIDE BY SIDE

- By the end of Year 4, children are expected to be able to spell the Year 3/4 statutory spellings as shown on the following slide.
- It is essential that children are able to use these words in context, as well as spell them. Opportunities are given throughout the week for children to learn, revisit and revise these spellings.



Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	



SPELLINGS



- In addition to the statutory Year 4 spellings, children will be given weekly spellings to learn. These spellings follow specific spelling pattern rules, taken from the National Curriculum, which will be taught in school. Children will be tested on these spellings every Friday.
- Frequent practise at home really benefits children when learning their spellings.



ENGLISH

- English is taught daily with an additional focus on grammar (grammar is now a stand alone test).
- Using and understanding the correct vocabulary is essential and children are exposed to this daily throughout their lessons and teaching.

<p>Conjunctions</p> <p>when, if, because, although</p>	<p>Conjunctions (to express time and cause)</p> <p>after, before, once, whenever, because, since, as</p>	<p>Present Perfect</p> <p>I have walked to my friend's house.</p>	<p>Past Tense</p> <p>I walked to my friend's house.</p>	<p>Present Progressive</p> <p>I am walking to my friend's house.</p>
<p>Inverted Commas</p> <p>"Hello little kitten," I shouted. I asked, "Are you sleeping?"</p>	<p>Pronouns</p> <p>I, you, they, we, me, him, her, they</p>	<p>Adverbs (to express time and cause)</p> <p>always, daily, often, repeatedly, now, soon</p>	<p>Fronted Adverbial</p> <p>The day after tomorrow, I'm visiting my uncle. Excitedly, the kittens played.</p>	<p>Past Progressive</p> <p>I was walking to my friend's house.</p>
<p>Possessive Apostrophes</p> <p>The kitten's toys (singular, one kitten) The kittens' toys (plural, more than one kitten)</p>	<p>Present Tense</p> <p>I walk to my friend's house.</p>	<p>Prepositions (to express time)</p> <p>tomorrow, on, in, at, next, last</p>	<p>Determiners</p> <p>the, a few, all, another, any, both, each, either, enough</p>	



- Throughout their work, we revisit and recap previously learnt skills and build upon these through a range of writing activities.
- We have high expectations of presentation, organisation and neat, joined up handwriting. Handwriting is practised weekly.
- For each lesson, there are clear learning objectives and success criteria allowing the children to know what they need to do in order to meet the objectives given.



ORACY



- Spoken language is extremely important.
- We plan specific lessons focused on oracy as well as incorporating oracy into other subjects.
- Please encourage your children to use correct grammar, additional detail and specific vocabulary.



ASSESSMENTS

- Children are continuously assessed against the expectations for their year group.
- We are aware that during the pandemic children missed a lot of learning. We are working hard to address any gaps that are present and ensure that we revisit and recap previously learnt skills.

- Working towards the expected level
- Working at the expected level
- Working above the expected level

- Interventions are put in place, and adjustments are made to lessons daily to ensure that we target children's individual needs.



THE WIDER CURRICULUM

- At Lammack we follow a topic based approach. Each term we enter a new topic.

Autumn – Rocking Romans

Spring – It's all Greek to me!

Summer – School of Rock



HOMEWORK

- Homework is set every Friday with a focus consolidating and extending children's knowledge based on what we have been learning about in school.
- Please ensure that homework is given into school no later than the following Wednesday.
- Work needs to be completed to a high standard – blue pen for written work and pencil for maths.
- In addition, children must learn their weekly spellings, times tables and read every day (this does not need to be a whole book).
- Spellings and times tables will be tested each Friday – the children's scores will be shared in their homework diaries.



BEHAVIOUR

- We have high expectations of children's behaviour in school, inside and outside of the classroom.
- Children have Golden Time on a Friday as a reward for good behaviour. If your child has lost Golden time, this will be recorded in their homework diary – please ensure this is checked and signed weekly.
- Class rewards, raffle tickets, star of the week, team points.



THANK YOU!

- grainger@lammack.blackburn.sch.uk (Mrs Grainger)
- justice@lammack.blackburn.sch.uk (Mrs Justice)
- Please feel free to speak to us at the end of the day if necessary (masks are still required for face to face contact with teachers).
- Urgent messages to the school office.

