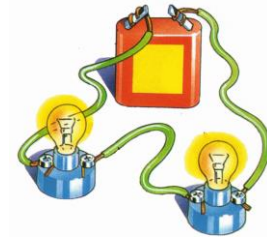


North Cheshire Jewish Primary School



Working in Year 4



Class Teachers:
Mr Lee and Mr Roscoe

**Teaching Assistants: Mrs Allweis,
Miss Beaumont and
Mrs Arnold Murray**

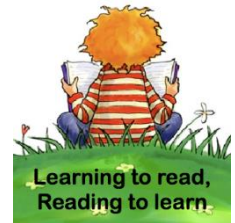


English

We follow the National Curriculum

The English curriculum is focused on developing your child's skills in 3 main areas:

- a) **Reading** – word reading and comprehension
- b) **Writing** – for a range of purposes
- c) **Speaking and Listening**



READING:

Children who develop good reading habits make good progress with both reading comprehension and writing skills.

In school - there are regular opportunities for children in Year 4 to read silently, read to an adult and participate in 'shared' and 'Guided Reading.'

In Year 4, children will read a wide range of texts e.g: '*The Miraculous Journey of Edward Tulane*' (Kate DiCamillo), '*Fantastic Mr Fox*' (Roald Dahl), '*The Butterfly Lion*' (Michael Morpurgo) | '*The Firework Maker's Daughter*' (Philip Pullman)', '*Escape from Pompeii*' (Christina Balit), *selection of Greek myths*

FICTION: historical stories, imaginary worlds, stories from other cultures, stories which raise issues.

NON-FICTION: recounts, newspapers, diaries, poetry, explanation texts.

Children in Year 4 will continue to develop higher level skills of deduction and inference. They will retell stories, refer to significant points of stories, discuss characterization and settings, recognise humour and compare different authors.

At home - Children are expected to read *daily* at home. It is helpful for an adult to listen to them read aloud on a regular basis, paying particular attention to their 'reading' of punctuation and checking children have a clear understanding of the text. Children are expected to write the title and stage of every book they read in their Home/School Reading Record. Children should aim to write a short comment on each book they read, including books from home.



Accelerated™
Reader

Children will be allocated their book level range during the start of the autumn term. In order to make progress whilst sustaining enthusiasm, they should initially choose books from the lower end of this range, moving on as they successfully complete comprehension quizzes in school. At home they can then use **www.arbookfind.co.uk** to check the level of any books they'd like to read and see if they have a quiz. <https://shorturl.at/cowWY>

Additionally, children should read books which they perceive to be 'easy' as well as those that are more advanced. This is because their imagination can be engaged and developed more readily when they are reading within their comfort zone and not having to struggle with the meaning of the text.

Top tip for helping reluctant readers:

Children often find it really hard to 'get into' a new book. It can be extremely helpful for children if an adult reads the beginning to them. This is a very good way of stimulating the child's interest in the story and it has the additional benefit of developing an invaluable reading partnership between child and parent.

WRITING

In Year 4, we will be writing for a number of different purposes. These include:

- Writing to entertain
- Writing to inform
- Writing to persuade

Handwriting

Revision of letter formation and joins

Size/proportion/orientation of letters

Most children are able to join their handwriting fluently and legibly by Year 4. They will complete written work in blue handwriting/ink pen.

Grammar, Punctuation and Terminology

Children will further develop their understanding of the following:

- capital letters, full stops, commas, question marks, explanation marks, apostrophe, speech marks and ellipsis
- nouns, verbs, adjectives, pronouns, conjunctions, prepositions, verb tenses and adverbs
- phrases and clauses
- simple, compound and complex sentences
- plurals
- prefixes and suffixes

Children will learn to:

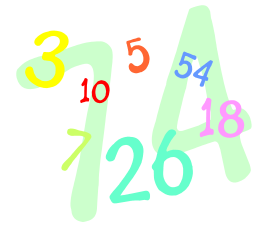
- plan and write stories through discussion and recording ideas
- write short descriptions, poems, labelled diagrams, lists, recounts of events
- use paragraphs and simple organisational devices e.g. sub headings
- use compound and complex sentences, with a variety of openers and conjunctions
- use computers to present texts in a format appropriate to their purpose
- spell high-frequency words and common exception words for Year 3 and 4 with consistent accuracy
- continue to develop knowledge of spelling patterns
- become independent, proof reading work for accuracy, editing and re-drafting

SPOKEN LANGUAGE

Children will learn to:

- listen and respond appropriately to the contributions of others, building on their ideas
- participate in group discussions and decision-making to manage and perform a group task
- show understanding of the rules of dialogue
- participate in drama activities
- learn and recite poems

MATHEMATICS



We follow the National Curriculum.

The aims of the curriculum are to become fluent in the fundamentals of mathematics, reason mathematically by following a line of enquiry, and solve problems by applying mathematical skills learned.

Maths learning will include:

Number & Place Value

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- 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 0 and place value.
- Roman Numerals' Basics:
I = 1 ; V = 5 ; X = 10 ; L = 50 ; C = 100
Letters can be combined to make larger numbers. If a smaller value appears in front of a larger one then it is subtracted, e.g. IV (5 – 1) means 4. If the larger value appears first then they are added, e.g. VI (5 + 1) means 6.

Addition & Subtraction

- 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

- 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 3 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 1 digit

Fractions (including decimals)

- 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 a 100 and dividing tenths by 10.
- 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 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places.

Measurement

- convert between different units of measure
- 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

Properties of Shape

- 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 2 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.

Position & Direction

- 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

- 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.

YEAR 4 FOUNDATION SUBJECTS

Learning will sometimes be cross-curricular - involving English, Drama, Art, Design Technology, Music, Maths, Computing and PSHE.

SCIENCE

- State of Matter, Changing State,
- Changing Sounds, The Ear
- Digestive System, Teeth, Animal Food Chains
- Habitats and Classifying Living Organisms
- Electricity

HISTORY/GEOGRAPHY

- Ancient Greece
- Europe
- The Roman Empire and The impact of the Roman Empire on Britain
- How is the North West (UK) similar or different to the Naples Bay Region in Italy
- Rivers and the water Cycle

P.E.

- Ball games
- Yoga
- Tag rugby
- Swimming (Thursday - spring and summer terms)
- Gymnastics
- Cricket
- Rounders
- Hockey (coach)
- Athletics – sports day

Pupils with pierced ears need to remove earrings for P.E lessons. Please do not have earrings pierced before our swimming sessions in spring and summer

Children need to have a full, clearly labelled P.E. kit in school:-

- navy shorts or P.E. skirt
- navy t-shirt
- pumps or trainers
- jogging bottoms and hoodie (optional)

YEAR 4 EQUIPMENT

Children in Year 4 may bring in their own pencil case containing:

Please have the following equipment ready for the start of term:

1. HB pencils (at least 2) of good quality
2. Rubber
3. Pencil sharpener with holder for shavings
4. 30cm clear ruler which measures in cm and mm
5. Handwriting pens - Blue ink
6. Some children may use prefer Pilot Blue Frixion Rollerball Erasable pens
7. Black fine tip marker, a purple biro and a green biro
8. Staedtler Ergosoft pencil crayons or any other good quality drawing crayons
9. Pritt Sticks
10. Pencil case -named
11. Highlighters
12. Small pair of scissors

YEAR 4 HOMEWORK

Children are encouraged to take responsibility for following homework instructions and handing their homework in on the appropriate day. Children may need support with some homework tasks (please indicate if adult has given support).

Homework tasks are expected to take up to 30 minutes. Please let us know if your child experiences any difficulties with this.

HOMEWORK TIMETABLE

Every day: *At least* 10 minutes reading (your child should record the title and level of their reading book. They should record pages read and write a brief comment/summary). Other tasks could include redesigning the front cover, writing a biography of the main character. They can be used as a journal to discuss aspects of the book.

Additionally:

Monday: Spelling Investigation - to be completed by the following Monday

Tuesday: Mental Arithmetic to be handed in by Friday

Wednesday: History/Geography - occasional

Thursday: Maths Skills Check - to be completed by the following Monday

Friday: TTRS/SPaG.com, English comprehension or Reading with an adult

Ivrit homework - 15 minutes per week

Jewish Studies - Practice Hebrew reading for at least 5 minutes, 3 times a week (15 min total)

A reminder that **late** homework may not be marked before the next homework is sent home.

If homework is not handed in on time or is of a poor quality, it may be sent home again.

Please do not hesitate to contact us if you have any further questions or concerns during the year:

brian.roscoe@northcheshire.stockport.sch.uk

andrew.lee@northcheshire.stockport.sch.uk

or message within Class Dojo.

IVRIT

Learning a foreign language shows a willingness to be responsive to that culture. Besides promoting the acquisition of linguistic skills, language also fosters tolerance and respect for others, and an appreciation of their skills and achievements.

At NCJPS we acknowledge the importance of cross-cultural understanding and this is reflected in the inclusion of Ivrit, a modern language, as an integral part of the school curriculum.

The Ivrit curriculum is based on the National Languages Strategy (Framework for Languages). We aim to give every child the entitlement to learn a language.

Ivrit is taught in Foundation, Key Stage 1 and 2 on a weekly basis. Lessons are taught by native speakers. The duration of each lesson is 45 minutes twice a week.

Based on the North Cheshire Jewish Primary School Ivrit Curriculum, we aim to develop the four modes of language, to develop an awareness of Israel, its people and culture by creating an interest and atmosphere within the school.

The Objectives comprise these progressive core strands of teaching and learning:

- Oracy
- Literacy
- Intercultural understanding.
- Knowledge about Language.
- Language Learning Strategies.

These Learning Objectives show progression throughout the Key Stages.

Ivrit for Year 4

Autumn Term

Revision of all the work done last term. Work on units 5,6, from the textbook "HAKOL CHADASH". New vocabulary. WH questions, singular and plural masculine and feminine in present tense.

Short conversation using new vocabulary. Instructions given in Hebrew.

Work on different festivals, reading more complicated paragraphs about the festival. (songs) A short conversation about the rituals. Writing and reading about the festivals. Rosh-Hashanah, Yom-Kippur, Sukkot, Simchat-Torah Hanukah .

Homework page to be sent home every week.

Please use the school web regularly for the Ivrit oral work.

Using the Ivrit Beclik online resource that includes graduated study of units dealing with a variety of topics.

Spring Term

Revision of all the work done last term. Work on units 6,7, from the textbook "HAKOL CHADASH" new vocabulary used in conversation and writing, also general conversation.

Topics: school and time.

More complicated instructions given in Hebrew.

Work on the festivals, reading a more complicated paragraph about the festivals, short conversation about the rituals. Reading, singing and understanding Hebrew songs.

Tu-Beshevat, Purim, Pesach. (Haggadah work- singing reading and understanding)

Homework page to be sent home every week.

Please use the school web regularly for the Ivrit oral work.

Using the Ivrit Beclik online resource that includes graduated study of units dealing with a variety of topics.

Summer Term

Revision of all the work done last term. Work on units 7, 8 & 10, from the textbook "HAKOL CHADASH". New vocabulary used in conversation and writing. More complicated instructions given in Hebrew.

The topic shopping.

Work on the festivals, reading more complicated paragraphs about the festivals, writing sentences about the rituals, short conversation about the rituals. Reading, singing and understanding Hebrew songs.

Yom-Hatzmaout Lag-Ba.omer, Shavuot.

Homework page to be sent home every week.

Please use the school web regularly for the Ivrit work.

Using the Ivrit Beclik online resource that includes graduated study of units dealing with a variety of topics.