

## Year 4 Curriculum Expectations

### Welcome to our new school

Welcome to our Curriculum Expectations Morning and the new Goosehill! We are delighted to tell you about the facilities which will enhance our Curriculum and Teaching and Learning. We will be using our Studio for Instrumental teaching and Music/Drama lessons and are timetabling our Practical and Computer rooms to enable half classes to have DT/Cookery and IT lessons. Our Break out spaces and Group rooms will allow for our Nurturing/Thrive activities and extension/support groups. The Library will complement our reading curriculum and we are looking forward to using our field in the Springtime to widen our range of PE teaching. Meanwhile the children are loving the space in the MUGA to safely access Invasion Games. We also soon hope to hire out our Community room for evening learning activities, for both adults and children.

### Overall Aims of Year Four

- To improve the quality of children's learning within a stimulating environment.
- To continue to provide opportunities for children to gain success across a broad curriculum.
- To teach children the strategies which will enable them to work independently and gain ownership of and responsibility for their own learning.
- To assist children in reflecting upon and analysing their own work.
- To equip children to become purposeful and co-operative team members loyal to the class and their school.

### Key Learning Outcomes in Literacy



#### **Speaking and Listening**

In year 4, the children continue to develop their communication skills. They have opportunities to work in groups of different sizes - in pairs, small groups, large groups and as a whole class. They work together to articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing their feelings

#### **Reading**

We aim to provide the children in Year Four with a wide range of reading matter, including poetry, drama and non-fiction. Year Four is the year in which children will develop their understanding of the reciprocal nature of reading and writing. Year Four children should be increasingly able to discuss what they have read referring to evidence acquired from the text. They might, for example, be asked to look at a novel with a historical setting and then talk about the differences between the period in which the story is set and the present day.

Genres studied in year four include;

Figurative poetry	Stories in imaginary worlds	Information books
Newspapers	Poetry to perform	Explanation texts
Non chronological reports	Classical poetry	Stories from other cultures
Persuasive writing and adverts		

#### **Writing**

The skills that are learned by children in the course of reading activities are also developed in their writing, so that they can begin to cater for the reader. A growing awareness of the devices which authors deploy to make their writing more interesting will help children reflect upon their own work. There is a wide range of genres available to the children and they will study various styles in order to stimulate their writing.

## What should they know? SPaG (spelling, punctuation and grammar)

By the end of Year Four children should know the following things:

- the function of full stops, capital letters, commas, speech marks and question marks in sentences.
- how to structure a sentence so that it is grammatically correct.
- to use varied sentence structures including fronted adverbial phrases and embedded clauses.
- how to use their knowledge of the alphabet to find information.
- To use standard English forms for verb inflections instead of local spoken forms (e.g. *we were* instead of *we was*)
- To expand noun phrases by the addition of modifying adjectives nouns and prepositions phrases (*the bear* is expanded to *the furry bear with soft golden fur*)
- how to use an increasingly wide range of graphemes and blends to spell polysyllabic words
- how and when to use apostrophes including plural possessive
- to use paragraphs to organise ideas around a theme.
- to choose pronouns and nouns appropriately across sentences to aid cohesion and avoid repetition.
- how to match writing to purpose and audience
- how to plan and draft their writing
- to check for mistakes and edit and refine where necessary or appropriate (including the use of enhanced vocabulary choices)
- the importance of careful presentation.
- to use a joined and legible style of handwriting
- to spell and read the 52 word list for year 4

### Spelling

- use further prefixes (in, dis, un, anti, auto and mis) and suffixes (ation, ly, sure, ture, sion, ous and ssion) and understand how to add them
- spell further homophones and near homophones for example there/their/they're and accept/except
- spell words that are often misspelt eg people, beautiful and friends
- spell words with the k sound but spelt ch (scheme)
- spell words with the s sound but spelt sc (science)
- spell words with the sh sound but spelt ch (chef)
- spell words with the ay sound spelt ei, eigh, or ey (vein)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

### Key Learning outcomes in Numeracy



The teaching and learning opportunities provided for children in Year Four build upon the mathematical foundations established in previous years. It is now that children apply the pure mathematics (mathematical knowledge skills and understanding) which they have learned to problem-solving in real life contexts and investigations.

### **Making and monitoring decisions to solve problems:**

Children should be able to:

- select and use materials and mathematics appropriate for a particular task;
- develop their own strategies for working through a problem;
- understand the ways of working through a problem;
- plan and organise their work;
- look at ways of overcoming problems;
- develop different mathematical approaches to a problem;
- begin to make decisions;

### **Developing mathematical language and forms of communication;**

Children should be able to:

- understand and use appropriate mathematical language;
- discuss mathematical work and begin to explain their thinking;
- use and interpret mathematical language and relate it to a range of situations;
- represent their work in a variety of mathematical forms.

### **Developing mathematical reasoning;**

Children should be able to:

- make and test predictions and statements about patterns and relationships;
- investigate statements and predictions by finding and trying out.

### **Other Key Areas Covered include:**

- **Number** - developing an understanding of place value and extending the number system, money, fractions and decimals, negative numbers, know their times tables and division facts up to 12x12
- **Understanding relationships between numbers and developing methods of computation** - pattern, addition, subtraction, multiplication, division.
- **Shape, space and measures** - 3D solids, 2D shapes, symmetry, length, weight and capacity.
- **Understanding and using properties of position and movement** - position, movement and angle, mass (weight), length, volume and capacity, perimeter, area, time.
- **Handling data** - collecting, representing and interpreting data.

### **By the end of Year 4 through Numeracy lessons children should be able to:**

- Count in multiples of 6, 7, 9, 25 and 1000
- Count backwards through zero to include negative numbers
- Read Roman numerals to 100
- Round numbers to the nearest 10, 100, 1000
- Use formal methods to add and subtract 4 digit numbers and to multiply 2 and 3 digit numbers by a single digit
- **Know all tables facts up to 12x12**
- Be able to divide by 2, 3, 4, 5 or 10 and find a remainder
- Recognise and use decimal equivalents to simple fractions
- Convert between different units of measure
- Read, write and convert time between analogue and digital 12 and 24 hour clocks
- Convert between hours and minutes, minutes and seconds, years and months, weeks and days
- Compare and classify geometric shapes
- Describe movements between positions as translations
- Know and use metres, centimetres, millimetres, litres, grams and kilograms
- Decide on the best method to solve problems

### **Key Learning Outcomes in Science**



One lesson of science is taught every week to cover AT1 enquiry and investigative skills. Other scientific themes are taught through cross curricular topics.

### **Skills**

Children begin to consider ways in which tests might be altered to make them fairer. They use a number of methods to present their findings, including tables and charts. They make careful observations and measurements and begin to analyse results carefully, identifying any trends or patterns which arise.

The themes covered include:-

- States of matter
- Electricity
- Digestive system
- Habitats
- Sound

### **Humanities Topic Areas**

Humanities are taught through the following topics:

History      The Rotten Romans - Roman influence on Britain

Geography   Location, Location, Location! / Marvellous Morpeth! -The shaping of localities

Design & Technology is taught linked to topic areas, covering a range of materials and techniques.

### **'Learning Together'**



Learning together activities will be sent out weekly on a Wednesday. These will consist of a variety of paper or ICT based activities, games etc as well as activities on School 360. If children would rather follow up an area of learning that they have particularly enjoyed instead of the set task, this should be encouraged. It is however imperative that core skills such as times tables, reading and spellings are practised regularly. We would ask that you support us in ensuring that Learning Together activities are presented to the same high standard that is expected of class work.

### **Independence Skills**

#### **Learning Outcomes & Success Criteria**

It is important that children can articulate clearly what they are learning. It enables them to set success criteria by which they can judge their performance and improve their pace of learning by easily knowing where their gaps are and what the next targets must be. Strategies to encourage such an independent style of learning are used throughout the curriculum. .

#### **Responsibilities**

High expectations of behaviour, manners and attitude are expected at all times and in all situations. Children are always encouraged to consider and respect others and maintain a high degree of self-discipline and personal and moral values. They experience a positive approach to discipline through praise and the raising of self-esteem ie good work assembly, golden dinner table Friday, class stickers, behaviour certificates, team House points, monitors etc. Manners are especially praised, politeness and an appropriate way to talk to adults.

#### **Listening**

Children have developed success criteria for what makes a good listener and we are reinforcing this daily. Children are encouraged to make valuable contributions to school and class life and realise they have a group responsibility to each other.

We trust that you will support us as we strive to enable children to meet their potential. The development of the ability to follow instructions and to concentrate on tasks for longer periods of time each year are skills that we expect children to acquire as they mature, in order that they can apply themselves in an independent fashion

### **Good to be green**



We follow our positive behaviour system called 'Good to be Green'. The aim is that the children are rewarded for following the school rules and expectations in order to stay on their green card. Stickers are earned for a full week on green. The children will also be working towards a class treat at the end

of term. If children display behaviour that is not acceptable then they will receive a half yellow card for the first warning and a full yellow card for the second. They have the chance to alter their behaviour and return to green. If a third warning is given or if an incident is serious then a red card is issued and you will be notified. We hope that you will support the system to help us create a positive learning environment.

### **Additional information**

- It would be helpful if children could avoid bringing large bags to school as space is limited in classroom trays and cloakrooms.
- Pencil cases, toys, stickers etc are best left at home.
- Please ensure that children have a water bottle in school with them each day.
- For dance and gymnastics sessions children need a pair of sandshoes.
- If children have their ears pierced, we would be grateful if they could remove earrings for PE / swimming days. If this is not possible, please provide sticking plasters to tape over their earrings for these sessions. Long hair should be tied back or a suitable swimming hat worn.
- Although we fully understand the difficulty of obtaining medical appointments at convenient times please be aware that any time lost during the school impacts significantly on your child's learning. Holidays and appointments will be at the Head teacher's discretion.
- It would be helpful if you could inform staff in writing if your child is to be collected from school at the end of the day by another child's parent or someone unfamiliar to the class teacher.

### **Registration**

In order that we can begin to teach classes on time, we would appreciate your support in making sure the children are on time for school. We know that you will realise that we have to account for every teaching minute. Therefore we would be grateful if all parent/teacher liaisons were done after school. Teachers are planning for lessons before school. Registers indicate L (late) after 9.10 a.m but children are expected to be in school for 8.55am in order that teaching can begin after registration at 9am. Parents with siblings should drop off younger pupils first and then bring the older children around to class doors or cloakroom doors which remain open until 9.05am.

### **Attendance**

Children are expected to attend school within the allocated term dates. Holidays will **not be** authorised in school time. This is the law and we would appreciate your support and politeness in this matter. Leave of absence will only be granted for bereavements, illness of a relative at a distance or for parents of service children on active service. A child's attendance is expected to be 95% unless there are medical reasons. All parents whose children's attendance is below 90% each term will be invited for interview so that a support package may be put in place. It is important that children are prepared for high school and the world of work and that an example of punctuality and attendance is modelled.

Finally, please do not let a small concern become a big worry! Pop in or make an appointment to discuss it. Often problems can be dealt with by a quick word at home time or a chat over the phone, we are here to support you and your child and try to make school days as happy as we possibly can.

Thank you for your continued support

Mrs Smeaton and Mr Jefferson