



**Dream Believe Achieve**

10<sup>th</sup> September 2017

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Dear Year 4 Parents

You will be pleased to hear that all the children Year 4 are already working hard and enjoying their learning!

A curriculum overview is included with this letter which provides details about the topics which will be covered in the foundation subjects as well as the key learning in Maths, Reading and Writing. There's plenty going on in Year 4 if you have any questions, please just ask.

### Dates for your diary

#### Tuesday 17<sup>th</sup> October

Open Afternoon - you are invited to come into school and share the learning experiences which take place. More details will be sent out nearer the time. We look forward to seeing you then.

#### Wednesday 25<sup>th</sup> October 3.30pm onwards

Parents' Evening. This is an opportunity to discuss how your child has settled and how they are learning. More details will be sent out nearer the time.

Home learning tasks will be given out each Monday and are to be completed by Friday. Each week the children will need to complete an English or Maths task. They may also have spellings and times tables to learn, but this may not be every week. You will also find a half termly project in their diary too. This gives the pupils an opportunity to be as creative as possible!

In Year 4 PE is on Monday, with swimming on Fridays. It is important that they remember the appropriate kit for both sessions. Please note that jewellery cannot be worn during the P.E sessions and long hair needs to be tied back. As a healthy school, we encourage the children to drink water and eat well. I would



Gannow Big Local



Headteacher: Mrs Helen Kershaw

Whittlefield Primary School, Tabor Street, Burnley, Lancashire BB12 0HL



therefore like to remind you that children are able to bring fruit in for a snack at playtime. Children are provided with a water bottle which is cleaned and filled in school. There is no need for them to bring a water bottle in from home. Finally, I would like to say if you need to discuss any of the information above then please do not hesitate to come in to school.

Many thanks

Mr S Riley  
Year 4 Class Teacher

# Overview



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Lead Subjects</b>	<b>Science</b> Electricity - series circuits, switches, conductors, insulators <b>Design and Technology</b> ICT and electrical systems - control and electrical components <b>Music</b> Creating - explore, choose, combine and organise musical ideas using an electronic sound source	<b>History</b> A theme in British history beyond 1066 - The Great Plague of 1665 <b>Geography</b> Rubbish and recycling - environmental study <b>Art and Design</b> Drawing developed into printmaking, rotating and translating images	<b>Science</b> Teeth and the digestive system <b>Art and Design</b> Drawing and painting of still life into 3D sculpture	<b>Geography</b> Contrasting region in a European country <b>Design and Technology</b> Textiles - seams, stiffening and strengthening, materials and fastenings <b>Music</b> Listening to music from different cultures; experience how music is produced in different ways	<b>Science</b> States of matter <b>Geography</b> Key aspects of rivers <b>History</b> Ancient Egypt (including the River Nile)	<b>Science</b> Habitats - grouping and classifying plants and animals <b>Design and Technology</b> Food - simple savoury food and cooking techniques
<b>Additional Subjects</b>	<b>PSHE</b>			<b>Art and Design</b>	<b>Music</b>	<b>Art and Design</b>
	<b>Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)</b>					
	CS - programming / hardware	IT - data handling	IT - graphics and images / modelling and simulation	IT - sound / multimedia	IT / DL - digital research	CS - computational thinking
<b>English</b>	Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire Mathematics Planning should be used for discrete mathematics lessons.					
	Stories with fantasy settings Explanations Film and playscripts	Fairy tales Classic poetry Recount: newspapers	Stories with issues and dilemmas Persuasion	Novel as a theme Non-chronological reports	Stories with a theme Poems with a structure Information booklets	Folk tales Debate Poems on a theme (optional)
<b>Engaging</b>	<b>Science</b> Standalone unit on sound	<b>Physical Education</b> Pupils should continue to apply and develop a broader range of skills and use them in a range of activities. These must include modified team games, dance, gymnastic, athletic and outdoor and adventurous activities. Lancashire KS2 PE scheme would support children's learning in PE.	<b>English</b> Stories with issues and dilemmas Persuasion	<b>eSafety</b> Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely, respectfully and responsibly.	<b>English</b> Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.	

# Key Learning in Reading: Year 4

## Word Reading

As above and:

- Use knowledge of root words to understand meanings of words.
- Use prefixes to understand meanings e.g. *sub-, inter-, anti-, auto-*.
- Use suffixes to understand meanings e.g. *-ation, -ous, -tion, -sion, -ssion, -cian*.
- Read and understand meaning of words on Y3/4 word list – see bottom.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

## Comprehension

As above and:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. *advertisements, formal speeches, leaflets, magazines, electronic texts*.
  - Regularly listening to whole novels read aloud by the teacher.
  - Analysing and evaluate texts looking at language, structure and presentation.
  - Analysing different forms of poetry e.g. *haiku, limericks, kennings*.
  - Reading books and texts for a range of purposes and responding in a variety of ways.
  - Analysing and comparing a range of plot structures.
  - Retelling a range of stories, including less familiar fairy stories, myths and legends.
  - Identifying, analysing and discussing themes e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals*.
  - Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes*.
  - Learning a range of poems by heart and rehearsing for performance.
  - Preparing poems and playscripts to read aloud, showing understanding through intonation, tone, volume and action.
- Discussing their understanding of the text
- Explaining the meaning of key vocabulary within the context of the text
  - Making predictions based on information stated and implied.
  - Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
  - Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
  - Identifying main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because... 1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text*.
- Retrieve and record information from non-fiction.
- Analysing and evaluating how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*.
  - Scanning for dates, numbers and names.
  - Explaining how paragraphs are used to order or build up ideas, and how they are linked.
  - Navigating texts to locate and retrieve information in print and on screen.
- Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
- Develop, agree on and evaluate rules for effective discussion.
  - Making and responding to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles*.



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- Read and understand meaning of words on Y3/4 word list – see bottom.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

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- Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
- Develop, agree on and evaluate rules for effective discussion.
  - Making and responding to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles*.

# Key Learning in Writing: Year 4

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> <li>■ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>■ Use commas to mark clauses in complex sentences.</li> <li>■ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>■ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i></li> <li>■ Use commas after fronted adverbials.</li> <li>■ Identify, select and use determiners including:               <ul style="list-style-type: none"> <li>- articles: <i>a/an, the</i></li> <li>- demonstratives: <i>this/that, these/those</i></li> <li>- possessives: <i>my/your/his/her/its/our/their</i></li> <li>- quantifiers: <i>some, any, no, many, much, every</i></li> </ul> </li> <li>■ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o'clock."</i></li> <li>■ Identify, select and effectively use pronouns.</li> <li>■ Use nouns for precision, e.g. <i>burglar</i> rather than <i>man, burglar</i> rather than <i>house</i>.</li> <li>■ Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></li> <li>■ Explore, identify and use Standard English verb inflections for writing e.g. <i>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.</i></li> <li>■ Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i></li> </ul>	<p>As above and:</p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>■ Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</li> <li>■ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>■ Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>■ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>■ Plan and write an opening paragraph which combines setting and character/s.</li> <li>■ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</li> <li>■ Generate and select from vocabulary banks e.g. <i>adverbial phrases, technical language, persuasive phrases, alliteration.</i></li> <li>■ Use different sentence structures (see VGP).</li> <li>■ Use paragraphs to organise writing in fiction and non-fiction texts.</li> <li>■ Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i></li> <li>■ Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later... Back at home...</i></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>■ Proofread to check for errors in spelling, grammar and punctuation.</li> <li>■ Discuss and propose changes to own and others' writing with partners/small groups.</li> <li>■ Improve writing in light of evaluation.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>■ Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>■ Use further prefixes, e.g. <i>in-, im-, sub-, inter-, super-, anti-, auto-</i>.</li> <li>■ Use further suffixes, e.g. <i>-ation, -tion, -ssion, -cian.</i></li> <li>■ Investigate what happens to words ending in f when suffixes are added, e.g. <i>calves</i>.</li> <li>■ Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme, chorus.</i></li> <li>■ Identify and spell words with the /j/ sound spelt ch (mostly French in origin), e.g. <i>chef, chalet, machine.</i></li> <li>■ Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. <i>tongue, antique.</i></li> <li>■ Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science, scene.</i></li> <li>■ Understand how diminutives are formed using e.g. suffix -ette and prefix mini-</li> <li>■ Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen (noun) and -ate = pollinate (verb).</i></li> <li>■ The /y/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gymn, Egypt</i></li> <li>■ Use the first three letters of a word to check its spelling in a dictionary.</li> <li>■ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>■ Explore and use the possessive apostrophe, e.g. <i>boys' books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy).</li> <li>■ Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below.</li> </ul>	<p>As above and:</p> <ul style="list-style-type: none"> <li>■ Use a joined style throughout their independent writing.</li> <li>■ Write with consistency in size and proportion of letters, e.g. <i>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.</i></li> </ul>

## Key Learning in Mathematics – Year 4

Number – number and place value	Number – addition and subtraction	Number – multiplication and division
<ul style="list-style-type: none"> <li>▪ Count in multiples of 6, 7, 9, 25 and 1000.</li> <li>▪ Count backwards through zero to include negative numbers.</li> <li>▪ Count up and down in hundredths.</li> <li>▪ Read and write numbers to at least 10 000.</li> <li>▪ Read and write numbers with up to two decimal places.</li> <li>▪ Recognise the place value of each digit in a four-digit number.</li> <li>▪ Identify the value of each digit to two decimal places.</li> <li>▪ Partition numbers in different ways (e.g. <math>2.3 = 2 + 0.3</math> &amp; <math>1 + 1.3</math>).</li> <li>▪ Identify, represent and estimate numbers using different representations (including the number line).</li> <li>▪ Order and compare numbers beyond 1000.</li> <li>▪ Order and compare numbers with the same number of decimal places up to two decimal places.</li> <li>▪ Find 0.1, 1, 10, 100 or 1000 more or less than a given number.</li> <li>▪ Round any number to the nearest 10, 100 or 1000.</li> <li>▪ Round decimals (one decimal place) to the nearest whole number.</li> <li>▪ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer.</li> <li>▪ Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps.</li> <li>▪ Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value.</li> <li>▪ Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</li> <li>▪ Select a mental strategy appropriate for the numbers involved in the calculation.</li> <li>▪ Recall and use addition and subtraction facts for 100.</li> <li>▪ Recall and use <math>+/ -</math> facts for multiples of 100 totalling 1000.</li> <li>▪ Derive and use addition and subtraction facts for 1 and 10 (with decimal numbers to one decimal place).</li> <li>▪ Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place.</li> <li>▪ Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate.</li> <li>▪ Estimate; use inverse operations to check answers to a calculation.</li> <li>▪ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> <li>▪ Solve addition and subtraction problems involving missing numbers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).</li> <li>▪ Recognise and use factor pairs and commutativity in mental calculations.</li> <li>▪ Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>▪ Use partitioning to double or halve any number, including decimals to one decimal place.</li> <li>▪ Use place value, known and derived facts to multiply and divide mentally, including:               <ul style="list-style-type: none"> <li>- multiplying by 0 and 1.</li> <li>- dividing by 1.</li> <li>- multiplying together three numbers.</li> </ul> </li> <li>▪ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li> <li>▪ Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</li> <li>▪ Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</li> <li>▪ Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including interpreting remainders), integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul>



## Key Learning in Mathematics – Year 4

Number – fractions, decimals and percentages	Geometry – properties of shapes	Measurement
<ul style="list-style-type: none"> <li>▪ Understand that a fraction is one whole number divided by another (e.g. <math>\frac{3}{4}</math> can be interpreted as <math>3 \div 4</math>).</li> <li>▪ Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators.</li> <li>▪ Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>▪ Count on and back in steps of unit fractions.</li> <li>▪ Compare and order unit fractions and fractions with the same denominators (including on a number line).</li> <li>▪ Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>▪ Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>▪ Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>.</li> <li>▪ Add and subtract fractions with the same denominator (using diagrams).</li> <li>▪ 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.</li> <li>▪ Solve simple measure and money problems involving fractions and decimals to two decimal places.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</li> <li>▪ Identify lines of symmetry in 2-D shapes presented in different orientations.</li> <li>▪ Complete a simple symmetric figure with respect to a specific line of symmetry.</li> <li>▪ Continue to identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</li> <li>▪ Identify acute and obtuse angles and compare and order angles up to two right angles by size.</li> </ul> <p><b>Geometry – position and direction</b></p> <ul style="list-style-type: none"> <li>▪ Describe positions on a 2-D grid as coordinates in the first quadrant.</li> <li>▪ Plot specified points and draw sides to complete a given polygon.</li> <li>▪ Describe movements between positions as translations of a given unit to the left/right and up/down.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Estimate, compare and calculate different measures, including money in pounds and pence.</li> <li>▪ Order temperatures including those below 0°C.</li> <li>▪ Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</li> <li>▪ Know area is a measure of surface within a given boundary.</li> <li>▪ Find the area of rectilinear shapes by counting squares.</li> <li>▪ Convert between different units of measure [e.g. kilometre to metre; hour to minute].</li> <li>▪ Read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> <li>▪ Write amounts of money using decimal notation.</li> <li>▪ Recognise that one hundred 1p coins equal £1 and that each coin is <math>\frac{1}{100}</math> of £1.</li> <li>▪ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems involving money and measures.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>▪ Use a variety of sorting diagrams to compare and classify numbers and geometric shapes based on their properties and sizes.</li> <li>▪ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs.</li> <li>▪ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>