

# Welcome to the Year 4 Curriculum Meeting



Ashley Junior School

Ready. Respectful. Responsible.





# Welcome...

- Curriculum
- AJS Behaviour for Learning
- House Points, Golden Brush & Role Model of the Week
- Key dates
- Summary
- Any questions?

READY  
RESPECTFUL  
RESPONSIBLE



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**CURRICULUM**

**READY  
RESPECTFUL  
RESPONSIBLE**



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Science



In term one we will be looking at the different 'States of Matter' solids, liquids and gases and describe the water cycle. Term two we learn about the components of electrical circuits in our topic on Electricity.

Art



We will explore different media to create pictures including work based on great artists like Kandinsky.

Music



'The Carnival of the Animals' will be a focus for us to learn about how an orchestra is formed.

Maths:

12345  
67890

We will look at place value objectives up to 4-digit numbers as well as addition and subtraction. We will use different resources to represent, order and compare numbers in various ways. We will begin preparing for our Multiplication National Assessment.

Geography:



During the term, we will be learning about mountains. This will include locating significant mountains around the world.



RE:

We will be discussing our understanding of the concept of devotion and its importance in Hindu worship. After, we will think about what it means to be 'holy'.

**Fascinating Fact or Fabulous Fiction?**



**Year 4  
Autumn Term**

French:



In 'All Around Town' we will find out how to say where we live and what is in our town. We will also be learning how to count to 10 and to 100.

Computing:

We will be using the coding program Scratch Jr to create, move and size characters, before creating sequences of instructions. We will also cover online safety.



Learning for life:

What skills, strengths and interests do we have?  
How do we treat each other with respect?  
We will use different stimuli to discuss, share and present these ideas.

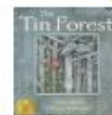
PE:



Following our Get Set 4 PE programme, we will work on our attacking and defending skills in the invasive games of rugby and basketball. Alongside these sessions, we will focus on our fundamental skills of balancing, running and jumping to develop our strength. In gymnastics and yoga we will work on our flexibility and control of our bodies.

English:

Using a variety of fact and fiction picture books as text drivers, the children will have the opportunity to write in various genres and forms including: descriptive writing, diaries, narrative and non-chronological reports. Closely linked to this will be vocabulary work, reading for pleasure and responding to texts.





'I have a spelling checker  
It came with my PC  
It plainly marks for my revue  
Mistakes I cannot sea  
I've run this poem threw it  
I'm sure your please to no,  
It's letter perfect in it's weigh  
My checker tolled me sew!'

Anonymous



# Spellings



# Spellings

- Increased focus on accuracy of spelling
- National Curriculum spellings: High Frequency Words, Year 3 and 4 spelling lists.
- Home Learning - Spelling Frame



## First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

## Next 200 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

READY  
RESPECTFUL  
RESPONSIBLE



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actual(ly)  
address  
answer  
appear  
arrive  
believe  
bicycle  
breath  
breathe  
build  
busy  
business  
calendar  
caught  
centre  
century  
certain  
circle  
complete  
consider  
continue  
decide  
describe  
different  
difficult  
disappear

early  
earth  
eight  
eighth  
enough  
exercise  
experience  
experiment  
extreme  
famous  
favourite  
February  
forward(s)  
fruit  
grammar  
group  
guard  
guide  
heard  
heart  
height  
history  
imagine  
increase  
important  
interest  
island

knowledge  
learn  
length  
library  
material  
medicine  
mention  
minute  
natural  
naughty  
notice  
occasion(ally)  
often  
opposite  
ordinary  
particular  
peculiar  
perhaps  
popular  
position  
possess(ion)  
possible  
potatoes  
pressure  
probably  
promise

purpose  
quarter  
question  
recent  
regular  
reign  
remember  
sentence  
separate  
special  
straight  
strange  
strength  
suppose  
surprise  
therefor  
though  
although  
thought  
through  
various  
weight  
woman/women

READY  
RESPECTFUL  
RESPONSIBLE

# Reading



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Reading  
IS A  
**PASSPORT**  
TO  
COUNTLESS  
adventures

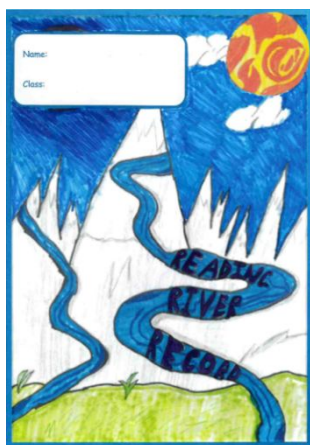


# Reading

- Children require reading skills to access the whole curriculum
- We encourage children to read a wide range of literature to develop their understanding and vocabulary
- Reading River



**READY  
RESPECTFUL  
RESPONSIBLE**



Use these sentence openers to help you with your 'Thinking Hat' reflections in your Journal.

**White Hat**  
Information thinking

- A new fact I learnt was...
- One fact that interested me was...
- The main highlights were...

**Yellow hat**  
Positive thinking

- This is useful because...
- A good part of the story was...
- I enjoyed...

**Red hat**  
Feelings thinking

- I feel...
- The character feels...
- I have a feeling that...
- It was funny when...

**Black hat**  
Negative thinking

- It was difficult when...
- They took too much of a risk when...
- I didn't like the part when...
- It was wrong when...

**Green hat**  
Creative thinking






- I suggest that...
- I predict that...
- An alternative ending could be...
- The characters could be...

**Blue hat**  
Planning thinking

- I can summarise this by...
- The next book I read, I would like it to...




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Date	Title of book/Author/number of minutes read/pages read/S or I
12/12/19 pips (seeds) 	Alex Rider / Anthony Horowitz / 12 mins / Pages 12-22 / S  This is an example of a 'Seed Choice.' They have recorded what they have read and reflected on their reading using an emoji.
12/12/19 sapling 	Alex Rider / Anthony Horowitz / 12 mins / Pages 12-22 / S Exciting and surprising This is an example of a 'Sapling Choice.' They have recorded what they have read and reflected on their reading by using a couple of words to describe how they felt about.
12/12/19 tree 	Alex Rider / Anthony Horowitz / 12 mins / Pages 12-22 / S This is a 'Tree Choice.' They have recorded what they have read and reflected on their reading by using 'Thinking Hat' sentence openers- a sheet of openers has been stuck into your Reading Record to help you.
12/12/19 fruit 	Alex Rider / Anthony Horowitz / 12 mins / Pages 12-22 / S This is a 'Fruit Choice.' Independently create a response to a text you have read this week. Use one or two pages of your reading journal to demonstrate what you have learnt, how you feel, how the characters feel etc. You could write a diary, letter, newspaper article, re-write the story from a different perspective-let your imagination run wild!

## Year 4 Reading Journal example-

08.09.22 The Day The Crayons Quit  
by Drew Daywalt  
whole book



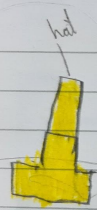
In this book all of Duncan's crayons write a letter to him saying why they have decided to quit. For example red crayon said that he was over used and never even had a holiday! Whereas beige crayon said he was hardly ever used, only for wheat.

11.9.22 Good Night Stories For Rebel Girls  
by Elena Favilli and Francesca Cavallo  
pages 0-42

Dear Eric,  
Yesterday I met a woman dressed in black!  
She said she made them herself! I asked her  
to make a dress like that for me!  
Yours sincerely  
Charlet

08.09.2022

hat



title: the day that the crayons quit  
Author: Drew Daywalt  
pages: whole book  
I enjoyed ~~the~~ reading the people draw letter and blues

READY  
RESPECTFUL  
RESPONSIBLE



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Writing is the  
painting of the voice

Voltaire

240 x 2160



# Writing

- Handwriting needs to be consistent across all books
- All of our writing is linked to a text driver
- The children are provided with a variety of supportive materials to use independently



Purpose: To describe a setting.

Audience: Readers of 'The Tin Forest'

Forms: A narrative setting description.

WALT: evaluate and edit our writing

WALT: write a setting description with effective vocabulary

WALT: create fronted adverbial phrases

WALT: use adverbs to describe verbs

WALT: generate a verb list and find synonyms

WALT: spell words adding the prefix 'in-'

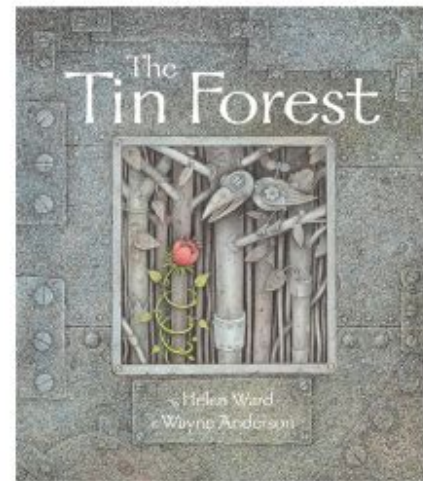
WALT: create expanded noun phrases

WALT: become familiar with a text

WALT: describe a setting in an apprentice write

Start

WALT: spell words with 'aw' spelt augh/au





# Mathematics

- The expectations placed on children have increased greatly in recent years
- Required to draw on many different branches of Mathematics and use high-level reasoning skills





# Multiplication Check

- June 2025
- National Assessment expectation of knowing their times tables facts up to 12x12
- 25 questions to answer in an online assessment with time limitations (6 seconds)





# Assessments

- JLL-Speech and language assessment
- Lexia and Reading Plus
- HFW-spelling
- Reading assessments online
- Writing –teacher assessments
- Maths

# Behaviour for Learning



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# BEHAVIOUR FOR LEARNING



Ready - on time equipped and eager to learn

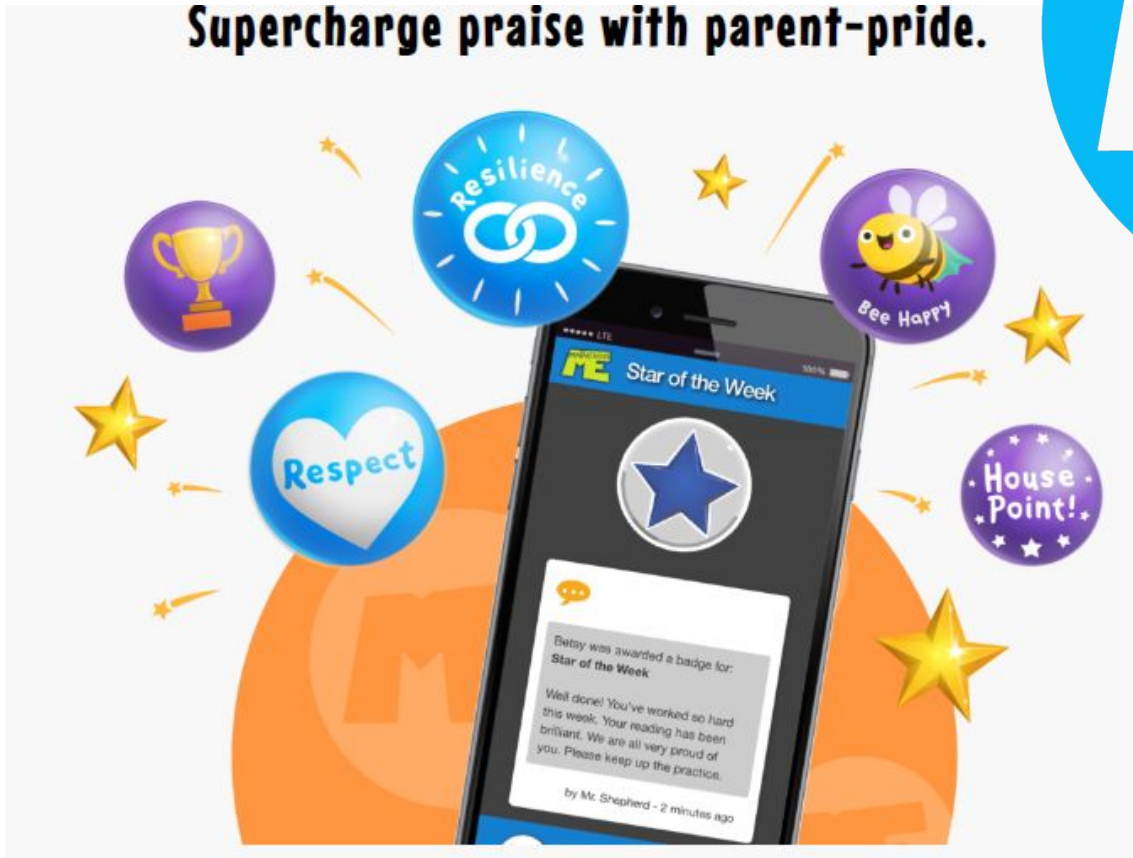
Respectful - in all our actions and interactions with each other

Responsible - working together and keeping each other safe

## WHAT DOES READY, RESPECTFUL AND RESPONSIBLE LOOK LIKE?

<b>READY</b>	<b>RESPECTFUL</b>	<b>RESPONSIBLE</b>
I am aspirational	I listen	I follow instructions
I get to school on time	I am kind and helpful	I stand up to bullying and show empathy
I wear the correct uniform	I respect difference	I walk sensibly around the school
I am eager to learn	I look after equipment	I know who to go to for help and support
I am resilient	I look after our environment	I stay safe online
I take part in lessons	I am polite	I am honest
I reflect & improve	I collaborate	I can be independent

**Supercharge praise with parent-pride.**



# House Points, Golden Brush & Role Model of the Week



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# HOUSE POINTS



# Key Dates





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**Fascinating Fact or Fabulous Fiction?**

**Year 4  
Autumn Term 2024**

**French:**  
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**Computing:**  
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**PSHE:**  
What skills, strengths and interests do we have? How do we treat each other with respect? We will use different stimuli to discuss, share and present these ideas.

**PE:**  
Following our Get Set 4 PE programme, we will work on our attacking and defending skills in the invasive games of football and netball. Alongside these sessions, we will focus on our fundamental skills of balancing, running and jumping to develop our strength, flexibility and body control. In dance we will create characters within the themes of 'The Spy' and 'Carnival'!

**English:**  
Using a variety of fact and fiction picture books as text drivers, the children will have the opportunity to write in various genres and forms including: descriptive writing, diaries, narrative and non-chronological reports. Closely linked to this will be vocabulary work, reading for pleasure and responding to texts.

**Tin Forest**

## KEY DATES:

**Parents Evening- Tues 23rd and Wed 24<sup>th</sup> September 2025**

**EVENTS FOR YEAR ....**

**Anglo-Saxon and Viking Day – Spring term**

**Multiplication check – June 2026**

**Geography Field Trip – Summer term**



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**In summary:**

**Please encourage your child to...**

- **Practise their *Maths- Times tables***
- **Learn their Spellings**
- **Complete their Reading Rivers**

**Be engaged, get involved, do their best and  
have fun!**



Thank  
you

