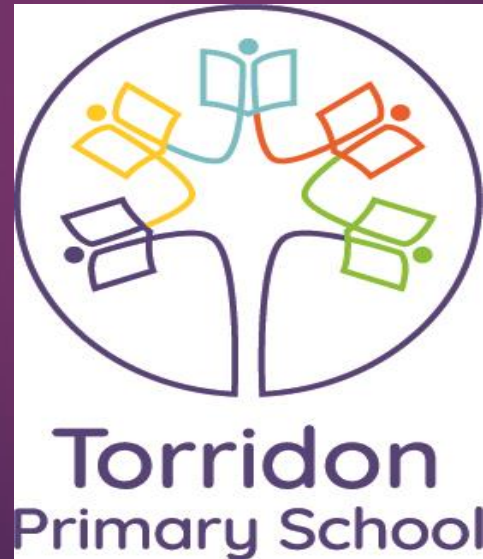


# Year Four Curriculum Meeting



# Aims

- *To share expectations*
- *To provide an overview of the Year 4 curriculum*
- *To give you some guidance on how to support your child's learning at home*
- *To answer any questions*

# Staff in our team

Teaching Staff: Sarah Conway, Vivian Etuk, Laura Geraghty, Holly Lovell, Nick Younger

Support Staff: Sue Graves, Georgia Bridle, Wendy Howard, Sabrina Sacuzzo, Janet Burland, Jade Martin, Jade Richards

Team Leader: Nick Younger

# Registration in Year 4

Children go to class at 8:55

They begin their learning as soon as they enter the classroom. This learning addresses core skills and embeds their understanding of areas such as grammar and maths.

It's important that pupils do not miss these sessions, so getting to school on time is key to their learning.

# Core Subjects

English, Maths, Science

Through careful planning, we promote creative, cross-curricular learning. We aim to develop children's skills whilst advancing their knowledge. We encourage children to gain a deep understanding of the core subjects by linking them to the Foundation Subjects wherever possible. These are:

History, Music, Art and Design, Geography, RE, Computing, MFL (French), PE and PSHE.

# English: Spoken Language and Writing

Within these core areas, children take part in a variety of activities to inspire them as young writers and authors of the future. These include:

Drama, storytelling, debating, speech-making, illustrating and story-mapping.

The key skills we teach children are the foundation stones of all their future learning. These include:

Grammar, Handwriting, Spelling, and composition (planning, writing and redrafting texts).

# English: Reading



Reading is key to every child's education and future. Reading develops an understanding of the world, broadens children's horizons, develops emotional intelligence and enables them to engage in a huge range of subjects.

We believe reading is the key to unlocking every child's potential, and there are a number of ways we teach it at Torridon.

Our topics have a core text, which inspires pupils to write, and from which we can learn key skills inspired by some of the world's greatest authors and stories.

# English: Reading

Children continue on their journey to becoming confident, enthusiastic, passionate readers by being able to decode appropriate books and by developing key comprehension skills. These are:

- Vocabulary
- Inference
- Prediction
- Explaining the author's intention
- Retrieval
- Summarising





Inference is one of the tricky skills, but worth thinking about when discussing books with children. It asks readers to read between the lines, to find out something that isn't said directly...



How is this man feeling? How do you know?

What happened to him? How do you know?

We always encourage children to use evidence for their opinions and answers.

# Reading at home



Supporting your child at home by reading to them, listening to them read and discussing books is massively important.




Every day, children should be reading books that they can enjoy and understand. Children should be reading for pleasure to establish great reading habits.

# Reading at home



To help support you, we have Reading Records for you and your child to complete. These allow us to keep up-to-date with positive reading habits and allow you to leave comments for us. You can let us know if you're child is not enjoying a book or if you would like us to support you. You can also tell us lots of positive things about how, when and where your child is reading.

# WHY READ 20 MINUTES AT HOME?

Student A Reads	Student B Reads	Student C Reads
❖ 20 minutes per day.	❖ 5 minutes per day.	❖ 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year.
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
		
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.

Remember: find books your child enjoys. We can help.



Remember: find books your child enjoys. We can help.



# Maths

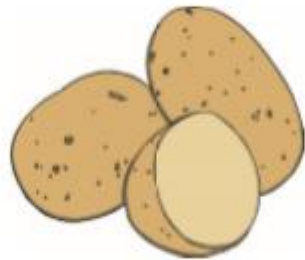
- Using numbers up to 10,000 (comparing, adding and subtracting hundreds)
- Multiplication and division, including multiplying two and three-digit numbers
- Learning the times tables up to the 12 x table
- Fractions: equivalent fractions, working with hundredths, adding/subtracting fractions
- Decimal numbers (tenths)
- Solving money problems involving fractions and decimals
- Perimeter of shapes
- Time: 12 and 24 hour clock
- Angles
- Using data: bar charts, pictograms and tables
- Converting measures – metres-kilometres, hours-minutes

# Maths

Maths with Measures

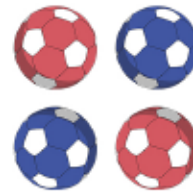
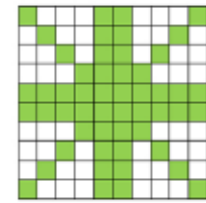
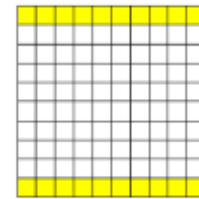
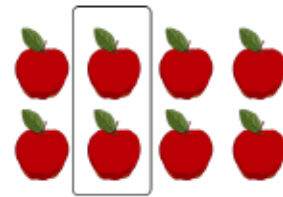
I have a 20kg bag of potatoes, but dropped a quarter of them on the way home.

How many grams of potatoes do I have left?



4

What does each image represent as a fraction and as a decimal?







Mathletics

# This half term

## Reading

Our main focus for this half term will be developing the skills of retrieval and understanding how texts are structured. We will be studying a range of texts, including *This Morning I Met a Whale* by Michael Morpurgo.

## Writing

In writing, we will start by working on writing diary entries. We will also be composing information leaflets about endangered aquatic species. We will be writing narrative fiction based on *This Morning I Met a Whale*.

## Mathematics

This half term children will be learning how to measure and calculate the perimeter of shapes. We will also be working on multiplication and division facts, and consolidating our understanding of adding and subtracting. Also, we will be looking at how to convert between different units of measure, such as metres and kilometres.

## Meet the Team!

Team Leader: Nick Younger

Teaching Staff: Sarah Conway, Vivian Etuk, Laura Geraghty, Holly Lovell, Nick Younger

Support Staff: Sue Graves, Georgia Bridle, Wendy Howard, Sabrina Sacuzzo, Janet Burland, Jade Martin, Jade Richards



Image result for remembrance poppy

## Supporting Your Child's Learning at Home

Spending time exploring the following website would support your child's learning:

BBC Bitesize has lots of short clips about rivers. Search for: "BBC bitesize KS2 rivers"

Visit the Horniman Museum to explore musical instruments and learn all about the world.

# Year Four Autumn 2 2018

## Science

We will be studying the topic of sound this half term. We will begin by investigation how sounds are made and looking at how sound travels. We will be asking a range of scientific questions about sound.

## Topic: Geography

This half term, we are developing geography skills. We will be studying rivers. This includes finding out about the water cycle and some of the features of rivers. We'll be creating models of the water cycle and conducting experiments. Please remember to ask your child what they are learning.

## Enrichment

As part of our Geography topic, we will be visiting local rivers. Class teachers will let you know in good time when trips are booked or when we have enrichment activities in the school.

# Home Learning

## Column 1

Create a map that shows England's major rivers. If you would like to include other details, please create a key.



## Column 2

Make a model of a river or the water cycle. Try to label it with the technical vocabulary.



Write a report that describes one of the world's great rivers or water features. There are lots to choose from, including: Amazon, Nile, Thames, Seine, Victoria Falls, Niagra Falls, Hoover dam, Karun 3 dam... Please include subheadings. You could write about where the feature is, what's special about it, animals that live in/around it, the dimensions of the waterfall or the purpose of the dam and its effect on the environment.

**"Can you hear a sound in space?"**

Do some research to find out the answer to this question. Write about what you find and show your findings by creating a diagram or illustration.

Write a letter to someone who drops litter and does not recycle. Explain to them how plastic is endangering the lives of marine animals. Research the effects of plastic pollution and persuade them to stop contributing to it.

Design a poster to persuade people to stop littering or to stop plastic pollution.





