

Catcott Primary School

Welcome to Year Four
2023-2024



School Trips

Caerleon.

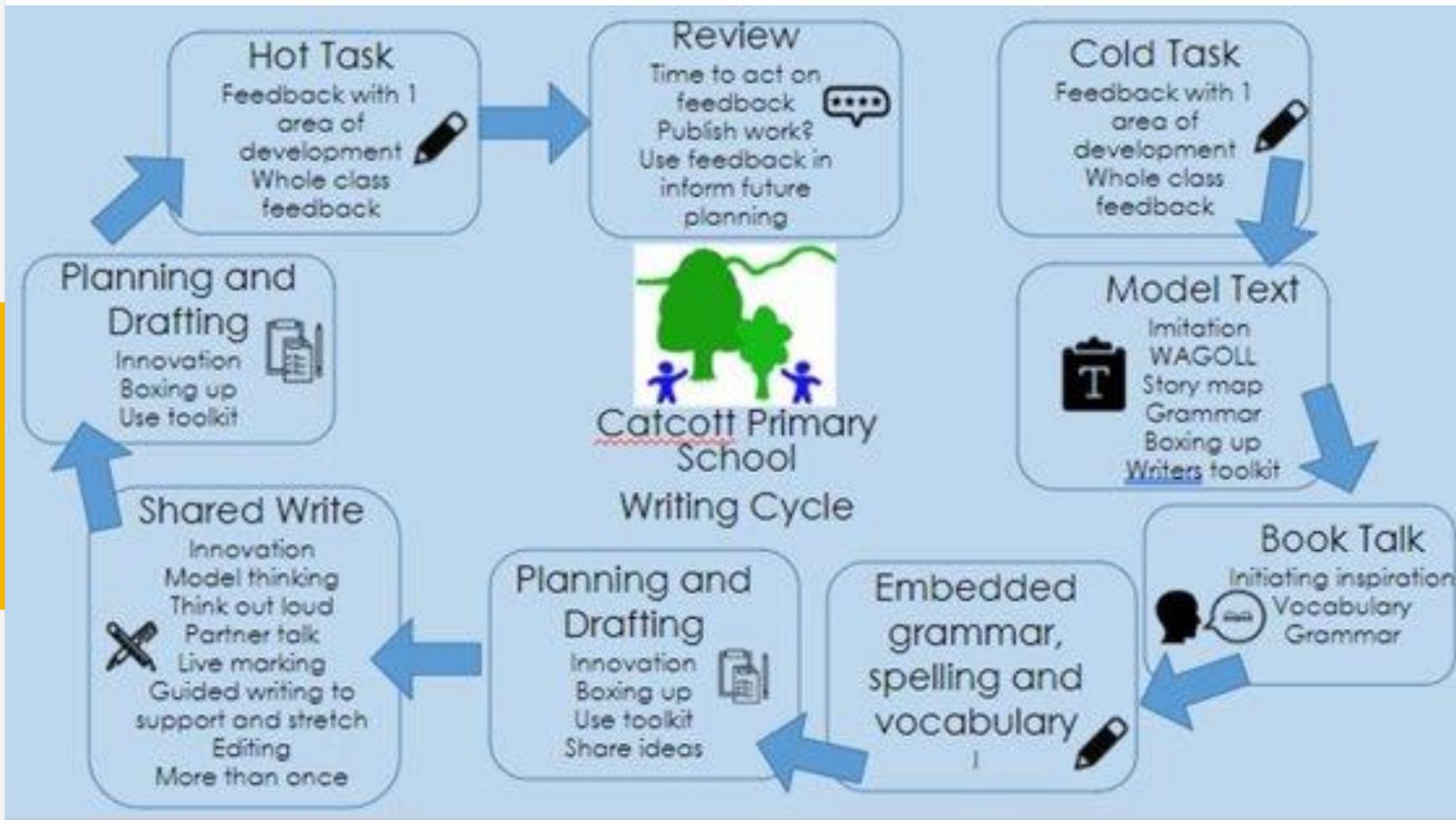
•**A visit to National Roman Legion Museum.** Explore the real Roman collections in the gallery and see a Roman garden. Try on replica Roman armour in a reconstructed Barrack Room and see how Roman soldiers lived. Take part in a facilitated workshop with one of our costumed Roman teachers at the museum.

•**Facilitated Workshop: Roman Bootcamp.** Pupils play the part of a recruit for the Roman army. Participants discover what skills the Romans looked for in a soldier and practice Latin commands and formations using practice swords and shields!

•**A visit to the real Roman Baths.** Explore how Romans washed and relaxed nearly two thousand years ago.

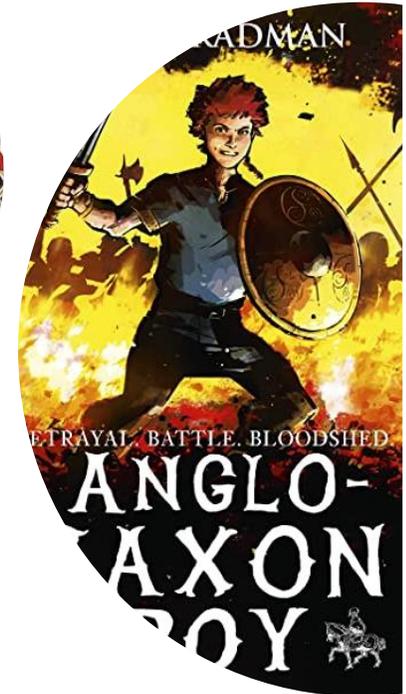
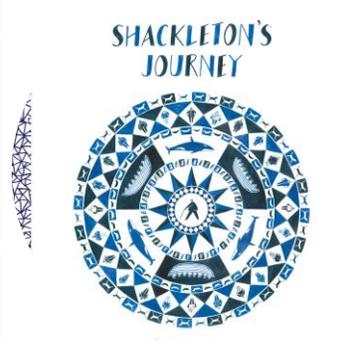
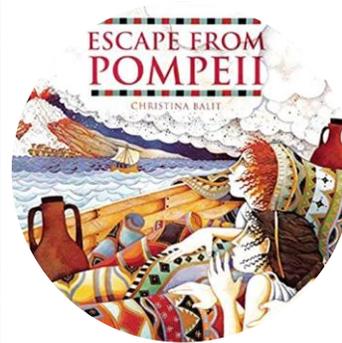
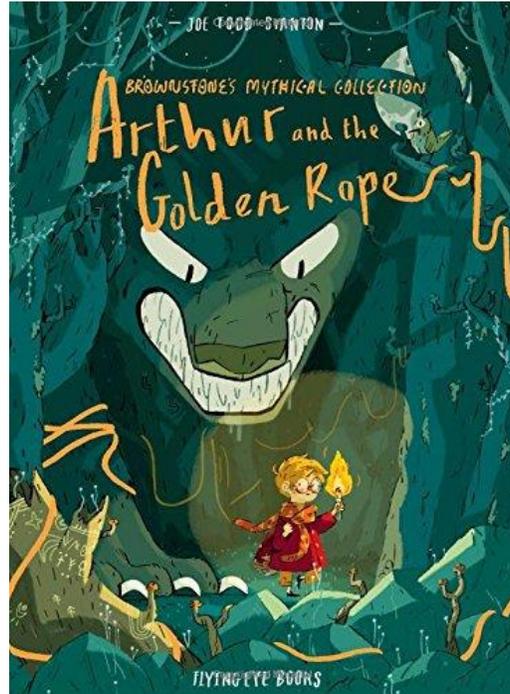
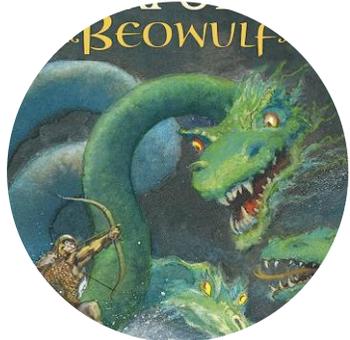
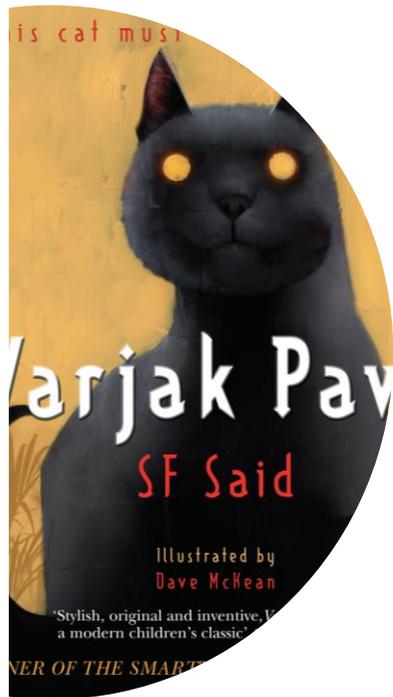
•**A visit to the outdoor Amphitheatre & Barracks sites.** Discover the most complete Amphitheatre in Britain and the only legionary barracks still on view in Europe!





English

Writing process



English Key Texts Writing



The Importance of Reading

The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.

Engaging with books allows us to be transported to other places and worlds. We can become immersed in the lives of fictional characters or learn more about the world around us.

Reading is a key life skill. It is placed at the heart of our curriculum; we have carefully selected texts which will ignite children's imagination, inspire their curiosity and provide a window to the world.

It is commonly said that a child's future academic success and job prospects are directly related to their reading proficiency.

Parents in Partnership

It is crucial for both school and parents to actively teach their child to read. We need you to create a home environment where reading is encouraged and seen as a pleasurable experience.

Spending just 10-15 minutes reading with your child every day will be invaluable in developing their ability and desire to read and learn.



Reading is the key to success...

High-quality books

We will ensure that your child has a reading book which is suitably pitched to build both confidence as a reader and fluency.

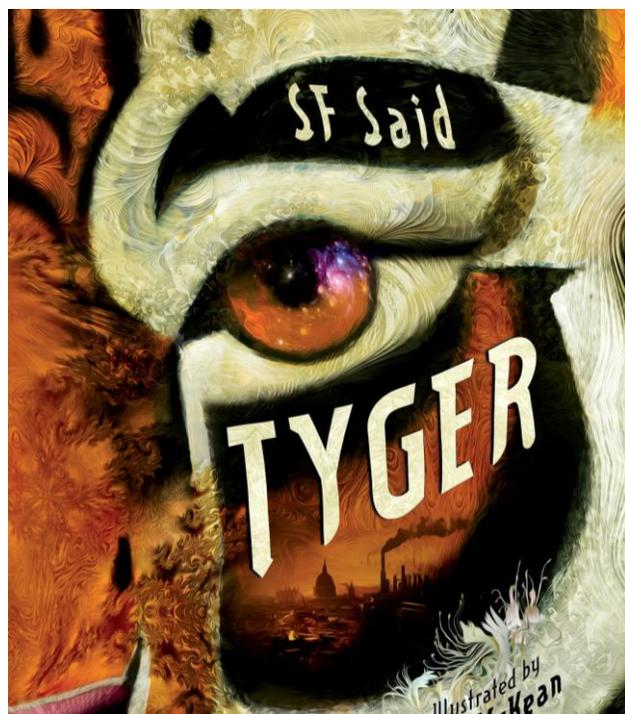
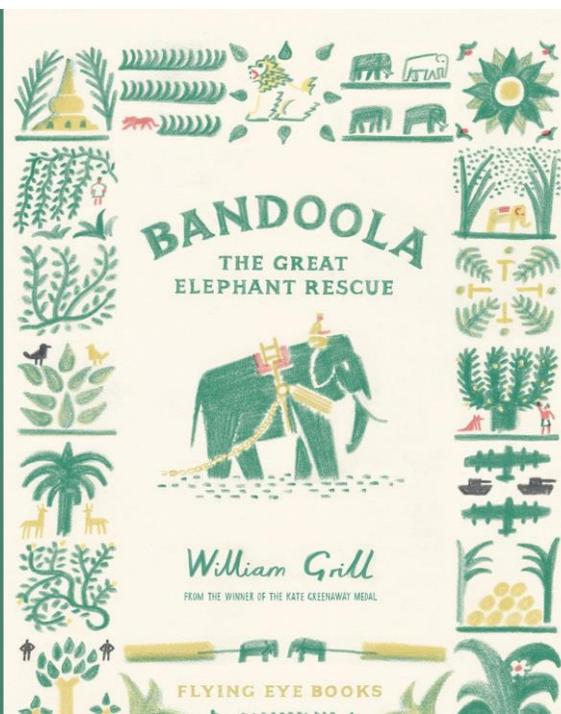
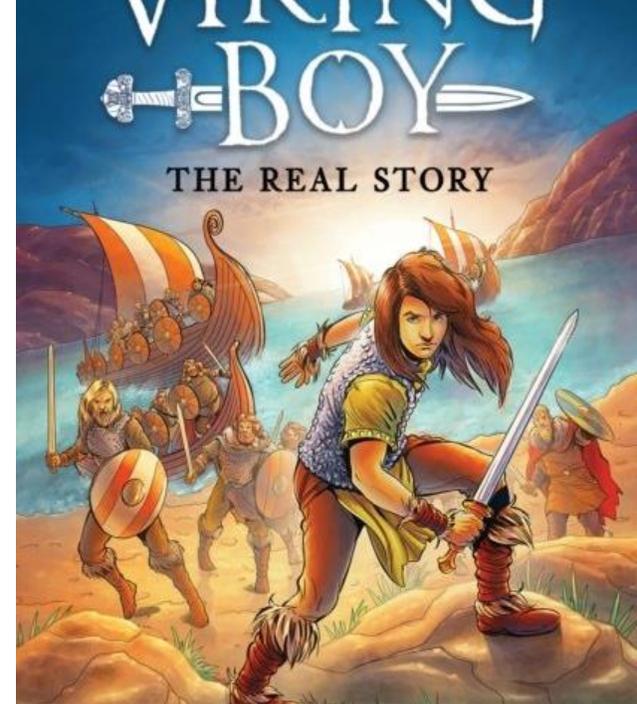
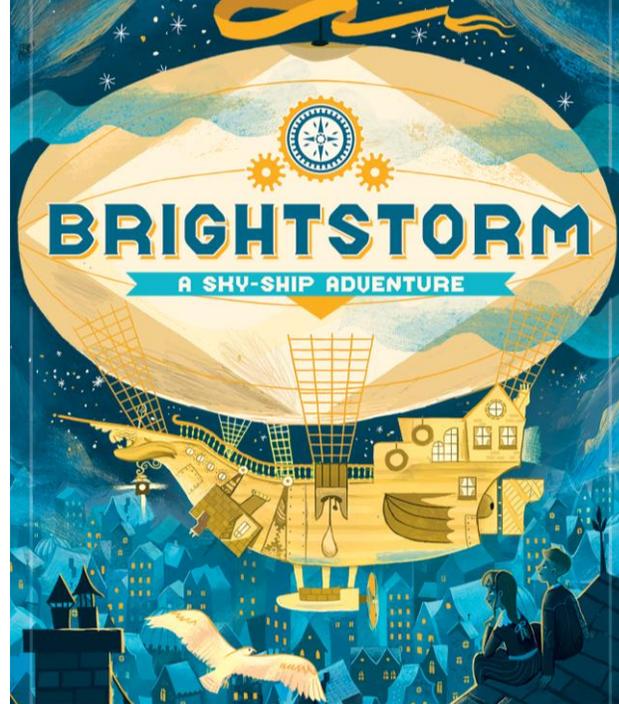
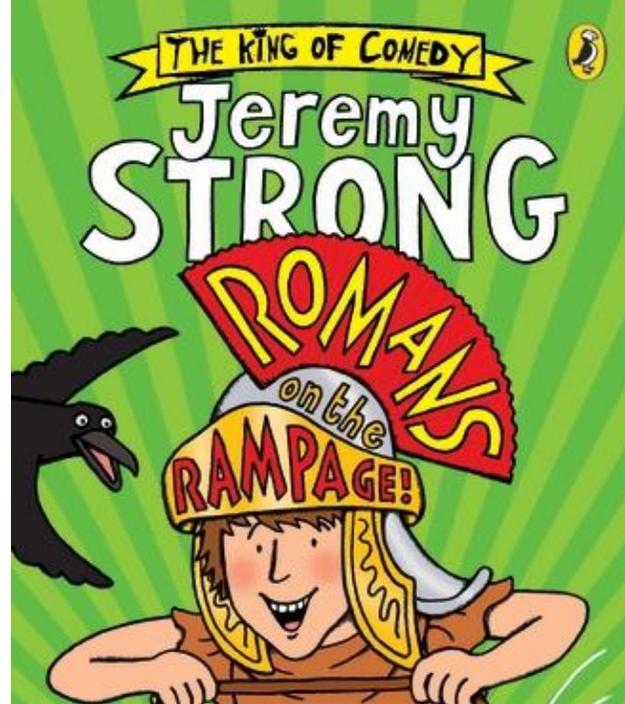
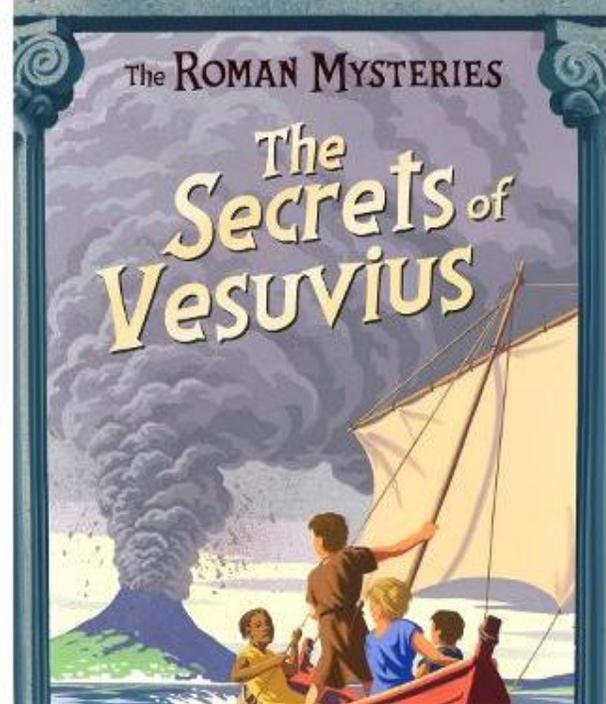
We will also provide your child with a free-choice library book for enjoyment. Allowing children free choice helps them to develop their identities as a reader as they learn which books/ authors they like and which they do not.

Supporting your child

- Read at least 3 times per week with your child
- Log your child's reading in their Reading Record so that they can access school rewards
- Make reading time pleasurable by finding a quiet, comfortable space and giving your child your full attention.
- Ask your child simple questions as they read to check their understanding
- Use positive language and praise their reading efforts
- Read to your child as part of your evening routine. This builds vocabulary, feeds imagination and can even improve sleep patterns
- Ask them about books/ stories they are reading at school and the authors they are studying.

School Routines

- Your child's reading book will be changed regularly:
- Every 3-5 days in Key Stage one, with a book to share coming home every Friday.
- Reading records are checked daily.



Half termly
author study

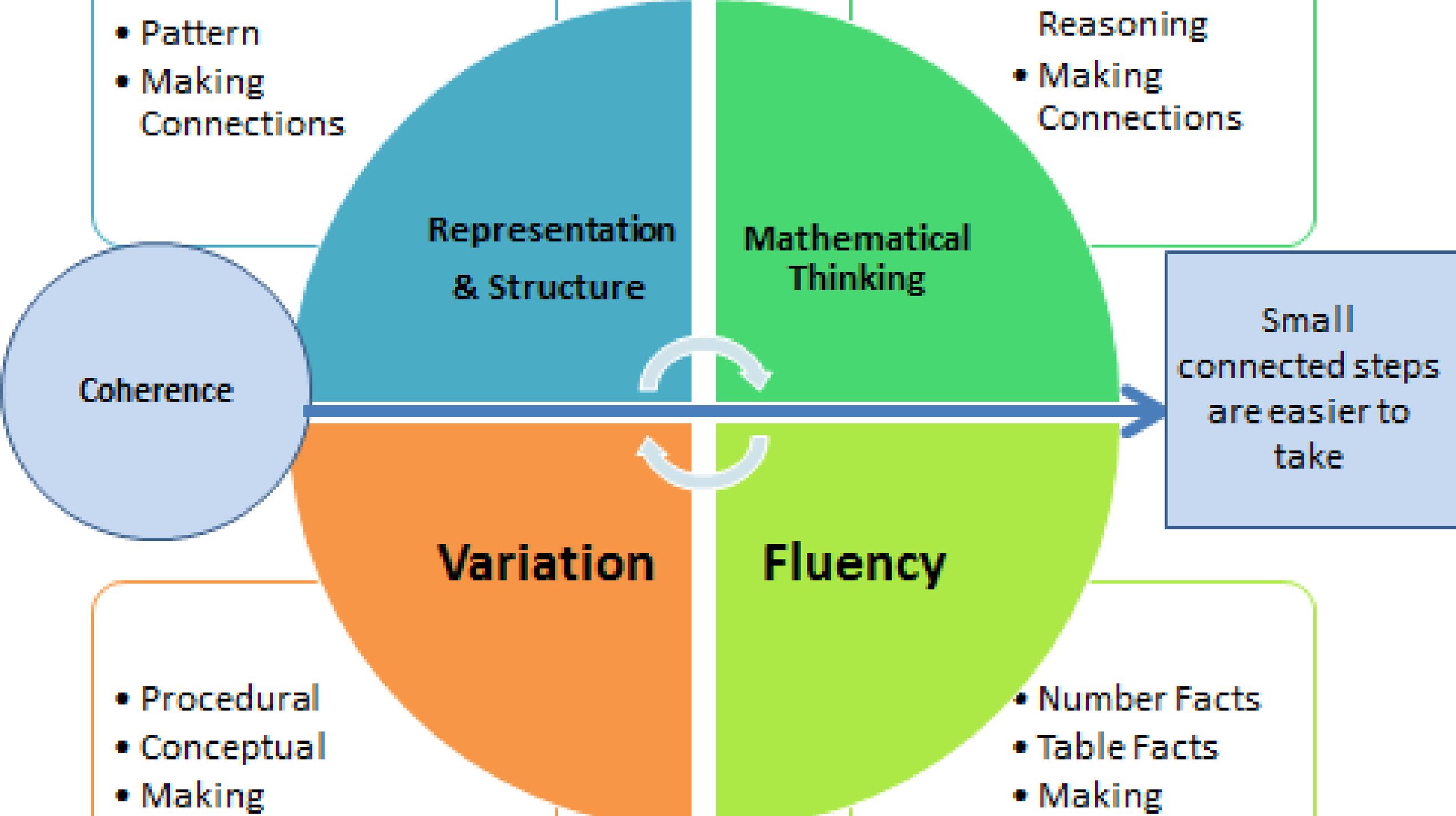
1. Jeremy Strong
2. Caroline Lawrence
3. William Grill
4. S F Said
5. Vashti Hardy
6. Tony Bradman

Maths

Teaching for Mastery

At Catcott Primary, we are currently working towards embedding the 'Teaching for Mastery' approach. Our Teaching for Mastery is underpinned by the NCETM's 5 Big Ideas as well as working collaboratively with the White Rose Scheme.

- Opportunities for **Mathematical Thinking** allow children to make chains of reasoning and connections with the other areas of mathematics.
- A focus on **Representation and Structure** ensures concepts are explored using concrete, pictorial and abstract representations. This includes actively looking for patterns and generalisations that underpin sets of numbers and 'laws' .
- **Coherence** is achieved through the planning of small, connected steps to link every question and lesson within a topic. The curriculum is broken into small steps to develop mastery and address all aspects in a logical progression. This will ensure deep and sustainable learning for all pupils.
- Teachers use both procedural and conceptual **Variation** within their lessons and there remains an emphasis on **Fluency** with a relentless focus on number, the quick recall of facts and procedures, the flexibility and fluidity to move between different contexts and representations of mathematics



- Pattern
- Making Connections

Representation & Structure

- Reasoning
- Making Connections

Mathematical Thinking

Coherence

Small connected steps are easier to take

Variation

- Procedural
- Conceptual
- Making

Fluency

- Number Facts
- Table Facts
- Making

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW				Number Addition and subtraction VIEW		Measurement Area VIEW	Number Multiplication and division A VIEW			Consolidation	
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions VIEW			Number Decimals A VIEW				
Summer term	Number Decimals B VIEW	Measurement Money VIEW	Measurement Time VIEW	Consolidation	Geometry Shape VIEW	Statistics VIEW	Geometry Position and direction VIEW					

Maths – White Rose

Year 4

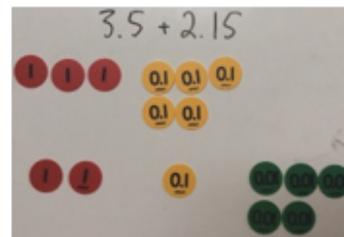
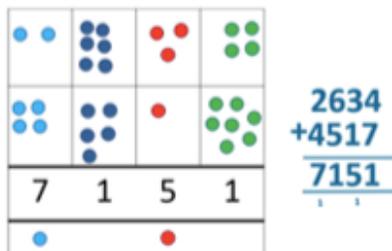
Addition and Subtraction

Addition

Vocabulary: Part, whole, add, addition, sum, more, plus, increase, sum, total, altogether, double, near double, how many more to make..? how much more? ones boundary, tens boundary, hundreds boundary, thousands boundary, tenths boundary, hundredths boundary, inverse, how many more/fewer? Equals sign, is the same as.

Adding numbers with up to 4 digits.

Again this should start with the children using *dienes* to support them with lots of discussion about the value of each digit.

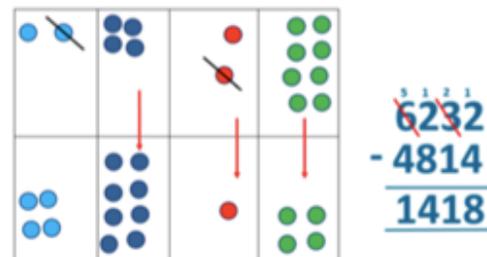


Subtraction

Vocabulary: Part, whole, subtract, takeaway, less, minus, decrease, fewer, difference, how many less to make..? how much less? ones boundary, tens boundary, hundreds boundary, thousands boundary, tenths boundary, hundredths boundary, inverse, how many fewer? Equals sign, is the same as.

To subtract with numbers up to four digits including exchanging when children are secure.

Children need to use place value counters to support their learning.



Using the bar to find missing digits.

It is important for children to use the bar in this way to encourage the use of it to aid with problem solving.

This is not a form of getting the correct answer but helping to guide children to the correct operation.

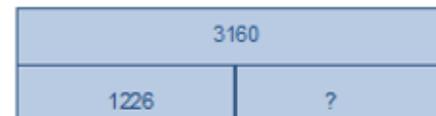
Alison jogs 6,860 metres and Calvin jogs 5,470 metres. How far do they jog altogether?



Using the bar to find missing digits.

It is important for children to use the bar in this way to encourage the use of it to aid with problem solving.

There are 3,160 books in a shop. 1,226 are in English and the rest are in French. How many French books are there?



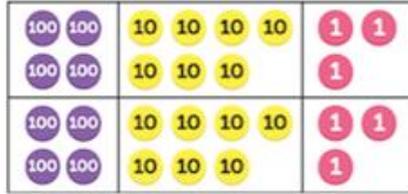
Year 4 Multiplication and Division

Multiplication

Vocabulary: Part, whole, Factor, product

Children to know all times tables to 12 x 12.

Children multiplying both two and three digits by a one digit number using place value counters.



$$\begin{array}{r} 473 \\ \times 2 \\ \hline \end{array}$$

235 x 6 = 1410

$$\begin{array}{r} 235 \\ \times 6 \\ \hline 1410 \end{array}$$

Multiplying using the bar.

A computer costs 5 times as much as a television. The television costs £429.

How much does the computer cost?

Cost of the computer



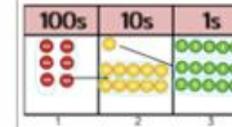
Division

Vocabulary: Part, whole, see years 1-3, divide, divided by, divisible by, divided into, share between, groups of, factor, factor pair, multiple, times as (big, long, wide ...etc), equals, remainder, quotient, divisor and inverse

Dividing up to three digit numbers by a one digit number using short division.

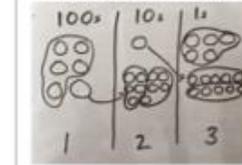
Only when the children are secure with dividing a two digit number should they move onto a 3 digit number.

Short division using place value counters to group. 615 ÷ 5



1. Make 615 with place value counters.
2. How many groups of 5 hundreds can you make with 6 hundred counters?
3. Exchange 1 hundred for 10 tens.
4. How many groups of 5 tens can you make with 11 ten counters?
5. Exchange 1 ten for 10 ones.
6. How many groups of 5 ones can you make with 15 ones?

Represent the place value counters pictorially.



Children to the calculation using the short division scaffold.

$$\begin{array}{r} 123 \\ 5 \overline{)615} \end{array}$$

With remainders



	H	T	U	r1
3	0	2	5	
5	1	2	6	

Dividing using the bar.

Desmond and Melissa collect cards. They have 192 cards in all. Melissa has three times as many cards as Desmond. How many cards does Desmond have?





Science

Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Animals including humans	Living things and their habitats	States of matter		Electricity and sound	

A broad and balanced curriculum

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
History	Romans				Anglo-Saxons and Vikings	
Geography	Italy- European Study		Mountains, volcanoes and earthquakes		Brazil	
Computing	The internet	Audio production	Repetition in shapes	Data logging	Photo editing	Repetition in games
Art	Storytelling through Drawing		The Art of Display		Sculpture, Structure and Inventiveness	
Music	Body and tuned percussion Rainforests	Rock and Roll	Changes in pitch, tempo and dynamics Rivers	Haiku, music and performance H anami festival	Somerset music Ukelele	

A broad and balanced curriculum

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
French	Presenting Myself	Family	Goldilocks or Tudors	Habitats	Classroom	My Home
PSHE	Health and wellbeing		Relationships		Living in the wider world	
RE	What do Christians believe about Agape?		What do Christians believe about salvation?		What do Hindu's believe about Dharma, Deity and Atman?	
PE- Tuesday (with teachers)	Swimming		Gymnastics		Dance	OAA
PE- Monday (with Strode)	Netball	Basketball	Football	Tag Rugby	Striking skills	Athletics

Swimming



Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Year 4 will be swimming every Friday in the Autumn Term.

Homework

Reading

Spellings

- Sent home every week

Play

TT Rockstars and Numbots



Snacks

- Healthy snacks only- No chocolate, crisps or sweets.
- We encourage children to eat fruit at this breaktime. This is freely available to all.
- Please remember we are a nut free setting.



Class Dojo

- This is used to reward positive dojo points
 - Inform parents of key dates and messages
 - Show parents what has been happening in class.
-
- **Teachers will:**
 - Reward dojo points daily linked to our school values
 - Update the class story weekly with photos and explanations of what we have been learning
 - Inform you of key messages and dates
 - Respond to messages during working hours 9-4



School Expectations

Children should be in school uniform everyday- this includes black school shoes or trainers. No boots.

No jewelery except small stud earrings

Hair should be tied up- our children are active and this can cause safety issues. If it is long enough to be tied up, please do.

PE kit should be worn on PE days- this is a coloured tshirt to match your house colour and a plain black or blue jumper.

After School Provision

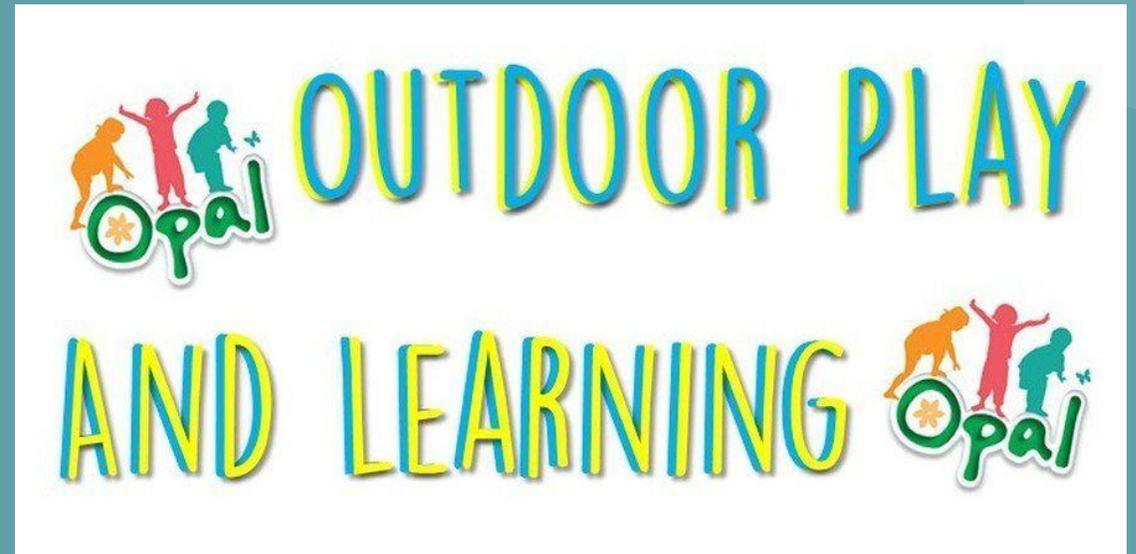
TLE will be responsible for all wraparound care. This needs to be booked in advance through the TLE website. [Event Search | TLE Sports Coaching.\(coordinate.cloud\)](#)

School will run breakfast club, which needs to be booked 48 hours in advance through parentmail.

School run clubs can be booked termly through parentmail.

To make sure children can play outdoors everyday they need to be warm, dry and comfortable, with the right clothing for all kinds of weather.

The children may get a bit messier and so we are asking for every child to have named wellies or waterproof shoes, a waterproof coat (not showerproof) and waterproof trousers (or puddle suits) if possible in school every day-even in KS2.



TLE Timetable

Catcott Primary School Timetable 2023 – 2024

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 – 4:30 (ASC1)	Nerf	Science	Dodgeball	Football	Arts
3:30 – 5:00 (Wrap Around)	Games / Craft	Games / Craft	Games / Craft	Games / Craft	Childrens Choice

Each class will have 1 session per half term. Children need to wear outdoor clothes suitable for the weather.
They will get muddy!



Year 4 Multiplication tables check

Monday 3rd June – Friday 20th June

The KS2 Multiplication Test Check (MTC) is a statutory test for Year 4 children in England.

1. Do you have a child in year 4 at primary school?

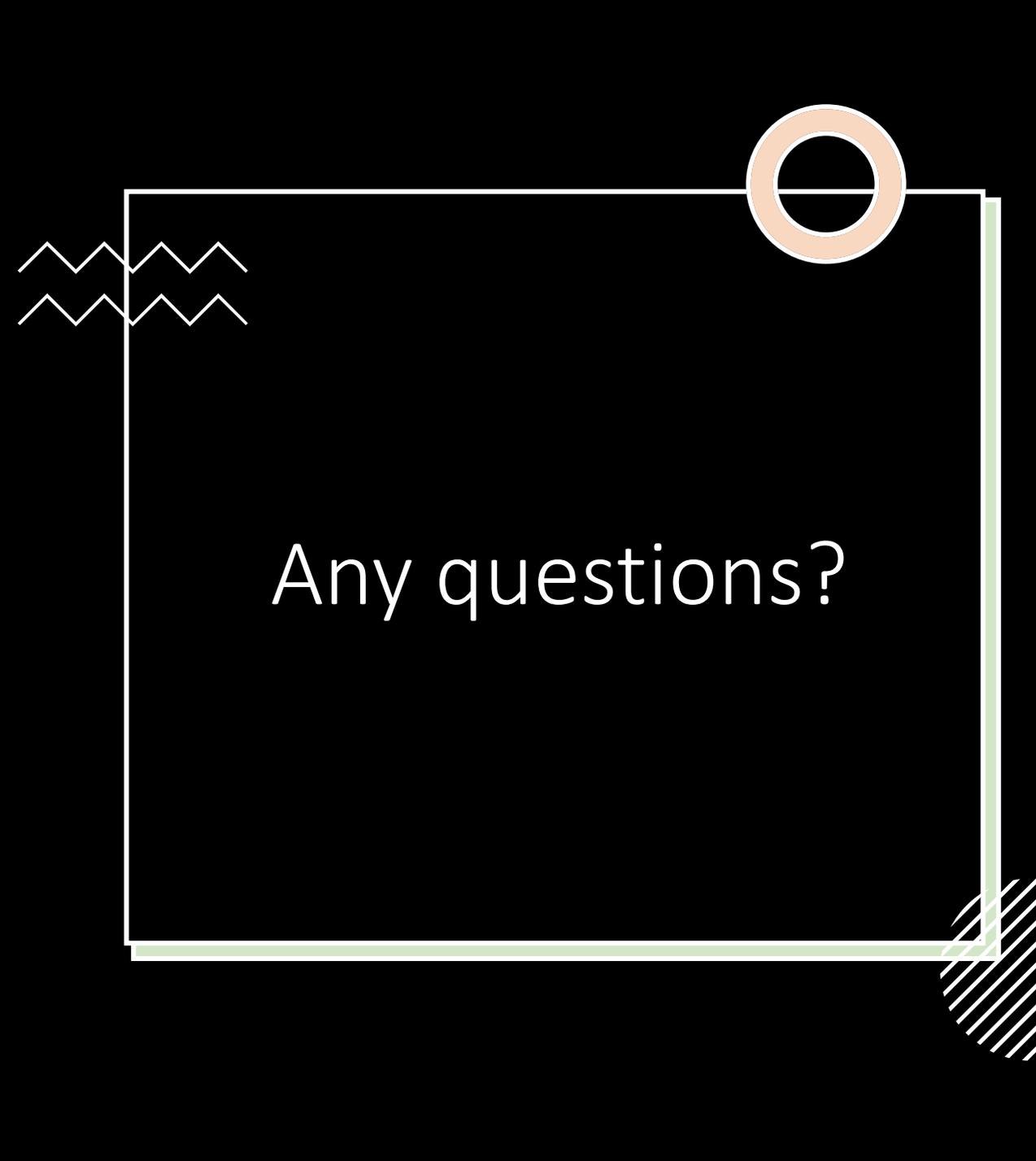
If so, your child will be participating in the multiplication tables check in June.

The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help your child's school to identify if your child may need additional support.

2. What is the multiplication tables check?

It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

[Multiplication tables check: information for parents \(text version\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/multiplication-tables-check-information-for-parents)



Any questions?

- If you have any worries, questions or concerns, please do not hesitate to contact the class teacher.
- The best ways to contact us:
- email the school office. We will respond as soon as possible.
- catch us at the end of the day when we bring the children out.