



WELCOME TO YEAR 4

Information PowerPoint

Autumn 2024

Meet the Year 4 Team



Mrs Bennett
Class Teacher

Mrs Dawson
Class Teacher



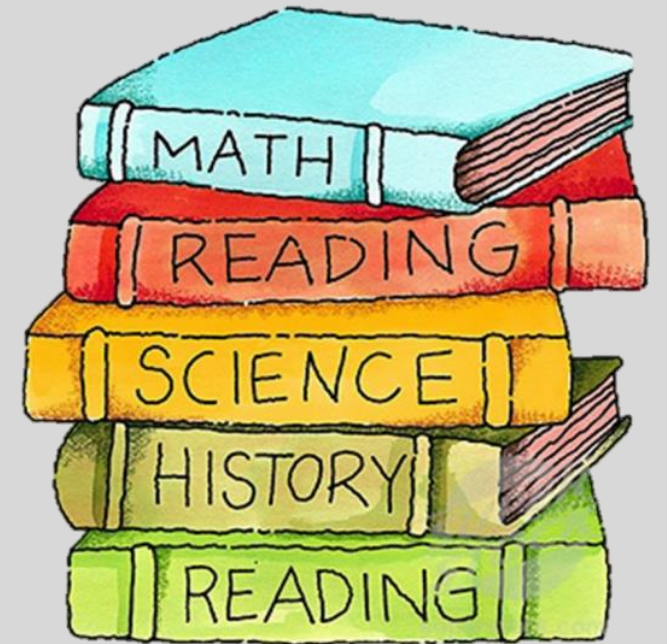
Mrs Hunt
HLTA

Our Classroom



Year 4 Timetable

Time	Activity
8:40-8:50am	Morning Activity
8:50-9am	Registration
9-9:40am	Guided Reading
9:40-10:30am	English
10:30-10:45am	Breaktime
10:45-11:45am	Maths
11:45-12noon	Whole Class Read
12-1pm	Lunchtime
1-1:25pm	Spelling
1:25-2:55pm	Foundation Subjects
2:55-3:15pm	Assembly
3:20pm	Home



Our Learning Journeys

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Electricity	States of Matter	Sound	Living things and their habitats	Animals, including humans	
History			Roman Empire	Corfe Castle		Tudors- Henry VIII
Geography	Europe	Mountains and Volcanoes			Enough for Everyone	
Art and Design			Sculpture- Hepworth	Painting- Monet		Drawing- Rembrandt
Design and Technology	Structures- Frame Structures	Electrical Systems			Food	
PE	Fundamentals Gymnastics	Dance Hockey	Ball Skills Y3/4 Netball	Fitness Basketball	Athletics OAA	Rounders Cricket
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Safety	Electrical Safety	Body Safety	Road Safety	Stranger Danger	Rail Safety	Water and Beach Safety
RE	Beliefs and Practices- Judaism	Incarnation- Christianity	Creation- Christianity	Salvation- Christianity	Gospel- Christianity	Passover- Judaism
Computing		Computer Systems and Networks	Programming 1	Programming 2		Creating Media
Music	Interesting Time Signatures	Combining Elements to make music	Developing Pulse and Groove	Creating simple melodies together	Connecting Notes and Feelings	Purpose, Identity and Expression in Music
French (MFL)	Chez Moi	Je Me Présente	En Famille	Au Café	En Classe	La Maison Tudor

Year 4 Residential

Leeson House

Wednesday 2nd & Thursday 3rd April 2025



Further details will follow when we hold a meeting around March time to discuss payment options and further details.

Last year's cost £65

Homework

Each week, children in KS2 receive homework. This is a bridging step to support the preparation for middle school and the expectations middle schools have.

Initially, this homework will be very short and brief to help get the children into the routine of completing and handing it in.

Homework is given out on a Friday and handed in on Wednesday (or before if you prefer). Homework will reflect many different areas of the curriculum and will often be in response or prepare for learning in school.

Each Week

Piece of English, Maths or topic-based learning (in purple book)

Reading x 3 a week (in homework log)

Spellings (in spelling log)

Times Tables (Maths Rockstars)



Books Going Home

Children will bring home a **Learn to Read** book that is colour banded.

Colour bands for Years 3 and 4 are now:

Brown 8

Brown 9

Brown 10

Brown 11

Grey 12

Grey 13

Grey 14

Dark Blue 15

Dark Blue 16

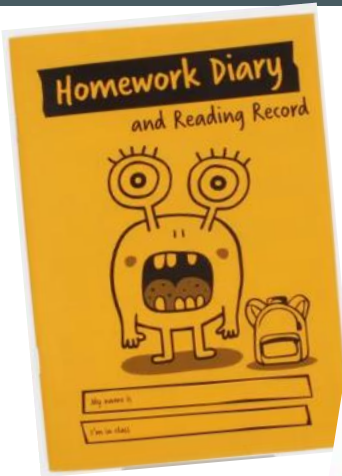
Dark Red 17



Love to Read Book

A book chosen by your child from the library to share together at home.





Reading Records

Examples:

*A signature and tick three times stating you have simply read the book is great!

*Children can record the title, date and number of pages they have read at each read and you can just sign.

*We encourage the children to change their books weekly to ensure they read a variety of texts although we understand children reading lengthy titles will need longer to finish a book.

Learn to Read Book

This is the book we would love to see recorded in your reading record **at least x3 per week.**

You can of course log other reads from perhaps your library book or even your own books but this is the one we really want to see logged.

Reading with and encouraging your child to read is one of the most important things you can do to help at home. We will keep a weekly check of who is reading at least x3 times per week, please do let us know if you want any further support. We are always happy to help!

Free Oxford eBook Library

OxfordOWL

Help Join us Log in

Let's get them flying!

Quick book search

Enter keyword...

Home Reading English Maths At school Books

Show all eBooks

Covers Detail

All Ages Levels

Book type Series

FREE eBook Library from Oxford Owl

Welcome to our free eBooks collection, developed for children aged 3–11 years old reading, visit our [Reading](#) pages.







All our eBooks are tablet-friendly. Just [register](#) or [log in](#) to start reading.

MARV
Winnie & Wilbur STAY AT HOME
Gems in School
Dad's Birthday
Kitty
Noah's Ark
The Trunk and the Skunk
Friendship
Dolphin Rescue
The Frog Prince
Winnie & Wilbur AT THE SEASIDE
INCREDIBLE ANIMALS
Pippi Longstocking
SIBU TERROR OF THE SEAS
Tidy Up, Winnie!
ALL ABOARD THE COLOURS TRAIN
Disgusting Donzil
Goodnight, Sleep Tight

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English- Reading

The children will read as a class every day. As the children's word reading becomes more fluent, the focus becomes more on their understanding of what they have read.

<p>Vocabulary Find and explain the meaning of words in context</p> 	<p>Infer Make and justify inferences using evidence from the text</p> 	<p>Predict Predict will happen based on the details given and implied</p> 	<p>Explain Explain how content is related and contributes to meaning as a whole Explain how meaning is advanced through language choice Explain themes/patterns</p> 	<p>Retrieve Retrieve and record information and identify key details from fiction and non-fiction</p> 	<p>Summarise Summarise the main ideas from more than one paragraph</p> 
<ul style="list-style-type: none"> • What do the words and suggest about the character, mood and setting? • What word tells you that? • Which key word tells you about the character/setting/mood? • Find one word in the text that means? • Find and highlight the word that is closest in meaning to.....? • Find a word or phrase which shows/suggests that..... 	<ul style="list-style-type: none"> • Find and copy a group of words that 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 do you get of from these paragraphs? • What voice might these characters use? • What was 	<ul style="list-style-type: none"> • From the cover what do you think this book is going to be about? • What is happening now? What happened before this? • What do you think is going to 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 thinkwill happen? Yes, no or 	<ul style="list-style-type: none"> • 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 that 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 	<ul style="list-style-type: none"> • 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 in this section? • Give one example of.... • The story is told from whose perspective? 	<ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened in the story? • What happened after.....? • What was the first thing that happened in the story? • In what order do these chapter headings come in the story? • Can you summarise in a sentence the opening/middle/end of the story?



Log Books



Red Words

Red Ditty Level									
put	the	I	no	of	my	for	he		
Green Level									
your	said	you	be	are					
Purple Level									
to	me	go	baby	put(s)	your				
Pink Level									
I've	like	all	we	want	her	call	she	I'm	
something	into	so							
Orange Level									
what	do	today	they	old	I'll	was			
Yellow Level									
some	saw	watch	school	small	their	who	tall	one	
I've	baby	fall	any	where	we				
Blue Level									
does	other	two	could	ball	wou				
over	wasn't	through	once	brother	whc				
Grey Level									
should	were	there	call	want	con				
could	are	other	was	two	wh				
what	school	mother	to	they	fath				
water	great	brother	above	where	her				
what	small	any	here	son	wou				



Henbury View First School



Spelling Logbook

Another important element to our spelling work is learning to read and spell common exception or red words. These words may not follow the focus sound and spelling rules we have been working on and we need to work hard to remember them. You can use all of the same strategies on the previous sheet to help you rehearse these words.

Top tip: Circle the part of the word that doesn't sound right, discuss how and why it is different and come up with strategies together to remember it. Mnemonics is a great strategy for words like these.

e.g. Said – silly ants in dresses



Henbury View First School



Spelling Logbook

Dear Parents,

Each week your child will receive a sheet that details the focus sound/s or spelling rule that has been focused on that week in school. Please use the variety of games and activities below to help your child practise these important spellings.

- **Review** – begin spelling sessions reviewing words or rules from previous weeks. Mark together, highlighting parts that may be incorrect. Can you come up with your own rule or rhyme to help you remember the tricky part together?
- **Say** the focus words in funny voices changing the parts that are tricky to remember
- **Look, say, cover, write and check** – mark together
- **Dictation** – Say the focus word within a sentence your child writes down, focus marking on the target word
- **Four in a row game** – a mini spelling quiz of 4 words targeting the focus sound or rule. Mark together and see if they can get four in a row!
- **Mark it** – You write down the spelling correctly or incorrectly then ask your child to mark it for you. Did they spot your mistakes?

We love to see your work, please use this book to record any spelling home learning.

Please remember to bring book bags into school every day with these key items in



There are routines and systems in place that ensures your child will receive all of the books they need as well as new log book slips for the week.

It is difficult for us to manage this if book bags are not in school every day with all of these items.

Reading Awards

Please do not feel you need to buy the books on this list, you can borrow many of these from school using our class book swap.

We will check the lists once a term to see who needs to be celebrated with a certificate in assembly. Please bring in your ticked sheets on these dates:





Monday 9th December 2024

Monday 24th March 2025

Monday 14th July 2025
(We will remind you of these!)



Book Title	What did you think of the book? Likes? Dislikes? Does it remind you of any other books you've read?	Date and parent signature
 "The Agency" by David Suddes		
 "Penguin" by Ian Raperley		
 "Kid Normal" by Greg James and Chris Smith		
 "Beetle Boy" by M.G. Leonard		

Book Title	What did you think of the book? Likes? Dislikes? Does it remind you of any other books you've read?	Date and parent signature
 "You are a Champion" by Marcus Rashford		
 "Daisy Space" by Kate Gray		
 "Smart Lions" by Adam Blake		
 "How to Train Your Dragon" by Cressida Cowell		

 "A Pattern of Secrets" by Lindsey Littleton		
 "The Tales of Beedle and the Bard" by J.K. Rowling		
 "My Precious Eyes" by Michael Morpurgo		
 "The House at the Edge of Night" by Amy Sparkes		
 "Tom's Midnight Garden" by Philippa Pearce		

 "Michael Rosen's A to Z The best children's poetry"		
 "The Miraculous Journey of Edward Tulane" by Kate DiCamillo		
 "Queen Elizabeth's Secret Diary" by Terry Deary		
 "The Complete Book of Dragons" by Cressida Cowell		
 "Charlotte's Web" by E.B. White		

English- Writing

Over the year, we will ensure that the children can experience and write both fiction and non-fiction, and different writing styles within these (e.g. persuasion, explanation, recounts, etc.). Our work during our reading sessions will support the writing, both through looking at structure and vocabulary. The children will have a clear purpose and audience for each piece of writing.

For writing, we follow the Reading into Writing process. This ensures that children are fully immersed in the genre and have the opportunity to pick apart excellent examples of the genre before writing their own pieces. The children create a toolkit of the skills they need which acts as a success criteria for their own writing.

Punctuation and grammar skills will continue to be taught throughout the year. We will start by revisiting and securing the independent application of the skills from previous years before moving onto the Year 4 curriculum. Here are the Year 4

Vocabulary, grammar and punctuation

- **(KPI) Extend the range of sentences with more than one clause by using a wider range of Coordinating and subordinating conjunctions, including: when, if, because, although, before, after**
- **(KPI) Use the present perfect form of verbs in contrast to the past tense**
- Understanding standard English forms for verb inflections instead of spoken local forms (I did / I done)
- **(KPI) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition**
- Use expanded noun phrases to convey complicated information concisely
- **(KPI) Use conjunctions, adverbs and prepositions to express time and cause (See examples in appendix 1)**
- **(KPI) Use inverted commas to punctuate direct speech**
- **(KPI) Use the full range of Key Stage 1 punctuation accurately (! ? , in a list)**
- **(KPI) Use apostrophes to mark singular possession in nouns and to mark possessive with plural nouns (girls', boys', children's)**
- Use commas after fronted adverbials

When reading at home, please pick out these skills and if the children choose to write, please edit with the children to include these accurately.

English Writing LTP

Year 4					
Autumn 1			Autumn 2		
 <p>Fiction Linked texts: The Sleeper and the Spindle Jabberwocky The Last Happy Endings Fairy Tale Land Concepts: Diversity/cultures represented (Inc BV), Strong Female Lead Lead: Traditional Tales</p>	 <p>Non-Fiction Recount Linked texts: Grimm's Fairy Tales Fairy Tale Land The Sleeper and the Spindle Concept: Traditional Tales</p>	 <p>Fiction Linked texts: Odd and the Frost Giants Winter Magic The Polar Express Frostheart Winter Stories Concepts: Geographical, Fantasy</p>	 <p>Non-Fiction Explanation Linked texts: Until I met Dudley Wallace & Gromit - Cracking Contraptions Manual The Way things Work Concepts: Strong Female Lead Powerful PB</p>	<p>Class novel: Rumaysa: A Fairy tale</p>	
Spring 1			Spring 2		
 <p>Fiction Linked texts: The Secrets of Vesuvius The Pirates of Pompeii Journal of Ilona A Young Slave Pompeii Concepts: Historical, Powerful PB</p>	 <p>Non-Fiction Information Linked texts: So you think you've got it bad... (British Museum) A Roman Soldier's Handbook Queen of Darkness Concept: Historical</p>	 <p>Fiction Linked texts: The BFG Witches Matilda Danny the Champion of the World Charlie and the Great Glass Elevator Concept: Literary heritage/classics</p>	 <p>Non-Fiction Newspaper Report Linked texts: The BFG Witches Matilda Danny the Champion of the World Charlie and the Great Glass Elevator Concept: Literary heritage/classics</p>	<p>Class novel: A Roman Diary Journal of Ilona a Young Slave</p>	
Summer 1			Summer 2		
 <p>Fiction Linked texts: How to Train a Dragon Dragonology Darkness of Dragons The Boy who Dreamed Dragons (Picture book) Rise of the Shadow Dragon Dragon Daughter Tell me a Dragon Land of Roar Concepts: Best-selling authors, Fantasy</p>		 <p>Fiction Linked texts: The Night Animals The Hunt for the Nightingale Birdsong Concepts: Diversity/cultures represented, Strong Female Lead Literary heritage</p>	 <p>Poetry Narrative Poetry (Ballad) Linked texts: Aunt Harriet's Underground Railroad in the Sky The Tear Thief Concepts: Diversity/cultures represented, Poetry, Powerful PB</p>	<p>Class novel: Dragon Mountain</p>	
<p>Class novel: Cinnamon</p>			<p>Class novel: Charlie and the Chocolate Factory</p>		

Handwriting

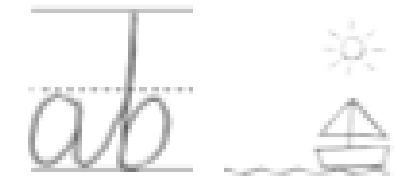
We are continuing our handwriting programme this year; RWI Handwriting. The children will revise and practise 2 basic joins to all varieties of letters; the **arm join** and the **washing line join**.

<https://www.henburyview.dorset.sch.uk/page/?title=Writing&pid=93&action=saved>

arm to boat



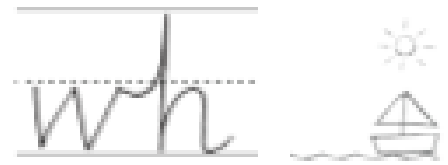
arm to sun



washing line to boat

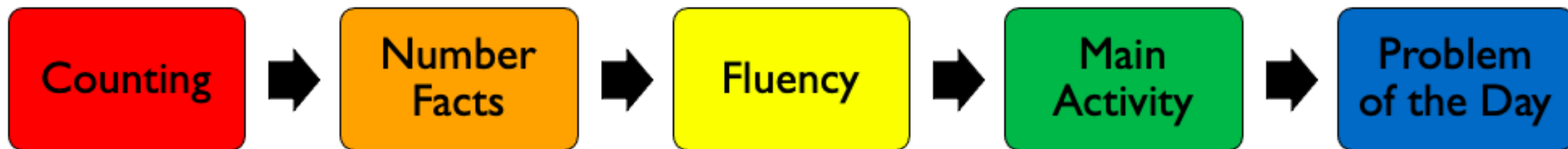


washing line to sun



Maths

In Maths, we follow this daily lesson structure:



This allows children to constantly consolidate their number facts, which supports them when approaching new concepts and more complex problems.

We will primarily use NCETM as our guide for teaching the main activities. This also provides us with high-quality pictorial representations of the mathematical concepts we are teaching (for Place Value, Addition and Subtraction, Multiplication and Division and Fractions). For other areas of the curriculum and to supplement our learning, we will use White Rose resources (for measures, statistics, geometry).



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

White Rose
EDUCATION

Maths

We will continue to use concrete resources and pictorial representations to help our learning journey, ensuring the children develop conceptual understanding of the concepts that we look at. The children will be given time to 'experience' the maths by using hands on thinking before moving through the learning journey. At all stages the children will be given opportunities to problem solve and make connections between different areas of maths. Maths can often be very abstract, so we aim to ensure that the children notice the real world applications of maths and see the worth in what they are learning about.



Maths – problem solving

A new addition to our maths curriculum this year will be dedicated time to teaching problem solving skills and strategies.



Strategies

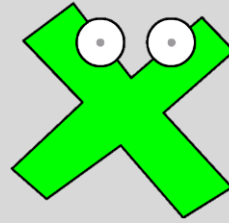
- **Trial and Improvement (Aut 1)**
- Working systematically
- Working backwards
- Visualising and manipulating
- Reasoning and convincing
- Conjecturing and generalizing
- Pattern spotting

Problem solving and reasoning are not just tasks to complete, it's a way of working and thinking mathematically:

- Being able to draw on a range of strategies
- Being systematic and methodical
- Knowing how to approach a problem and having the confidence to try
- Perseverance and patience
- Grappling – being flexible with their approach
- Applying a range of knowledge and knowing what knowledge could apply
- Justifying and discussing their ideas



Maths- Times Tables



We are going to teach times tables for 1 lesson per week as well as during daily starters. This lesson will involve a chance for children to be tested on their steps, independent practice of their next step and teacher led teaching of the times table.

Maths Rockstars

- Children assessed at the start of each year to gain a baseline
- Have a step at a time to achieve- to move up, they must be able to recall previous 2 steps and complete new step within 3 minutes
- Children to have pupil log in book bags to show progress
- Please ensure Maths Rockstars logs are in bookbags on a Wednesday

Times tables are used in lots of areas of mathematics, for example fractions, area, perimeter, money as well as multiplication and division calculations. Fluency and quick recall are also essential for multi-step problems involving real world



Name: _____
Date: _____

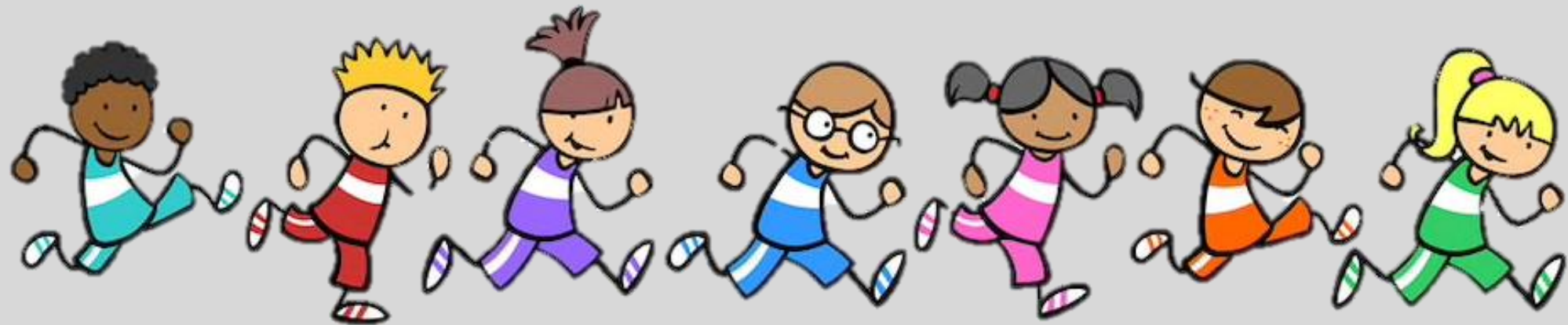
Step 12		Step 13		Step 14	
$18 \div 2 =$	$16 \div 2 =$	$12 \times 3 =$	$6 \times 3 =$	$3 \div 3 =$	$33 \div 3 =$
$= 10 \div$		$= 3 \times 4$	$9 \times 3 =$	$= 24 \div 3$	$18 \div 3 =$
2	$4 \div 2 =$				
	$= 2 \div$	$2 \times 3 =$	$8 \times 3 =$	$12 \div 3 =$	$27 \div 3 =$
$14 \div 2 =$	2				
	$= 8 \div$	$= 3 \times 1$	$5 \times 3 =$	$6 \div 3 =$	$15 \div 3 =$
$6 \div 2 =$	2				
$= 22 \div$	$24 \div 2 =$	$3 \times 7 =$	$3 \times 3 =$	$21 \div 3 =$	$= 9 \div 3$
2					
$12 \div 2 =$	$20 \div 2 =$	$10 \times 3 =$	$= 11 \times 3$	$30 \div 3 =$	$= 36 \div 3$

 **SCORE:** _____

Challenge 14

PE

- Our PE sessions are scheduled for **Tuesday** and **Wednesday**. Tuesday's session will be an outdoor lesson and on Wednesday, we will be inside.
- Please ensure that PE kits come into school on a Monday and we will send them home on a Friday to be washed. Please also check that all PE kit is clearly named and that the children have some warmer clothes (e.g. joggers, PE jumper) for when the weather starts to get colder



Things to Remember

Bookbags and Reading Records

Please ensure bookbags come into school **everyday**. This is so we can record any reading we do or give out any letters.

In KS2, the children can **change their choice book whenever they wish**. We will endeavor to remind the children daily to change their books if they need to.

We will be checking reading records every **Wednesday** to acknowledge any comments you have made and to monitor children reading regularly.



Spelling Logs

Please ensure spelling logs come into school on a **Wednesday** so the new spellings can be stuck in and the previous week can be marked.



Home Learning

Out on a Friday - please hand in by Wednesdays.

PE Kits

PE kits need to come in on a **Monday** and will be sent home every **Friday**.



Snack

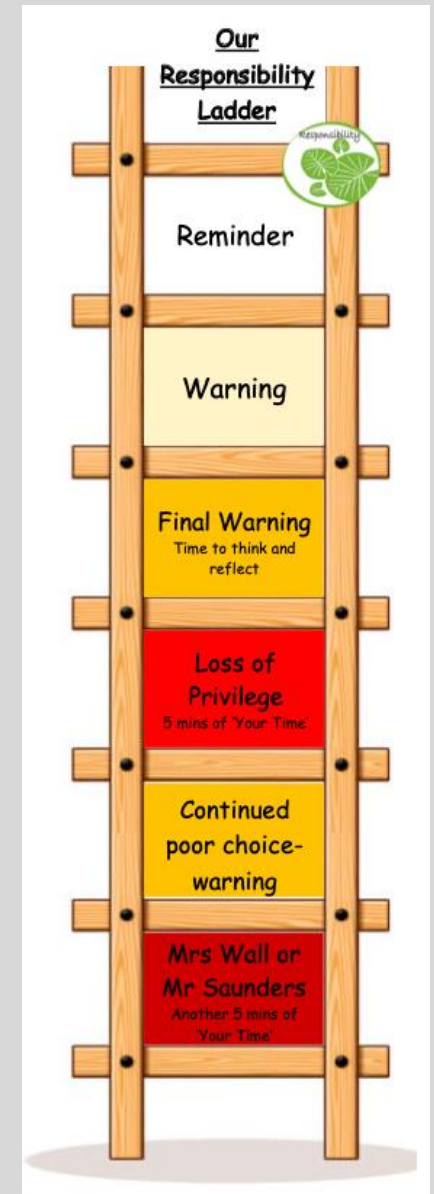
Please send your child to school with a snack if you wish to, we ask if this could be a healthy choice. Y4's Tuck Shop day is **Friday**



Responsibility Ladder and 'Your Time'

We continue to use our responsibility ladder as part of our behaviour policy. This ensures that there is consistency across classrooms and members of staff. Rewards and praise are used across the school to celebrate successes and positive behaviour and learning choices (e.g. team points, stickers, etc.)

'Your Time' is a 30-minute session on a Friday afternoon, where children get to choose an activity that they would like to do. This allows them to be individuals, work with staff and children from across the school and follow areas of interest. Each child starts each week with 30-minutes of 'Your Time', and minutes are deducted for negative behaviour choices (see ladder). This ensures that children that always make the correct choices, whether that be inside or outside of the classroom, are celebrated and rewarded for their behaviour.



Self-Regulation

5-4-3-2-1 GROUNDING TECHNIQUE

- 5 THINGS YOU CAN SEE
- 4 THINGS YOU CAN TOUCH
- 3 THINGS YOU CAN HEAR
- 2 THINGS YOU CAN SMELL
- 1 THING YOU CAN TASTE




GROWTH MINDSET

M I'm motivated to learn
I I can achieve anything
N I notice and celebrate small wins
D I discover how I can do better
S I'll practice self-reflection
E I'll put in my best effort
T I trust my abilities

STAR BREATHING



SIZE OF THE PROBLEM

-  **Emergency**
I AM IN DANGER OR HURT.
I NEED IMMEDIATE HELP.
-  **Huge Problem**
I AM ANGRY.
I FEEL OVERWHELMED.
-  **Medium Problem**
SOMETHING IS BOTHERING ME.
I FEEL ANXIOUS.
-  **Small Problem**
I CAN SOLVE THE PROBLEM ON MY OWN.
-  **Little Problem**
I CAN SOLVE THE PROBLEM QUICKLY.

BREATHING EXERCISES



BEE BREATHING
Take a deep breath and exhale through your nose while humming like a bee.



CANDLE BREATHING
Take a deep breath and blow out the candle on the cupcake.



DRAGON BREATHING
Take a deep breath and roar like a dragon to breathe out fire.



BUBBLE BREATHING
Take a deep breath and blow slowly and calmly through the bubble wand to make bubbles.

Contact us...

We are really looking forward to an exciting year ahead. We hope you have found this information useful. There is also lots of information on the website:

[Henbury View First School - Year 4](#)

If you have any questions about anything in this PowerPoint, or if you have any questions or queries at any point during the year, please don't hesitate to email us or the school office at:

office@henburyview.dorset.sch.uk

year4@henburyview.dorset.sch.uk