

Welcome to the

# Year 4 Curriculum Meeting

## Aims

- Weekly timetable and important reminders
- English - reading and writing
- Maths
- Foundation subjects
- Trips
- Home learning
- Spelling and times tables

# Year 4 Curriculum

The cross-curricular themes in Year 4 are:

Autumn – Conflict

Spring – Civilization (Ancient Greece)

Summer – Change (Rivers)

Meaningful connections make learning stick

# Conflict

Our theme for this term, Conflict, includes:

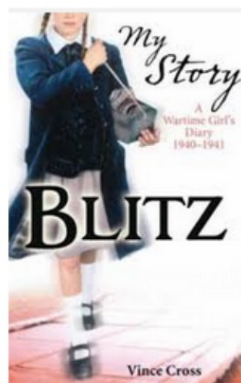
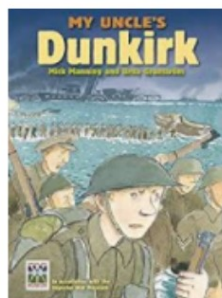
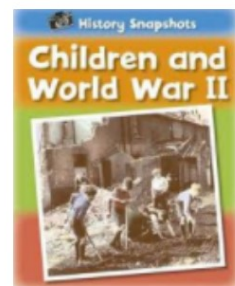
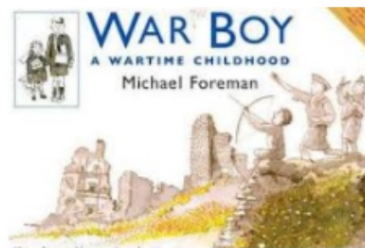
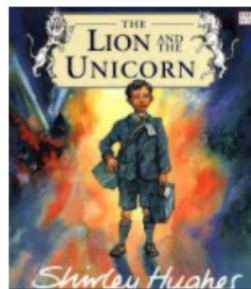
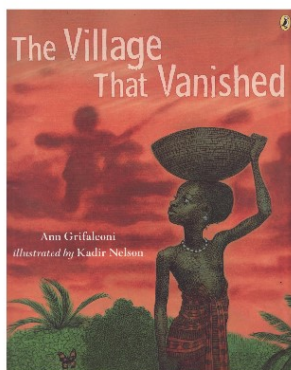
- **History:** World War II and causes and impact of conflict locally, nationally and internationally
- **Design and Technology:** Designing and making Morse Code machines (linked to electricity)
- **Geography:** Locating and plotting countries involved in WWII at different points in the conflict
- **Art:** collage and mixed media work
- **Computing:** code cracking and Enigma

## WWII Evacuee Day

As part of our conflict topic, we will have a **WWII evacuee day**. Children are asked to dress up as WWII evacuees. More information about this will go follow via the weekly home learning letter.

## English:

We are starting the year studying **The Village that Vanished** by Ann Grifalconi. We will then be completing some diary writing based on evacuation and the Second World War using a text called **The Lion and The Unicorn** by Shirley Hughes. The next text will be **Krindlekrax** by Phillip Ridley. Spoiler alert! Please do not read this text in advance.



## Maths

We follow objectives from the National Curriculum (which can be found online if you are interested). We always start the year by focusing on children's understanding of place value and their calculation skills in the four operations. Times tables are extremely important. By the end of Y4, children are expected to know all of their multiplication facts up to  $12 \times 12$ .

Statutory Times Tables Tests started in 2021. These tests mirror the layout of Times Table Rockstars and so we encourage all children to use this resource.



Working with

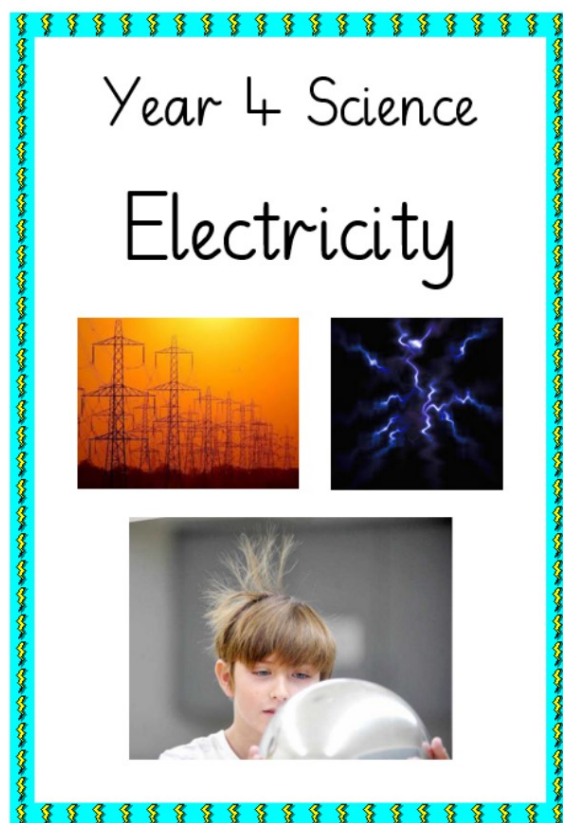
National Centre  
for Excellence in the  
Teaching of Mathematics





# Science

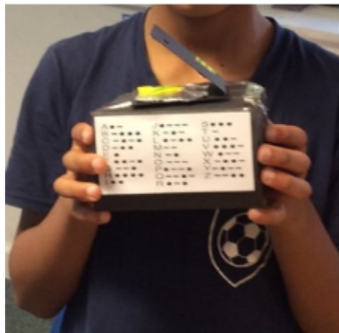
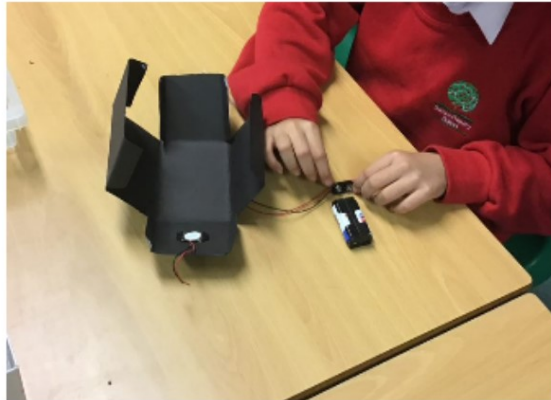
Lots of practical hands on experiments





# Design Technology Week

## Year 4: Design a Morse Code Machine



## Home learning

- Usually Maths, English, Science or History consolidation or research.
- Blue home learning book to complete their activities in.
- Please support your child setting up their book **neatly**.



## Other weekly home learning:

- - Spellings (10 words a week, tested on a Friday). Suggested 5 mins daily
- - Ongoing times tables practice (tested on a Friday). 5 mins a day (TTR).
- - Reading (as often as possible please and children have their hand in date written in the front of their RJs). 15-30 mins daily

## Top tips:

Routine, Place, Praise effort, Team work

Spelling folders should still be brought in every day along  
with reading journals.

## Spelling

- New spellings on a **Friday**.
- Look, say, cover, write

These will follow a spelling pattern investigated in class, but may also be spellings taken from errors children are making in their own writing or practising the Year 3 and 4 spelling words.

- Please note: the Y3/4 list of words is not an exhaustive list of all the words children need to learn; the weekly spellings are vitally important.
- Children will be tested on a **Friday** and require their spelling folder in school to be able to do this.

Please ensure that your child remembers to bring their folder every day.

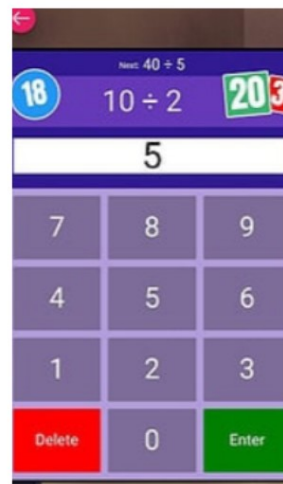
	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
families						
enemies						
knives						
potatoes						
villages						
thieves						
bicycles						
islands						
libraries						
centuries						

Date: 11/09/17  
Groups: 2

Spelling from: Plurals: Adding s, es, ies.



# Times Tables



## Reading Journals

We ask children to record what they have been reading at home at least four **times a week** plus an extended entry in their reading journal. Children will be encouraged to extend their logs as the year progresses. The more you are able to read with your child, the greater the benefit will be.

We ask children to have their reading journals with them **every day**.

Children will give in their journals on set days to be marked.

## Reading Challenges

1 Pick 3 descriptive words from the text, write them down and explain why you think the author used them.	2 Complete a picture gallery of some of the characters. Explain the role of each character.	3 Make up 3 questions you would use to check someone has read the book carefully.
4 Write a description of one of the characters from your book. Add a picture if you wish.	5 Find words you don't understand in the story, write down their meanings from a dictionary. Find synonyms and antonyms for each.	6 Look at a non-fiction book. Write a five bullet point summary. Add diagrams if you wish.
7 Design a poster advertising the book. Remember to write on the poster why people should read it.	8 Draw a picture of one of the settings in the book; write words/phrases from the book around the setting to describe it.	9 Write the main events from a story as a story mountain.
10 Write an alternative ending to the story.	11 Write a new blurb for the back of the book.	12 Write a short play based on the story.
13 Write a letter to a character.	14 Write a list of questions you would like to ask the author or a character in the book.	15 Write about your favourite part of the story and explain why you have chosen it.

16 In your reading book which character are you most like and why?	17 Identify and explain the main themes.	18 Who would you recommend this book to and why?
19 What are the similarities and differences between the book and film?	20 Write a diary extract for one of the characters.	21 Choose two books by the same author and compare them. Write a list of similarities and differences.
22 Draw a decision tree/branched diagram to show the characteristics of different personalities.	23 From a non-fiction book write a glossary of technical words used.	24 Make a list of questions that pop into your head as you read (Think Aloud).
25 Write a summary of the story in no more than 200 words.	26 Complete a question quadrant.	27 Read the opening sentence. What does it make you think? Why does the author use it? What themes does it suggest?
28 Make a list of books with a similar theme – explain how they are similar.	29 Finish the sentence 'I like the way the author...' then explain your thinking.	30 Which book do you want to read next and why?



## PE

There will be no indoor PE with the class teacher until January.

When swimming, please remember all children need a **swimming hat, goggles, appropriate swim wear and we would recommend a snack** for the journey back.

We will finish end of Autumn 2 - the children have 10 sessions.

- Please ensure your child is coming to school in the correct PE kit with their uniform in a bag. Including the correct shoes.

- No jewellery please.





## Water bottles & healthy snacks:

- Every child needs a **labelled water bottle**. **School water bottles** are available from the school office. Children will bring their water bottles home everyday to washed.
- Please remember that children can bring in a healthy snack for break time. They are allowed to bring the following:

Fresh or dried fruit, vegetables, fruit strips/strings, yogurt, cheese, rice cakes, breadsticks, sandwich

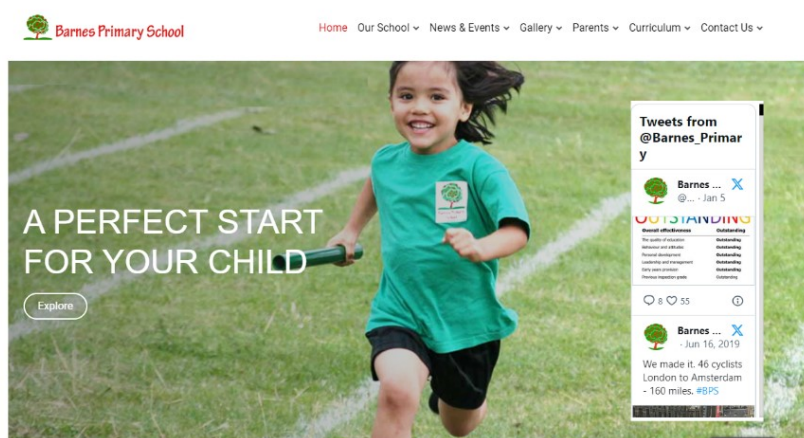


## No: Crisps, Sweets or Chocolate

Please remember that the school is nut free!



# Website



Curriculum maps

Knowledge maps

Maths page

Reading page

Handwriting page

## Contacting Teachers:




We are around at the end of the day (except for Tuesdays due to a staff meeting) and are very happy to talk with you.

If you require more than a few minutes please arrange an appointment directly with us via email.

We just kindly ask that you email at appropriate times and understand that we cannot always answer during the school day or on weekends. Our aim is to always respond as soon as possible however.

## Working in partnership

# MINDSETS

<b>FIXED MINDSET</b> The belief that skills, intellect, and talents are set and unchangeable.		<b>GROWTH MINDSET</b> The belief that skills, intellect, and talents can be developed through practice and perseverance.
		
I'll stick to what I know. Either I'm good at it or not.	<b>DESIRES</b>	I want to learn new things. I am eager to take risks.
It's fine the way it is. There is nothing to change.	<b>SKILLS</b>	Is this really my best work? What else can I improve?
This is a waste of time; there's a lot to figure out.	<b>EFFORT</b>	I know this will help me even though it is difficult.
It's easier to give up. I'm really not smart.	<b>SETBACKS</b>	I'll use another strategy; my mistakes help me learn.
This work is boring. No one likes to do it.	<b>FEEDBACK</b>	I recognize my weakness, and I know what to fix.
It's easy for him or her. They were born smart.	<b>TALENTED PEERS</b>	I wonder how they did it. Let me try to figure it out.