Welcome to Year 4

Key Stage 2

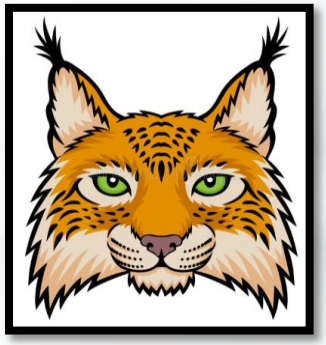
Please sign in and take a Year 4 booklet.

Ofsted Outstanding School 2013|2014

Meet the Team

Miss Reynolds
Otter Class

Miss Hedges
Lynx Class

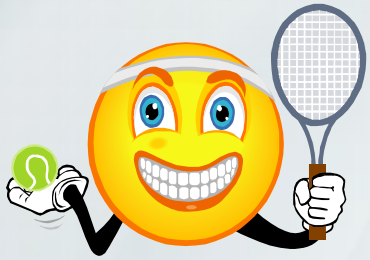


Ms Rajput
Teaching Assistant

A typical day in Year 4

- Children can arrive in the playground from 8.45am
- They can be dropped off on the top playground outside Year 4. A senior member of staff will be on morning duty. However, younger siblings must not be left unattended and must have an adult with them

8.45	Children are welcome to read with an adult in class
8.55	Bell goes and register is taken
9.00	Spellings
9.25	Lesson 1 – usually English
10.30	Break – *children are required to bring in their own fruit*
10.45	Assembly
11.00	Lesson 2 – usually Maths



Afternoon

12.05	Guided Reading
12.30	**Lunch**
1.30	Lesson 3 – Foundation subject
2.30	Lesson 4 – Foundation subject
3.20	End of the school day

Children must be picked up by an adult or a sibling who is at least 14 years of age.

Curriculum Overview

2018 - 19	YEAR 4 Curriculum Map					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
English	• **Non-fiction** (3 wks) Biographies – One Huge Step(Neil Armstrong) • **Fiction** (2 wks) Podcast story - Sounds Spooky	• **Poetry** (2 wks) Creating Images – Nichols/Carter • **Non-fiction** (3 wks) Newspapers – Incredible Sports	• **Sentence Structure Bootcamp** (2 wks) • **Fiction** (3 wks) Fantasy story – The Spiderwick Chronicles	• **Non-Fiction** (2 wks) Information texts – The Shang Dynasty • **Fiction** (4 wks) Sci-fi story – The Iron Man	• **Poetry** (2 wks) Exploring Form - Nichols/Carter • **Non-fiction** (3 wks) Persuasive writing	• **Fiction** (3 wks) Stories from other cultures – Christophe's Story • **Fiction** (4 wks) Stories with the same author – Hamilton Rainforest Unit
Grammar and Punctuation	• Nouns + Pronouns • Third person/First person • Tenses • Fronted adverbials • Direct speech • Paragraphs	• Using conjunctions • Possessive apostrophe • Nouns + Pronouns	• Simple, compound, complex sentences • Fronted adverbials • Possessive apostrophe • Direct speech • Paragraphs	• Editing + Redrafting • Using punctuation for effect • Paragraphs	• Direct speech • Comparative + superlative adjectives • Powerful vocabulary for effect	• Prepositional phrases • Adverbial phrases • Paragraphs • Third person/First person • Tenses
Maths	Number + Place Value Addition + Subtraction	Multiplication + Division Measurement: Length + Perimeter	Multiplication + Division Measurement: Area	Fractions Decimals	Decimals Measurement: Money + Time Statistics	Geometry: Properties of shape + Position and Direction
Science	Sound	States of Matter	Electricity	Living Things and their Habitats	Animals including Humans	
Computing	Podcasts	Animation	E-safety and Email	Kodu - programming	E-safety and your digital foot print- blogging	Data Logging
History	Local History Study – A Tale of Two Palaces Hampton Court				Battle of Britain	
Geography			Water – Natural Resources	The Mountain Environment		Our European Neighbours
D&T		Story Books – construction		Seasonal Food	Money Containers - construction	
Art	Viewpoints – drawing/colour		Famous Buildings – sketching/colour			Journeys – drawing/colour/pattern
PSHE	Who are these People? Relationships	Being a Responsible Citizen	Work and Money	Taking More Control	Helping Others to Keep Safe	Growing Up
PE	OAA Dance	Netball Hockey	Gymnastics Hockey	Gymnastics Athletics	Badminton Athletics	Cricket Dance

Curriculum Overview

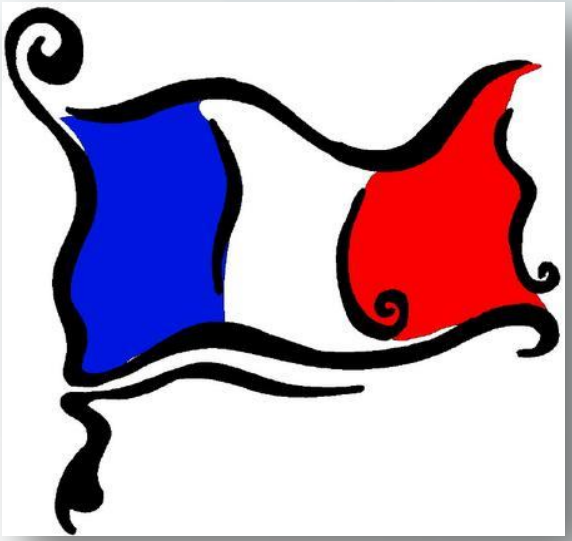
Music	○ Exploring Rhythm ○ Use tuned/untuned percussion and own instruments. ➢ Concepts Covered – Melodic Ostinato/Ostinato, Repetition, Rhythm, Phrase, Melody	○ Focus on Using the Voice – Christmas Play ○ Group performance ○ Solo performance ○ Using tuned/untuned percussion to build on musical accompaniment ➢ Concepts Covered- Unison/Solo/Duet/Accapella/Projection/Round/Two-part	○ Exploring arrangements through a range of musical styles ○ Group performance using tuned/untuned percussion ○ Concepts Covered – Unison/duet/accompaniment/phrase/pitch/ostinato	○ Exploring melodies and scales ○ Identifying leaps in melody by ear and explore intervals ○ Composition using notated score ➢ Concepts Covered – pitch/dynamics/step/leap/interval	○ Composition using notated score/picture stimuli/sound stimuli/mime and music ○ Use of tuned/untuned/own class instruments ○ Group class performance of current and topic related pieces ➢ Concepts Covered – score/stimuli/dynamics/crescendo/diminuendo/form.	○ Class recorder ○ Notes covered – G, A, B, F sharp and low D and E. ○ Solo performance and Group performance incorporating classroom instruments.
RE	What is the Buddhist way of Life? Why is light used as a symbol at Christmas? Christmas Production		How do Christians around the world celebrate Easter? Why did Jesus use parables and perform miracles?	What do Christians believe god is like?	What does it mean to Be a Jew?	
French						
TRIPS	Hampton Court Palace – Tudors Black History Week: Oct	Anti-Bullying Week: Nov Pop-up Book w/shop	London Building Walk + Tate Modern – Art Local Architect Visit	London Zoo – Living things and their habitats	DramaHut – World War II Henley Fort Outdoor Activity Centre – WWII	Science Museum – human body and digestion:

Sex and Relationship Education

✓ *Schools are required to provide a programme of sex and relationships education (SRE).*

- ❑ Describe the main stages of the human lifecycle
- ❑ Describe the body changes that happen when a child grows up
- ❑ Discuss male and female body parts using agreed words
- ❑ Know some of the changes which happen to the body during puberty
- ❑ Know about the physical and emotional changes that happen in puberty
- ❑ Understand that children change into adults so that they are able to reproduce
- ❑ Identify different types of touch that people like and do not like
- ❑ Understand personal space
- ❑ Talk about ways of dealing with unwanted touch
- ❑ Understand that all families are different and have different family members
- ❑ Identify who to go to for help and support

Specialist Teaching

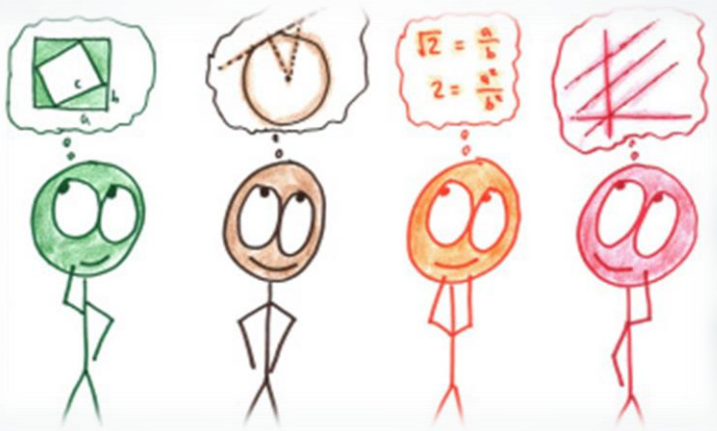


Mrs Ricketts

Miss Martin

Maths Curriculum

With the spotlight on Maths and the many changes we have implemented over the last few years, the next section of the presentation will outline our teaching approach and the key areas we are focusing on.



Fluency

Our big focus

- At Orleans, and in most schools in the UK, there is a new-found focus on **fluency**
- Research shows that poor fluency is one of the main reasons for childrens' underachievement and lack of confidence in this subject
- Previous SATs results across the country also show that questions which focused on **number fluency** caused the most problems and errors

Fluency

What is FLUENCY in Maths?

Fluency is about knowing key mathematical facts and recalling them efficiently, but fluency means so much more than this.

We think of fluency in two ways:

- 'Fluency' usually means 'procedural fluency': the ability to apply procedures accurately (maths facts and algorithms need to be at 'instant recall' status i.e in long term memory for this to happen)

- 'Number sense' means 'conceptual fluency': understanding place value and the relationships between numbers and operations. This is where we delve deeper into Maths and choose the most appropriate method for the task at hand; to be able to apply a skill to multiple contexts

Fluency

Why is my child struggling?

In Maths lessons, who is the children sitting there looking bamboozled?

It will be the child who doesn't know the key Maths facts off by heart or who isn't spotting the relationships between numbers.

So as soon as another child launches into an explanation of how they worked something out, which begins with:

'Well, I know that 10 lots of 7 apples are 70 apples and 2 lots of 7 apples are 14…..'

that child becomes lost because they didn't know 10 x 7 = 70 off by heart.

Fluency

Approaches to Fluency 1:

Mastery Time

Structured daily support:

- Pre-teaching
- Same Day Intervention (SDI's)
- Focused group/individual support during lessons

In KS1 there is a heavy focus on number bonds. With daily practice and focused attention on key facts, we have seen a big impact on pupil confidence and resilience. As pupils gain fluency in calculations, they are no longer worrying about making mistakes, leaving them to focus on unpicking sophisticated problems with enthusiasm.

For Year 6 pupils it has had a great impact on arithmetic scores, leaving children plenty of time to learn the reasoning and problem solving skills needed for the KS2 SATs.

Fluency

Approaches to Fluency 2:

Maths Meetings

At Orleans, we hold daily 'Maths Meetings' in all of our year groups.

- Each meeting begins with a song, rhyme, poem or chant to ensure full participation and enjoyment.
- Meetings begin with 'calendar' maths – days of the week, months of the year, seasons and sequencing all of these.
- Their purpose is to consolidate key areas of Mathematics or introduce new topics.

The meeting covers several curriculum areas, broken down into short segments.

For example:

- ✓ Number
- ✓ Shape
- ✓ Measures
- ✓ Time
- ✓ Money

Please see handout for your child's yearly overview planner for Maths Meetings. Use this to help support your child's learning at home.

Fluency

Approaches to Fluency 3:

Daily Repetition: Fluent in Five!

- We begin every lesson with arithmetic questions to build **number fluency & confidence** in 5 minutes a day. We think of this as warming up our brain!

Year 4

Week 3 - Day 2

KEY

▲ Try mentally first

■ Try a written method

▲ A. 80 x 50 =	■ B. 478 + 345 =
▲ C. 23 + ? = 56	▲ D. 543 x 100 =

Fluency

Approaches to Fluency 4:

Targeted Fluency Focus: Key Instant Recall Facts

- Each year group has a set fluency focus per half term.
- During each half term, teachers provide fluency activities on a daily or weekly basis and ensure there are visual reminders around the classroom to bring it to the forefront of the children's minds.
- Every half term children take home a 'Key Instant Recall Fact' sheet with one area of Maths to focus on, enabling you as parents to become involved in learning and have a greater understanding of the expectations in Maths for your child.
- By the end of the half term, children should know these facts and the aim is for them to recall them instantly.
- Many classes will also hold a weekly 'Maths Mile' next year where children walk or jog a mile (or however far they can get in fifteen minutes) while practising their area of focus as a class (linked in with this year's Monday Mile to get children moving more!)

Key Instant Recall Facts

Year 4 – Autumn 1

I know number bonds to 100.

By the end of this half term, children should know the following facts. The aim is for them to recall these facts **instantly**.

Some examples:

60 + 40 = 100	37 + 63 = 100
40 + 60 = 100	63 + 37 = 100
100 – 40 = 60	100 – 63 = 37
100 – 60 = 40	100 – 37 = 63
75 + 25 = 100	48 + 52 = 100
25 + 75 = 100	52 + 48 = 100
100 – 25 = 75	100 – 52 = 48
100 – 75 = 25	100 – 48 = 52

This list includes some examples of facts that children should know. They should be able to answer questions including missing number questions e.g. 49 + ◯ = 100 or 100 – ◯ = 72.

Key Vocabulary

What do I **add** to 65 to make 100?

What is 100 **take away** 6?

What is 13 **less than** 100?

How many more than 98 is 100?

What is the **difference** between 89 and 100?

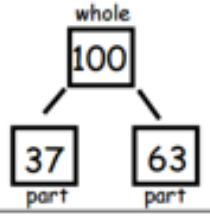
What is the **whole**?

What are the **parts**?

Key Imagery:

Prove using whole/part model:

Eg- 37 + 63 = 100



Key Instant Recall Facts for every year group for each half term are available on the school website.

Parent helpers are warmly welcomed for help with these!

Top Tips

ttle and **often**. Use time wisely. Can you practise these ring a car journey? You don't need to practise them all act of the day. If you would like more ideas, please

Buy one get three free - If your child knows one fact (e.g. 8 + 5 = 13), can they tell you the other three facts in the same fact family?

Use number bonds to 10 - How can number bonds to 10 help you work out number bonds to 100?

Play games – There are missing number questions at www.conkermaths.com . See how many questions you can answer in just 90 seconds. There is also a number bond pair game to play.

Fluency

Approaches to Fluency 4:

Times Tables

National Curriculum Times Table Expectations:

Expectations for times tables for each year group:	
Year 1	Count in multiples of 2, 5 and 10. Recall and use all doubles to 10 and corresponding halves.
Year 2	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Year 3	Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
Year 4	Recall and use multiplication and division facts for multiplication tables up to 12x12.
Year 5	Revision of all times tables and division facts up to 12x12.
Year 6	Revision of all times tables and division facts up to 12x12.

At Orleans, we run a Times Table programme to support and motivate our pupils to achieve these expectations.

Years 2 - 6

Stage 1 - 2x, 5x, 10x = Blue badge
Stage 2 - 3x, 6x = Green badge
Stage 3 - 4x, 8x = Yellow badge
Stage 4 - 7x, 9x = Red badge
Stage 5 - 11x, 12x = Orange

Ultimate Challenge:
TIMES TABLE GURU!

Times Tables Rockstars!

- From September we will be introducing an online programme to further support and motivate pupils with learning their times tables
- This will available for use at home too and we hope that with the element of competition and fun, children will *want* to practise at home more regularly.

You will receive more information about this in September. Exciting!

Maths Mastery

Small steps lead to deeper understanding

What is Maths Mastery?

- At Orleans we follow a Mastery approach to teaching Mathematics. This means spending **greater time going into depth** about a subject as opposed to racing through the things that all children should know. Previously, racing through content lead to some children having large gaps in subject knowledge because the concept they had just learnt was either too big or learnt too quickly

- As teachers, we have the confidence to take learning at a **steadier and deeper pace**, ensuring that no child is left behind, as well as providing **deeper and richer experiences** for children who are above the national expectation for their age.

- Evidence shows that children need to be able to **understand a concept, apply it in a range of situations and then be creative to really understand it.** Simply going beyond their age group does not guarantee they understand something, it just means they have heard it.

- At our school no child will be taught content from the year group above them, they will spend time becoming **true masters of content**, **applying** and being **creative with new knowledge and skills in multiple ways.**

Maths Mastery

What changes will you notice?

All of this means that you will notice a change in the way we teach and assess your child, most notably will be in how we organise your child's learning.

We do lots of this:

- **Microscopic progression** - tiny steps will be made in each lesson to develop a secure understanding
- **Ping-pong style teaching** - ideas and activities regularly moving from teacher to children and back again
- **Procedural Variation -** children will be taught rules and patterns within areas of maths rather than just a technique to find an answer
- **Conceptual Variation** - using different concrete and pictorial representations
- **Emphasis on key vocabulary, full sentences and reasoning**
- **Layered tasks and opportunities for greater depth**
- **Mixed ability groups and pairings**

Mixed Ability Groups

Success in mathematics for every child **is possible**

Mathematical ability is not innate, and is **increased through effort**

In line with the Mastery approach, we are phasing out ability grouping for Maths. The only year groups who will continue to be grouped from September are Years 5 & 6.

PICTURE THIS: An analogy with swimming clarifies.

A class of children is required to swim 25 metres. Some can swim further already, and they need challenge: faster, further, different strokes. Others can't swim at all, but if they stay in the baby pool, they'll never develop the technique, stamina, or the courage to go out of their depth.

Asking them to do so after years of paddling would be cruel.

Mixed Ability Groups

- In this example, differentiation by grouping is dangerous and some children may be put off for life! If these non-swimmers are to get to the expected 25m standard, they will need to experience the length and depth of the full pool – aided with floats, adults carrying poles they can grab, always being near the side, and so on.

- Some shallow-pool practice may help with technique, but we must limit decontextualised work: practice must be as similar to the desired outcome as possible.

- Ability grouping can also get in the way of collaboration, which is one of the most important strategies for learning and for success in life.

- If children are seated in ability groups, the opportunities for cooperative learning are likely to be much greater on some tables than others. What are they learning from one another?

- On many occasions, mixed seating works well as it encourages peer learning (and teaching). At other times, it is useful to bring children with a similar need together for some brief, focused skill-teaching.

Children put in the lower Maths group at primary believe they'll never be any good.

Jayden wasn't getting on with his maths work. "Can I help you Jayden?" I asked. "I can't do this work, Miss, I'm only a moped."

Jayden was six years old. Like many primary schools across the country, Jayden's separates children into different groups according to their ability – in his case, named after different vehicles.

Jayden knew he was a moped and not a Ferrari, and had made a link between being a moped and not being good at maths. Whether groups are labelled by vehicles or animals, colours or shapes, children understand the implied meanings.

Ferraris and Mopeds

Grouping children by ability seems like a reasonable response to government directives to schools to address the needs of every child. It also fits nicely with the idea in English society that being "good" at something, or having a "talent" – be it sport, music or maths – is more about having the right genes than putting in effort, and that we can assess and group by "ability".

But we now know that genes do not dictate destinies. We also know that while being in a top stream may benefit some children, ability-grouping is not a panacea to raising attainment. It may also have detrimental effects on children's attitudes to a subject.

Children know what their placement means. Eight year-old Louise, sat on the bottom table, told me: "It makes you know you're worst at maths."

These views were not uncommon among the 24 primary-aged children I interviewed from both top and bottom groups, who all study maths as part of the National Curriculum. Over 70% had fixed mindsets, believing that maths ability was determined at birth.

Nine-year-old Yolanda, who was in a bottom group, explained why some children were good at maths: "Their brain's bigger … it just happens. They were born like that. They were born clever."

Labelling or grouping children by ability appears to place real limits on the willingness of many to "have a go". Many children in my study also saw their ability as fixed not just now, but in the future, too.

Ferraris and Mopeds

Samuel, also at the end of primary school, reported angrily: "I've always been last in every maths group … I'll just be low now in my next school, too."

Sadly, Samuel's assertion may well be true. Ability-driven group placements appear to persist into adulthood.

The mopeds may always be the mopeds.

Grouping children by ability affects how children feel about themselves, both now and in the future.

These are not the experiences and feelings we want such young children to have.

Success and Challenge for All

- ✓ Virtually all children will be facing the same statutory assessments. The goal is the same, the variation is in how barriers are overcome.
- ✓ Challenge in the current curriculum requires **deeper, not different.** Stay with it, play with it, and get better. It's not about racing through the content as fast as possible.
- ✓ When learning any new skill, all children benefit from a gradual release into independence. Removing all supports when stretching current high-achievers may lead to anxiety.
- ✓ **If the learning is important, it's important for everyone**

Home Learning

English & Maths

- Your child will receive both English and Maths home learning every week. Part of the Maths home learning will include a ‘Fluent in Five’ section.
- Children will also have times tables and Key Instant Recall Facts to learn. It is vital that these facts are practised regularly.

Spellings

- Spellings will be sent home weekly. These will be linked with their spelling lessons. Please spend time learning these with your child and testing them.
- Children will be tested on MONDAY and their test sheet/results will now be sent home with them.

Reading

- Children should be reading every day, either with an adult or independently. Please record comments in their reading diary once a week.

Reading

- Teachers will listen to children read during Guided Reading sessions
- Teachers will keep their own notes on your child's progress and they will also record in their reading diary every 2 weeks
- Children are allowed to take home 2 books from their reading colour and 2 books from the library
- Children should change their book as and when they need to, encouraging independence

P.E. Kit

- House colour t-shirt
- Blue/navy short
- House colour joggers
- Trainers or plimsolls

Lynx	Otter
Wednesday + Friday	Wednesday + Friday

Sharing Progress

Assessment

Target Tracker and Age Related Expectations

- The programmes of study within the new National Curriculum (NC) set out expectations at the end of each year group and key stage

- Target Tracker will be used to closely track your child's progress. These outline specific objectives for each area of Maths and English. This progress will communicated to you three times throughout the year

- Each term we also assess your child against 'age-related expectations'. Therefore you child will therefore be given a stage of attainment as follows:
  - Beginning
  - Beginning +
  - Working Within
  - Working Within +
  - Secure
  - Secure +
- This judgement is based on both summative tests and ongoing assessments made in class through use of discussions, questions and daily learning in class

Sharing Progress

Parent Consultations and Reports

These will take place just as they have done previously: two formal ones and one open afternoon.

Tests

Children will complete tests each term during the year. These tests will be used alongside teacher assessment which has been collated throughout the year. This will give children an overall stage of achievement.

Interventions

Throughout the year, groups of children will be chosen to take part in support groups to meet their learning needs. Pre-teaching for Maths will continue to take place before school and will be lead by Ms Rajput.
We aim for all children to make outstanding progress and achieve their full potential.

Online Safety – What are children taught in school?

Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

KS1

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

KS2

In addition, schools embed it across…

ICT curriculum

PSHE lessons

Appropriate filters and monitoring system

Curriculum and safeguarding assessed as part of Ofsted framework

internet matters.org

What can you do at home?

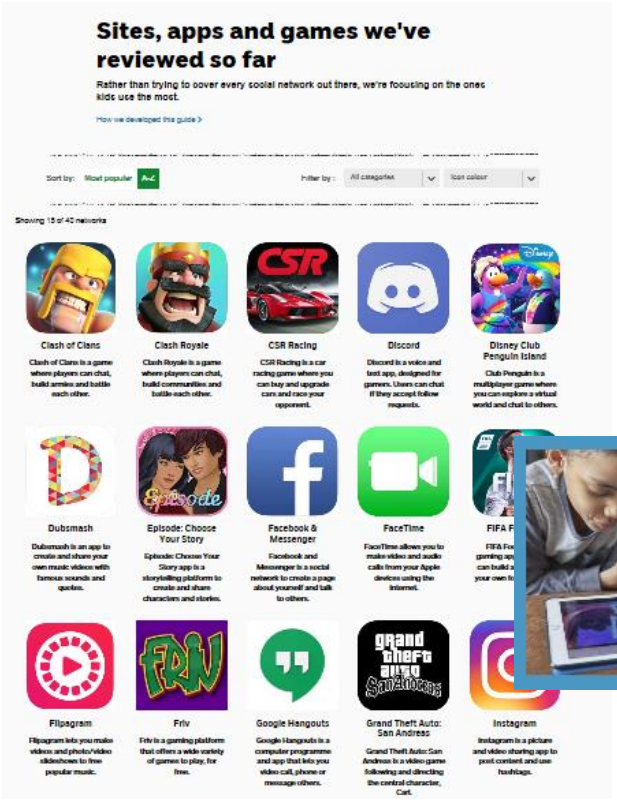
- Set parental controls

Scan the QR code to get information on how to set the parental controls on

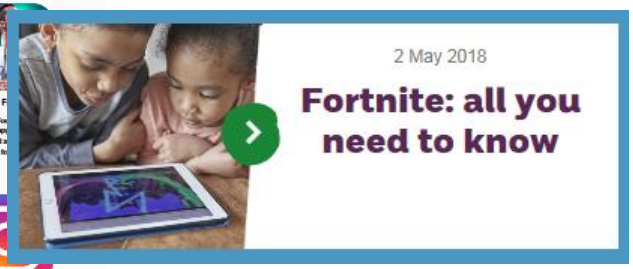
- iPhone, iPad and iPad touch
- Android devices

As well as further advice from your LSCB website

Where can parents go to get advice?



O2 NSPCC Net Aware



Supporting your child in Year 4

Summer Learning

Online Learning

Home Learning

Times Tables

Museum visits/Trips

Instant Recall Facts

Reading

Projects

Handouts

- Year 4 Curriculum Booklet
- ‘What Will My Child Learn?’ Booklet
- Suggested Book List
- Year 3/4 Spelling List
- Key Instant Recall Facts
- Maths Meeting Yearly Overview

Year 4 Pack will be available on the school website.

Questions…

Thank you for listening