

Welcome to Year 4

Key Stage 2



Parent Transition Meeting

Meet the Team



Mrs Bowers
4B



Miss Hedges & Miss Hill
4H



Mr Parry



Veronique



Ms T

Class Support





The Orleans Primary Governing Board

Governors are volunteers who contribute their skills and community knowledge to making sure schools are successful for everyone.

They act as a “critical friend” to the school and are involved in all aspects of school life in a strategic capacity.

- Governors are appointed or elected by various groups with the aim to have a broad and balanced skill set. Term of office is 4 years.
- Governors attend training to increase their knowledge of school governance and the education sector and to further develop their skills.
- The board is made up of 2 parent governors, 8 community (co-opted) governors, 1 local authority governor, 1 staff governor and the Head Teacher.
- Governors meet for full board and committee meetings every half term.
- Governors also visit the school to see how plans are working in action, listening to the views of pupils, staff and parents



Our Goal

We aim to blend challenge and support to hold the school to account and to ultimately improve standards for our children, ensuring that they are able to achieve to the best of their ability.

How do we do this?

- Review the big picture and long-term goals for the school.
- Monitor and evaluate the implementation of the School Development Plan and the School's Policies.
- Analyse the school's academic performance.
- Ensure the school is a safe place for our children and that any disclosures are dealt with appropriately.
- Oversee the financial performance of the school and ensure money is well spent.



Structure

Finance and Premises



Caroline Green
Chair of F&P
Vice Chair of the Board
*Safeguarding
Leadership and
Management*



Alan Watkinson
Reading
* will be stepping down at
end of academic year



Dinaz Zaq
Health & Safety



Loretta Lau



Phoebe DuParq

Quality and Standards



Julia Shute
Chair of Q&S
Maths



Mark McKiernan
*Inclusion / Diminishing the
Difference*



**Anthony
Bendelow**
Writing



**Yervand
Sarkisyan**
*Quality of
Education*



Phoebe DuParq



**Alex Axiom, Chair of the
Board (Current)**



**Roz Orchard, Chair of the Board
(effective October 2023)**

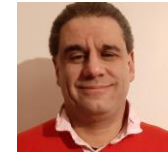
Personnel, Child and Community



Alex Axiom
Chair of PC&C
*Safeguarding
Personal Development*



Roz Orchard
Early Years



Philip Moshi
Behaviour & Attitudes



**Anthony
Bendelow**
Writing



Phoebe DuParq



Getting in touch

The Governors and school staff are dedicated to ensuring that all our children are safe, well supported, achieve their potential and enjoy school. Parents are a key stakeholder for us and you can help us in our role by:

- Responding to any parent surveys that you may be sent.
- Letting the school know what support would be beneficial to help your child's learning, wellbeing, and experience.
- Consider putting yourself forward to join the governing board (we have an upcoming vacancy for a co-opted governor).
- If you see us at a school event, feel free to chat with us!

You can contact us at: governors@orleans.richmond.sch.uk

Governor Meeting minutes are available via the school website: Home/About Us/Governors/Minutes of Meetings

Specialist Teachers



Mrs Ricketts



Miss Aguilar

A typical day in Year 4



- Children can arrive in the playground from 8.45am
- The bell will ring at 8.55am.

9.00 Start of day

9.05 Spelling

9.15 Lesson 1 - usually English

10.15 Assembly

10.30 Break - *children are required to bring in their own fruit or veg*

10.45 Lesson 2 - usually Maths

11.55 Maths Meeting



Afternoon



12.10 Guided Reading

12.30 Lunch

1.30 Lesson 3 - Foundation subject

2.15 Lesson 4 - Foundation subject

3.30 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 Map

You will find information about what we are teaching each term in the Year 4 curriculum map.

2023-2024	YEAR 4 CURRICULUM MAP					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	The Dream Giver – Film Study		Ice Palace by Robert Swindells – Quest Story		Charlotte's Web by E.B White – Modern Classic	
Maths	Number + Place Value Addition + Subtraction	Multiplication + Division Discrete + Continuous Data	Securing Multiplication Facts Fractions Time	Decimals Area + Perimeter	Solving Measures + Money Problems Shape + Symmetry	Position + Direction Reasoning with Patterns + Sequences 3-D Shapes

We will also send out a **half-termly curriculum newsletter** which includes more detail about each topic.

This can help you understand what your child is learning in class and use it to discuss the topic with them.

These will become available on the school website as well as on Google Classroom.

Music	Booming Brass; Amazing Arrangements	Christmas Crackers	Rapping Rhythms; Pitch Perfect	Peter and the Wolf	Healthy Hearts	Happy holidays; Singing Spanish
RE	Buddhism KQ: What do Buddhists believe?	Investigating worldviews KQ: How do people around the world celebrate Christmas?	Exploring values KQ: How can we be good? KQ: How is gratitude shown in different religions?	Easter KQ: Why is Easter important to Christians?	People of faith KQ: How are people inspired by their religious faith?	Pilgrimages KQ: What is a pilgrimage and why are they important?
French	Greetings and instructions recap	Moi (All about me)	Bon appétit, bonne santé! (Healthy eating)	Les planètes (The planets)	On y va (All aboard)	Les contes de fées (Fairy tales)
TRIPS	Team Work & Problem Solving (PSHE)	Buddhist Temple (R.E) 9 th Nov	Coding (Computing) – 23rd Jan Printing workshop/gallery visit (Art)	Bushy park - <u>Living</u> things and their habitats (Science) – 5 th February	Viking Role play Workshop - (History)	Sleepover

This is a helpful document to visit at the beginning of each term or half term to see what your child will be learning about.

Example Curriculum Newsletter

ORLEANS PRIMARY SCHOOL

WELCOME TO YEAR 4

SCIENCE Sound

Throughout this unit children learn that sounds are produced by vibrations and that these vibrations travel from the source through a variety of materials. Musical instruments are used to illustrate the range of ways of producing sounds and how pitch and loudness can be altered. Experimental and investigative work focuses on turning ideas into a form that can be investigated and making predictions, deciding whether the evidence is sufficient to support the prediction. Work in this unit also offers opportunities for children to use scientific knowledge and understanding about sound to explain familiar phenomena and to relate this to their understanding of musical instruments.

ART Dreams

Children will explore how to convey the atmosphere and story of a dream. They explore different viewpoints in the school environment as a setting for their dream. They invent a number of characters who are photographed 'on location' and develop a narrative to describe the dream. They go on to make prints based on the narrative.

GEOGRAPHY

Beyond the Magic Kingdom: What is the sunshine state really like?

This enquiry is designed to enable children to gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare and contrast the characteristics of a region of the United Kingdom. It begins by focusing on aspects of leisure and tourism with which pupils may be familiar both in the United Kingdom and overseas. The objective of the investigation is to take the children beyond that with which they may be familiar and introduce them to different aspects of Florida's physical and human geography.

PSHE What strengths, skills and interests do we have?

In this topic, the children will be focussing on their self-esteem and self-worth. They will investigate their own personal qualities, setting goals and how to manage setbacks.

Computing

The children will recap on Online Safety and will create a comic book detailing how to stay safe online.

RE

Children will learn about the Buddhist way of life and also why light is used as a symbol at Christmas.

MUSIC

The children will be exploring rhythm patterns and composition through the use of tuned and untuned percussion and take part in group performances.

FRENCH

Children learn to name some francophone countries and some towns in France. They revise the days of the week, food, birthdays and some phrases about the weather. They add to their repertoire of songs and rhymes to help them remember new language.

Key Instant Recall Facts

To help develop children's fluency in mathematics, we ask them to learn Key Instant Recall Facts (KIRF) each half term. This term's KIRF is:

- I know number bonds to 100.

Please refer to the KIRF more information and c

SPELLINGS AND READING

SPELLINGS WILL BE TESTED ON MONDAYS.

Children should read for a minimum of 10 mins at home every night (try library books, newspapers or comics as

Dance & OAA (Outdoor Adventurous Activities) which focus on orienteering, problem solving and team skills. In Dance, pupils will focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and



ORLEANS PRIMARY SCHOOL

Autumn 1 Curriculum Overview

MATHS

Place Value in 4-digit numbers

- 1000s, 100s, 10s, 1s** - Children represent numbers to 9,999 on a place value grid and understand that a 4 digit number is made up of 1,000s, 100s, 10s and 1s. Moving on from Base 10 blocks, children start to utilise by using place value counters and digits.

What numbers are represented below?



Write them in numerals and words.



Complete the sentences.
There are thousands,
..... hundreds, tens
and ones.
The number is

Complete the number tracks.

5,000	4,000	6,000	9,000
9,000	7,000	4,000	

Complete the part-whole model for the number represented.



- Partitioning** - Children will explore how numbers can be broken apart in more than one way. This step is particularly important later on, when children begin to exchange. Understanding that $5000 + 300 + 20 + 9$ is equal to $4000 + 1300 + 10 + 19$ is crucial.

Move the Base 10 around and make exchanges to represent the number in different ways.



Lily describes a number. She says,

"My number has 4 thousands and 301 ones"

What is Lily's number?

Describe it in a different way?

$$\begin{array}{r} 2000 + 400 = \square \\ 1000 + \square = \square \\ 1000 + 100 = \square \end{array}$$

Which is the odd one out?
3,500
3,500 ones
35 tens
2 thousands and 15 hundreds

- Compare 4 digit numbers** - children compare 4 digit numbers using comparison language and symbols to determine which is greater and which is smaller.

Circle the smallest amount.
Two thousand, three hundred and ninety seven 3,792 1,985 >
 $6,000 + 400 + 50 + 6$ 6,455 $4,203 + 4,000 + \dots + 4$
9 thousands, 2 hundreds and 6 ones 9,602

- Ordering Numbers** - Children explore ordering a set of numbers in ascending and descending order.

- Finding 10, 100 or 1000 more or less than a given number** - Children consider how the digits change and when regrouping is needed.

$$7824 + 10 = \square \quad 7824 + 100 = \square \quad 7824 + 1000 = \square$$

Thousands	Hundreds	Tens	Ones
7	8	2	4
7	8	2	4
7	8	2	4

What do you notice about how the digits change when you add 10, 100 or 1000?

Completing a number line by adding or subtracting ten, one hundred or one thousand.

Thousands	Hundreds	Tens	Ones
6	4	5	3
6	4	5	3
6	4	5	3

ENGLISH

After we have completed the first text, we will be immersing ourselves in a film study.

We will explore and study a short film called 'The Dreamgiver'. We will use the visuals to enhance our creative writing and descriptions. Finally, we will use the story to develop non-fiction writing. Throughout we will see how the director 'tells the story' using film elements.

Throughout the unit, we will be completing the following written tasks:



- Setting description
- Character description
- Fantasy narrative
- Build tension
- Descriptive Writing
- Recount events (1st)
- Newspaper report
- Reported speech







Curriculum


There are many more tabs on google Classroom which will help you understand our curriculum.


These tabs in particular are very helpful.



 Preview Learning 




 W/b 19.06.23 - what are we learning this we... Posted 09:04



 Spellings and SPaG Information  

 Glossary for SPaG Posted 13 Nov 2022

 Year 3 and 4 Spelling Word Mat Posted 23 Sept 2022

 KIRFs & Times Tables 

  Times Tables at Orleans  Edited 7 Oct 2022

  Key Instant Recall Facts & Times Tables Edited 28 Nov 2022

English

We are a 'Power of Reading' school which means that we follow the Power of Reading teaching sequences throughout the school - all the way from Nursery to Year 6. The Power of Reading is an approach to teaching literacy that is guided by research and places emphasis on teaching literacy through using high quality texts and creative teaching approaches (such as art and drama).

Intent of English lessons at Orleans Primary School:

- Promote high standards of language and literacy.
- Provide quality experiences that enhance children's knowledge, skills and understanding.
- Create enthusiastic, effective and reflective readers and writers of stories, poetry, drama and non-fiction.
- Produce lifelong readers and writers.
- Promote a love of reading and writing.



English

We are starting the year with a film study (short animation) called The Dreamgiver.

The Dreamgiver



Silently a group of orphans sleep in an orphanage. Quietly, the window shutters open and in crawls a mysterious creature.

He doesn't look too friendly at first but we soon see what his plan is.

This is the Dreamgiver and by cracking his dream eggs he makes sure the childrens' nights are pleasurable. He creates the dreams by cracking the eggs onto stories, posters and ballet shoes. But what will happen if an egg is accidentally spilt on something not so nice? Well that is what happens.....

We then move on to Ice Palace by Robert Swindells in Autumn 2.



English - grammar

In Orleans Primary School we use Planpanion resources in order to deliver our grammar lessons. The lessons are mapped out across the academic year, ensuring flexibility and allowing for consolidation where needed.

Intent of Grammar lessons at Orleans Primary School:

- To promote high standards of language and literacy.
- To give pupils the knowledge required to become confident writers.
- To understand the English language and the importance of grammar.
- To enable children to have conscious control and choice in language.



Spelling

We follow the Read Write Inc. scheme for spelling.

- RWI Spelling is a systematic spelling programme that is delivered to years 2-6, following on from RWI Phonics which is delivered in Reception and Year 1.
- 4 whole-class spelling sessions are taught each week.
- Your child's spelling words will be made available weekly on the Google Classroom. Please practise the spelling words at home and test your child to see if they can confidently spell them.
- Children in Year 3/Year 4 will need to also refer to the statutory spelling lists to ensure that they can also spell these with accuracy.
- Children in Year 5/Year 6 need to know the Year 3/Year 4 statutory spelling lists as well as the Year 5/Year 6 lists too. They will be given the opportunity to explore and practise these at school but would also benefit from working with parents/carers at home to practise these outside of school too.

Weekly Spelling Tests

The children are given a weekly spelling test of 6 words, but:

- They will be tested on any word from their weekly list of 10 words.
- They might be asked to spell any other word that is not on their list, but can be spelled by generalising from the words and rule they have learned that week.
- ✓ In class, we will discuss any errors made. We make sure that children understand how the mistake occurred, and not simply that the word was spelled incorrectly. It is vital that, in correcting the spelling, the child writes out the whole word and not just the part that was wrong.

English - handwriting

The ability for children to write legibly is essential in order for them to demonstrate their true potential throughout their school careers (and their lives beyond school) as well as ensuring that they have the ability to communicate effectively using writing.

At Orleans Primary School, we follow the Nelson Handwriting scheme which encourages development of an individual style in each child through carefully structured stages.

A sample of handwriting from the Nelson Handwriting scheme, showing the sentence 'The quick brown fox jumps over the lazy dog.' written in a cursive style with blue ink on a white background. The letters are connected, and the overall style is fluid and legible.

The quick brown fox jumps over the lazy dog.

Maths

We follow objectives from the National Curriculum using a programme of study called **Mathematics Mastery**. We always start the year by focusing on children's understanding of place value and their calculation skills in the four operations.



Key learning: To recognise the place value of each digit in a 4-digit number

Representing the place value of 4-digit numbers

There are thousands, hundreds, tens and ones.

$4,147 = 4,000 + 100 + 40 + 7$

The number is:
four thousand, one hundred and forty-seven

Thousands	Hundreds	Tens	Ones
4	1	4	7

Base ten blocks representing the number 4,147: four thousands cubes, one hundred cube, four tens rods, and seven ones units.

Choosing addition strategies

How could we calculate this equation?

$2,603 + 2,621 = \text{$

2,603 2,621

?

Base ten blocks representing the numbers 2,603 and 2,621. The blocks are arranged in a row, with the first number in grey and the second in green.

Short multiplication with regrouping

617×3

Estimate: $\frac{1,860}{620 \times 3}$

	6	1	7
\times			3

Let's model using the short multiplication method alongside place value counters.

Thousands	Hundreds	Tens	Ones



Fluency

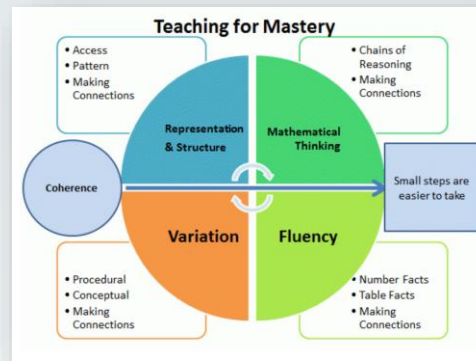


What is FLUENCY in Maths?

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

Quick and efficient recall of facts and procedures and **flexibility** to move between different contexts and representations of mathematics.

There remains an emphasis on fluency with a relentless focus on our half termly Key Instant Recall facts and Times Tables.



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:

$$\begin{array}{ll} 60 + 40 = 100 & 37 + 63 = 100 \\ 40 + 60 = 100 & 63 + 37 = 100 \\ 100 - 40 = 60 & 100 - 63 = 37 \\ 100 - 60 = 40 & 100 - 37 = 63 \end{array}$$

$$\begin{array}{ll} 75 + 25 = 100 & 48 + 52 = 100 \\ 25 + 75 = 100 & 52 + 48 = 100 \\ 100 - 25 = 75 & 100 - 52 = 48 \\ 100 - 75 = 25 & 100 - 48 = 52 \end{array}$$

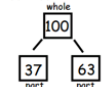
This list includes some examples of facts that children should know. They should be able to answer questions including missing number questions e.g. $49 + \bigcirc = 100$ or $100 - \bigcirc = 72$.

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- $37 + 63 = 100$





Fluency



Approaches to Fluency 1:

Mastery Time

Structured daily support:

- Pre-teaching
- Same Day Intervention (SDIs)
- 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 '**Maths Meetings**' 3 times per week.

- 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 Google Classroom 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 most lessons with fluency/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



$$\text{A. } 80 \times 50 =$$



$$\text{B. } 478 + 345 =$$



$$\text{C. } 23 + ? = 56$$



$$\text{D. } 543 \times 100 =$$



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 the 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.



Key Instant Recall Facts

Year 4 – Autumn 1

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Some examples:

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$$\begin{array}{ll} 75 + 25 = 100 & 48 + 52 = 100 \\ 25 + 75 = 100 & 52 + 48 = 100 \\ 100 - 25 = 75 & 100 - 52 = 48 \\ 100 - 75 = 25 & 100 - 48 = 52 \end{array}$$

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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?

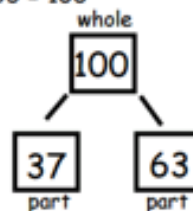
What is the **whole**?

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 and on Google Classroom.

We will also provide additional online links for games and quizzes for each KIRF.

Top Tips

title 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

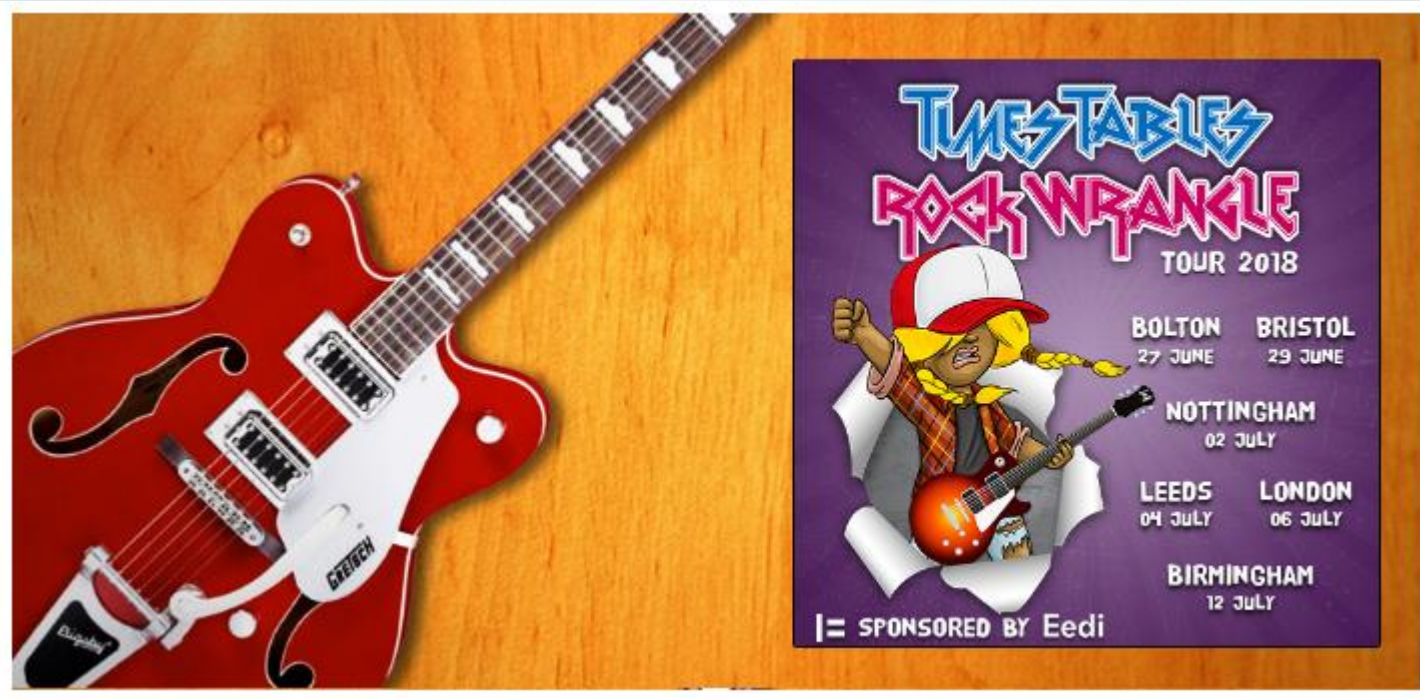
Stage 4 - 7x, 9x = Red badge

Stage 5 - 11x, 12x = Orange

Ultimate Challenge:
TIMES TABLE GURU!

Prize: Squishy and a times table pencil!

Times Tables Rockstars!



- We use an online programme to further support and motivate pupils with learning their times tables (home and school use).
- We have seen that with the element of competition and fun, children *want* to practise at home more regularly. We expect children to be playing 3x weekly for 10 minutes.
- Printed heat maps and sharing of data in a motivational manner will be used throughout the year with you and your child.

*Class example heatmap

Class Average per Table
How quickly can the class correctly recall each times table?

Avg	10 ×	2 ×	5 ×	3 ×	4 ×	8 ×	6 ×	7 ×	9 ×	11 ×	12 ×
4.7s	2.8s	4.3s	4.5s	3.9s	4.8s	5.0s	5.5s	5.5s	5.7s	3.3s	5.9s
29%	61%	45%	45%	35%	29%	29%	23%	26%	23%	55%	26%

Class Average per Fact (Heatmap)
How quickly can the class correctly recall each fact up to 12×12?

2-12×

2-20×

Arnold heatmap as of 27 Jun 2021



	10	2	5	3	4	8	6	7	9	11	12
10	10 × 10	10 × 2	10 × 5	10 × 3	10 × 4	10 × 8	10 × 6	10 × 7	10 × 9	10 × 11	10 × 12
2	2 × 10	2 × 2	2 × 5	2 × 3	2 × 4	2 × 8	2 × 6	2 × 7	2 × 9	2 × 11	2 × 12
5	5 × 10	5 × 2	5 × 5	5 × 3	5 × 4	5 × 8	5 × 6	5 × 7	5 × 9	5 × 11	5 × 12
3	3 × 10	3 × 2	3 × 5	3 × 3	3 × 4	3 × 8	3 × 6	3 × 7	3 × 9	3 × 11	3 × 12
4	4 × 10	4 × 2	4 × 5	4 × 3	4 × 4	4 × 8	4 × 6	4 × 7	4 × 9	4 × 11	4 × 12
8	8 × 10	8 × 2	8 × 5	8 × 3	8 × 4	8 × 8	8 × 6	8 × 7	8 × 9	8 × 11	8 × 12
6	6 × 10	6 × 2	6 × 5	6 × 3	6 × 4	6 × 8	6 × 6	6 × 7	6 × 9	6 × 11	6 × 12
7	7 × 10	7 × 2	7 × 5	7 × 3	7 × 4	7 × 8	7 × 6	7 × 7	7 × 9	7 × 11	7 × 12
9	9 × 10	9 × 2	9 × 5	9 × 3	9 × 4	9 × 8	9 × 6	9 × 7	9 × 9	9 × 11	9 × 12
11	11 × 10	11 × 2	11 × 5	11 × 3	11 × 4	11 × 8	11 × 6	11 × 7	11 × 9	11 × 11	11 × 12
12	12 × 10	12 × 2	12 × 5	12 × 3	12 × 4	12 × 8	12 × 6	12 × 7	12 × 9	12 × 11	12 × 12

*Example individual heatmaps

The colors on this page relate to the speed shown in this table:

0-1 s	1-2 s	2-3 s	3-4 s	4-5 s	5-6 s	6-7 s	7-8 s	8-9 s	9-10 s	>10 s
-------	-------	-------	-------	-------	-------	-------	-------	-------	--------	-------

	2	3	4	5	6	7	8	9	10	11	12
2	2 x 2	2 x 3	2 x 4	2 x 5	2 x 6	2 x 7	2 x 8	2 x 9	2 x 10	2 x 11	2 x 12
3	3 x 2	3 x 3	3 x 4	3 x 5	3 x 6	3 x 7	3 x 8	3 x 9	3 x 10	3 x 11	3 x 12
4	4 x 2	4 x 3	4 x 4	4 x 5	4 x 6	4 x 7	4 x 8	4 x 9	4 x 10	4 x 11	4 x 12
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12	12 x 2	12 x 3	12 x 4	12 x 5	12 x 6	12 x 7	12 x 8	12 x 9	12 x 10	12 x 11	12 x 12



Multiplication Tables Check

The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help your child's school to identify if your child may need additional support.

The MTC is an on-screen check consisting of **25 times tables questions**. Your child will answer 3 practice questions before moving on to the official check and will then have **6 seconds to answer** each question. On average, the check should take no longer than 5 minutes to complete.

You do not need to do anything additional to prepare your child for the check. Practising their times tables is part of the home learning and should be completed as often as possible.

It will be administered in the Summer Term.

Using Times Table Rockstars (TTRS) and other times table games online as a regular form of practice is recommended.

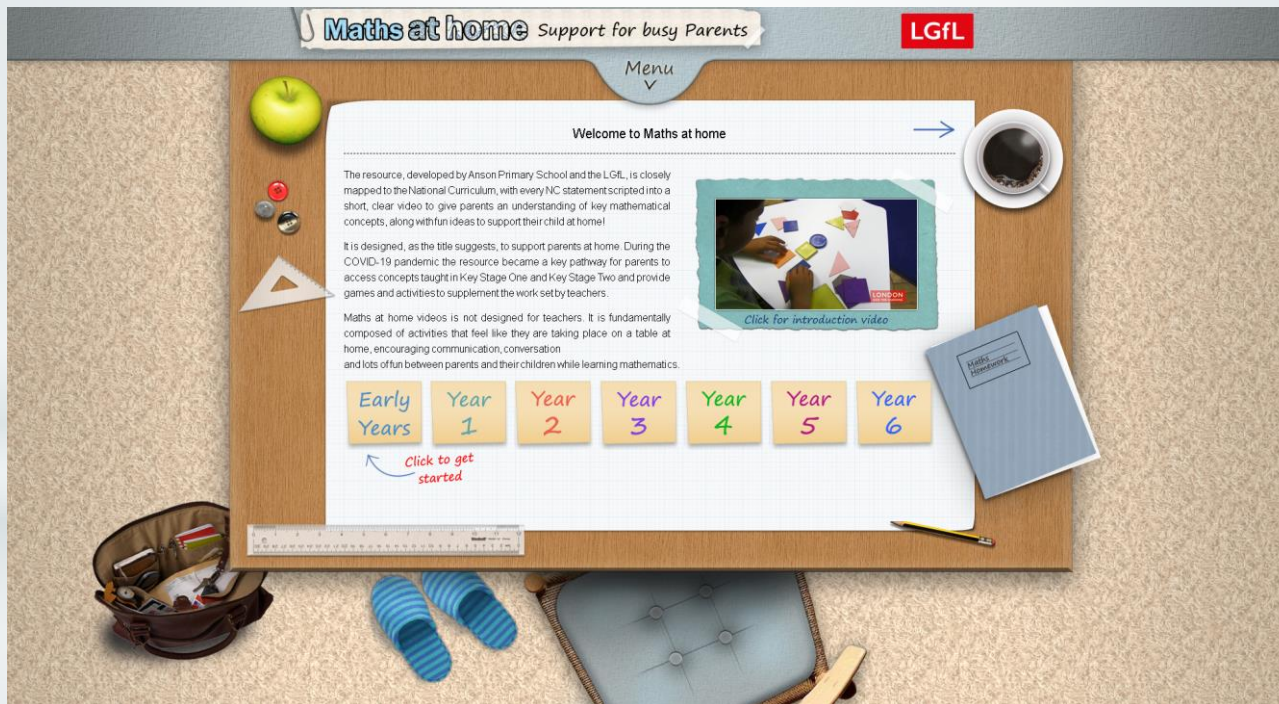


Maths at home

This online resource is closely mapped to the National Curriculum, with every NC statement scripted into a short, clear video to give parents an understanding of key mathematical concepts, along with fun ideas to support their child at home!

It is designed, as the title suggests, to support parents at home.

This is a key pathway for parents to access concepts taught in Key Stage One and Key Stage Two and provide games and activities to supplement the work set at school.



Click the link [here](#) to explore the resource for your child's year group.



Reading



- By the time children reach Year 4, we would hope that they are **reading fluently** and can quickly **decode unfamiliar words**. Therefore, during our reading sessions we focus on **comprehension** and developing **inference skills** at a deeper level. To facilitate this, we hold daily Whole Class Guided Sessions using quality key texts. We focus on modelling, questioning and discussion.
- We aim to check reading diaries every two weeks and will make short comments based on the Whole Class Guided Reading Session.
- Children should change their book as and when they need to; we encourage independence and free choice.



Reading Record

From September, fluent, confident, independent readers will record their reading using the features available to us on Google Classroom.

Children who are still at an early stage of reading will continue to record their daily reading in a physical diary as this enables very close communication between home and school.

As such, we anticipate that Year 3 will become a transition year where children move from a physical diary to an electronic one which will be monitored weekly by the class teacher.

More information about this will be available in September.



Whole Class Reading

This is just a rough example/guide of how a whole class Guided Reading Session is structured. We want to emphasise the importance of constant modelling and questioning, as well as ‘reading between the lines’.

PART 1: Teacher reads to class, modelling expression and inference.

This is absolutely crucial. We are the magic carpet! As we begin to read, the children are transported to the scene – every detail of the setting, every nuance in the dialogue is amplified and made real in their minds. Once we have dropped them off in the thick of the action, they can slowly begin to take the reins.

As we read, we get the children to Hoover up every last piece of new vocabulary. We stop and give children time to write down these words and discuss them. We then quiz the children on these words at the beginning of the next day’s lesson (and at every other opportunity).

Which other words have the same prefix? What connects these words?



Activity: Retrieval quiz!

We flash through a series of multiple choice/retrieval questions on the board.

Sometimes we put a timer on the board. The time-pressure means that children remain incredibly focussed and it gives us a valuable opportunity to do some formative assessment.



PART 2: Children begin to take over.

We choose individual children to take over the reading out loud. This is a good opportunity for us to check **fluency** and **expression** and for them to practise these skills.

“Tariq, read that line again, but this time really convince us that you are shocked at what you have just seen.”

Activity: Quick-fire round of ‘Find and Copy’.

“Find and copy one word from the 3rd paragraph which tells us that Maria is beginning to have second thoughts about her decision to follow Jim into the woods.”



PART 3: Children read independently.

Children read the next section independently. We are clear about where they need to start and where they need to finish.

They then quietly read the rest of the chapter to their partner, keeping it as close to a whisper as possible. Remarkably, this doesn't seem to distract the other children at all, and in some cases means that they become even more absorbed in the text in order to block out the background noise (as anyone who has ever read on a bus knows how to do).

PART 4: Questions and Comprehension Activities

Children spend the final 10 minutes (each session lasts about 25-30 minutes) answering questions in their journals or completing enjoyable activities related to the text.



But what if they're not fluent?

Whole-class reading is not a substitute for teaching children how to decode fluently. The only way that it can be meaningful for children who cannot decode is in addition to fluency sessions, not instead of.

We make sure that every child who cannot fluently decode age-appropriate texts spends **15 minutes a day working solely on fluency**. This either takes place during assembly or at additional points during the day, often in the afternoon.

Supporting adults in the classroom take a group/individuals to work on **decoding and fluency strategies**.


Straight after lunch whilst the register is being taken, time for independent quiet reading also takes place.

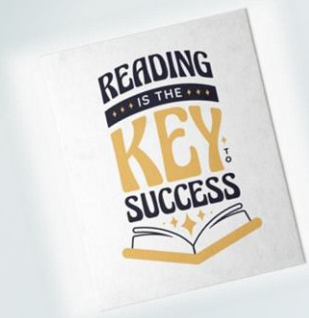


Reading for Pleasure

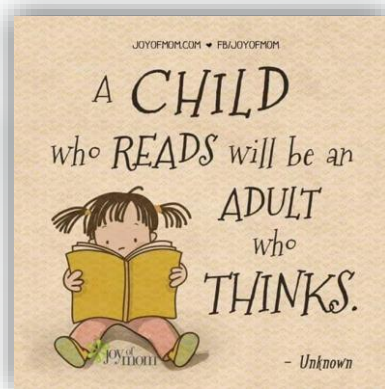
Fostering a love of reading is our goal!

What works in promoting reading for pleasure?

- Having **access to resources** and **having books of their own** has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment. Children who have books of their own enjoy reading more and read more frequently.
 - An important factor in developing reading for pleasure is **choice**; choice and interest are highly related.
 - Literacy-targeted **rewards**, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity.
 - **Parents and the home environment are essential** to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued.
 - Research reports a link between **library use and reading for pleasure**; young people that use their public library are nearly twice as likely to be reading outside of class every day.
- 



Children whose parents reported that they had read a book with their child *“every day or almost every day”* or *“once or twice a week”* during the first year of primary school performed higher than children whose parents reported that they had done this *“never or almost never”* or *“once or twice a month”*.





In order to encourage a love of reading for pleasure ALL children will be taking part in the Reading Challenge.

In September we will be launching the NEW and IMPROVED Orleans Reading Challenge so please look out for more information at the start of the new school year!





JOIN TODAY!

The Summer Reading Challenge is ON.

Ready, Set, Read! is the name of the game and this year, you guessed it, our theme is sports and games.

Take part in your local library or online, right here. Set a reading goal and log your books on your profile. When you reach your goal you will unlock some digital goodies.

Join today!



We would love every child to sign up to the Library Summer Reading Challenge to maintain good reading habits over the holiday and so that we can celebrate the achievements when they return to school in September.

Writing

End of year expectations.

These can also be referred to as Key Performance Indicators (KPIs)

- ✓ Create sentences with fronted adverbials for when e.g. as the clock struck twelve, the soldiers sprang into action.
- ✓ Create sentences with fronted adverbials for where e.g. in the distance, a lone wolf howled.
- ✓ Use expanded noun phrases e.g. biting cold wind.
- ✓ Use a wide range of co-ordinating conjunctions (and, but, or) for compound sentences and subordinating conjunctions (although, when, while, until, so that, if, as) for complex sentences, with punctuation mostly correct
- ✓ Use commas to mark clauses in complex sentences.
- ✓ Organises paragraphs around a theme.
- ✓ Use inverted commas and other punctuation to indicate direct speech e.g. the tour guide announced, “Be back here at four o’ clock.”
- ✓ Explore, identify and use Standard English verb inflections for writing e.g. we were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.
- ✓ Discussing and recording ideas for planning e.g. story mountain, story map, text map, story board, boxing-up text types to create a plan.
- ✓ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.
- ✓ Use the first three letters of a word to check its spelling in a dictionary.
- ✓ Write with consistency in size and proportion of letters, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.



Non Negotiables for writing

End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Amount
Year 4	<p>I can use punctuation marks to independently and accurately demarcate all sentences.</p> <p>MUST USE CAPITALS AND FULL STOPS. (YEAR 2 TARGET)</p> <p>I can use correct speech punctuation eg. commas, question and exclamation marks etc. before the close of the speech marks.</p> <p>I can securely use apostrophes for omission and to show possession.</p> <p>I am beginning to use commas to separate phrases and clauses within sentences.</p>	<p>I can use conjunctions 'before' 'after' 'as well as' and 'if'.</p> <p>I can use a wider variety of conjunctions, e.g. before, after, because, although, if.</p> <p>I can vary the openings of sentences to avoid repetition.</p> <p>I can use third or first person (he, she, and they/I).</p> <p>I can write in different tenses – past/present/future.</p> <p>I can write simple and compound sentences and begin to write complex sentences.</p> <p>I can use simple fronted adverbials and punctuate them with a comma most of the time.</p> <p>I can use paragraphs in most of my writing.</p>	<p>I am continuing to develop my writing style, using a cursive script always.</p> <p>I can write at speed.</p>	<p>I will complete Year 4 'Support for Spelling' scheme.</p> <p>I can spell all of the Year 3 and 4 word list, including:</p> <ul style="list-style-type: none"> - homophones and plurals - Suffixes –ly, -ation, -ous - Prefixes – im, il, mis, re, sub, inter, anti, auto <p>❖ Prefixes and suffixes can be attached to a base or root word to form a new word eg. retrieval/darkness</p>	<p>I can write at length. (¾ to 1 side of A4 in 45 minutes.)</p>



KPIs exemplified:
Uses fronted adverbials

Context:

In all writing across the curriculum, the child can use fronted adverbials as part of their sentence structure choices. They are exposed to good examples of how they are used and they make independent choices about when and how often to use them to create the desired effect. They can self check their work to ensure that the effect has been created successfully.

At that moment, everything began to shake and the pirates and their belongings began to tilt to one side. Everything was ruined. Then people started to climb onto the ship. "Ahoi there," said one of the invaders.

Fronted adverbials used and a range of time, manner, place, etc.

Fronted adverbials are always punctuated correctly, with a comma.

Slowly, he started to jog. He then started to run. Very soon, Tim was sprinting in fear. His heart was beating like a drum. He was approaching the dull, colossal graveyard. Still in his huge fright, he accidentally roamed into the black, abandoned graveyard without noticing. Carelessly he tripped over the graves.

In the distance, he spotted a light. Shivering like an earthquake, Tim decided to investigate. After a while, he came up to a decadent, creepy house. His brain said no but his feet couldn't help it. He no longer had any control of his feet.

Suddenly, the mysterious door opened and something was there. He was screaming. Something dragged him in.

For some of these KPIs, we have provided you with examples of what these may look like in children's writing.

Please refer to the handout for the complete set of examples.

Writing

YEAR 4 - WORKING AT GREATER DEPTH NARRATIVE

Lungkato the warrior

A short but effective character description linked to a character in an Australian myth.

The writing is purposeful, with rich description and vocabulary

A range of sentence structures used

Punctuation is accurate and tenses are consistent

Pronouns used correctly to show possession.

HANDWRITING

Maintains legibility and fluency with letters appropriately joined.

Lungkato looked as fierce as a dragon. His eyes were narrow and as black as midnight. Through his short but chubby nose, went a tiny stick that went from one end of his face to the other.

All over his body was amber and pure, cloud white Aboriginal paint that was decorated in stripes, spots and many other beautiful patterns. His dry and tanned skin was rough and the paint cracked in places.

Hanging down from his round chin, hung a dusty, grey beard like rain falling from dull storm clouds.

Around his head lay blonde and ginger hair swaying in one direction like wheat in a hay yard. Laying in his hand was a rusty sword pointing upwards like he was going to war to fight strong warriors. His hair like feathers tickled his mighty body.

Prepositional phrases add clarity for the reader

Chooses nouns and pronouns appropriately and to enhance writing.

Figurative language helps create a vivid picture

Interesting contrast to describe

Here is an example of written work demonstrating writing at a **greater depth**.

Please refer to the handouts for further examples.

Writing

YEAR 4
WORKING AT THE EXPECTED
STANDARD

Before long, the biggest battle ever started. "Round 1!" said the commentator and the battle began. The audience went wild! Soon Tooth took his best hard hit and it hit Finn.

"Owwwww." Cried Finn.

Then Finn took one of his skills and did it on Tooth. It was called 'the blinder' and it hurt Tooth.

"Oooh." Grunted Tooth. Tooth got a bit more angry.

Just before Tooth hit Finn, he blocked it and did the move 'arm breaker.' The audience went wild with Finn's name. Finn, Finn, Finn went the crowd. Then Tooth managed to do a move on Finn called 'the heroic punch' which really hurt Finn so he did the move called 'realistic' and that really hurt Tooth so Tooth did a finisher because he was ultra - raged, called 'the move' which nearly cracked Finn's leg. Finn remembered all of the training he did so Finn did 'no plan' and nearly finished Tooth so he did 'K for Knock and O for Out' a finisher of Finn and he WON! So he changed his name to WAR HEAD CLAWORTHY! He became famous

Using an increasing range of sentence structures and richer vocabulary in my writing.
(C)

Writing organised using different characters.
(C)

Correct use of apostrophe for possession.
(VGP)

I can punctuate speech in a text
(VGP)

I can draft my work into paragraphs.
(C)

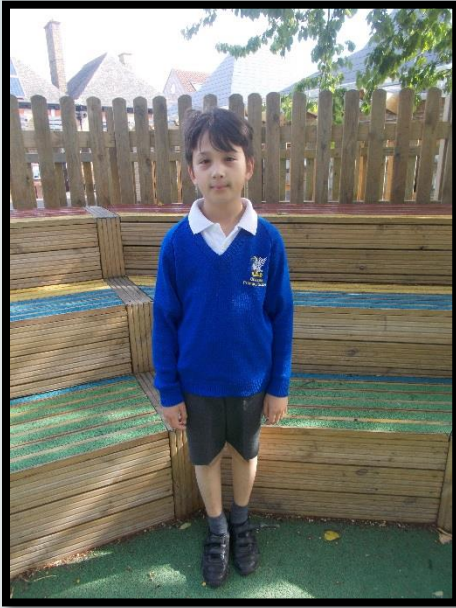
Use of commas after fronted adverbials.
(VGP)

Handwriting
Handwriting is joined and legible with all letters the same height and correct distance apart. Letters are appropriately joined.

Here is an example of written work demonstrating writing at the expected standard and at a greater depth.

Please refer to the handouts for further examples.

Uniform



- Polo Shirt
- Royal Knitted V-neck Jumper or Cardigan
- Grey Trousers / Shorts or Grey Skirt / Pinafore
- Black shoes—**NOT TRAINERS or BOOTS**- no open toed sandals
- Grey socks or tights
- Summer - Royal Blue gingham dresses with white socks

- Children should not wear jewellery, make up or nail varnish.
- Patterns, sign and symbols cut into hair are not permitted and hair which is longer than shoulder length should be tied up so that it minimises the spread of head lice and is less distracting.

- ❑ Using the school uniform helps to create the community of Orleans Primary School and children are able to focus on learning and developing.
- School Uniform is available to buy from www.stevensons.co.uk



P.E. Kit

- House Colour T-Shirt
- House Colour Sweatshirt
- Navy shorts (not shiny) or skort (plain without any added colour or logos)
- Trainers
- Plain navy blue joggers or sports leggings (these must be navy blue without any added colour or logos)
- White socks



4H

**Tuesday +
Friday**

4B

**Tuesday +
Friday**

Swimming

Swimming is compulsory at KS2

- Pools on the Park in Richmond
- Each class will receive a term and a half of swimming throughout the year
- Every Tuesday afternoon

4B	4H
Autumn Term	Spring Term - second half
Spring Term - first half	Summer Term



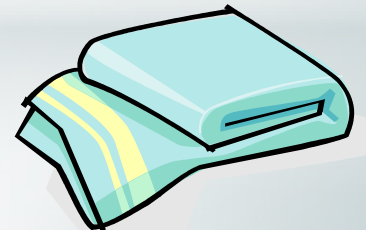
Bag



Swimming hat



Swimming costume



Towel

Relationship and Sex Education

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



To explore the human lifecycle. To identify some basic facts about puberty.

- ☐ Understand that puberty is an important stage in the human lifecycle.
- ☐ Know some changes that happen during puberty.

To explore how puberty is linked to reproduction

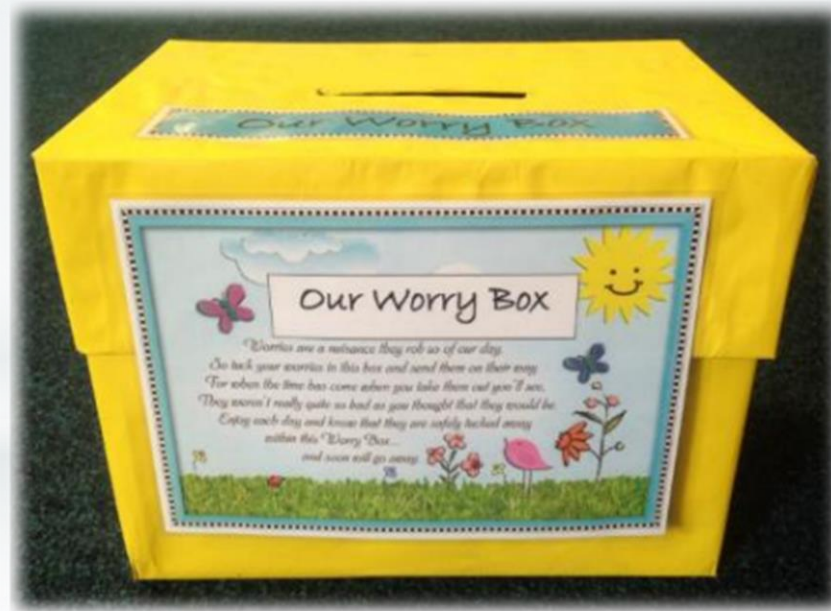
- ☐ Know about the physical and emotional changes that happen in puberty.
- ☐ Understand that children change into adults to be able to reproduce if they choose to.

To explore respect in a range of relationships. To discuss the characteristics of healthy relationships

- ☐ Know that respect is important in all relationships including online.
- ☐ Explain how friendships can make people feel unhappy or uncomfortable.

'Things I wish my teacher knew'

These boxes provide a way for children to share any concerns or worries they have with their teacher. There is one in every classroom and these are checked regularly throughout the day.





Home Learning



English & Maths

- Your child will receive both English and Maths home learning every week. This is usually set on Deepening Understanding.
- 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. Children will record their spelling words in their log and learn books.
- Please spend time learning these with your child and testing them.

Reading

- Children should be reading every day, either with an adult or independently for at least 15 minutes. Please record comments in their reading diary once a week and encourage them to also reflect and record a comment.





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 be communicated to you three times throughout the year
- Each term we also assess your child against 'age-related expectations' and assign 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 at the end of 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 Mrs Leon, our teaching assistant. We aim for all children to make outstanding progress and achieve their full potential.



Trips

Educational trips are a great way to get out of the classroom and explore the outside world.

The Year 4 curriculum is enriched through provision of a variety of visits which give them access to a wealth of experiences, expertise and resources. We are fortunate to have some incredible educational sights in the local area and in London.

School visits and workshops have clear links to the curriculum and where possible, public transport is used to save on costs.

Trips and visits this year include off-site visits and workshops within school.

- **Trips information can be found on the curriculum map with some dates already organised.**
- **We aim to communicate dates as soon as we have them organised for the year.**



Supporting your child in Year 4

Summer
Learning

Online
Learning

Home
Learning

Times
Tables

Museum
visits/Trips

Key Instant
Recall
Facts

Reading

Projects



Handouts

- Welcome to Year 4 Booklet

This booklet will be emailed to you and also made available on the school website, as well as on your child's **new** Google Classroom.





Working together...

School works best when it's a partnership between us and you, so...

- Please support and reinforce the school's rules and expectations (behaviour, uniform, attitude, etc)
- Do come and talk us about any queries, questions or concerns you might have - we want to help! Teachers are around at the end of the day (except for Wednesdays due to a staff meeting) and are very happy to talk with you. If you require more than a few minutes, please arrange an appointment via the school office email.

Thank you for listening

