

Little Book of Year 4



Year 4 Targets



Autumn

Area	Target	1	2	3
Open	I can express my own ideas. I know a nice fact about ten people in my class.			
Grow	I can choose the information I need for a project. I know how I work best and I know what I have to do to get there. If I am not sure I will ask for help.			
Believe	I can control my emotions and can lead in Restorative Justice.			

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Beliefs and Values

Year 4 is the year to achieve!

At this point on your learning journey, it is time to consolidate all you have learnt emotionally, socially and intellectually. You have developed your own strategies for reading and maths and you apply them in meaningful ways to learn more about the world around you.

Expectations of behaviour, learning and relationships increase considerably in year 4. At our school, we therefore label this year group **'Achieve'**. Their colour is **Yellow** and together we will support your child to take ownership of their learning journey and move to higher levels of thinking and questioning.

Good dispositions to learn at this age lead to greater exploration of projects and things in life that interest you.

You know what you are good at in Year 4, know what you have to improve and celebrate your achievements.

Metacognition - the understanding of yourself as a learner - marks a milestone in your learning in year four.

Children from three years of age can develop some metacognition, but it is not until the age of eight that a child stops overestimating their own abilities and can begin to understand their limitations. This is tough! Children react differently to this challenge but most find it very difficult and will become unsettled at some point throughout the year. Building understanding of yourself as a learner requires an open mindset and it is imperative that children be given opportunities to develop this skills. We can help our children by modelling that we will fail at some point but that this is an important part of learning.

Being a year 4 learner

Autumn	Spring	Summer
<ul style="list-style-type: none">• Demonstrating how to be prompt and ready to learn with all correct equipment• Role modelling following instructions independently, without repetition and reminders• Learning from mistakes and seeing these as a positive part of the learning journey• Celebrating the success of everyone, not just friends• Listening and offering appropriate responses• Finding solutions within the classroom and to restore justice	<ul style="list-style-type: none">• Staying in control and balancing emotions to achieve well being 4• Being on time and prepared for learning with all correct equipment• Being able to work independently or in a trio• Understand how to complete things differently to get into a learning zone 4• Give a peer feedback which includes next steps and gold comments• Be a support to others to raise well being and restore justice	<ul style="list-style-type: none">• Stay calm, polite and confident• Invite others to speak and do their best, ensuring the whole team finishes tasks promptly when working together• In trio discussions listen to others to receive feedback• Prove to others that actions are thought about to get into learning zone 4• Explain to others about how to restore justice• Help others to balance emotions to achieve well being 4

Annual curriculum plan

July	Sept	October	Nov	Dec	Jan	Feb	March	April	May	June - celebrating the world we live in
Transition -Preparing the unique child	Transition - Preparing for meta cognition and self regulation in each year group	8 week year group topic - Geography and science Days - PSHE, SEAL		Brookmas Performance songs for christmas at the theatre DT - based projects linked to Brookmas	8 week year group learning journey History and science		STEM week Year 3 and 4 theatre performance-	Writing based project - Why do we tell stories? - Moved from Autumn to ensure that writing evidence is obtained.		Sports week - Science based and PSHE Brookfest
5 for change curriculum Unique child in each year group Science Short writing days - linked to author Maths curriculum that wasn't completed in year 3 Fluency against the standard. Intonation - ensure all children have a fluency book	Self regulation Meta cognition Talk Short writing days - Identity language - growth meaning			Social cohesion Science based project Short writing days Science days - short write investigation, outcome			Links to business questions within MK Short writing days		Well being and outdoor learning weeks 2 weeks during SATS	Health fitness and well being Social cohesion Creativity Short writing days
Be Proud - open classrooms - behaviour , well being and learning zones				Be Proud - open classrooms - behaviour , well being and learning zones			Be Proud - open classrooms - behaviour , well being and learning zones			
<p align="center">Maths is taught everyday, Restorative practises are used daily , active breaks are used between lessons. Foundation and year 1 daily singing assemblies</p> <p align="center">Tell Me Tuesday is practised weekly, PE is undertaken for 2 hours per week, Self study [years 2 to 6 only] 2 hours per week</p>										

An Example Daily Timetable

This is an example timetable of a year 4 timetable. Reading, writing and maths needs to be taught every day.

Morning work should be structured and personalised.

Ideally, Maths should be taught at least 2 times a day (see maths section for further details).

Reading and writing should be taught everyday.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning work	Maths fluency - fractions - hundredths and mixed numbers	Maths reasoning talk activity whole class	Reading activity	Writing skills activity	Pin
9 - 9.30	Maths teach to mixed number gaps - Catch up	TMT	Maths teach to gaps	-Parent Morning Copy up shared write.	Maths Lesson 6
9.30 - 9.50	- Grammar - rhetorical question teach with question marks	Maths teach to gaps - Keep up/Catch up	Grammar Past to present tense	Handwriting Linked to persuasion	
9.50 - 10.05	Playtime (active break)				
10.05 - 10.20	Assembly	Snack and personalisation e.g. peer reading, overlearning, well being activities close the gap from before playtime			
10.20 - 10.50	- Reading	Reading	- Reading	Reading	L Reading
10.50 - 11.40	Writing Share write	- Writing Share write	Writing Share write	Writing Box up	Writing Start independent
11.40 - 12.40	Lunchtime				
12.45 - 1	Drop and read	Drop and read	PPA 12.45 - 3.15		
1 - 1.45	- Maths Lesson 3	Maths lesson 4		- Maths Lesson 5	Maths - catch up / practice
1.45 - 2.30	- Project - storyboard	Project - script	Back for circle	- Project practice script	Project filming
2.30 - 3	Maths arithmetic	Maths arithmetic		Maths arithmetic	Celebration Assembly
3 - 3.15	Circle	Circle		Circle	Circle
3.15 - 3.30	Story	Story		Story	Story

Below provides examples of how a year group spaces continuous learning throughout the year to ensure it commits learning to long term memory and avoids cognitive overload. Each year group should find age appropriate ways to ensure this happens.

When these activities could take place?

- Lining up in the classroom
- Walking to lunch - chanting times tables
- On the playground before coming upstairs to calm
- As soon as children come in from lunchtime, something on the board when they have a drink
- Attached before/after a circle (2 opportunities per day!)
- In between lessons (especially in the afternoon)

Quick maths activity ideas:

Around the world maths

Splat maths

Number bond tennis

Loop/full circle cards - timed for extra challenge

Question and answer match up

Multiples matching - children have various multiples on post-its and need to find other children in that times table. Could be timed for extra challenge

Top Marks website (interactive games) e.g. Hit the Button

Maths methods displayed on the board throughout the day at random times e.g. 500 - 321 in column

"What's the time Mrs?" At regular times, ask children to read clock (build with simple questions) where will the hands be in 20 minutes time, in 2 hours time etc

True or false questions - e.g. "all 2d shapes are symmetrical"

Quick reading/writing activity ideas:

List of spellings spelt 3 different ways on the whiteboard - which is right? (common mistakes)

Sentence stackers (adding in core skills to a sentence that children need to master)

Choral reading throughout the day

Spellodrome

Redrafting pieces of work with a focus on different skills - personalised

Short passages of text on the board with simple inference ques.

Images to engage - popcorn adventurous language

Word search for speed words. Use online generator.

Behaviour management/Strategies/Class Dojo



At the start of year 4 children will still rely heavily on extrinsic reward. It is the aim/target to develop the children's intrinsic motivations throughout the year. However, at the start of the year classes have dojo points where they can be rewarded for good behaviour. This can be for listening, following instructions etc. It is up to the class teacher what the reward could be. Perhaps at 1000 points the class could get to choose an activity to do one afternoon?

Teachers as Learners/Parental Engagement

	Autumn	Spring	Summer
Parental engagement	<p>Curriculum tea</p> <p>Challenge of speaking to at least 3 parents a week to build relationships, trust and partnership - something special and personal about their child</p> <p>Endangered animal demonstration</p>	<p>History based production inviting parents in</p> <p>Learning fairs to celebrate learning and give a curriculum focus - one a half term</p> <p>Open mornings with a curriculum focus - could be additional or linked to parents in on Wed or Thurs</p>	<p>Reports</p> <p>Learning fairs to celebrate learning and give a curriculum focus - one a half term</p>
Assessment Mornings *All Proformas and	Well-being and learning behaviour focus	Maths Focus	Reading/writing focus

Reading

What should the teaching of reading look like in year 4?

	Autumn	Spring	Summer
Reading	<ul style="list-style-type: none"> - Reading taught as an whole class, orchestrated lesson - Reading tasks linking to core books. - Using rising star book & headstart as a teaching tool - Use AR through reading lessons 	<ul style="list-style-type: none"> - Reading taught as an whole class, orchestrated lesson - Teaching of comprehension style questions - Reading tasks linking to core books. - Using rising star book & headstart as a teaching tool - Use the data on AR with children 	<ul style="list-style-type: none"> - Reading taught as an whole class, orchestrated lesson - Teaching of comprehension style questions - Reading tasks linking to core books. - Using rising star book & headstart as a teaching tool - Introduce AR through reading lessons - All reading lessons focussed on written comprehension and reading for stamina.

What and when do different comprehension skills be taught in year 4?

Planning

Long term mapping of skills has been developed in 2018-19 alongside the literacy team and persistors. Skills have been mapped out so they are progressional across the year and meet the end of year expectations for Year 4.

	Autumn 1 (fluency focus)	Autumn 2 (vocabulary focus)	Spring 1 (inference)	Spring 2 (whole text)	Summer 1 (Author Choices)
Week 1	2b retrieve and record information / identify key details from fiction and non-fiction	2b retrieve and record information / identify key details from fiction and non-fiction	2d make inferences from the video	2c summarise main ideas from more than one paragraph	2d make inferences from the text / explain and justify inferences with evidence from the text
	Fluency	2a give / explain the meaning of words in context	2b retrieve and record information / identify key details from fiction and non-fiction	2d make inferences from the text / explain and justify inferences with evidence from the text	2c summarise main ideas from more than one paragraph
Week 2	2a give / explain the meaning of words in context	2c summarise main ideas from more than one paragraph	2d make inferences from the video / explain and justify inferences with evidence from the video	2h make comparisons within the text	2f identify / explain how information / narrative content is related and contributes to meaning as a whole
	Fluency	2a give / explain the meaning of words in context	2a give / explain the meaning of words in context	2c summarise main ideas from more than one paragraph	2a give / explain the meaning of words in context
Week 3	2c summarise main ideas from one paragraph	2g identify how meaning is enhanced through choice of words and phrases	2d make inferences from a picture	2b retrieve and record information / identify key details from fiction and non-fiction	2h make comparisons within the text
	Fluency	2a give / explain the meaning of words in context	2e predict what might happen from details stated and implied	2h make comparisons within the text	2f identify / explain how information / narrative content is related and contributes to meaning as a whole
Week 4	2b retrieve and record information / identify key details from fiction and	2b retrieve and record information / identify key details from fiction and non-fiction	2d make inferences from a picture / explain and justify inferences with evidence from	2d make inferences from the text / explain and justify inferences with evidence from the text	2g identify / explain how meaning is enhanced through choice of words and phrases

	non-fiction		a picture		
	2a give / explain the meaning of words in context	2a give / explain the meaning of words in context	2a give / explain the meaning of words in context	2c summarise main ideas from more than one paragraph	2d make inferences from the text / explain and justify inferences with evidence from the text
Week 5	Close the Gap Fluency	Close the Gap	2d make inferences from the text	Close the Gap	2e predict what might happen from details stated and implied
			2e predict what might happen from details stated and implied		2h make comparisons within the text
Week 6			2d make inferences from the text / explain and justify inferences with evidence from the text		2f identify / explain how information / narrative content is related and contributes to meaning as a whole
			2a give / explain the meaning of words in context		2e predict what might happen from details stated and implied

2 reading domains focused on per week in addition to fluency and language (vocabulary ninja)

Teach the domain in one week, practise it in the next week.

Use the reading ladders to get an idea of the expected standard for each domain

Quizzes must start to follow an interleaving style to ensure all domains that have been taught are practised

Summer 2- Close the Gap

How do we assess reading in year 4?

Assessment should be embedded as part of the mastery style of teaching. Continual formative assessment should enable teachers to know if a child is on track at any point in the year. Summative assessment points will assess what has been taught so far and be used only to back up teacher judgements as shown in the cycle below:

Teach	Formative ongoing assessment	Summative assessment	Teacher judgement
Gathering evidence and learning against objectives Recording learning on tapestry Marking learning and giving feedback *New reading ladders*	AR quizzes Running records Recording evidence on tapestry - explorer or master Quizzes - taken from rising stars	Standardised tests using end of year standard - taken from Headstart or Pixl (new for 2018/19) Practise papers in spring & summer	Not on track On track Above on track

<u>Strand</u>	<u>Assessment type</u>	<u>How often</u>	<u>Resources</u>
Comprehension	Star reader test (whole class)	Once a week	AR - use diagnostic reports
	Star reader test (individual when reading age is above 7 year 1 month).	Once half term	AR - use diagnostic reports
	Quiz	After teaching of each new skill	TBC
	Standards quiz		TBC
Fluency	Running record using standardised books	Once half term	See folder
	Use of ladder - explorer/master	weekly	ladder
Vocabulary	Use of ladder - explorer/master		ladder
	Quiz	After teaching of each new skill	TBC

Writing

What should the teaching of Writing look like in Year 4?

Pie Corbett talk for writing should be used to teach writing in Year 4. This could be in a full 3 week writing cycle, a shortened cycle or within project writing.

	Cold Task	Imitate	Innovate	Invent	Hot Task
Purpose	<ul style="list-style-type: none"> Baseline assessment Identify gaps Set personalised targets Should show an increasing level of writing skills but may not demonstrate genre specific features. 	<ul style="list-style-type: none"> Ignite the writing Learn features of the text Expected standard New vocabulary Practise writing in that genre Opportunities for drama 	<ul style="list-style-type: none"> Modelling how to plan for the genre Modelling how to write at the standard and using the plan Opportunities to share ideas and talk Work in pairs/trios to write 	<ul style="list-style-type: none"> NOT independent writing Teaching is delivered through 1:1 conferences or shared write 	<ul style="list-style-type: none"> Evidence of independent writing To show the progress made from the writing cycle Show the expected standard for the genre specific features Used to inform any gaps for next writing cycle
Review	<ul style="list-style-type: none"> 1:1 review with the child using the ladder. Discuss next steps and targets to achieve within the writing 	<ul style="list-style-type: none"> Primarily whole class teaching 1:1 review where necessary 			<ul style="list-style-type: none"> Peer or self evaluation Verbal feedback from a teacher- must be a general statement e.g 'have a think

	cycle				<p>about the adjectives you have used'</p> <ul style="list-style-type: none"> • Redrafting after verbal feedback is allowed.
Resources & Support	<ul style="list-style-type: none"> • Stimulus to support writing • Whole class/group discussion 	<ul style="list-style-type: none"> • Imitate text at the standard showing the key features for the text type • Text map • New vocabulary • Heavy, directed use of the working wall • Additional texts for that text type of compare & analyse 			<ul style="list-style-type: none"> • Opportunity for children to plan using an empty box it up plan • Discussion prior to writing in trios or whole class but no direct teacher ideas can be given. • Independent use of ladders • Independent use of working wall, dictionaries, thesaurus etc

Example of a Medium Term Planning

	<u>Character Description</u>	<u>Setting Description</u>	<u>Book Review</u>	<u>Story</u>	<u>Taught through GPS (discreet) (2 a week plus self study)</u>
<u>Structure</u>	<ul style="list-style-type: none"> Directed paragraphing Paragraph on what they look like, a paragraph on their personality. 	<ul style="list-style-type: none"> Still directed - either by sense or by aspect of the setting. 	<ul style="list-style-type: none"> More ownership to children - choice over paragraph themes and order. 	<ul style="list-style-type: none"> Organised paragraphs. 	<ul style="list-style-type: none"> Organising & ordering paragraphs activities. (after the setting description).
<u>Composition</u>	<ul style="list-style-type: none"> Directed use of vocabulary from our text. Simple and compound sentences. 	<ul style="list-style-type: none"> Compound sentences - range of conjunctions 		<ul style="list-style-type: none"> Experimenting with language. Varied Sentence Structure. 	<ul style="list-style-type: none"> What is a sentence? Word classes. (Taught before the character description)
<u>Punctuation</u>	<ul style="list-style-type: none"> Full stops & capital letters 	<ul style="list-style-type: none"> Commas in a list Conjunctions 	<ul style="list-style-type: none"> Speech introduced as a quote. 	<ul style="list-style-type: none"> Full stops, CL, !, ? Speech & Apostrophe (taught through grammar). Comma for FA (expect lower levels of accuracy). 	<ul style="list-style-type: none"> Proper nouns Commas in a list (after CD) Speech (after SD)
<u>Grammar</u>	<ul style="list-style-type: none"> Simple & Compound sentences. 	<ul style="list-style-type: none"> Adverbials for place 	<ul style="list-style-type: none"> Adverb openers. 	<ul style="list-style-type: none"> Join two simple sentences together with a conjunction in the middle. FA for place. 	<ul style="list-style-type: none"> Using conjunctions
<u>Toolkit</u>	Similes Metaphor Appearance Personality Adjectives				

What writing skills should be taught in year 4 and when?

<https://docs.google.com/document/d/1VhDVNUv45nhHYX4DWL8Pr2EqY-3ylr0dbldJF7CEN00/edit> - All Mastery learning ladders to print examples below

What is a dialogue/ marking ladder?

Marking ladders/ dialogue sheets are used as a tool to support review in literacy. They are a tool for opening dialogue with different learners and recording feedback. Using dialogue sheets consistently enables us to show progress in our books so learners can reflect on next steps and the progress they have made. Ladders/dialogue sheets help us set the expectations for learning at different points in the year as well as setting personalised next steps.

By who?

Marking ladders are used as a formative assessment tool throughout the writing cycle. They are used by:

- Teachers when marking with children 1:1 in groups
- Children when peer or self reviewing
- As a whole class or in orchestrated groups when setting the SC or expectations
- During whole class or orchestrated review to model expectations for review and feedback

Marking ladders/dialogue sheets ensure we are standardising our assessment across the year group. They must be edited as a team and have the same expectations for all children/ groups of children. They can be found on the [drive](#) in the MASTER writing ladders folder.

In 2018/19 marking ladders will have new visual images which should be reflected on the working wall for writing.

Here is an example of a marking ladder:



Where do we record writing learning and evidence?

All literacy writing should be recorded in literacy books. This includes:













- Work from lessons
- Hot and cold tasks
- One off writing pieces
- Independent tasks that teach core skills
- If appropriate, project writing when part of a cycle
- Grammar learning that links to writing cycle and gaps

How do we assess writing in year 4?















Assessment should be embedded as part of the mastery style of teaching. Continual formative assessment should enable teachers to know if a child is on track at any point in the year. Summative assessment points will assess what has been taught so far and be used only to back up teacher judgements as shown in the cycle below:

Teach Marking and feedback in lessons	Formative ongoing assessment Hot and cold tasks One of writing pieces Grammar & spelling quizzes Dialogue ladders to give feedback Recording evidence on tapestry - explorer or master	Summative assessment Moderation of writing Additional writing cycles if needed Practise papers in spring & summer	Teacher judgement Explorer (programme study before) Explorer Master Voyager
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










Year 4 Mastery Ladder for Autumn

Writing Toolkit			
Skills to master in Autumn		Visual Image	Explorer = green Master = gold
Composition	I can plan my writing and use this plan when I am writing		
	I can show spaces between paragraphs		
Punctuation	I can use capital letters and full stops		
	I can use ? and !		
	I can use commas in a list for action		
	I can use apostrophes for contractions, possession and plural		
	I can begin to use speech marks		
Grammar	I can use a range of conjunctions in my writing - when, if, because, so, that, or, but, before, after		
	I can use adjectives and expanded noun phrases (black, fluffy cat)		
	I can use simple, compound and complex sentences in my writing		
	I can use fronted adverbials for time and place using a comma		
Spelling			
Handwriting	I can join my handwriting and know which letters are best left unjoined		
Dialogue			

Year 4 Mastery Ladder for Spring

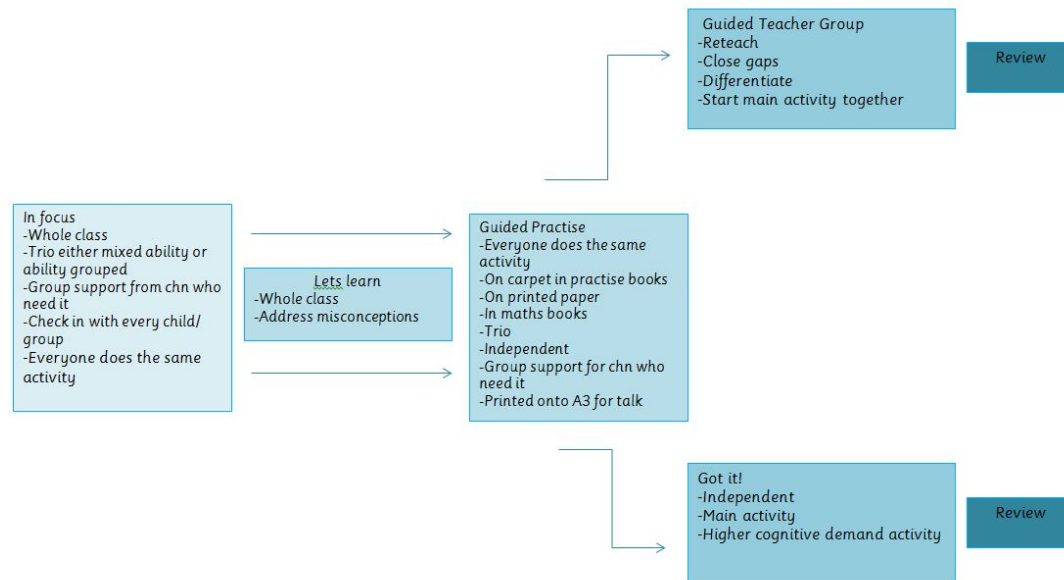
Writing Toolkit			
Skills to master in Spring		Visual Image	Explorer = green Master = gold
Composition	I can plan my writing and use this plan when I am writing		
	I can show spaces between paragraphs		
	I can use a new paragraph for changing theme		
Punctuation	I can use capital letters and full stops		
	I can use ? and !		
	I can use commas in a list for action		
	I can use apostrophes for contractions, possession and plural		
	I can use speech marks and speech punctuation correctly		
Grammar	I can use a range of conjunctions in my writing - when, if, because, so, that, or, but, before, after, while		
	I can use adjectives and expanded noun phrases (black, fluffy cat)		
	I can use simple, compound and complex sentences in my writing		
	I can use fronted adverbials for time and place using a comma		
Handwriting	I can start sentences using an 'ing' word (Running through the corridor, the young boy with blonde hair was shouting)		
	I can join my handwriting and know which letters are best left unjoined		
Dialogue			

Year 4 Mastery Ladder for Summer

Writing Toolkit			
Skills to master in Summer		Visual Image	Explorer = green Master = gold
Composition	I can plan my writing and use this plan when I am writing		
	I can show spaces between paragraphs		
	I can use a new paragraph for changing theme		
Punctuation	I can use capital letters and full stops		
	I can use ? and !		
	I can use commas in a list for action		
	I can use apostrophes for contractions, possession and plural		
	I can use speech marks and speech punctuation correctly		
Grammar	I can use a range of conjunctions in my writing - when, if, because, so, that, or, but, before, after, while		
	I can use adjectives and expanded noun phrases (black, fluffy cat)		
	I can use simple, compound and complex sentences in my writing for effect		
	I can use fronted adverbials for time, place and manner using a comma		

Maths

How do we teach Mathematics in Year 4?



Structure D

(Likely to be Year 2 from Autumn 2 / Year 3 / Y4 Autumn)

Instructional: 30 mins morning and 20 mins directed independent learning (could include orchestration / keep up / catch up)

Afternoon: 15 mins fluency and flexibility or close the gap.

Structure E

(Likely to be Year 4 Spring onwards / Year 5 Autumn)

Instructional: 30 mins morning (include test style questions / approaches) and 20 mins independent learning (could include orchestration / keep up / catch up)

Independent learning has increasing focus on self study based on 'Close the gap' (including depth)

Afternoon: 15 mins fluency and flexibility.

Structure F (Year 5 Spring onwards and Year 6)

Instructional: 30 mins morning and 10 mins concept in a test style question; 20 mins independent learning (may include orchestration)

Independent learning has increasing focus on self study based on 'Close the gap' (including depth)

Afternoon: 15 mins fluency and flexibility.

What does planning look like for in Maths?

For Medium Planning - https://drive.google.com/drive/folders/0B6GiM_TOgj3oczdBd2xVQ2tLeTg?ogsrc=32

Where do we record maths learning and evidence?

All maths should be recorded in maths books. This includes:

- Work from lessons
- Any extra assessment evidence gathered
- Summative assessments should be stored by the teacher

How do we assess maths in Year 4?

Assessment should be embedded as part of the mastery style of teaching. Continual formative assessment should enable teachers to know if a child is on track at any point in the year. Summative assessment points will assess what has been taught so far and be used only to back up teacher judgements as shown in the cycle below:

Teach	Formative ongoing assessment	Summative assessment	Teacher judgement
Marking and feedback in lessons Recording evidence on tapestry Learning in books Learning practically	Quizzes on paper Quizzes on mathematics Dialogue boxes on quizzes Recording evidence on tapestry - explorer or master	Summative standardized quizzes - White Rose & Pixl (new for 2018/19) Practise papers in spring & summer	Not on track On track Above on track

Quizzes in maths

Maths quizzes have been developed well in year 4. There are two types of quizzes which have been created using moderation and standardisation of a number of resources:

Master quizzes	Standard quizzes
Quizzes knowledge and depth of understanding for a specific area of the curriculum. Gives a raw score/ percentage. Use the terms explorer, master, voyager with children. Lets children know what they do and don't know	Quizzes current teaching, previous knowledge taught that year and some knowledge from previous curriculums. Gives a raw score/ percentage. Use the terms explorer, master, voyager with children. Opens dialogue with children around next steps.

Quizzes should be marked with children and dialogue given in the feedback box. The language of master and explorer is vital in sharing data with children. Quizzes should now start to be available in the environment and reviewed more regularly so children always know where they are in their learning.

Common misconceptions in Maths in year 4

Area of Mathematics	Misconception
Place value	<p>1000+- across a boundary</p> <p>Adding more than one number to each Th H T U 2199 - next one 2200.</p> <p>100 in counts 865, 965, 1065, 1165 - they count in 1000s across the boundary.</p> <p>Hottest number when - Hottest = biggest number Smallest number</p> <p>Less than is on the left -</p> <p>85, is 33 this side or that side As number is going up the numberline they are getting bigger = > sign</p> <p>Rounding - they round, but keep tens and units the same - remind them that it has to end in 0, 00 or 000</p> <p>When rounding - 2399, down they make it to 1000 because they think they have to round down not keep the same.</p> <p>Use number stick to count and show number line in 1000s - then zoom in on the section it needs to go into.</p> <p>- then zoom into number lines - split number line into sections.</p> <p>2495 - nearest 10 = 2500 - crossing 2 place values</p> <p>Person to your right always decides whether you go up or down Rounding 3 digit numbers using dienes when rounding to the closest 10</p> <p>When ordering 3 and 4 digit numbers - write them going down rather than across</p>

Addition and Subtraction	<p>When subtracting 3000 - 1568 - having to cross more than one column and exchanging 0 to 1 then 9</p> <p>Missing word problems - not taking into account the columns before</p> <p>When goes from 1000s to 10000s</p> <p>Carry a 4 or 5 instead of a 0</p> <p>Show carrying on board with place value counters and show exchanging</p> <p>estimating - find the middle then make smaller and smaller chunk</p> <p>Bar model - use the formula</p> <p>Take it down to 2 digits by 2 digits</p> <p>Show ribbon - part, part and whole</p> <p>Bar model - largest number on top</p> <p>Two stop - parts - missing part</p> <p>Factor pairs - use bugs</p>
Multiplication and division	<p>Times tables</p> <p>Layout and lining up</p> <p>Add number carried in wrong column</p> <p>Writing answer in answer box and not carrying number below</p> <p>X multiplication with decimals - where does the number times by go</p> <p>Money decimal place</p> <p>Place it directly below</p> <p>Placing 2 numbers in one square</p> <p>Division</p> <p>Carrying with bus shelter method - they carry one</p>
Money	<p>Not putting decimal place</p> <p>Not always adding 0 at end spo £5.9</p> <p>Units = £1 1/10 - tens and 1/100 - hundreds</p> <p>Add coins above headers for place value</p> <p>Worded problems</p> <p>Larger coin size - larger value</p> <p>£1 and 10 p = 11pence or £11 pounds</p> <p>Or £2.09p x</p>
Length	<p>Millimeter is a 1000 of a metre</p> <p>Use an ikea metre stick to show the size of each measurement</p>

	<p>Centi - 100 of a metre - millipead and centipead Find the common measurements in worded probelmes 8750 divide 100 - forget about the 5</p> <p>When answering worded problems - place the place value above the number so it is easier to see that the digits are moving.</p> <p>Add pictures to conversion</p>
Reading scales	<p>Not look at the whole jump in total - good video - reading scales on youtube. First look at whole jump - then how many stops do we need to make along the way to get to our final destination Count in 25s. Start at 0 instead of counting on Reading between scales - would read the scale before They dont use a ruler to draw scale line.</p>
Fraction and decimals	<p>Fraction wall - count parts to see what each one represents Equivalent fractions - they swap the numerator and denominator and think that is an equivalent fraction Adding fractions - they add the denominator</p> <p>Show adding denominators through drawings the parts like a bar chart</p> <p>Fractions of an amount - use laminated grids Liken it to times the bottom part into amount So $\frac{1}{2}$ of 10 - how many times does 2 go into 10 = 5 = part Use timetables</p> <p>Decimals Fractions to decimals - $\frac{3}{100} = 0.3$ - show place value grid and explain you are finding hundredths</p>

What is the end of year standard used for assessment?

This end of year standard is taken from the national curriculum and adapted to meet the Brooklands expectations for a mathematician. Children must meet all aspects to meet the end of year standard because we are working towards a mastery curriculum. For a child to be 'on track' they must have met the objectives taught so far that term and show evidence in their independent learning.

	Autumn focus	Spring focus	Summer focus
Maths Mastery	<p>Use 'Maths No Problem' to inform planning - structure D</p> <p>Instructional teaching in the morning and afternoon as well as close the gap sessions in the morning</p> <p>Times Table of the week in morning work and close the gap, supplemented by TT Rockstars</p> <p>Use Maths resource boxes in every session, supplemented with resources for SEN/personalised learners</p> <p>Use Mathletics in close the gap sessions</p> <p>Models and images on working walls accessible for SEN/personalised learners</p>	<p>Use 'Maths No Problem' to inform planning - structure D</p> <p>Times Table of the week games and competitions - awards and certificates for children who know these confidently</p> <p>Use Maths resource boxes in every session, supplemented with resources for SEN/personalised learners</p> <p>Use Mathletics in close the gap sessions</p> <p>Models and images on working walls accessible for SEN/personalised learners</p> <p>A Team intervention for explorers and voyagers</p>	<p>Use 'Maths No Problem' to inform planning - structure D</p> <p>Times Tables of the week certificates given in assembly</p> <p>Use Maths resource boxes in every session, supplemented with resources for SEN/personalised learners</p> <p>Use Mathletics in close the gap sessions</p> <p>Models and images on working walls accessible for SEN/personalised learners</p> <p>A Team intervention for explorers and voyagers</p>

Maths

Year 4

Standard

Assessment of
Maths is 65%
- 70% number

Standard for addition and subtraction:

add and subtract numbers with up to 4 digits using the formal columnar addition and subtraction where appropriate

estimate, with accuracy, 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 explaining why.

Standard for multiplication and 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 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.

Standard for fractions:

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, beyond one whole

recognise and write decimal equivalents of any number of tenths or hundredths

recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$

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.

Standard for Number and Place Value:

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.

Maths

Year 4 Standard

Standard for measurement:

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
(NSG - relate area to arrays and multiplication)

estimate, compare and use the four operations to 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.

Standard for 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.

Standard for Geometry – position and 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.

Standard for Geometry – properties of shapes

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.



How we teach GPS in Year 4?

We follow the [No Nonsense Spelling scheme](#).

Autumn 1				Spring 1				Summer 1			
Block 1 – autumn first half term				Block 3 – spring first half term				Block 5 – Summer first half term			
Week 1	Lesson 1 Revise Strategies at the point of writing: Have a go	Lesson 2 Assess Strategies for learning words: words from statutory spelling list	Lesson 3 Learn Words from statutory and personal spelling lists	Week 1	Lesson 1 Teach The /g/ sound spelt 'gu'	Lesson 2 Practise The /g/ sound spelt 'gu'	Lesson 3 Learn Strategies for learning words: words from statutory and personal spelling lists	Week 1	Lesson 1 Teach Words with the /s/ sound spelt 'sc' (Latin in origin)	Lesson 2 Practise Words with the /s/ sound spelt 'sc' (Latin in origin)	Lesson 3 Learn Strategies for learning words: words from statutory and personal spelling lists
Week 2	Lesson 4 Teach Words ending /ʒə/	Lesson 5 Practise Words ending /ʒə/		Week 2	Lesson 4 Teach Words with endings sounding like /tʃə/ spelt '-ture'	Lesson 5 Practise Words with endings sounding like /tʃə/ spelt '-ture'		Week 2	Lesson 4 Teach Endings that sound like /ʃən/ spelt 'sion'	Lesson 5 Practise Endings that sound like /ʃən/ spelt 'sion'	
Week 3	Lesson 6 Assess Words ending /ʒə/	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Teach From Year 2: possessive apostrophe with singular proper nouns	Week 3	Lesson 6 Assess Words with endings sounding like /tʃə/ spelt '-ture': dictation	Lesson 7 Learn Strategies for learning words: selected words from statutory and personal spelling lists	Lesson 8 Teach Possessive apostrophe with plurals	Week 3	Lesson 6 Assess Endings that sound like /ʃən/ spelt 'sion'	Lesson 7 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 8 Revise Apostrophes for possession, including singular and plural
Week 4	Lesson 9 Practise From Year 2: possessive apostrophe with singular proper nouns	Lesson 10 Teach Homophones (peace/piece, main/mane, fair/fare)		Week 4	Lesson 9 Practise Possessive apostrophe with plurals	Lesson 10 Teach Homophones (scene/seen, mail/male, bawl/ball)		Week 4	Lesson 9 Practise Apostrophes for possession, including singular and plural	Lesson 10 Teach Homophones	
Week 5	Lesson 11 Practise Homophones (peace/piece, main/mane, fair/fare)	Lesson 12 Apply Strategies for learning words: homophones (peace/piece, main/mane, fair/fare)	Lesson 13 Learn Strategies for learning words: words from statutory and personal spelling lists	Week 5	Lesson 11 Practise Strategies for learning words: homophones (scene/seen, mail/male, bawl/ball)	Lesson 12 Apply Homophones (scene/seen, mail/male, bawl/ball)	Lesson 13 Assess Words already learnt from the statutory spelling test	Week 5	Lesson 11 Practise Homophones	Lesson 12 Apply Homophones	Lesson 13 Assess Statutory words learnt during the year
Week 6	Lesson 14 Practise Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Assess Words from statutory and personal spelling lists: pair testing		Week 6	Lesson 14 Learn Strategies for learning words: words from statutory and personal spelling lists	Lesson 15 Assess Error Analysis (teacher to do)		Week 6	Lesson 14 Revise/Learn Strategies for learning words: words from statutory list that need further learning	Lesson 15 Revise/Learn Strategies for learning words: words from statutory list that need further learning	

Autumn 2	Spring 2	Summer 2																																																																								
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Common exception words	<p>Revise all Year 3 common exception words</p> <p>New common exception words: circle, decide, bicycle, centre, century, accident, accidentally, certain, recent</p>	<p>New common exception words: promise, probably, famous, suppose, surprise, purpose, exercise, increase, therefore, minute, mention,</p>	<p>New common exception words: answer, complete, notice, pressure, possess, possession, guide, regular, favourite, imagine, special</p>	<p>New common exception words: separate, consider, business, calendar, various, woman, women, library, material, medicine,</p>	<p>New common exception words: quarter, experience, ordinary, natural, occasion, occasionally, particular, peculiar, popular, position</p>	<p>Revision of all content from Year 3/4 programme</p>
Spelling rules (See No Nonsense. Some content has been moved to earlier in the year, to allow Summer 2 for revision)	<p>Revise possessive apostrophes with singular proper nouns</p> <p>Homophones: peace/piece, main/mane, fair/fare</p>	<p>Teach prefixes in-, il-, im- and ir-</p> <p>Teach suffixes beginning with vowel letters to words of more than one syllable -ing, -er, -en, -ed</p>	<p>Teach possessive apostrophes for plurals</p> <p>Homophones: scene/seen, mail/male, bawl/ball</p>	<p>Prefixes anti- and inter-</p> <p>Revise all prefixes and suffixes taught so far</p>	<p>Teach suffix -ous</p> <p>Teach suffix -ly added to words ending in y, le and ic</p>	<p>Revision of all content from Year 3/4 programme</p>

Projects

What projects were covered in 2017/2018?

Year 4	Project Name	Curriculum	Ignite
	Animal - changed from last year	Geography / science	Visit from explorer
	Romans	History/ Drama	Production
	Why we tell stories?	Art (materials)/Drama/History	British Museum Production

What should the teaching of project look like in Year 4?

Book based projects that enable all areas of the curriculum to be taught around a text linked to the learning journey.					
One of project days	One off project afternoons	Project afternoons - Research based	project tasks embedded in core subjects	Orchestrated project lessons	Teacher led project lessons - mainly knowledge

Curriculum at Brooklands farm is being reviewed and restructured in 2018/19. Information on this can be found on this document:

Assessment

Close the Gap teaching in Year 4

What is close the Gap?

Following summative or formative assessment the teacher should carry out a gap analysis which will identify each child's individual 'gap' (areas of learning they need to work on). It is the teacher's responsibility to then adapt the curriculum in order to close these gaps.

When will these happen?

- Self Study Sessions (see section on self-study)
- Morning Work - independently or taught

Quizzes

Quiz Type	Definition	Purpose
Master Quiz	A quiz to show/assess whether a child has mastered/understood an objective or a group of objectives - Write these using MNP resources, mastery documents and	The teacher can assess quickly if a child understands a lesson or a sequence of lessons. Then make a judgement as to if they're explorer or master - this will determine if the child moves on or receives extra support around this objective through close the gap sessions.

Standards Quiz	A quiz which contains questions from all of the areas that the children have covered since the start of the year	Give the teacher an understanding of any gaps that may have occurred since the start of the year.
Summative Quiz	A test which covers all of the standard. This is a standardised paper which can also support teacher assessment.	

Example Quizzes

Grammar

Autumn Term Grammar Quiz

1) Rewrite the sentence below with the correct use of **capital letters** and **full stops**.

I visited the london eye last weekend

2) Rewrite the sentences below, adding **question marks** (?), **exclamation marks** (!) and **apostrophes** (') where needed.

I couldnt believe my eyes when the lightning bolt struck my garden shed

What colour is Williams hat

3) Tick the sentences which shows **commas** in a list for **action**:

The rainbow is red, blue, green and pink.

I love my Mum, Dad and brother.

I put my foot on the pedal, accelerated forward and whizzed down the road.

I kicked the ball as hard as I could, as straight as I could and as far as I could.

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4) Write the type of apostrophe (**possessive**, **contraction** or **plural**) used in each sentence.

The cows milk was as white as snow.

Leahs hair was long and curly.

I dont like mozzarella or feta.

The babies cries were deafening

5) Add the **speech marks** and **speech punctuation** to the following sentence:

Look over there Laura screamed

Spring 1 - week 2 quiz

Maths quiz - multiplying by 0 and 1, multiplying multiples of 10 and 100 and then the long method.

1. Explain what happens when you **multiply by 0**.

2. Explain what happens when you **divide any number by 1**.

3. How can you use **3 x 4** to help you work out **30 x 4** =

4. a) $40 \times 6 =$ b) $6 \times 200 =$ c) $400 \times 3 =$

d) $4 \times 30 =$ e) $5 \times 700 =$ f) $60 \times 300 =$

5. Circle the number that is **10 times** greater than nine hundred and seven.

9,700 907 9,007 970 9,070

Marking and Feedback

Children have now been self and peer assessing for 3 years and understand the system. When they are doing this children need a framework/success criteria in order to do it successfully. It is down to the teacher to decide when self/peer or teaching marking is best.

For this to work successfully in your classrooms learners need to:

- Have tools to support them in peer marking (tools created with children have the biggest impact)
- Have specific time to model successful peer review
- Be modelled by teachers when marking how to have successful dialogue
- Be trusted and enabled to learn from their mistakes when peer reviewing

Learning Environments

Within the classroom there should be areas for children to be able to work independently, in a trio or a small group.

Literacy, maths and project **working walls** should reflect the current learning journey and be updated daily with children. These should be used fully in partnership so they support children's learning and teachers planning. Please back boards in yellow where possible.

Peer review station with resources for reviewing created in partnership with the children.
SC for how to review effectively.
Areas for talk and dialogue to encourage metacognition.

Reading areas for children to read and learn in. These areas should include the year group core books throughout the year. During projects, project books can be added. Reading areas should be creative and inspire children to read. They could reflect the current project.

Core language and ethos must be displayed in the classroom.
Embedding shared values and our year group word improves learning behaviours and outcomes.
Open, Grow, Believe & hearts, stars, medals
Achieve - target cards
Well being & Learning zones
Protective hands
All of these must be accessible to children to use in partnership with teachers.

What are the best ways to learn ?			In a child driven curriculum? Therefore		What is the best way to teach ?		
Cognition and Meta cognition			Relevant curriculum		Relational Pedagogy		
Scanning of learning zones and well being	Meta cognition	Personalisation and monitoring of a child's learning journey.	Learning Walls, learning ladders	Orchestrating teaching - organising for learning	ICT /standards curriculum - The unique child	Teachers as learners: open minded, knowing the why of what you do, asking good questions	Open Grow Believe
	Talk	Every child will achieve mindsets	Peer learning	Knowing theories of learning	Agility in the curriculum- Timetable that suits the needs of all learners.	Knowing the year group curriculum and professional standard	Creating classroom culture
	Collaborative learning		Use of learning ladders	Applying evidence informed strategies	Anytime, anywhere, learning platform	Review and adapt using explicit meta cognition and motivation strategies	Behaviour Management
	Questioning- encouraging deeper level thinking and mastery			Planning a lesson	Transparent assessment platforms - tapestry	Recognising the fluid of relationships with child parent and teacher	Relational leadership
				Planning a sequence of lessons	Rest and relaxation to recognise the whole child	Review and adapt against evidence informed practice	Restorative principles
					Book lead	Creating trust to build a team around the child within the year group	
					Ignites	Being a researcher in the classroom	
					Organisation of the learning environment to act as a facilitator		
Challenge and support from T&A leaders. Evidence to gather through the grow plan could be working walls, planning, behaviour management, book scrutiny. This is a model of growth owned by individual teachers.			Challenge and support from year group/ small school leaders- Curriculum design, personalisation, assessment, pupil progress and teachers are learners		Challenge and support through coaching, grow plans and collaboration		