

Year 4 Curriculum Parent Meeting

Class 9: Miss Khatoon

Class 10: Mrs Dorrell



Welcome to Year 4

- Reading across lower key stage two
- Writing/SPaG
- Multiplication Tables Check
- Year 4 maths & models
- Homework: Purple Mash & Times tables Rockstars
- Trips
- Questions

Reading at home

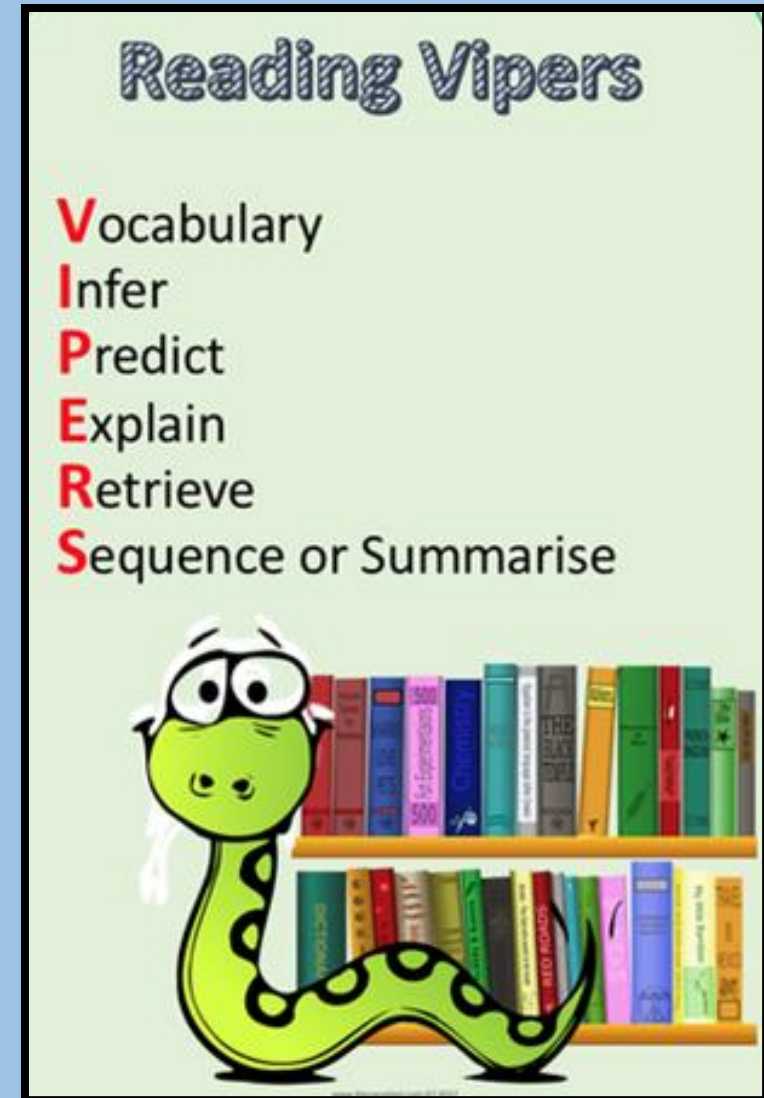
- **Challenge:** To read 5 times per week
- **Focus:** To read with you for enjoyment... not merely a homework 'task'.
- **Books:** School book (according to your child's reading level) and a library book that interests them.
- **Reward:** Class rewards for 25, 50, 75, 100, 150, 200, 250, 300.
- **When:** Checked on a Friday in class 10 and Monday in class 9.

Key Stage Two Book bands

- Reading system goes all the way through until Year 6.
- In Year 4, reading bands go up to Dark Blue.
- The higher bands contain more challenging and longer reads, so children may not move out of their book band as quickly as previous years.
- Assessed at intervals throughout the year to ensure they are accessing books most suited to their reading level.

Whole Class Reading - VIPERS

- Guided reading sessions every morning.
- Pitched at a higher level than independent reading.
- Follow the VIPERS structure.
- V - Vocabulary
- I - Infer
- P - Prediction
- E – Explain
- R – Retrieve
- S - Summarise



Vocabulary

Vocabulary

Find and explain the meaning of words in context

Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Inference

Infer

Make and justify inferences using evidence from the text.

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Predict

Predict

Predict what might happen from the details given and implied.

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Explain

Explain

- Explain how content is related and contributes to the meaning as a whole.
- Explain how meaning is enhanced through choice of language.
- Explain the themes and patterns that develop across the text.
- Explain how information contributes to the overall experience.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text. Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Retrieve

Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did...?
- How often...?
- Who had...? Who is...? Who did....?
- What happened to...?
- What does.... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Summarise

Summarise

Summarise the main ideas from more than one paragraph

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?

Spelling

Set: Every half term.

Focus: Largely looking at adding prefixes and suffixes, using root words from previous years we also learn common exception words from the National Curriculum.

Tested: Friday morning, class 10. Monday morning, class 9.

In school: Introduce the spelling rule on a Monday

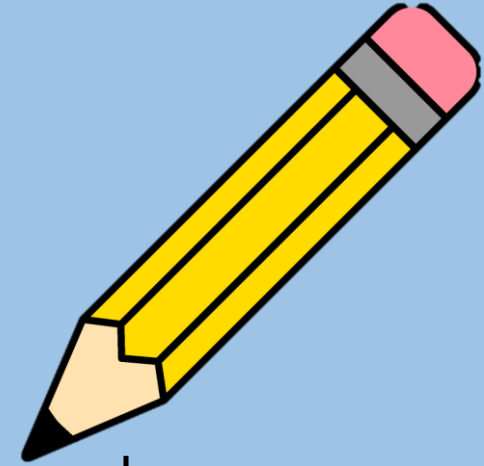
At home: Check out the back of their spelling sheet for games and activities to help practise. All spellings are uploaded to the Year 4 section of the school website and are on Purple Mash.

Year 3 and 4 Common Exception Words

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



Writing



- Fluent, consistently joined handwriting (using a pen)
- Spelling: prefixes, suffixes and common exception words
- Punctuation: A range used accurately, including speech marks.
- Grammar: fronted adverbials, expanded noun phrases, commas for clarity, apostrophes for possession
- Structure: specific to the genre
- ***Demonstrate all of this across range of text types: poetry, non-fiction reports, explanations, recounts, newspaper reports, persuasion, instructions, fiction***

Times Tables – Why?

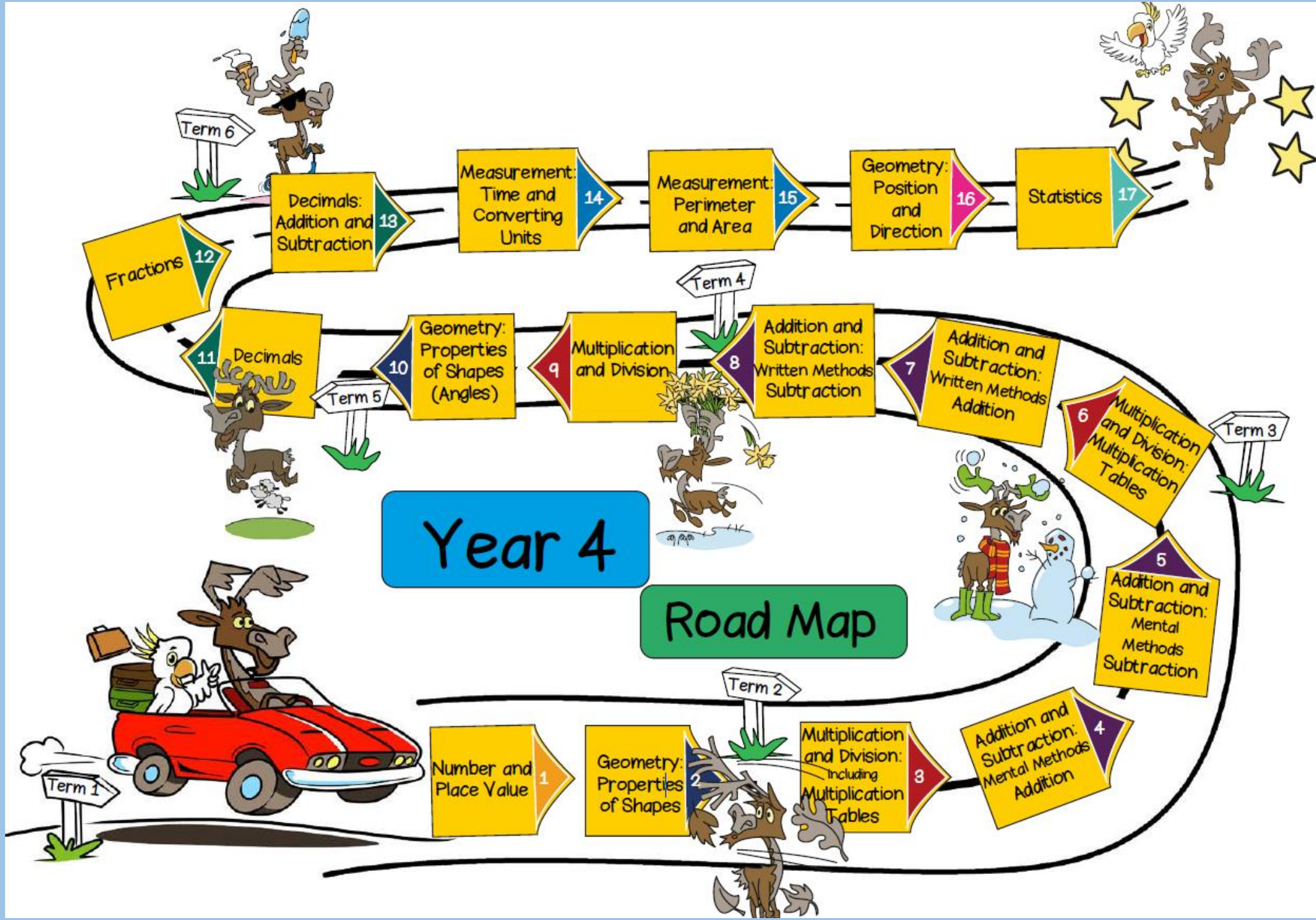


- Makes so many other areas of Maths much easier to access!
- Allows children to use their working memory for harder concepts
- Means they don't have to worry about working out a multiplication fact. They JUST KNOW IT

Multiplication Tables Check

- **What:** 25 questions, 6 second limit per question (no division)
- **When:** Term 6
- **How:** On a computer/tablet

- **In school:** Weekly teaching of new tables, and practise of previous learning.
- **At home:** Visit www.timestables.co.uk for games, as well as to practise the format.

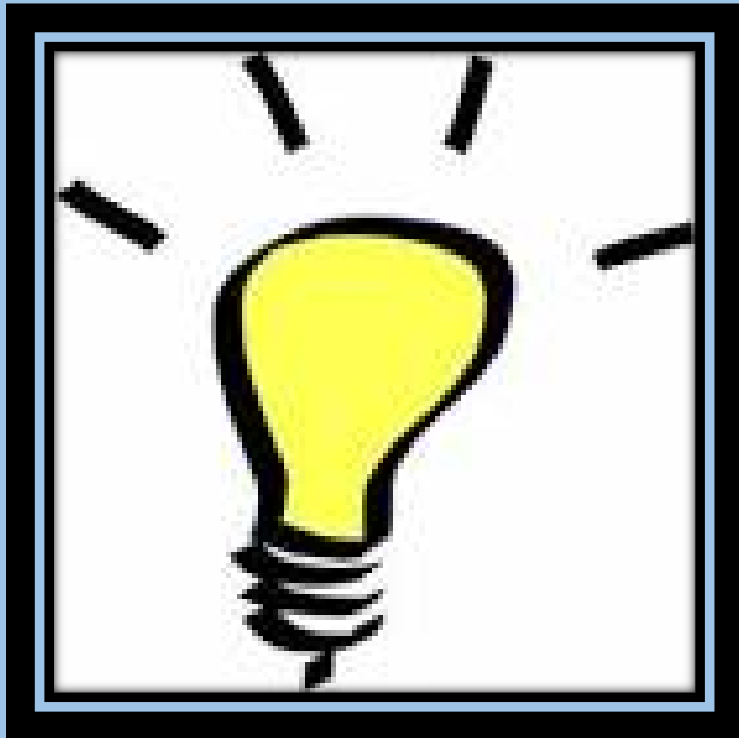


Year 4 Maths

- Addition, Subtraction, multiplication & division using 4-digit numbers.
- x6, x7, x9 and x12 tables with the matching division facts (Consolidating previous years)
- Place Value of numbers to 9999 and applying it to other maths contexts
- Time - converting analogue and digital time, calculating duration of time
- Shape – Properties of triangles and quadrilaterals
- Equivalent fractions and 10ths/100ths
- Money – Finding change in multi step problems
- Measures – converting mm/cm/m and mass



Just know it



Know place value of 4-digit numbers, e.g. 2436 = 2 thousands, 4 hundreds, 3 tens and 6 ones

Count back through zero in ones

Recall number bonds to 1, Addition and Subtraction facts of decimals with one decimal place

Recall 6x, 7x, 9x, 11x, and 12x tables, multiplication and division facts

Know that a factor divides into another number without a remainder

Know that a multiple is made by multiplying two whole numbers

Know the effect of multiplying and dividing by 1, and multiplying by 0

Recall decimal equivalents for $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$

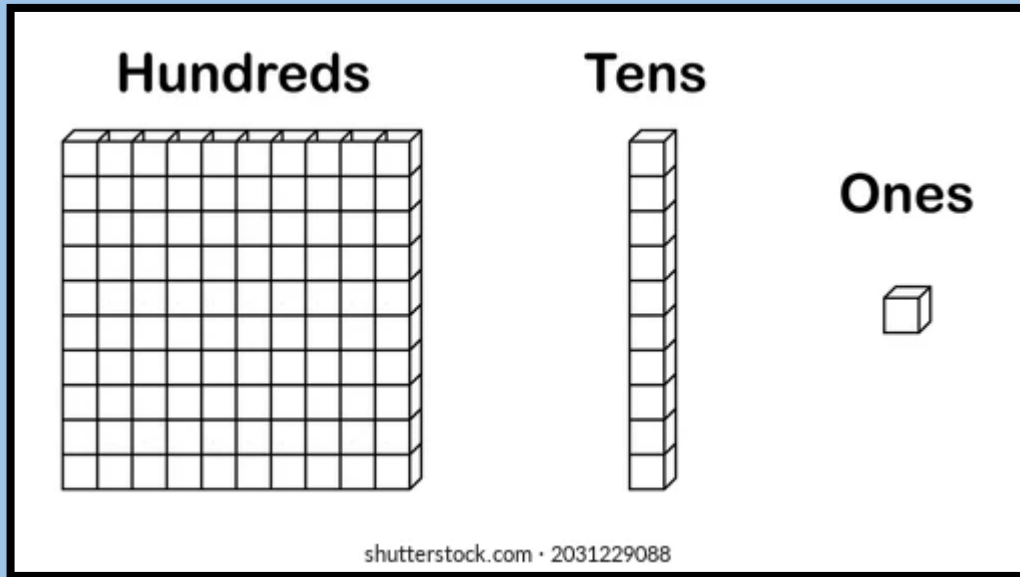
Know place value of decimals to 2 decimal places, e.g. 0.71 = 7 tenths and 1 hundredth

1,000m=1km, 1,000g=1kg, 1,000ml=1l

Read time on both analogue and digital clocks

1 year = 52 weeks

Concrete, Pictorial, Abstract



Arithmetic & Times Tables

- **What:** 2 discrete arithmetic sessions a week
- **Aim:** Children can choose an appropriate and efficient method to use when calculating
- **Focus:** Times tables (one session) and a specific arithmetic method (two sessions)

- **At home:** Topmarks Daily 10 is a great game that can be played on computers, tablets and phones, and covers a range of topics

Homework & Support at home



Year 4 Trips and visits

Autumn Term:

- Year 4 Sleepover
- Railway Steam Museum
- The Living Rainforest (£16.00 last year)

Spring Term:

- Egyptian Wow day (no cost)

Summer Term:

- No Legge House trip, the centre has closed



Any Questions?

- We will add this presentation to the school website

