



Learning to Love, Loving to Learn

Year Four Expectations

We are the Architects of the future building lives on the firm foundations of the Gospel values.



Learning to Love, Loving to Learn

Aims :

- Y4 expectations in Reading, Writing Mathematics
- Learning Challenge – cross curricular and enquiry based learning
- RE / RSE
- How parent/school partnerships make a difference



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GPS (Grammar, Punctuation and Spelling)

In Year Four, children are expected to use these in their writing and when talking about it;

- Noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases
- Fronted adverbials
- Paragraphs
- Apostrophes to mark plural possession
- Commas after fronted adverbials



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Reading in Year 4

A typical Y4 child in reading is expected to...

- Apply a growing knowledge of root words, prefixes and suffixes - both to read aloud and to understand the meaning of new words that are met e.g. ily – eerily, happily, merrily
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Use dictionaries to check the meaning of words that have been read
- Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word
- Check that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence



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What can I do at home to help develop my child's reading skills?

- Listen to your children read at some point every day. Even if they have already read at school.
- Talk about the reading book. Show that you are looking forward to finding out what the book is about.
- Encourage children to make predictions. This could be at the start, middle or near the end of the book.
- Ask about characters feelings and talk about their actions.
- Discuss the meaning of words specific to the book that you think your child might be unsure of.
- Ask questions throughout (especially why do you think...? questions) to ensure your child is understanding what they are reading.



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What questions can I ask?

- 1) What does this word/phrase/sentence tell you about the character/setting/mood?
- 1) By writing in this way, what effect has the author created?
- 2) What other words/phrases could the author have used here?
- 3) How has the author made you feel by writing...? Why?
- 4) What do you think.... means? Why do you think that?
- 5) Why do you think...?
- 6) How do you think....?
- 7) Can you explain why....?
- 8) What do these words mean and why do you think that the author chose them



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Maths in Year 4

- Counts in multiples of six, seven, nine, 25 and 1,000
- Counts backwards through zero to include negative numbers
- Orders and compares numbers beyond 1,000
- Rounds any number to the nearest 10, 100 or 1,000
- Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why
- Recalls multiplication and division facts for multiplication tables up to 12×12
- Recognises and shows, using diagrams, families of common equivalent fractions
- Rounds decimals with one decimal place to the nearest whole number
- Solves simple measure and money problems involving fractions and decimals



Times
tables



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Examples of maths mastery

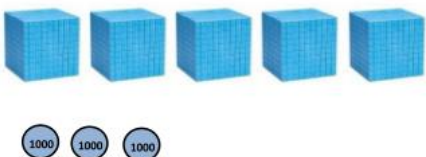
Varied Fluency

1 How many sweets are there altogether?



There are three jars of sweets.
There are sweets altogether.

2 What numbers are represented below?



Write them in numerals and words.

3 Complete the number tracks.

3,000	4,000		6,000			9,000	
	9,000		7,000			4,000	

Reasoning and Problem Solving

Sort these statements into **sometimes**, **always**, **never**.

- When counting in hundreds, the ones digit changes.
- The thousands column changes every time you count in thousands.
- To count in thousands, we use 4 digit numbers.

When counting in hundreds, the ones digit changes. **NEVER**
The thousands column changes every time you count in thousands. **ALWAYS**
To count in thousands, we use 4 digit numbers. **SOMETIMES**

True or false?

Sophie says,

If I count in thousands from zero I will always have an even answer.





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Writing in Year 4

This is a typical example of what would be expected from a child in Year 4.

Wednesday 22nd October 2014 with his enormous

thudded gray feet. ✓
That moment, ^{Steel} ~~Steel~~ Man thudded into the forest.

1. The forest around him was huge. The magnificent forest ^{had} of tall trees with huge thick limbs. In the forest there were eerie shadows like a witch ^{was} ~~is~~ hiding in the trees. Steel Man came face to face ^{with} ~~(at)~~ the mysterious creature the Vicious Punisher. "I challenge you to a test of strength!" Shouted Steel Man. "If I win you become my slave, if you win I become your slave!" Yelled Steel Man. "Very well I accept your challenge!" roared ^{the} Vicious Punisher. ✓

If
and
when

New
speaker,
new
line.

Vicious ✓

2. A few minutes later, the competition began. Steel Man explained the challenge. "Balance between two tops of a tree!" He shouted. Courageously, Steel Man went first he did it, then the Vicious Punisher started. He said "I can do this!" he roared. "The next round!" Steel Man laughed. Steel Man spring ~~to~~ to the rope balanced and then got off. "Now your turn!" he yelled. The Vicious Punisher hopped up on the rope, boldly he tried, he balanced, and got off. "Let's repeat for the third time!" Steel Man replied. "Enough, Enough I can't stand it anymore. I give up I'll become your slave!" exclaimed the Vicious Punisher. "Ha, Ha I've won!" he cried.

3. From then on the Vicious Punisher became Steel Man's slave. The Vicious Punisher became a friend to the Earth. He ~~&~~ gave children rides on his back when



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The snakes streamed out of the houses and followed him. Snakes, snakes everywhere, out of the town and across the hills hissing and slithering. When they reached the River Ravi they all fell into the swirling water and drowned.

That afternoon the violinist returned to the city and asked for his money. But the king refused to pay him. Dishonestly, the king tried to pretend that the snakes had not been much of a problem.

Without delay, the violinist stepped out into street once more he lifted his violin put it to his chin and began to play a strange magical tune. However, this time it was not the snakes that followed him. No! It was the old people. Old people! Old people! everywhere, with chattering voices and smiling faces they chased after him. Chattering voices and smiling faces they followed the violinist.

Like frozen statues, their horrified families watched them go. When they reached the Minar-ehatnore, an enormous doorway appeared and the violinist and the old people disappeared in the darkness. Slowly but surely, the door closed forever they were never seen again.

Make this a short sentence for impact.

Heart-broken. The families never saw their beloved relatives and their hearts were in pieces. "I can't believe" sobbing loudly, the people screamed at the king. "I can't believe" you did not pay him why you'd a little boy.



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Learning Challenge

- Cross curricular approach to learning (real life skills)
- Enquiry based learning (conceptual skills)

Learning Challenge

Y4 Learning Challenge: The sound of Life in Tudors Times

Key Text: The Tempest

Prime question: What was life like in Tudor Times?

English



- Description writing– a focus on settings
- Description writing– a focus on characters
 - Narrative

Maths

- count in multiples of 6, 7, 9, 25 and 1000
- order and compare numbers beyond 1000
- count backwards through 0 to include negative numbers
- round any number to the nearest 10, 100 or 1000

Science

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from a sound travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

History

- KS2 – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Art

- KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials
- KS2 - to improve their mastery of art and design techniques, including painting with a range of materials
- KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials
- KS2 - about great artists in history

DT

- KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- KS2 - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Music

Listening and Responding to Music

- Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
- Can identify and describe a variety of contrasting feelings as they relate to music.
- Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.



Contents



1. The Bible

What is the Bible?
God calls Abraham
Joseph
God calls Moses
David is chosen by God
God speaks to us in the Bible



2. Trust in God

Learning to Trust
Zechariah
Mary trusts in God
Joseph trusts in God
God fulfills His Promise
Mystery of the Trinity
Mystery of the Incarnation



3. Jesus, the Teacher

The Presentation in the Temple
Jesus in the Temple
The Baptism of Jesus
Disciples of Jesus
The Teaching of Jesus
The Parables



4. Jesus, the Saviour

Jesus, truly human & truly God
Holy Week -
Jesus enters Jerusalem
Holy Thursday
Good Friday
Death on a Cross - Why?
The Resurrection of Jesus



5. The Early Christians

Jesus appears to the disciples
The Ascension
Pentecost
Stephen and Saul
Paul and Silas
The cost of Discipleship
The Teaching of the Apostles

6. The Church

What is the Church?
The Sacraments
The Church's Year
The Communion of Saints
The Mission of the Church
Mary, Mother of the Church



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RSE – Year 4

Social and Emotional

Learning intention

to describe how we all should be accepted and respected.



Physical

Learning intention

to describe how we should treat others making links with the diverse modern society we live in.



A Journey in LOVE

A developmental programme for children in the primary years



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Spiritual

Learning intention

To celebrate the uniqueness and innate beauty of each of us.





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Safeguarding: GO TO PERSON!

All children have been told, that no matter where they are around the school their Go To Person is always there to listen and to help them out!

Classroom- class teachers and TAs

Playground- an adult on duty/ lunchtime supervisors



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Online Safety

All children will sign the agreed use policy to help them stay safe online.

Please support your child at home to be safe online, here are some examples from the children's guidance:

- 8. *I am careful what I click on*** – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.
- 9. *I ask for help if I am scared or worried*** – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
- 10. *I know it's not my fault if I see or someone sends me something bad*** – I won't get in trouble, but I mustn't share it. Instead, I will tell a trusted adult. If I make a mistake, I don't try to hide it but ask for help.
- 11. *I learn online*** – I use the school's internet, devices and logins for schoolwork, homework and other activities to learn and have fun. All school devices and systems are monitored, including when I'm using them at home.
- 12. *I behave the same way on devices as face to face in the classroom, and so do my teachers*** – If I get asked to do anything that I would find strange in school, I will tell another teacher.
- 13. *I ask permission*** – At home or school, I only use the devices, apps, sites and games I am allowed to and when I am allowed to.
- 17. *I tell my parents/carers what I do online*** – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.
- 18. *I follow age rules*** – 13+ games and apps aren't good for me so I don't use them – they may be scary, violent or unsuitable. 18+ games are not more difficult but very unsuitable.

These statements can keep me and others safe & happy at school and home