



# Curriculum Afternoon

# Welcome to Year 4!

▶ Mrs Swift

Chestnut Class Teacher

▶ Mrs Hinton

Elm Class Teacher

▶ Miss Olga

Teaching assistant



# Our expectations

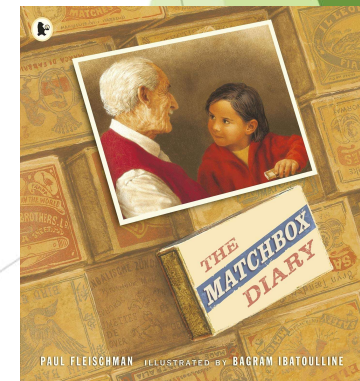
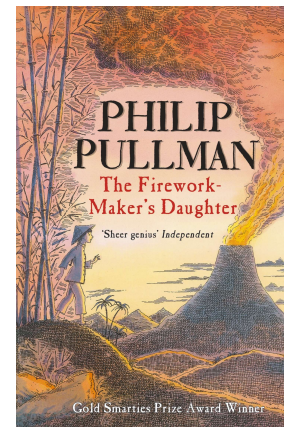
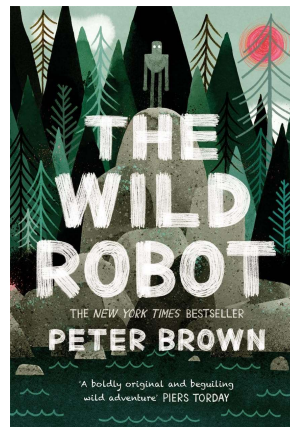
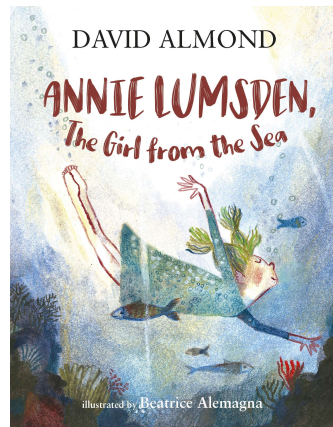
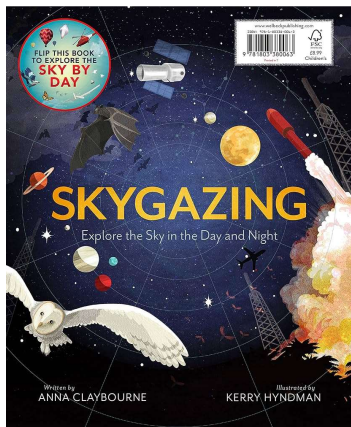
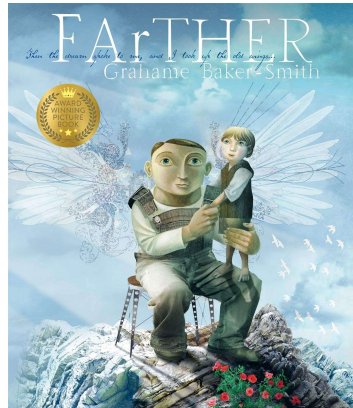
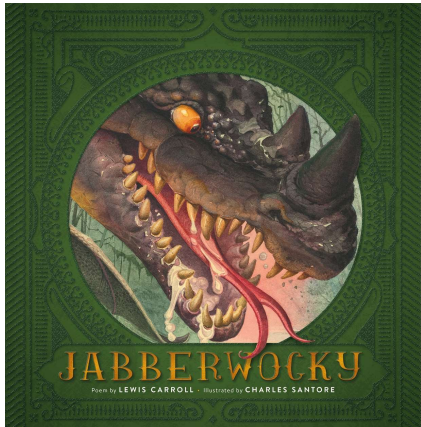
- ▶ Look after your own belongings.
- ▶ Come to school on time every day.
- ▶ Refill your own water bottle.
- ▶ If you have laces, be able to tie them.
- ▶ Complete reading and homework. Bring planners and books in everyday.
- ▶ Come in correct uniform including school shoes.
- ▶ Come in correct PE kit on Friday.



# Communication

- ▶ Weekly newsletter on Sway. The link will come through Bromcom.
- ▶ Come to the classroom door!
- ▶ Curriculum newsletters termly
- ▶ Contact office to arrange an appointment.
- ▶ Class teacher in the first instance.
- ▶ Our phase leader is Miss Geary.
- ▶ SEND queries to Mrs Mughal.
- ▶ Parents evenings in October and February.
- ▶ Written report in July.

# English



# English

- ▶ The programmes of study for writing at key stages 1 and 2 are include:
  - transcription (spelling and handwriting)
  - composition (articulating ideas and structuring them in speech and writing)
- ▶ **To reach the expected standard in Year 4 children should:**
- ▶ **Plan their writing by:**
  - ▶ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - ▶ discussing and recording ideas
- ▶ **Draft and write by:**
  - ▶ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - ▶ organising paragraphs around a theme
  - ▶ in narratives, creating settings, characters and plot
  - ▶ in non-narrative material, using simple organisational devices [for example, headings and subheadings]
- ▶ **Evaluate and edit by:**
  - ▶ assessing the effectiveness of their own and others' writing and suggesting improvements
  - ▶ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  - ▶ proofread for spelling and punctuation errors
  - ▶ read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear for a range of purposes



**Working Towards the Expected Standard:**

<b>Pupil(s) are beginning to meet the following aims with support:</b>
To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).
To write narratives with a clear beginning, middle and end with a clear plot.
To proofread and amend their own and others' writing with growing confidence.
To create more detailed settings, characters and plot in narratives.
To organise their writing into paragraphs around a theme.
To maintain accurate tense throughout a piece of writing.
To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
To use the full range of punctuation from previous year groups.
To use inverted commas at the beginning and end of direct speech.
To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.
To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.
To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.
To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.
To spell homophones correctly, e.g. which and witch.
To spell many of the Year 3 and 4 statutory spelling words correctly.
To use a neat, joined handwriting style consistently.



### Working at the Expected Standard:

<b>Pupil(s) are beginning to independently apply their knowledge:</b>
To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).
To write narratives with a clear beginning, middle and end with a coherent plot.
To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.
To create more detailed settings, characters and plot in narratives to engage the reader.
To consistently organise their writing into paragraphs around a theme.
To maintain an accurate tense throughout a piece of writing.
To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
To use the full range of punctuation from previous year groups.
To use all the necessary punctuation in direct speech mostly accurately.
To use apostrophes for singular and plural possession with increasing confidence.
To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.
To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.
To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.
To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.
To spell homophones correctly, e.g. which and witch.
To spell all of the Year 3 and 4 statutory spelling words correctly.
To consistently use a neat, joined handwriting style.



**Working at Greater Depth within the Expected standard:**

<b>Pupil(s) are beginning to independently apply their knowledge:</b>
To write a range of narratives that are well-structured and well-paced.
To write a range of non-fiction texts that are well-structured with appropriate layout devices.
To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.
To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.
To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.
To always maintain an accurate tense throughout a piece of writing.
To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.
To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted commas.
To consistently use apostrophes for singular and plural possession.
To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.
To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.
To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).
To use their knowledge of word families to help with their spelling.



## 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	important	occasionally	purpose	though
appear	consider	famous	increase	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	

# Maths

- ▶ Numbers and place value
- ▶ Addition and subtraction
- ▶ Multiplication and division
- ▶ Fractions (Including decimals)
- ▶ Measurement
- ▶ Geometry - properties of shapes
- ▶ Geometry- position and direction
- ▶ Statistics



	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 <b>Place value</b> FREE TRIAL			<i>Free trial</i>	Number <b>Addition and subtraction</b>		Measurement <b>Area</b>		Number <b>Multiplication and division A</b>		Consolidation	
				VIEW			VIEW	VIEW			VIEW	
Spring	Number <b>Multiplication and division B</b>		Measurement <b>Length and perimeter</b>		Number <b>Fractions</b>			Number <b>Decimals A</b>				
				VIEW			VIEW				VIEW	
Summer	Number <b>Decimals B</b>	Measurement <b>Money</b>	Measurement <b>Time</b>		Consolidation	Geometry <b>Shape</b>		Statistics	Geometry <b>Position and direction</b>			
	VIEW		VIEW				VIEW	VIEW			VIEW	

# Maths

- ▶ **Concrete representation** – a pupil is first introduced to an idea or skill by acting it out with real objects. This is a ‘hands on’ component using real objects and is a foundation for conceptual understanding.
- ▶ **Pictorial representation** – a pupil has sufficiently understood the ‘hands on’ experiences performed and can now relate them to representations, such as a diagram or picture of the problem.
- ▶ **Abstract representation** – a pupil is now capable of representing problems by using mathematical notation, for example,  $12 \times 2 = 24$ . It is important that conceptual understanding, supported by the use of representation, is secure for all procedures.
- ▶ **Reinforcement** is achieved by going back and forth between these representations.

## Number and Place Value

- I can count in multiples of 6, 7, 9, 25 and 1000.
- I can find 1000 more or less than a given number.
- I can count backwards through zero to include negative numbers.
- I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- I can order and compare numbers beyond 1000.
- I can identify, represent and estimate numbers using different representations.
- I can round any number to the nearest 10, 100 or 1000.
- I can solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

## **Addition and Subtraction**

- I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- I can estimate and use inverse operations to check answers to a calculation.
- I can solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.


## **Multiplication and Division**

- I can recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .
- I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- I can recognise and use factor pairs and commutativity in mental calculations.
- I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- I can solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.



## Fractions (including decimals)

- I can recognise and show, using diagrams, families of common equivalent fractions.
- I can count up and down in hundredths and recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- I can 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.
- I can add and subtract fractions with the same denominator.

- 
- I can recognise and write decimal equivalents of any number of tenths or hundredths.
  - I can recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ .
  - I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
  - I can round decimals with one decimal place to the nearest whole number.
  - I can compare numbers with the same number of decimal places up to two decimal places.
  - I can solve simple measure and money problems involving fractions and decimals to two decimal places.

## Measurement

- I can convert between different units of measure (for example, kilometre to metre; hour to minute).
- I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- I can find the area of rectilinear shapes by counting squares.
- I can estimate, compare and calculate different measures, including money in pounds and pence.
- I can read, write and convert time between analogue and digital 12- and 24-hour clocks.
- I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

## Properties of Shapes

- I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- I can identify acute and obtuse angles and compare and order angles up to two right angles by size.
- I can identify lines of symmetry in 2-D shapes presented in different orientations.
- I can complete a simple symmetric figure with respect to a specific line of symmetry.



## **Position and Direction**

- I can describe positions on a 2-D grid as coordinates in the first quadrant.
- I can describe movements between positions as translations of a given unit to the left/right and up/down.
- I can plot specified points and draw sides to complete a given polygon.

## **Statistics**

- I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

# Wider Curriculum

- ▶ **Science** - Digestive system, States of Matter, Sound, Electricity
- ▶ **Geography** - Volcanoes, mountains and Earthquakes, The UK and 'Blue Planet'
- ▶ **History** - Ancient Egypt, Tudors, Anglo Saxons and Scots
- ▶ **Art** - Ancient Egypt, British Art, Making Waves
- ▶ **DT** - Textiles (fastenings), Structures (Castles), Electrical Systems (Torches)
- ▶ **RE** - Sikhism, Humanism, Christianity
- ▶ **Computing** - the internet, Photo editing, data logging
- ▶ **PSHE** - Being me, Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me
- ▶ **Spanish** - historical periods, fruits, vegetables, individual, family
- ▶ **Music** - Musical structures, composition, singing, simple instruments



# Important information

- ▶ PE on Fridays so come in full PE kit.
- ▶ Outdoor Learning will be in Autumn 2 (WC 3<sup>rd</sup> Nov)

Chestnut - Thursday.

Elm - Friday

## Outdoor Learning Kit

Children will need to wear suitable outdoor clothes for Outdoor Learning and also bring waterproof trousers, a waterproof coat and wellies. Outdoor clothing is not optional and must be worn for Forest school, however it does not have to come from any specific supplier or be branded in any way.



Ms Hinton - Elm (Year 4) – Autumn Term 1

	8.30 - 9.00	9.00 – 9.40	9.40 – 10.45	11.00 – 12.00	1.00 – 3.00	3.00 – 3.15			
<b>Monday</b> Register & handwriting/spelling		WCR	English	Maths	Maths Fluency 12:50 – 1:10	Computing	RE	Reading Fluency	
<b>Tuesday</b> Register & handwriting/spelling		WCR	English	Maths	Maths Fluency 12:50 – 1:10	Art/DT	History	Singing Assembly (whole school)	Storytime
<b>Wednesday</b> Register & handwriting/spelling		WCR	English	Maths	Maths Fluency 12:50 – 1:10	PSHE 1:10 – 1:45	Music 1:45 – 2:25	Spanish 2:25 – 3:00	Reading Fluency
<b>Thursday</b> Register & handwriting/spelling		WCR	English	Maths	Maths Fluency 12:50 – 1:10	Science	Assembly	Reading Fluency	
<b>Friday</b> Register & handwriting/spelling		WCR	English	Maths	Maths Fluency 12:50 – 1:10	PE	PE	Storytime	

Break

Lunch

### Ms Swift - Chestnut (Year 4) – Autumn Term 1

	8.30 – 9.00	9.00 – 9.40	9.40 – 10.45	11.00 – 12.00	1.00 – 3.00	3.00 – 3.15
Monday	Register & handwriting/spelling	WCR	English	Maths	Maths Fluency 12:50 – 1:10 RE Computing	Reading Fluency
Tuesday	Register & handwriting/spelling	WCR	English	Maths	History Art/DT Singing Assembly (whole school)	Storytime
Wednesday	Register & handwriting/spelling	WCR	English	Maths	Maths Fluency 12:50 – 1:10 PSHE 1:10 – 1:45 Music 1:45 – 2:25 Spanish 2:25 – 3:00	Reading Fluency
Thursday	Register & handwriting/spelling	WCR	English	Maths	Maths Fluency 12:50 – 1:10 Science Assembly	Reading Fluency
Friday	Register & handwriting/spelling	WCR	English Assembly 10:20-10:45	Maths	PE PE	Storytime

# Trips, visitors and experiences

- ▶ 22<sup>nd</sup> October 2025- Egyptian Escape Room in school
- ▶ 11<sup>th</sup> December 2025 - Pantomime at the Hexagon
- ▶ 18<sup>th</sup> March 2026 - Hampton Court Palace
- ▶ 18<sup>th</sup> or 19<sup>th</sup> May 2026- Canal and River Trust, Newbury
- ▶ Week 6<sup>th</sup> - 10<sup>th</sup> July 2026 - Sports Week

# Important upcoming dates

- ▶ Thursday 18<sup>th</sup> September - Individual and sibling photos
- ▶ Wednesday 24<sup>th</sup> September- MTC information Meeting
- ▶ Thursday 2<sup>nd</sup> October - Non-uniform for Harvest.
- ▶ Friday 3<sup>rd</sup> October - Harvest performances.
- ▶ Tuesday 14<sup>th</sup> and Wednesday 15<sup>th</sup> October - Parents Evening meetings
- ▶ Thursday 23<sup>rd</sup> October - Halloween discos
- ▶ Friday 24<sup>th</sup> October - Clubs end and end of half term
- ▶ Monday 3<sup>rd</sup> November - Back to school
- ▶ Friday 5<sup>th</sup> December - Christmas Fair
- ▶ Tuesday 16<sup>th</sup> December - Y3 and 4 Christmas performance

# Home learning

- ▶ We have new planners! (Thank you if you bought an ice pop last summer!)
- ▶ Reading 5 times a week at home AND recorded in planner.
- ▶ Read to your child every day!
- ▶ 20 minutes a week on Spelling Shed.
- ▶ 20 minutes a week on TTRS.
- ▶ Homework and reading allocated and checked on Mondays.
- ▶ **Spelling test on Mondays**



# Useful links

- ▶ [Times Tables Rock Stars: Play](#)
- ▶ [EdShed - Educational products for spelling, phonics, literacy and maths](#)
- ▶ [Topmarks: teaching resources, interactive resources, worksheets, homework, exam and revision help](#)
- ▶ <https://urbrainy.com/mtc>