



# Welcome to Year 4

2020 / 2021

Dear Parents,

Welcome to Year 3. As you will be acutely aware, this academic year will be considerably different, compared to what we used to consider 'the norm'. Restrictions, due to the rules of Social Distancing have meant that not only have our school timings changed, but also our class timetable. Differences in lessons times, length and content, alongside schools operating a 'Recovery Curriculum', have meant that your child will be experiencing a very different Uffington School experience. This being said, our aim is to continue to give your child a thorough, creative and enjoyable curriculum, making their coming back to school something they look forward to. Please find within this document a break up of their timetable, curriculum, and any other important news and information children new to Year 3 need to know.

Many Thanks.

Miss Johnston.

**The Timetable:**

Children will receive daily activities based around handwriting, phonics, reading, spelling and times tables and number, alongside their English and Maths activities. Reading will also take place with listening to readers on a 1:1 basis, and discussions of reading and comprehension of texts through guided reading – which will currently be done as a class session rather than in smaller groups. Children will have access to the same shared texts, these sessions will not be about teaching the children to read (done in phonics and 1:1 sessions) but instead will focus on their comprehension of a range of texts. Children will have the opportunity to explore a varied collection of texts over the year, sharing their understanding, offering opinions on their reading. Analysing texts in greater detail, often asking their own questions based around their understanding. Children are also expected to have access to story and texts read to them for enjoyment, as well as taking part in activities designed to help promote emotional health and well-being.

Monday	REGISTRATION 8.50 – 9.00	<b>Daily - Phonics, handwriting.</b> <b>Timestable work – counting, chanting, recording. Speed of recall and accuracy of recall.</b> English – spelling and grammar. English – writing tasks.	BREAK – 10.45 – 11.00	Maths	LUNCH – 12.30 – 1.15	History	BREAK – 2.15 – 2.25	Worship. Emotional health and well-being activity.
Tuesday		<b>Daily - Phonics, handwriting.</b> <b>Timestable work – counting, chanting, recording. Speed of recall and accuracy of recall.</b> English Guided Reading		Maths		Design and Technology		Worship. Story.
Wednesday		<b>Daily - Phonics, handwriting.</b> <b>Timestable work – counting, chanting, recording. Speed of recall and accuracy of recall.</b> Science Class led worship. English – writing tasks.		Maths		PE		RE
Thursday		<b>Daily - Phonics, handwriting.</b> <b>Timestable work – counting, chanting, recording. Speed of recall and accuracy of recall.</b>		Maths		Science		Science Worship

		<p>English Guided Reading.</p>		<p>Tables and Spelling Tests.</p>				
<p>Friday</p>		<p><b>Daily - Phonics, handwriting.</b> Reading/Music/PSHE French English</p>		<p>Maths</p>		<p>Merits  PE</p>		<p>Emotional health and well-being.  Story.</p>

### Teaching and Support Staff

Miss Johnston is the class teacher and will teach the majority of curriculum subjects. Miss Johnston has one non-contact afternoon a week (Wednesdays) when the children will have RE (Mrs Ludford) and Games (Mrs Swanson)

Mrs Swanson will teach Science, PE, Music and Personal, social, health and economic education (PSHEE).

Learning support will be provided by teaching assistants throughout the week.

Mr Steele will support Mrs Swanson for Wednesday afternoon Games lessons.

### Homework

Homework will be set on Google Classroom on Friday. A homework book has been sent home for the children to complete tasks, but they may also at times be requested to upload specific finished pieces back onto Google Classrooms at times.

Children will be set tables, spellings and reading tasks weekly. Other tasks may include number, English, history or geography. As part of reading homework, children should read at least three times a week, one of these sessions should involve reading to an adult. They also have books set on Bug Club, which have questions attached to support their comprehension.

### PE

Has been greatly affected by the Social Distancing restrictions. Your child will need to come to school in their PE kit on Wednesday and Friday and lessons will consist of a range of non - contact activities. Where possible children will have

regular access to outside learning both within PE and in other areas of the curriculum. As the weather begins to turn, and the winter weather approaches, could you please send your child to school with a pair of indoor shoes to be worn on PE days. This will allow outdoor shoes to be removed, and indoor shoes worn during lesson times.

### Assessment

Assessments will be based upon the National Curriculum. Both formal and informal assessments will take place throughout the year and you will be able to discuss your child's attainment and progress at Parents' Evenings. Sadly, due to current restrictions, parent meetings will be via a telephone conversation, and our annual curriculum meeting will unfortunately not be able to happen this academic year.

### Holidays during term time

Please remember that Mrs Simms is unable to authorise absence for family holidays during term time. The school's attendance policy can be found on the school website.

Draft Curriculum Framework for 2020/21

Year	Autumn	Spring	Summer
Topic	Ancient Greece – A Greek Odyssey	European Adventure	Near and Far
	<u>Science – Teeth, Digestion</u> <u>Design and Technology – Levers</u> <u>RE – Big Questions</u> <u>PSHEE – Health and Well-being</u>	<u>Science – Light and electricity</u> <u>Computing – monitor light and sound</u> <u>Art – sculpture – clay</u> <u>Geography – European Study – France</u> <u>RE – Community – Hinduism and Islam</u>	<u>History – A local study</u> <u>Science – Rocks, Living things and their Habitats</u> <u>Geography – Brazil</u> <u>RE – Pilgrimage</u> <u>Art – Drawing and Painting</u>

English in Year 4

Your child will build upon work from Year 3. Lessons will focus upon develop skills of reading, writing, spelling, grammar and punctuation.

Detailed information about curriculum content can be found below:

ENGLISH						
Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
<p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p>	<p>Pupils should be taught to:</p> <p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Pupils should be taught to:</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p>	<p><b>Spelling</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ use further prefixes and suffixes and understand how to add them spell further homophones</li> <li>▪ spell words that are often misspelt place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>▪ use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<p>Pupils should be taught to:</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Pupils should be taught to:</p> <p>plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>Pupils should be taught to:</p> <p>develop their understanding of concepts by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4</p>

Spoken Word	Word Reading	Comprehension	Writing – transcription	Writing – Handwriting	Writing – Composition	Writing – Grammar, Vocabulary and Punctuation
-------------	--------------	---------------	-------------------------	-----------------------	-----------------------	---

<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding imagining and exploring ideas through speculating, hypothesising,</p>		<p>identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by:</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		<p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
<p>Spoken Word</p>	<p>Word Reading</p>	<p>Comprehension</p>	<p>Writing – transcription</p>	<p>Writing – Handwriting</p>	<p>Writing – Composition</p>	<p>Writing – Grammar, Vocabulary and Punctuation</p>
<p>speak audibly and fluently</p>	<p>.</p>	<p>predicting what might happen from details stated and implied</p>				

<p>with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p> <p>.</p>		<p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>				
--	--	--	--	--	--	--

## Grammar and Punctuation

This document contains the Y4 Vocabulary, Grammar and Punctuation appendix which is used to support the planning, teaching and learning of Spelling in Year 4.

<i>Year 4: Detail of content to be introduced (statutory requirement)</i>	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

Spelling

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p>	<p><b>dis-</b>: disappoint, disagree, disobey</p> <p><b>mis-</b>: misbehave, mislead, misspell (mis + spell)</p> <p><b>in-</b>: inactive, incorrect</p>
	<p>Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p>	<p>illegal, illegible</p> <p>immature, immortal, impossible, impatient, imperfect</p> <p>irregular, irrelevant, irresponsible</p> <p><b>re-</b>: redo, refresh, return, reappear, redecorate</p> <p><b>sub-</b>: subdivide, subheading, submarine, submerge</p>

	<p><b>inter-</b> means 'between' or 'among'.</p> <p><b>super-</b> means 'above'.</p> <p><b>anti-</b> means 'against'.</p> <p><b>auto-</b> means 'self' or 'own'.</p>	<p><b>inter-</b>: interact, intercity, international, interrelated (inter + related)</p> <p><b>super-</b>: supermarket, superman, superstar</p> <p><b>anti-</b>: antiseptic, anti-clockwise, antisocial</p> <p><b>auto-</b>: autobiography, autograph</p>
The suffix <b>-ation</b>	The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix <b>-ly</b>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words.</p>	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
	<p>If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>.</p> <p>The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	basically, frantically, dramatically
Words with endings sounding like /ʒə/ or /tʃə/	<p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>.</p> <p>The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>
Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as <b>-sion</b> .	division, invasion, confusion, decision, collision, television

Statutory requirements

Rules and guidance (non-statutory)

Example words (non-statutory)

The suffix -ous

Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.

Sometimes there is no obvious root word.

**-our** is changed to **-or** before **-ous** is added.

A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.

If there is an /i:/ sound before the

**-ous** ending, it is usually spelt as **i**, but a few words have **e**.

poisonous, dangerous, mountainous, famous, various

tremendous, enormous, jealous

humorous, glamorous, vigorous

courageous, outrageous

serious, obvious, curious

hideous, spontaneous, courteous

# The National Curriculum for Mathematics

## Lower Key Stage 2 – Years 3 and 4

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

### Number and Place Value

Pupils will be taught to:

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000

- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

### Addition and Subtraction

Pupils will be taught to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

### Multiplication and Division

Pupils will be taught to:

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including:  
multiplying by 0 and 1; dividing by 1; multiplying together three numbers  
recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

### Fractions (including decimals)

Pupils will be taught to:

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number

- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

### Measurement

Pupils will be taught to:

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

### Geometry – Properties of Shapes

Pupils will be taught to:

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

## Geometry – Position and Direction

Pupils will be taught to:

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

## Statistics

Pupils will be taught to:

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

September 2018

French:

This is taught on a 2 year rolling program with children exploring both the language and the culture of French speaking nations, both the country of France itself, as well as nations around the globe. Lesson content focuses greatly on listen, say, repeat. Giving the children as many practical opportunities to practise and input sounds, vocabulary and phrases taught. The aim is to provide children with a basic understanding of greetings, counting and questions and answers in French.