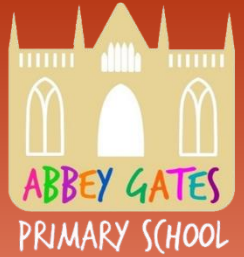




# Parent Information Evening

## Year 4

# Welcome to Class Four



Department  
for Education

5Cs - Care Compassion Courtesy Cooperation Confidence

# Welcome to Class Four



Miss Emily Nash

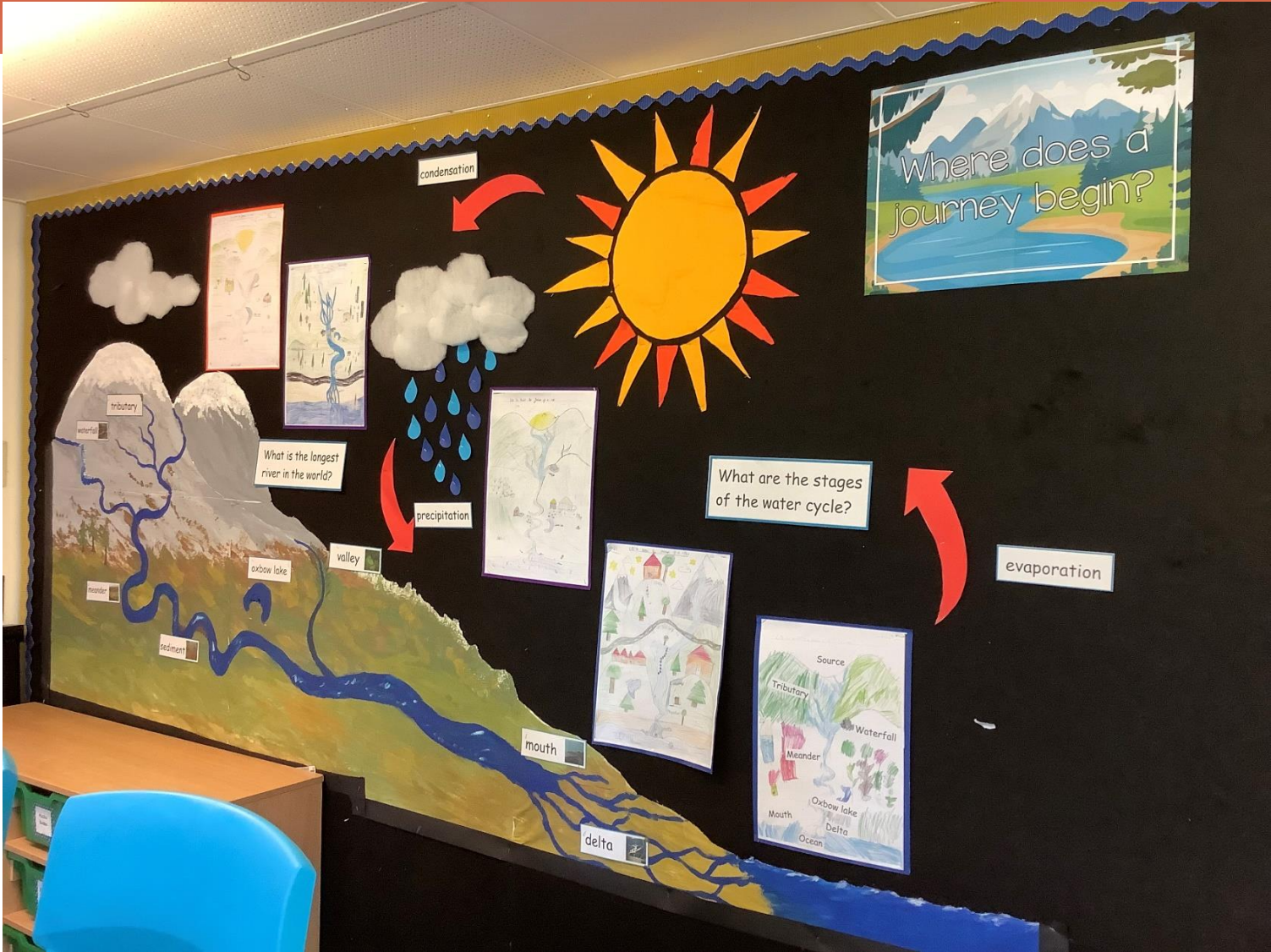


Mrs Wendy Comins



Mr Adam Martin

# Our Class Topic Board



# Our Maths Board

**Maths**

**Multiplication**  
multiple of  
groups of  
lots of  
array  
multiply  
times  
product  
multiplied by

**Division**  
share equally  
equal groups of  
divided by  
share  
divided into

**Addition**  
sum  
plus  
more  
altogether  
add  
total  
make

**Subtraction**  
leave  
less  
minus  
difference  
subtract  
take away

**Equals**  
equal values  
equivalent  
balanced

**Key Vocabulary**  
Ordering  
comparing  
Roman numerals  
negative numbers

**times tables**

Naeve  $\rightarrow 7 \times 8 = 56$   
Stanley  $\rightarrow 9 \times 8 = 72$

$8 \times 8 = 64$   
I ate and ate sick floor  
on the

I already know ..... so this helped me figure out .....

I know this is true because .....

The way I would describe the pattern is .....

I realised this wasn't be right because.....

This answer looked right because.....

Chilli Challenge

Band Springs

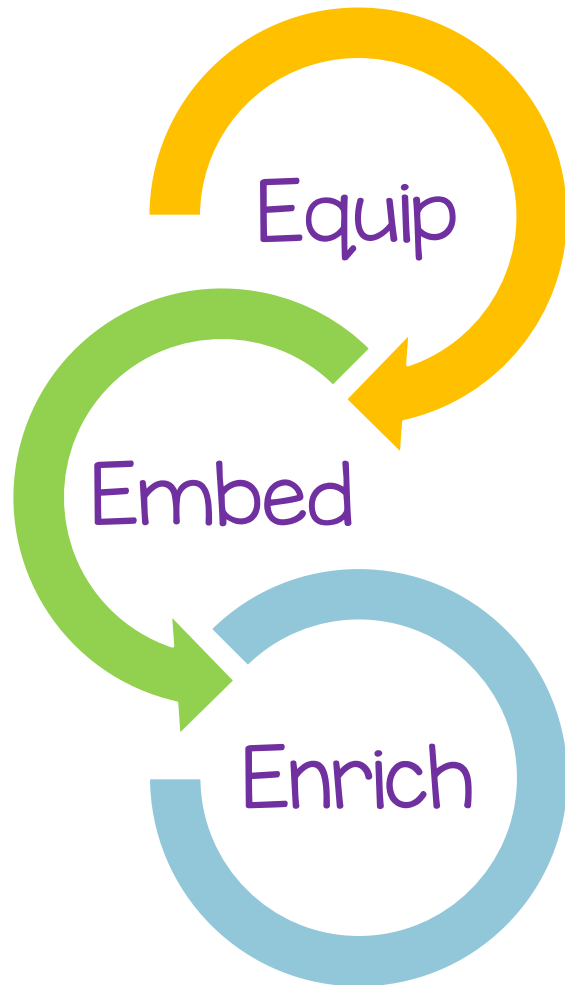
# Our English Board



# Reading



# Making a difference



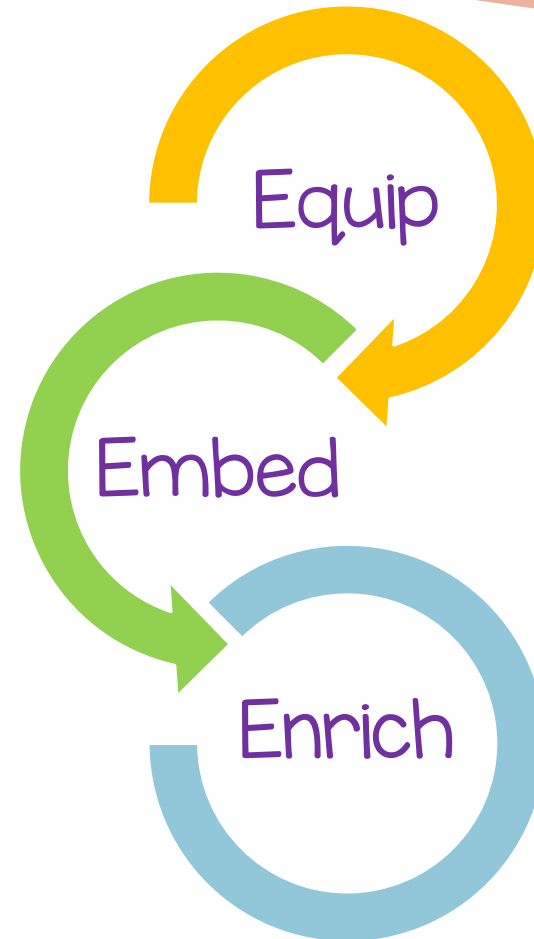
Our curriculum is based on research considering what *our pupils need* in order to achieve our vision.

# Learning Together



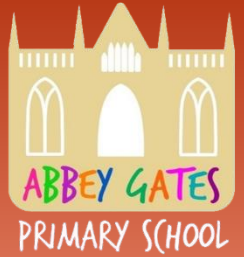
*Equipping* all pupils with key skills and knowledge, through high quality teaching and learning. Providing precision intervention through early identification of learning needs, supporting and challenging all.

*Enriching* pupils' learning experiences by providing a wealth of opportunities to motivate and inspire them, both academically and in their personal development.



*Embedding* skills and knowledge, through the implementation of a sequentially designed broad and balanced curriculum that excites, engages, and challenges all pupils, maximizing learning opportunities.

# Curriculum Drivers



Possibilities



Diversity



Community



# 3 Projects for 3 terms



Explore



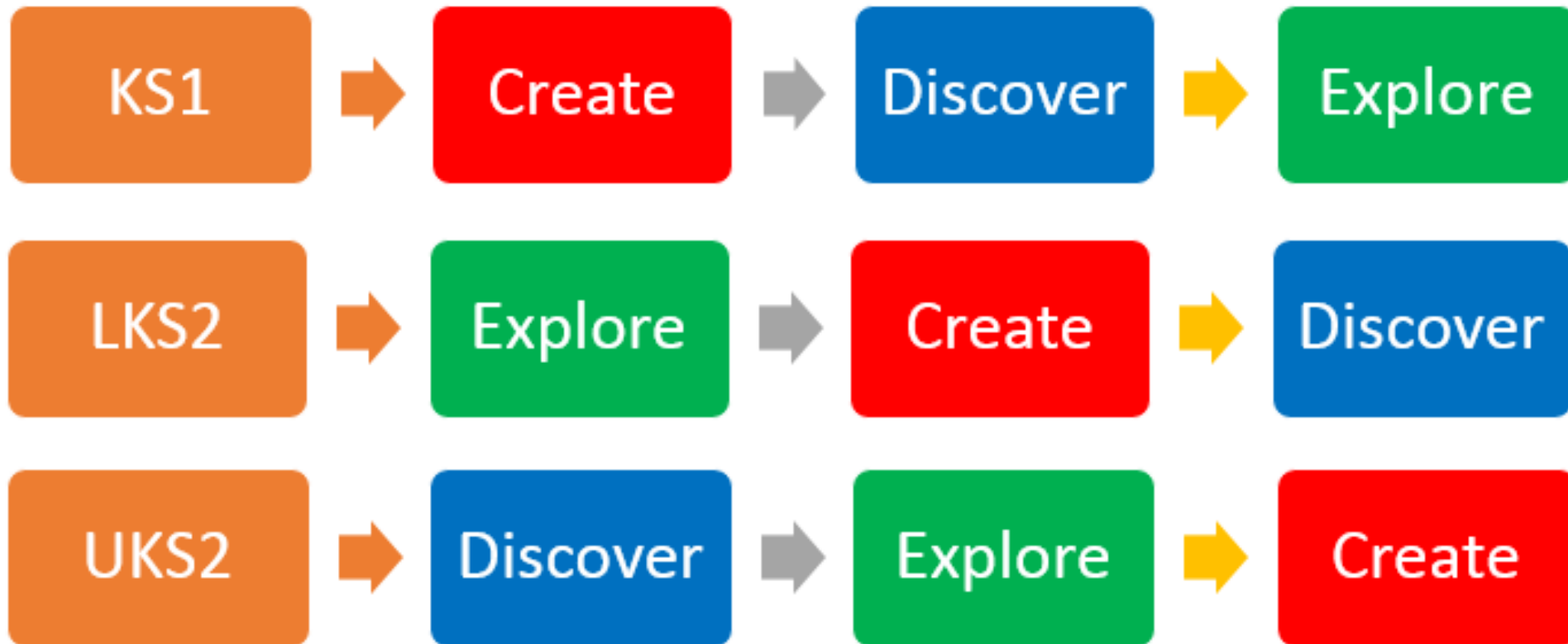
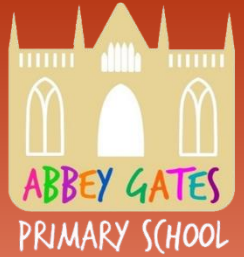
Create



Discover



# 3 Projects for 3 terms



# How can you support at home?



# PROJECT PLACEMAT - EXPLORE - WHERE DOES A JOURNEY BEGIN?

## Sticky Knowledge

- The start of a river is called the source and the end is called the mouth.
- A fast flowing river will carry soil and dirt from its banks and bed downstream and drop them when it gets wider and slows down.
- The longest river in the world is the Nile in Africa. It is 4,130 miles long.
- Many rivers and streams will join together before they reach the mouth of the river. The smaller rivers and streams are called tributaries.
- Mountains make up one-fifth of the world's landscape.
- Mount Everest is the world highest mountain and it is 8,850m high.
- There are mountains under the surface of the sea.
- 80% of our fresh water originates from mountains.
- The highest 14 mountains in the world are all found in the Himalayas. Generally mountains are higher than 600m, if they are less they are called hills.

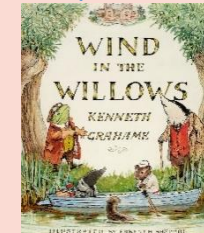
## Important Ideas

- Cycles
- Water
- Community
- Science
- Journey
- Life
- Survival
- Celebration

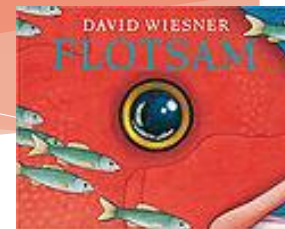
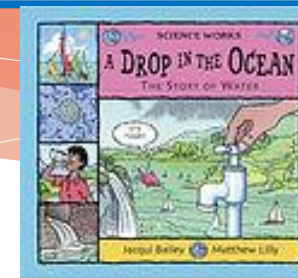
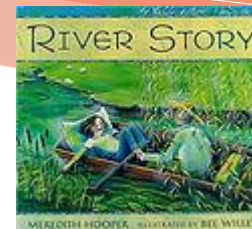
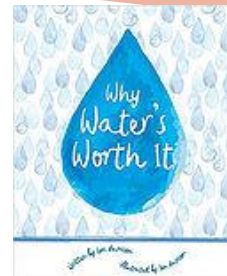
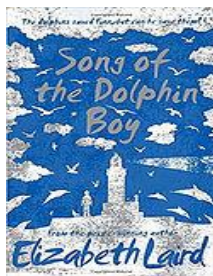
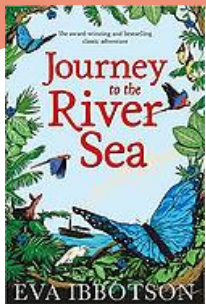
## Crucial Connections

- <https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8>
- <https://www.wateraid.org/uk/>
- <https://www.natgeokids.com/uk/home-is-good/fascinating-facts-about-rivers/>

## Key Text



## Reading Recommendations



# PROJECT PLACEMAT - EXPLORE -WHERE DOES A JOURNEY BEGIN?

## Subject Specific Vocabulary (Rivers)

**Estuary**- An estuary is an area where a freshwater river or stream meets the ocean.

**Mouth**-A river mouth is the part of a river where the river flows into another river, a lake, a reservoir, a sea, or an ocean.

**Source**-The source of a river is where it begins, usually on high ground.

**Meander**-A meander is a winding curve or bend in a river.

**Waterfall**-Waterfalls form where water rushes down steep hillsides in upland areas and erodes the rocks.

**Erosion**-Erosion occurs when the fastest currents in the river carve into the banks.

**Deposition**-Rocks and sediments eroded from one part of the river are deposited in another part.

**Tributary**-When one stream or river meets another and merge together, the smaller stream or river is known as a tributary.

**Ox bow lake**- Ox bow lakes are created when the meander is so deep that it cuts off a piece of the river and leaves a lake.

**Delta**- Deltas are wide areas of water often found at the mouth of large rivers.

**Stream**- A stream is a small body of flowing water.

## Possibilities

River management, environmental officer, agriculture, hydrologist, marine biologist, oceanographer

## Subject Specific Vocabulary (Mountains)

**Peak**- The peak is the highest point of any mountain.

**Valley**- A valley is a long depression, or ditch, in the Earth's surface and usually lies between ranges of hills or mountains.

**Cliff**- Cliffs are tall, steep rocks that were created by erosion and have vertical faces.

**Ridge**- A ridge is part of the steep, sloping side of a mountain.

**Plateau**- A plateau is an area of flat ground that is much higher than the surrounding area.

**Summit**- The summit is the highest point of a mountain.

**Hill**- A hill is a landform that is high but not high enough to be a mountain.

**Terrain**- Terrain is used as a general term when referring to the lie of the land.

**Range**- A mountain range is a group or chain of mountains that are close together.

**Tectonic plates**- The Earth's outer layer is made up of large, moving pieces called plates.

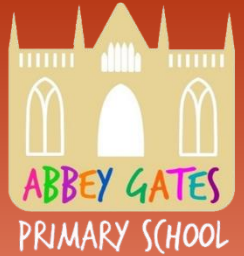
**Fold mountains**- Fold mountains are formed when two plates run into each other or collide.

# A broader education



*The*  
**BIG**  
*question*

# Homework. It's a sticky question !



**If you dig up buried treasure, is it yours?**



**Do video games play their players?**



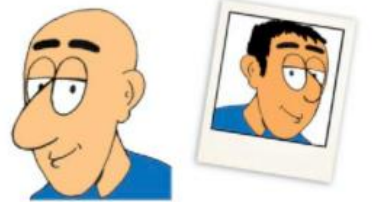
**Could you have a sport where everyone was on the same side?**




**What would your rules for grown-ups be?**



**In what ways are children better than adults?**



**When does enhancing a photo become a lie?**



**If you laugh when you are trying not to, is it you doing the laughing?**

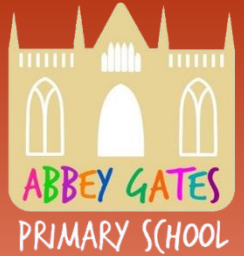


**What make the strongest reasons: facts, feelings or beliefs?**



**If you could make one new law, what would it be?**

# Class Page Weblinks



## \* Online Safety

Abbey Gates

<https://abbeygatesprimaryschool.co.uk/about/e-safety/>

## \* Art

Tate Kids

<https://www.tate.org.uk/kids>

## \* Computing

Purple Mash

<https://www.purplemash.com/sch/AbbeyGates>

## \* Geography

National Geography Kids

<https://www.natgeokids.com/uk/>



## \* History

The Museum of the World

<https://britishmuseum.withgoogle.com/>

## \* Maths

Top Marks

<https://www.topmarks.co.uk/>

## \* Music

Classics for Kids

<https://www.classicsforkids.com/>

## \* Science

Brain Pop

<https://www.brainpop.com/science/>

# Keeping it fun



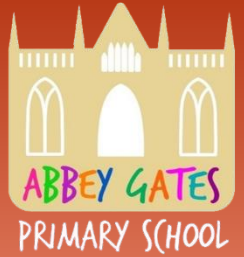
Please read regularly with your child - evidence shows that spending time reading with your child boosts their life chances.



- \* xtables on TTRockstars!
- \* 'Aim High' creative homework - a menu written by the children
- \* Writing challenge - coming soon

**COMING  
SOON**

# Aim High Project Homework



- \* Working in partnership with home and school



- \* Child led to support engagement and enjoyment

- \* To be displayed to give a sense of pride

- \* Selected from a wide variety of subject areas  
e.g IT, Art, Writing, Design and Technology, Drama, Dance, Oracy



# Targeted extras



Based on our assessment for learning, we may set small extra tasks for your child following a discussion with you to help embed basic skills and knowledge in their memories, ensuring they are able to *keep up* not *catch up*.





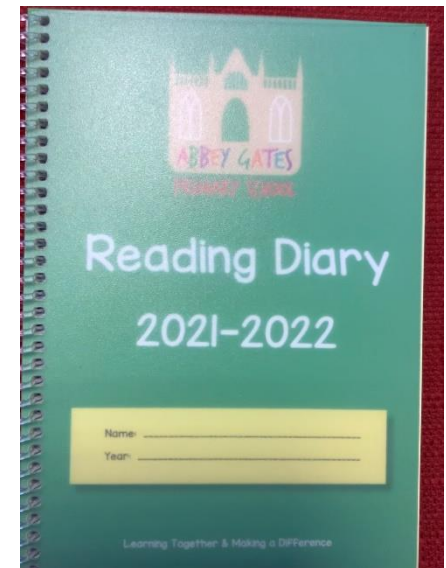
# Year 4 Multiplication Test



- Year 4 will have their multiplication skills formally tested in the summer term. By the end of Year 4, children should know all of their times tables up to 12x.
- We will be having a big focus on times tables in class and children will be able to practise at home on TT Rockstars.
- TT Rockstars log-ins stuck in their planner.
- 'Jamming' is great as there is no time pressure. 'Soundcheck' is a replica test of the Government Multiplication Check.

# Pupil Planners

- \* Record Reads (at least 3 x a week) Checked on Mondays
- \* Sticky Questions: Stuck in on a Friday, discussed on a Monday
- \* Notes to teachers about learning
- \* Times tables, Y3/4 Spellings and comprehension resources



## Reading Comprehension For Children At Home



Can your child find evidence directly from the story to answer your questions?

The answer is right there in the text.

- ⊗ What did..... do?
- ⊗ Who did..... do it to
- ⊗ How many..... were/are there?
- ⊗ Who are.....?
- ⊗ Can you tell me what this word/bit means?
- ⊗ What kind of ..... is that?

Can your child think and search for the answer?

The answers are found in different parts of the story and they might have to apply prior knowledge or personal experience to an answer.

- ⊗ How do you make/do.....?
- ⊗ What happened when..... did.....?
- ⊗ What happened to.....?
- ⊗ What do you think might happen next OR what happened before?
- ⊗ How many times...
- ⊗ What examples can you find?
- ⊗ Where did this happen?
- ⊗ Where was..... when this was happening?

Can your child answer questions without referring to the story?

The answer is not in the story, it is your child's opinion and thoughts.

- ⊗ Have you ever...
- ⊗ If you could...
- ⊗ If you were going to...
- ⊗ In your opinion...
- ⊗ Do you agree with.....? Why?
- ⊗ Do you know anyone who.....?
- ⊗ How do you feel about.....?

## National Curriculum Word List for Years 3-4



You are expected to know these words by the end of Year 4. Tick each word when you know the meaning and when you know the spelling

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> accident(ally) | <input type="checkbox"/> famous         | <input type="checkbox"/> peculiar        |
| <input type="checkbox"/> actual(ly)     | <input type="checkbox"/> favourite      | <input type="checkbox"/> perhaps         |
| <input type="checkbox"/> address        | <input type="checkbox"/> February       | <input type="checkbox"/> popular         |
| <input type="checkbox"/> answer         | <input type="checkbox"/> forward(s)     | <input type="checkbox"/> position        |
| <input type="checkbox"/> appear         | <input type="checkbox"/> fruit          | <input type="checkbox"/> possess(ion)    |
| <input type="checkbox"/> arrive         | <input type="checkbox"/> grammar        | <input type="checkbox"/> possible        |
| <input type="checkbox"/> believe        | <input type="checkbox"/> group          | <input type="checkbox"/> potatoes        |
| <input type="checkbox"/> bicycle        | <input type="checkbox"/> guard          | <input type="checkbox"/> pressure        |
| <input type="checkbox"/> breath         | <input type="checkbox"/> guide          | <input type="checkbox"/> probably        |
| <input type="checkbox"/> breathe        | <input type="checkbox"/> heard          | <input type="checkbox"/> promise         |
| <input type="checkbox"/> build          | <input type="checkbox"/> heart          | <input type="checkbox"/> purpose         |
| <input type="checkbox"/> busy/business  | <input type="checkbox"/> height         | <input type="checkbox"/> quarter         |
| <input type="checkbox"/> calendar       | <input type="checkbox"/> history        | <input type="checkbox"/> question        |
| <input type="checkbox"/> caught         | <input type="checkbox"/> imagine        | <input type="checkbox"/> recent          |
| <input type="checkbox"/> centre         | <input type="checkbox"/> increase       | <input type="checkbox"/> regular         |
| <input type="checkbox"/> century        | <input type="checkbox"/> important      | <input type="checkbox"/> reign           |
| <input type="checkbox"/> certain        | <input type="checkbox"/> interest       | <input type="checkbox"/> remember        |
| <input type="checkbox"/> circle         | <input type="checkbox"/> island         | <input type="checkbox"/> sentence        |
| <input type="checkbox"/> complete       | <input type="checkbox"/> knowledge      | <input type="checkbox"/> separate        |
| <input type="checkbox"/> consider       | <input type="checkbox"/> learn          | <input type="checkbox"/> special         |
| <input type="checkbox"/> continue       | <input type="checkbox"/> length         | <input type="checkbox"/> straight        |
| <input type="checkbox"/> decide         | <input type="checkbox"/> library        | <input type="checkbox"/> strange         |
| <input type="checkbox"/> describe       | <input type="checkbox"/> material       | <input type="checkbox"/> strength        |
| <input type="checkbox"/> different      | <input type="checkbox"/> medicine       | <input type="checkbox"/> suppose         |
| <input type="checkbox"/> difficult      | <input type="checkbox"/> mention        | <input type="checkbox"/> surprise        |
| <input type="checkbox"/> disappear      | <input type="checkbox"/> minute         | <input type="checkbox"/> therefore       |
| <input type="checkbox"/> early          | <input type="checkbox"/> natural        | <input type="checkbox"/> though/although |
| <input type="checkbox"/> Earth          | <input type="checkbox"/> naughty        | <input type="checkbox"/> thought         |
| <input type="checkbox"/> eight/eighth   | <input type="checkbox"/> notice         | <input type="checkbox"/> through         |
| <input type="checkbox"/> enough         | <input type="checkbox"/> occasion(ally) | <input type="checkbox"/> various         |
| <input type="checkbox"/> exercise       | <input type="checkbox"/> often          | <input type="checkbox"/> weight          |
| <input type="checkbox"/> experience     | <input type="checkbox"/> opposite       | <input type="checkbox"/> woman/women     |
| <input type="checkbox"/> experiment     | <input type="checkbox"/> ordinary       |  |
| <input type="checkbox"/> extreme        | <input type="checkbox"/> particular     |  |

## Multiplication Tables



1 Times Table	2 Times Table	3 Times Table	4 Times Table
1 x 1 = 1	1 x 2 = 2	1 x 3 = 3	1 x 4 = 4
2 x 1 = 2	2 x 2 = 4	2 x 3 = 6	2 x 4 = 8
3 x 1 = 3	3 x 2 = 6	3 x 3 = 9	3 x 4 = 12
4 x 1 = 4	4 x 2 = 8	4 x 3 = 12	4 x 4 = 16
5 x 1 = 5	5 x 2 = 10	5 x 3 = 15	5 x 4 = 20
6 x 1 = 6	6 x 2 = 12	6 x 3 = 18	6 x 4 = 24
7 x 1 = 7	7 x 2 = 14	7 x 3 = 21	7 x 4 = 28
8 x 1 = 8	8 x 2 = 16	8 x 3 = 24	8 x 4 = 32
9 x 1 = 9	9 x 2 = 18	9 x 3 = 27	9 x 4 = 36
10 x 1 = 10	10 x 2 = 20	10 x 3 = 30	10 x 4 = 40
11 x 1 = 11	11 x 2 = 22	11 x 3 = 33	11 x 4 = 44
12 x 1 = 12	12 x 2 = 24	12 x 3 = 36	12 x 4 = 48

5 Times Table	6 Times Table	7 Times Table	8 Times Table
1 x 5 = 5	1 x 6 = 6	1 x 7 = 7	1 x 8 = 8
2 x 5 = 10	2 x 6 = 12	2 x 7 = 14	2 x 8 = 16
3 x 5 = 15	3 x 6 = 18	3 x 7 = 21	3 x 8 = 24
4 x 5 = 20	4 x 6 = 24	4 x 7 = 28	4 x 8 = 32
5 x 5 = 25	5 x 6 = 30	5 x 7 = 35	5 x 8 = 40
6 x 5 = 30	6 x 6 = 36	6 x 7 = 42	6 x 8 = 48
7 x 5 = 35	7 x 6 = 42	7 x 7 = 49	7 x 8 = 56
8 x 5 = 40	8 x 6 = 48	8 x 7 = 56	8 x 8 = 64
9 x 5 = 45	9 x 6 = 54	9 x 7 = 63	9 x 8 = 72
10 x 5 = 50	10 x 6 = 60	10 x 7 = 70	10 x 8 = 80
11 x 5 = 55	11 x 6 = 66	11 x 7 = 77	11 x 8 = 88
12 x 5 = 60	12 x 6 = 72	12 x 7 = 84	12 x 8 = 96

9 Times Table	10 Times Table	11 Times Table	12 Times Table
1 x 9 = 9	1 x 10 = 10	1 x 11 = 11	1 x 12 = 12
2 x 9 = 18	2 x 10 = 20	2 x 11 = 22	2 x 12 = 24
3 x 9 = 27	3 x 10 = 30	3 x 11 = 33	3 x 12 = 36
4 x 9 = 36	4 x 10 = 40	4 x 11 = 44	4 x 12 = 48
5 x 9 = 45	5 x 10 = 50	5 x 11 = 55	5 x 12 = 60
6 x 9 = 54	6 x 10 = 60	6 x 11 = 66	6 x 12 = 72
7 x 9 = 63	7 x 10 = 70	7 x 11 = 77	7 x 12 = 84
8 x 9 = 72	8 x 10 = 80	8 x 11 = 88	8 x 12 = 96
9 x 9 = 81	9 x 10 = 90	9 x 11 = 99	9 x 12 = 108
10 x 9 = 90	10 x 10 = 100	10 x 11 = 110	10 x 12 = 120
11 x 9 = 99	11 x 10 = 110	11 x 11 = 121	11 x 12 = 132
12 x 9 = 108	12 x 10 = 120	12 x 11 = 132	12 x 12 = 144

Any questions?



ANY  
QUESTIONS?



Survey

