

All About Year 4

Meet your new Year 4 team for September 2023





Meet the staff

- **Mr Ballantine**
4B Class Teacher and Year Group Leader
- **Miss Fussey**
4F Class Teacher
- **Miss Ryder**
4R Class Teacher
- **Mrs Jackson, Mrs Eari, Mrs Nolan**
Year 4 Teaching Assistants
- **Friends of Chase Bridge – class rep**
to be announced!



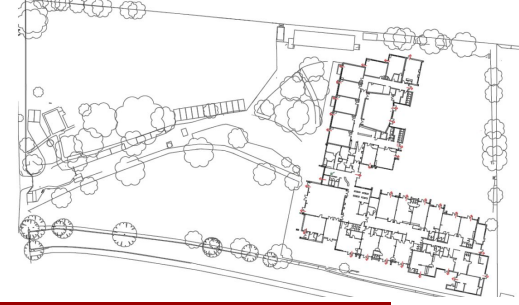
Uniform and school bags

Please refer to the uniform policy and remember that:

- ☐ **No jewellery** should be worn apart from a plain watch and small stud earrings
- ☐ **Plain black school shoes** (no boots or sport shoes) & school socks
- ☐ **Long hair** should be **tied up** no fussy hair accessories or shaved patterns
- ☐ **PE kit** worn to school on your child's PE day
- ☐ **Bags** plain, compact/sensible small size



Start of the day

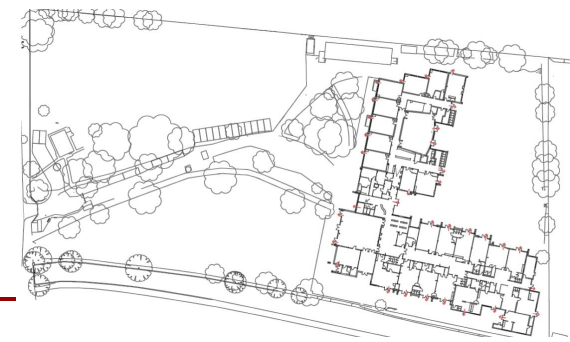


- ☐ Children will start school at 08:40 with a soft start (Registration at 8:55)
- ☐ The children can be dropped off at the main gate and they can walk to class independently.
- ☐ Make your way down the drive; 4B and 4F, you will enter your classroom through the back doors, by the Edible Garden; 4R, you will need to walk around the Year 6 area and enter your classroom via the back playground.

To avoid congestion, we ask that you please leave the school site as soon as your child is with their class teacher.



End of the day



- ☐ Children will finish school at 3.25pm
- ☐ 4B and 4F children will be dismissed by the railings in front of 4B classroom. 4R will be dismissed in front of the Main entrance.
- ☐ Children who are not collected on time are taken to the office area to wait.
- ☐ Please ensure that you let the office know (info email address) if your child is being picked up by someone unfamiliar to the teacher, but especially if they do not yet have consent recorded on Arbor. Please preempt this where possible, and let the office know by email that you agree to consent, by email, so they can add the name in Arbor.

The playground will not be in use after school. As pick up points are used for different year groups at their end of day time, all parents are expected to leave the school site as quickly as possible to ensure a safe and calm environment.



Being prepared

- ☐ A water bottle



A small pencil case containing...

- ☐ a pencil,
- ☐ green handwriting pen,
- ☐ pencil sharpener,
- ☐ rubber,
- ☐ glue stick,
- ☐ highlighter pens,
- ☐ colouring pens and pencils
- ☐ ruler



Our Year 4 topics

All year 4 curriculum details are available on the website:

<https://www.chasebridge.richmond.sch.uk/our-classes/year-4>

Hinduism and India:

Exploring the beliefs,
practices and impact
of Hinduism, locally
and globally.

Extreme

Earth: A study of
natural disasters
and extreme
weather

What have the Romans done for us?:

A study of the Roman Empire
and its impact on Britain.

Invaders and

Settlers: A
historical study of
Anglo-Saxons
and Vikings

The World's Geography:

A study of the
continents, countries,
capital cities and their
geographical features.

Life and The Environment:

Animals, food chains
and the environment



SCIENCE

Children will learn about:

Autumn:

Humans: teeth and the digestive system
Electricity: simple circuits, including those with buzzers and breaks

Spring:

Outdoor Science: Importance of bees; the impact of extinction; plant growth
Sound: how sounds are made; pitch; sound proofing and vibrations

Summer:

States of Matter: liquids, solids and gases; evaporation; condensation
Living Things: classifying animals; vertebrates; invertebrates and habitats; food chains

HISTORY

Children will learn about:

Autumn:

Romans: the Roman Empire and its impact on Britain, including leisure time, roads, Roman baths and soldiers.

Summer:

Invasors and Settlers: a study into Anglo-Saxon and Viking settlements, including invasions, battles and a comparison of life to today

GEOGRAPHY

Children will learn about:

Autumn:

India: the importance of the river Ganges; exploring the beliefs, practices and impact of Hinduism (locally and globally)

Spring:

The World's Geography: continents, countries, capital cities and their geographical features

Extreme Earth: natural disasters, including volcanic eruptions, tsunamis, tornadoes and extreme weather conditions

Summer:
The Environment: deforestation; global warming

RELIGIOUS EDUCATION

Children will learn about:

Autumn:

Hinduism: values and beliefs; significant symbols and traditions; gods and the Mandir
Parables: The Good Samaritan, The Lost Sheep, The Prodigal Son

Spring:

Christianity: Easter; known charities and their work; comparison to other religions

Summer:

Significant people: influential people across religions
Tobias and The Angel: an RE study through a painting

PSHE/RSE

Children will learn about:

Autumn:

Being Me In My World: planning for the year; behaviour, including rewards and sanctions; democracy
Celebrating Differences: challenging assumptions; accepting self and others; understanding bullying

Spring:

Dreams And Goals: hopes and dreams; overcoming disappointment; achieving goals; resilience; positive attitudes

Summer:

Relationships: jealousy; love and loss; getting on and falling out; showing appreciation to people and animals
Changing Me: being unique; having a baby; girls and puberty; accepting change; preparing for transition

Chase Bridge Foundation Subject Overview

Our CURRICULUM

Year 4

OUR TOPICS

AUTUMN 2

What Have The Romans Done For Us?



SPRING 2

Extreme Earth



SUMMER 2

Life And The Environment



Living A Hindu Life



AUTUMN 1

The World's Geography



SPRING 1

Invasors And Settlers



SUMMER 1

LANGUAGES

Children will learn French reading, writing, speaking and listening skills within these areas of study:

Autumn:

Phonetics, verbs and grammar
Simple phrases
Romans

Spring:

Fruits
Musical instruments

Summer:

I can ...
Musical Instruments

DESIGN AND TECHNOLOGY/ART AND DESIGN

Children will learn and strengthen the skills needed to create:

Autumn:

D&T: design, make and evaluate a Viking Longboat

Spring:

D&T: volcano structures
Art: charcoal Iron Man drawings and collages

Summer:

D&T: bird feeders using a variety of tools and techniques
Art: Norse patterns and Nordic designs

MUSIC

Children will strengthen the skills needed for:

Singing: singing and performing topic songs
Music Appreciation: appreciating music of great composers and musicians

Performance: solo/ensemble contexts with accuracy, control, fluency and expression; sing songs off by heart with full confidence and precision

Instruments: playing tuned percussion instruments and creating quality sound in a group

Composition: using rhyming pattern and structure, composing melodies using the pentatonic scale

Performing Arts: using appropriate intonation, volume, and movement suitable for different audiences

COMPUTING

Children will learn about:

Autumn:

Online Safety: personal information; staying safe online
Word processing: font; inserting images; colour; spatial awareness

Spring:

Animation: basic and simple techniques of animation; exploring a range of animation software

Spreadsheets: organising information in a simple way; inserting information and creating a simple formula

Summer:

Scratch: questions and answers; changing the sprites; special effects and creating a quiz

PHYSICAL EDUCATION

Children will strengthen the skills needed for:

Autumn:

Competitive and invasion games: invasion games: explore a range of competitive and invasion games (football, rugby, basketball) to develop their attacking skills (use of space, change of pace, passing and scoring ability) while strengthening their tactical and decision making skills

Spring:

Gymnastics, dance and net and wall skills: perform axomatic balances (individual and partner) with fluency and control, short self-choreographed dance phrases with confidence and develop their technique when using different shoes

Summer:

Striking, fielding and athletics: develop an understanding of speed, pace and power in athletics. They will throw with increased accuracy during target games. They will develop batting and



Year 4



En4/1 Spoken Language

(The objectives for Spoken Language are common across Key Stages 1 and 2)

- En4/1a listen and respond appropriately to adults and their peers
- En4/1b ask relevant questions to extend their understanding and knowledge
- En4/1c use relevant strategies to build their vocabulary
- En4/1d articulate and justify answers, arguments and opinions
- En4/1e give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- En4/1f maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- En4/1g use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- En4/1h speak audibly and fluently with an increasing command of Standard English
- En4/1i participate in discussions, presentations, performances, roleplay/improvisations and debates
- En4/1j gain, maintain and monitor the interest of the listener(s)
- En4/1k consider and evaluate different viewpoints, attending to and building on the contributions of others
- En4/1l select and use appropriate registers for effective communication

Reading (The objectives for Reading are common across Years 3 and 4)

- En4/2.1 Word Reading
- En4/2.1a apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet
- En4/2.1b read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

En4/2.2 Comprehension

- En4/2.2a develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - 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
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry
- En4/2.2b understand what they read, in books they can read independently, by:
 - 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
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- En4/2.2c retrieve and record information from non-fiction
- En4/2.2d 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.

Writing (The objectives for Writing are common across Years 3 and 4)

- En4/3.1 Spelling
- En4/3.1a use further prefixes and suffixes and understand how to add them (English Appendix 1)
- En4/3.1b spell further homophones
- En4/3.1c spell words that are often misspelt (English Appendix 1)
- En4/3.1d place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- En4/3.1e use the first 2 or 3 letters of a word to check its spelling in a dictionary
- En4/3.1f write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

En4/3.2 Handwriting and Presentation

- En4/3.2a 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
- En4/3.2b increase the legibility, consistency and quality of their handwriting

En4/3.3 Composition

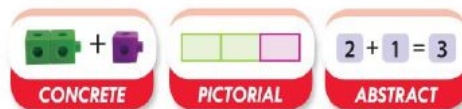
- En4/3.3a Plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
 - En4/3.3b Draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices
- En4/3.3c Evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- En4/3.3d proofread for spelling and punctuation errors
- En4/3.3e read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

En4/3.4 Vocabulary, grammar & punctuation

- En4/3.4a develop their understanding of the concepts set out in Appendix 2 by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in Appendix 2
- En4/3.4b indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with singular and plural nouns
 - using and punctuating direct speech
- En4/3.4c use and understand the grammatical terminology in Appendix 2 accurately and appropriately in discussing their writing and reading.



Year 4



Number & place value in Year 4

Children will learn 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 & subtraction in Year 4

Children will learn 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 & division in Year 4

Children will learn to:

- recall multiplication and division facts for multiplication tables up to 12×12
- 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.

Statistics in Year 4

Children will learn 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.

Fractions (including decimals) in Year 4

Children will learn 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.

Geometry (position and direction) in Year 4

Children will learn to:

- describe positions on a 2D 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.

Geometry (properties of shapes) in Year 4

Children will learn 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.

Measurement in Year 4

Children will learn 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



Preparing for September

Get to know our units of work and learning expectations -
All year 4 curriculum details are available on the website:

<https://www.chasebridge.richmond.sch.uk/our-classes/year-4>

Read our Online Safety overview - and discuss with your child
(age appropriate)

<https://www.chasebridge.richmond.sch.uk/online-safety>



The year ahead



- New roles and responsibilities
Monitors, school council, science ambassador
- Curriculum based trips (subject to change)
Mandir (Hindu Temple), Verulamium St Albans, Wire sculptures at Orleans Gallery, Natural History Museum, local area walks
- Year 4 statutory Multiplication Check (MTC) in June
- Year 4 assemblies
- Workshop (Invaders and Settlers)
- Roman Day, Viking Day
- Swimming (each class goes for 1 term, 4B, 4F followed by 4R) on a Tuesday afternoon
- P.E is on Thursday; children come to school in their P.E kits.



Year 4 Gallery



Home-learning



At Chase Bridge, we believe in setting meaningful and purposeful home-learning opportunities that helps children to consolidate the core skills they have learnt at school.

Year 4 weekly expectations:

- ☐ **Reading** - minimum of 15 minutes a day
- ☐ **Practice times tables** at least twice a week - TTRS
- ☐ **Maths Shed** - set once a week
- ☐ **Spelling Shed** - set once a week + a weekly spelling test
- ☐ **Seesaw** - set once a week to consolidate, revisit or preview core learning linked with a broad range of curriculum subjects.



Home-school links



Seesaw is our primary platform for keeping in regular contact with you about your child's learning. If you haven't connected yet, please contact the office where they will be happy to send an invite request.

We will use Seesaw to:

- ☐ set weekly learning tasks for children in Years 1 - 6 that focus on reinforcing learning from the week, extending learning further, and/or previewing upcoming learning
- ☐ enhance the learning at school
- ☐ provide helpful announcements/reminders to families and children
- ☐ inform families of the weekly learning and how they can support
- ☐ celebrate awards and achievements
- ☐ Build a strong partnership between home and school

*Seesaw should **not** be used to send messages **regarding incidents at school, concerns to raise, medical needs or absence requests**. Messages are checked once a week and are used primarily for the teacher to contact parents to share learning celebrations and expectations; please email the info account if you wish to contact the teacher about any of the above.*



How you can help in school

Can you ...

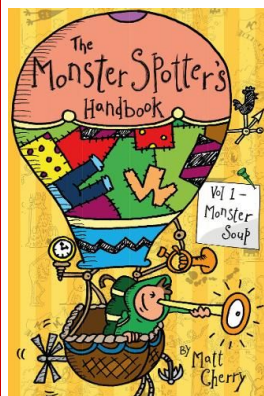
- ☐ Help in class?
- ☐ Listen to readers?
- ☐ Volunteer in our library?
- ☐ Help on a school trip?
- ☐ Share your expertise with the children?
- ☐ Mystery readers

Please make sure you talk to your class rep. and/or teachers

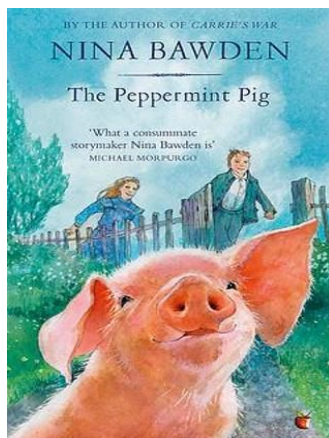


Year 4 suggested reading list

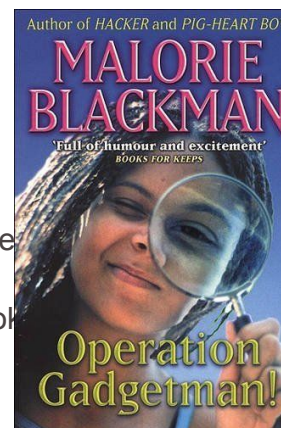
Here are some suggestions of great books that you could read over the holidays. Why not link this to the **Summer Reading Challenge at your local library** where you have to read six books?



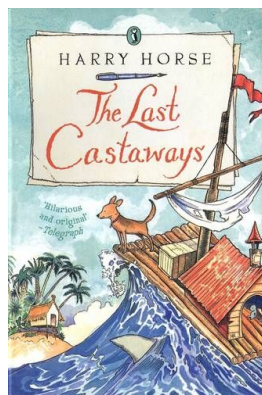
When 11-year-old Edwin receives a strange handbook, he learns that he is the last and only person alive who can catch Monsters. And so begins a unique and illustrated commentary of his page-turning adventures.



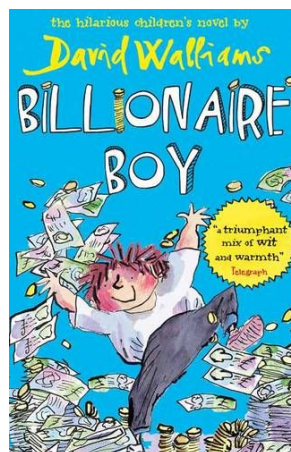
Polly, the youngest in her family, finds it difficult to adjust to a sudden change at home until she acquires a special pet pig. An ideal class reader book for year four children.



Beans calls her dad 'Gadgetman' because of the amazing gadgets he invents – everything from exploding biscuits to Spy Kits.



The adventures of Grandfather and his dog Roo on the good ship 'Unsinkable' including voyages to find the Door to the Sea, the entranceway to the Forgotten Sea, and the Great Cod Bank.



Joe has all the money and all the possessions anyone could ever want. There's just one thing he doesn't have – a friend.



The Summer Reading Challenge

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!



Move Up Morning

- The children will spend the morning meeting their new teacher and getting to know their new classroom on Tuesday 18th July.



Any questions?



See you in September!

