



# Welcome to Year 4's Curriculum Evening

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TEACHING ASSISTANT: JANET WHITEHEAD

# Session Breakdown



- ▶ Home Learning
- ▶ PSHE
- ▶ Computing
- ▶ Maths
- ▶ English (spellings, reading, handwriting)
- ▶ Ways to Help at Home
- ▶ Questions

# PSHE



- ▶ PSHE is a focus on the School Development Plan this year, and is central to the educational entitlement of all children at Cathedral School.
- ▶ Every class has one PSHE lesson every week.
- ▶ At Cathedral School, Years 1-6 are taught PSHE across three core themes:
  - Health and Wellbeing
  - Relationships
  - Living in the Wider World



# PSHE



Class 4 will learn about:

- ▶ Physical health and well-being, including the importance of a healthy diet and sleep routine.
- ▶ Keeping safe and managing risk, including how to keep safe online and outdoors.
- ▶ Mental health and emotional well-being, including making links between our thoughts, feelings and emotions and making good choices.
- ▶ Identity, society and equality, including learning about the local council, and how laws are made.
- ▶ Keeping safe and managing risks, including understanding the risks and effects of alcohol and tobacco.
- ▶ Relationship Education, including changes to the body and relationships with friends.

# Computing



In Computing, Class 4 will:

- ▶ Learn how to use the internet in a safe and responsible way through Google
- ▶ Learn how to effectively research and develop a topic
- ▶ Learn to programme a chatbot
- ▶ Develop their understanding of Scratch to create a boat game
- ▶ Create a video about internet safety for Childnet's competition
- ▶ Plan and create their own interactive game or animation

- ▶ As we move into a more digital world, it is imperative that children are safe online. Information about how you can support your children at home can be found through the following link:

<https://www.internetmatters.org/resources/online-safety-guide-6-10-year-olds/>

# Home Learning



- ▶ In Year 4, children are expected to do 40 minutes of homework, 4 times a week.
- ▶ This is vary each week but it will consist of spelling or grammar, maths, reading comprehension or topic.
- ▶ All children should have written their home learning tasks in their yellow planners, along with the due date.



# Home Learning – Reading



- ▶ In addition to their home learning, children should be reading at least 4 times a week. This needs to be signed off by their parents / carers in their reading planners.
- ▶ Rather than just signing it, if you could write a comment about their reading or a conversation you had, then me and Janet can gain a better understanding of their reading comprehension.

## Reading Vipers

**V**ocabulary

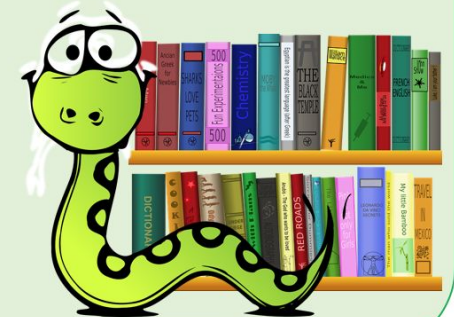
**I**nterpret

**P**redict


**E**xplain

**R**etrieve







**S**equence or Summarise



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Cathedral School's  
Book Bingo Challenge Card 1

		
	My Choice:	
My Choice:		

Name: \_\_\_\_\_

Name:



# Maths – Place value



- ▶ It is vital that children have a good mental understanding of maths, and they can solve questions in their heads as well as using written methods.
- ▶ Place value is at the core of understanding numbers.

Th	H	T	O
4	3	6	9

$$= 4000 + 300 + 60 + 9$$

# Maths – Four main operations



- ▶ Children need to be confident with all four main operations.
- ▶ In addition and subtraction, they need to be able to use their written methods to calculate up to 4-digit numbers.

$$\begin{array}{r} 1845 \\ + 526 \\ \hline 2371 \end{array}$$

$$\begin{array}{r} 3625 \\ - 1219 \\ \hline 2406 \end{array}$$

- ▶ There is a big focus on 'maths mastery' which involves problem-solving and reasoning. Please encourage this at home by getting your child to explain their workings.

# Calculation Policy

Objective & Strategy	Concrete	Pictorial	Abstract	Y4-6
Y4—add numbers with up to 4 digits	Children continue to use discs as place value counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand.		$\begin{array}{r} 3517 \\ + 396 \\ \hline 3913 \end{array}$	Y4-6 ADDITION + Y4 MULTIPLICATION X
Y5—add numbers with more than 4 digits	As year 4	$237 + 81.79$	$\begin{array}{r} 72.8 \\ + 54.6 \\ \hline 127.4 \\ 11 \end{array}$	
Add decimals with 2 decimal places, including money	Introduce decimal place value counters and model exchange for addition.		$\begin{array}{r} 23.59 \\ + 7.55 \\ \hline 31.14 \end{array}$	
Y6—add several numbers of increasing complexity	As Y5	As Y5	$\begin{array}{r} 81.059 \\ 3.688 \\ 15.301 \\ 20.551 \\ \hline 120.599 \end{array}$	
Including adding money, measure and decimals with different numbers of decimal points.			$\begin{array}{r} 23.361 \\ 9.080 \\ 59.300 \\ \hline 91.741 \end{array}$	
Objective & Strategy	Concrete	Pictorial	Abstract	Y4-6
Grid method recap from year 3 for 2 digits x 1 digit	Use place value counters to show how we are finding groups of a number. We are multiplying by 4 so we need 4 rows.	Children can represent their work with place value counters in a way that they understand. They can draw the counters using colours to show different amounts or just use the circles in the different columns to show their thinking as shown below:	Start with multiplying by one digit numbers and showing the clear addition alongside the grid.	Y4-6 SUBTRACTION - Y4-6 DIVISION ÷
Move to multiplying 3 digit numbers by 1 digit (year 4 expectation)	Fill each row with 126	$24 \times 3 = 72$	$\begin{array}{r} \times 30 \quad 5 \\ 7 \quad 210 \quad 35 \\ \hline 210 + 35 = 245 \end{array}$	
Column multiplication	Children can continue to be supported by place value counters at the stage of multiplifying. This initially done where there is no regrouping. $321 \times 2 = 642$	The grid method may be used to show how this relates to a formal written method.	$\begin{array}{r} 327 \\ \times 4 \\ \hline 28 \\ 80 \\ 1200 \\ \hline 1308 \end{array}$	
	It is important at this stage that they always multiply the ones first.	Bar modelling and number lines can support learners when solving problems with multiplication alongside the formal written methods.	This may lead to a compact method	
Objective & Strategy	Concrete	Pictorial	Abstract	Y4-6
Subtracting tens and ones	234 - 179	Children to draw place value counters and show their exchange—see Y3	$\begin{array}{r} 234 \\ - 179 \\ \hline 55 \end{array}$	Y4-6 SUBTRACTION - Y4-6 DIVISION ÷
Year 4 subtract with up to 4 digits.	Model process of exchange using Numicon, base ten and then move to PV counters.			
Year 5—Subtract with at least 4 digits, including money and measures.	As Year 4	Children to draw place value counters and show their exchange—see Y3	$\begin{array}{r} 8'8'0'8'6 \\ - 2'1'2'8 \\ \hline 2'8'9'2'8 \end{array}$	
Year 6—Subtract with increasingly large and more complex numbers and decimal values.			$\begin{array}{r} 8'8'8'6'9'9 \\ - 8'9'4'4'9 \\ \hline 6'0'7'5'0 \end{array}$	
Objective & Strategy	Concrete	Pictorial	Abstract	Y4-6
Divide at least 3 digit numbers by 2 digit.	$96 \div 3$	Students can continue to use drawn diagrams with dots or circles to help them divide numbers into equal groups.	Begin with divisions that divide equally with no remainder.	Y4-6 SUBTRACTION - Y4-6 DIVISION ÷
Short Division	Use place value counters to divide using the bus stop method alongside		$\begin{array}{r} 2 \quad 1 \quad 8 \\ 3 \overline{) 4 \quad 8 \quad 7 \quad 2} \\ \underline{4 \quad 8} \phantom{7 \quad 2} \\ 0 \phantom{7 \quad 2} \end{array}$	
$42 \div 3 =$	Start with the biggest place value, we are sharing 40 into three groups. We can put 1 ten in each group and we have 1 ten left over.	Encourage them to move towards counting in multiples to divide more efficiently.	Move onto divisions with a remainder.	
	We exchange this ten for ten ones and then share the ones equally among the groups.		Finally move into decimal places to divide the total accurately.	



# Maths – Times tables

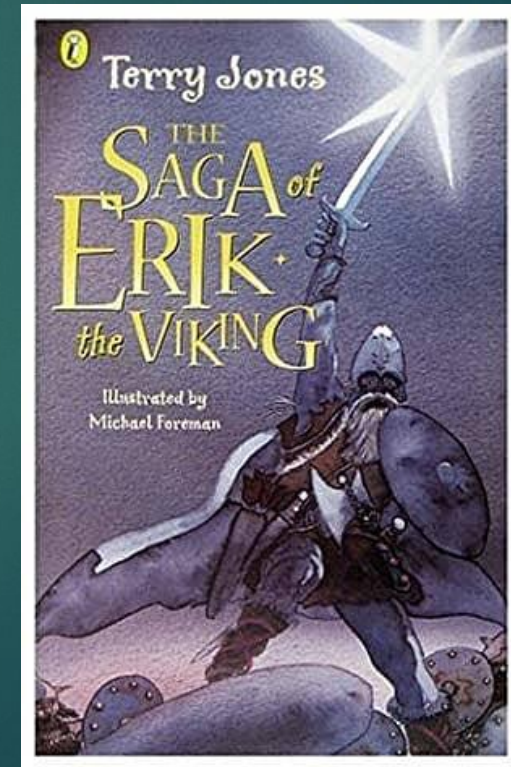


- ▶ Children need to be fluent in their times tables up to 12. They need to be confident in the corresponding division facts.
- ▶ For example,  $8 \times 4 = 32$ , and  $32 \div 4 = 8$ .
- ▶ Weekly home learning will be based on times table rock stars.
- ▶ Times table test in June 2022.

# English – Class Text



- Our class text this half-term is the Saga of Erik the Viking. We will be using this story within our lessons and it has links cross-curricular to History.



# English - Spellings



- ▶ There is a weekly spelling test. Please encourage them to practise them at home.
- ▶ A popular technique is “Look, Say, Cover, Write, Check”. However you can also ask the children if they know the definition of each word or perhaps any similarities that the words share.
- ▶ Children who can apply their spelling words into a sentence gain a deeper understanding of the meaning and the context to use it in.



# English - Reading



- ▶ Ways to help with reading at home:
- ▶ Read in front of your child and let them see your example.
- ▶ Listen to them read and ask them questions about the book. Who are the main characters? How do you think this story will end? Why was this character so important to the story? Why do you think the author has described the house like that?
- ▶ Use the Reading Vipers to help develop their inference.
- ▶ Let them enjoy their reading, and support them as much as you can.

# English - Handwriting



- ▶ There is a big push this year on handwriting. Practising handwriting helps them write faster, their writing becomes more legible, they can take more pride in their presentation, and it helps with the flow of their writing.

- ▶ Tripod grip.



# Ways to help at home



## Maths

- ▶ Topmarks maths - <https://www.topmarks.co.uk/maths-games/7-11-years/>
- ▶ Everyday Maths – 'If we leave the house at 12pm, and arrive at 12:45pm, how long was the journey?'

## English

- ▶ Enjoy reading with them. Use the Reading Vipers to help with inference and questioning.
- ▶ Reading Eggs – Weekly home learning work to be completed.
- ▶ Check their Homework Planners for any Home Learning tasks.



# Final notes



- ▶ NAMES in jumpers and on bottles.
- ▶ Swimming kit needs to be brought in every Wednesday.
- ▶ Check out our blog for weekly learning:

<http://www.cathedralprimaryschool.com/class4/>

- ▶ Check emails for any updates and letters. Please inform the office if any details have changed.
- ▶ I am at the classroom door at 8.40-8.45 every morning for any quick questions. If you would like to arrange an appointment, then please do so through the office.

# Any questions?



- ▶ Please feel free to ask me any questions, or you can ask me privately at the end.
- ▶ I am available at 8.40-8.45 every morning by the class door or if you would like to speak privately then you can book an appointment / phone call via reception.
- ▶ I am really looking forward to a great year with your children!