



Welcome to Year 4



Hello, I am Miss Dervish. I joined Anderton Primary School in January 2019 and have taught in Year 3 and Year 4 since then. I'm really looking forward to being given the opportunity to teach your lovely children in year 4.

I am from Chorley and live with my 16-year-old daughter, Freya.

When I am not in school, I love spending time with my family and train an U18 girls football team for Euxton Villa! I love training the girls and watching them play at the weekends.

I also lead PE, PSHE, Mental Health and Writing at Anderton and love taking the children to as many competitions as I can.

If you have any queries or concerns please do not hesitate to come and see me or contact me at school and, if you wish, we can arrange an appointment for a chat.

Mrs Wignall, Miss Haddon, Mrs Marsden, Ms Ashcroft and Miss Duddle will be supporting your children during their time in Year 4. Miss Carroll will be leading outdoor learning sessions.

Important days in Year 4

Miss Dervish will teach every day except Monday morning and every other Wednesday afternoon when Mrs White and Miss Carroll

Monday and Friday - PE in school

Homework will be sent home on a Friday and needs to be returned to school the following Thursday.

Friday- Spelling Test. New spellings will be added to Spelling Shed and sent home.

Reading books- the children can change these daily in school. They just need to ask!

Year 4 Rewards

The children at Anderton will be learning the importance of being appreciative, respectful and of persevering. Your child will be in one of the school teams - Creators, Innovators and Explorers. When your child has followed the school rules or shown a super effort, they will be rewarded with team points on class dojo! Your child will receive a special award from Mrs Norton-Smith once they have reached 150, 200 and 250 dojo points.

I will also be looking extra carefully for individuals who have tried extra hard each week to receive our Creator, Innovator, Explorer and star of the week.

Each week, a child that has followed our school rules all week, will be randomly selected to receive a prize from Mrs Norton-Smith.

Children also receive rewards for good attendance.

Class Contact - Send in photos of your children at work via our seesaw or class dojo.

How you can support your child at home

- ✓ Read daily with your child, whether it is your reading book or another book from home.
- ✓ Complete a homework activity each week.
- ✓ Practise your child's spellings with them.
- ✓ Practise timetables on Timetables Rockstars.
- ✓ FINALLY - have fun together! Life experiences and family time is just as important as schoolwork.



Anderton Primary School
Curriculum Overview 2024/25
Year 4



Subject	Autumn <i>We explore</i>		Spring <i>We create</i>		Summer <i>We innovate</i>	
School Value	Respect		Appreciate		Persevere	
British Value	Democracy Respect		Rule of Law Individual Liberty		Tolerance of Different Faiths and Beliefs	
English	The Whale by Ethan & Vita Murrow – Narrative An Alternative to Plastic Straws: Stroodles – Persuasive Advert Still I Rise by You - Poem		The Iron Man by Ted Hughes - Narrative Gut Garden by Katie Brosnan - Explanation		Farther by Grahame-Baker Smith – Narrative Boudicca - Diary The River by Valerie Bloom - Poem	
Maths	Place Value Addition & Subtraction Area Multiplication & Division		Multiplication & Division Length & Perimeter Fractions Decimals		Decimals Money Time	
Science	Living Things & Their Habitats Animals (including humans)		States of Matter Sound		Electricity Animals (including humans)	
Computing	The Internet	Audio Production	Repetition in Shapes	Data Logging	Photo Editing	Repetition in Games
Humanities	Ancient Egypt		Europe (including Volcanoes)		Romans	
Art			European Art			
DT	Mediterranean Cuisine				Reading Light	
PE	OAA Boccia	Dance Net and Wall (Core task 2)	Gymnastics (Core task 2) Invasion	Health and Fitness Creative Games	Athletics	Striking and Fielding Netball
RE	Are all Religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
Music		Rock and Roll	Samba		Rivers	
PSHE	Health and Wellbeing- What strengths, skills and interests do we have? Relationships- How do we treat each other with respect?		Health and Wellbeing- How can we manage our feelings? Health and Wellbeing- How will we grow and change?		Living in the Wider World- How can our choices make a difference to others and the environment? Health and Wellbeing- How can we manage risk in different places?	
MFL	Phonetics 1-2 & Presenting Myself			My Family		My Home
Outdoor Learning		Outdoor Learning	Outdoor Learning			
Visits / Visitors	Bolton Museum		Inspire/Library		Guviller's World/Church	
Theme Weeks	Mental Health Children in Need Remembrance Day		Number Day World Book Day Founder/Thinking Day		Earth Day Sports Week DT Day	
Parent Workshops				Showcase		

RE

Are all religions equal?

There are many connections between religious worldviews. These include historical and geographical links between religious founders and leaders and where they found their inspiration.

What makes some text sacred?

Most organised religious worldviews have some form of scripture or authoritative text which followers read, listen to or hear talks about to help them understand their worldview and make life choices.

Science

Living things and their habitats

Investigate and explore different habitats and animals. Using classification keys to sort living things into groups.

Animals (Including Humans)

Explore the human body, starting at the teeth and venturing into the digestive system.

Maths

Place Value

Addition & Subtraction

Area

Multiplication and Division

Computing

The internet

The children will learn what the internet is and how to stay safe whilst using it.

Audio Production

Children will use different programmes to produce audio and create podcasts

English

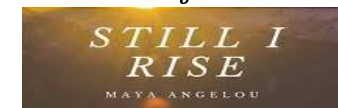
The Whale by Ethan & Vita Murrow - Narrative



An Alternative to Plastic Straws: Stroodles - Persuasive Advert



Still I Rise by You - Poem



Anderton Primary School

Autumn Term

Year 4

Theme- We Explore!

Value- Respect

British Values- Democracy and Respect



PE

Health Fitness

Team Building

Dance

Gymnastics

PSHE

Health and Wellbeing

What strengths, skills and interests do we have?

Relationships

How do we treat each other with respect?

DT

Mediterranean Cuisine

Explore and explain what a Mediterranean diet is. Looking at the food produce that is available in Mediterranean countries.



History

Ancient Egypt

We will be learning all about Ancient Egypt based on the key question: What were the greatest achievements of Ancient Egypt?

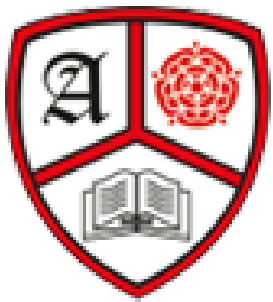


Anderton Primary School

KS2 Timetable

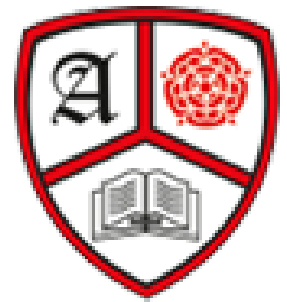
Year 4

DAY	8.40 - 8.55	9.00 - 9.15	9.15 - 9.30	9.30- 10.30am	10.30 - 10.45	10.45 - 11.00	11.00 - 12.00	12.00 - 1.00	1.00 - 1.30	1.30 - 2.20	2.20 - 3.20
MON	Morning Mission	My Happy Mind	PAG	DT	Breaktime	Handwriting	MATHS	Dinnertime	Guided Read	ENGLISH	PE
TUES	Morning Mission	Newsround	PAG	ENGLISH		SPELLING	MATHS		Guided Read	HUMANITIES	FRENCH
WEDS	Morning Mission	Values/ No outsiders	PAG	ENGLISH		Handwriting	MATHS		Guided Read	COMPUTING	RE
THURS	Morning Mission	Picture News	PAG	ENGLISH		SPELLING	MATHS		Guided Read	SCIENCE	
FRI	Morning Mission	Celebration Assembly	PAG	ENGLISH		SPELLING	MATHS		Guided Read	PE	PSHE



Anderton Primary School

Maths Mastery Calculation Policy

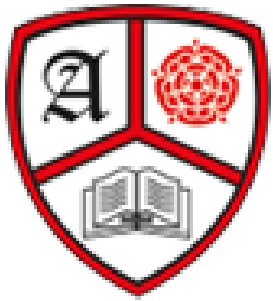


Date reviewed:

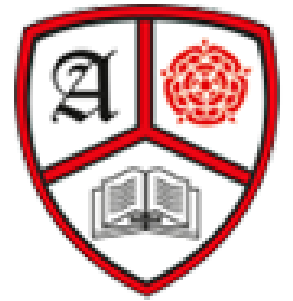
Date for next review:

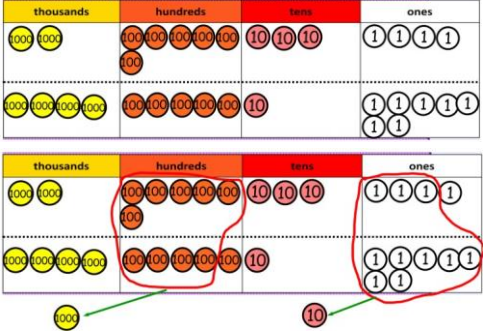
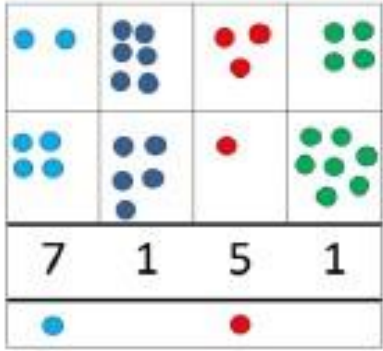
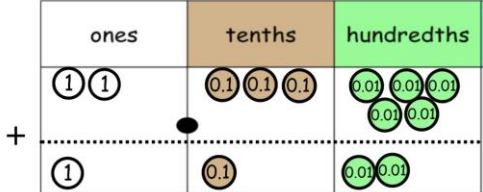
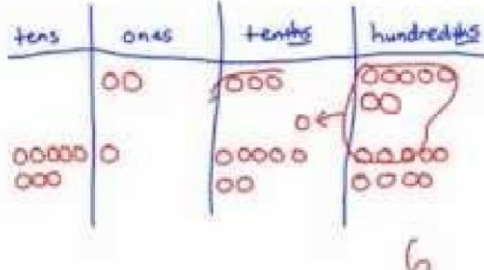
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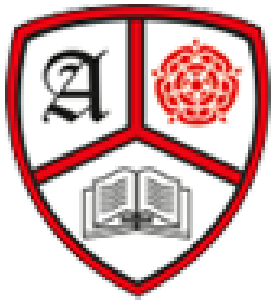
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Year 4-6 Addition

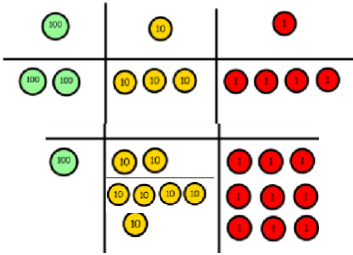
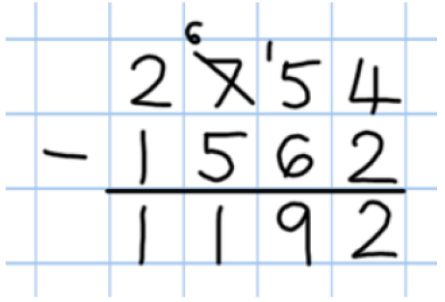
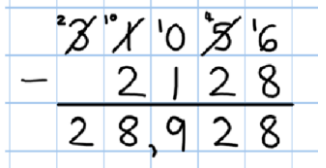
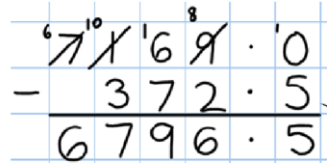
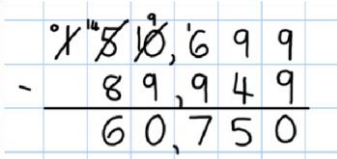
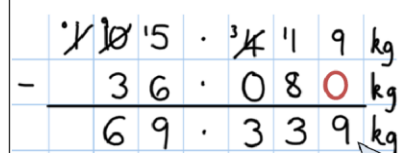


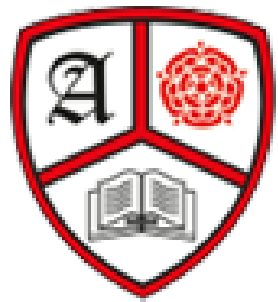
Objective ,Strategy Key Vocabulary	Concrete	Pictorial	Abstract
<p>Y4—add numbers with up to 4 digits</p>	<p>Children continue to use dienes or pv counters to add, exchanging ten ones for a ten and ten tens for a hundred and ten hundreds for a thousand.</p> 	 <p>Draw representations using pv grid.</p>	$\begin{array}{r} 2634 \\ + 4517 \\ \hline 7141 \\ \hline \end{array}$ <p>Continue from previous work to carry ones, tens and hundreds. Relate to money and measures.</p>
<p>Y5—add numbers with more than 4 digits.</p> <p>Add decimals with 2 decimal places, including money.</p>	<p>As year 4</p>  <p>Introduce decimal place value counters</p>		$\begin{array}{r} 22,634 \\ + 15,673 \\ \hline 38,307 \\ \hline \end{array}$ <p>£ 127.67 + £ 38.45 £ 166.12</p>
<p>Y6—add several numbers of increasing complexity</p> <p>Including adding money, measure and decimals with different numbers of decimal points.</p>	<p>Some children may need to use manipulatives and/or representations for longer. See year 5</p>		$\begin{array}{r} 89,472 \\ 63,673 \\ + 3,016 \\ \hline 156,161 \\ \hline \end{array}$ <p>Insert zeros for place holders.</p> $\begin{array}{r} 1.437 \\ 0.600 \\ + 3.020 \\ \hline 4.057 \\ \hline \end{array}$



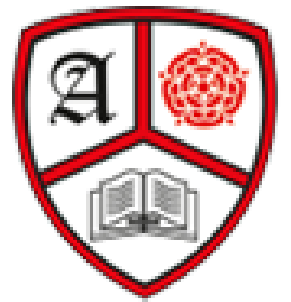
Year 4 – 6 Subtraction

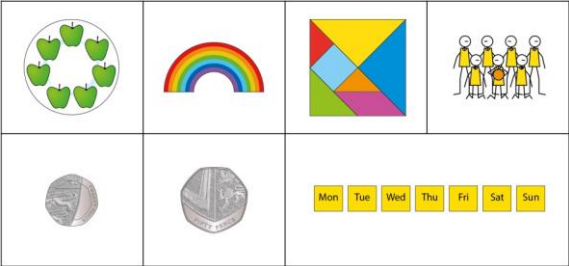
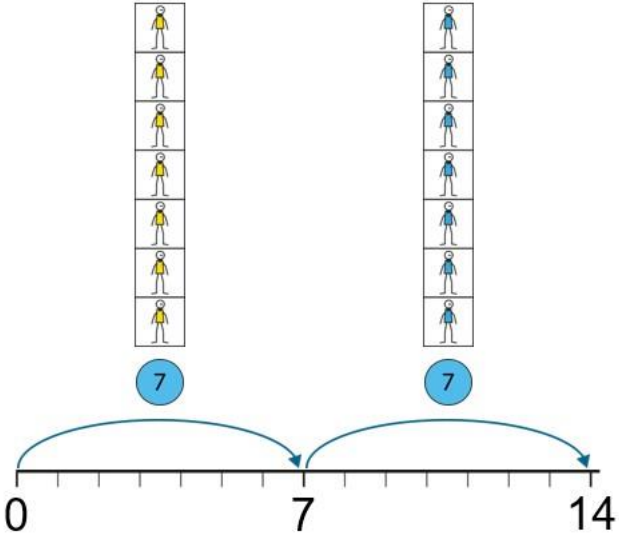




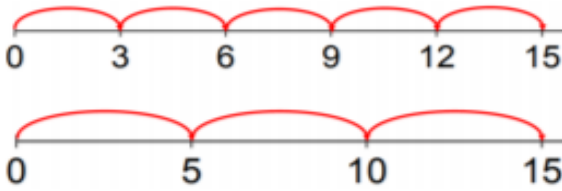


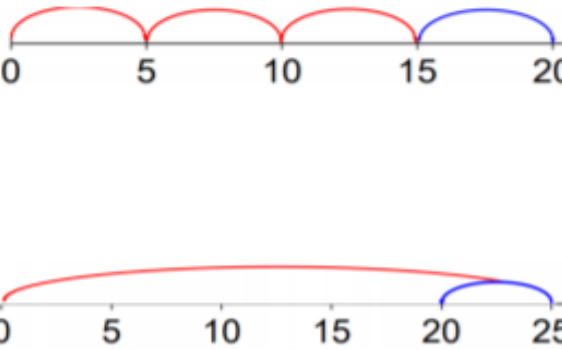
Objective & Strategy	Concrete	Pictorial	Abstract
<p>Subtracting tens and ones</p> <p>Year 4 subtract with up to 4 digits.</p> <p><i>Introduce decimal subtraction through context of money</i></p>	<p>234 - 179</p>  <p>Model process of exchange using Numicon, base ten and then move to PV counters.</p>	<p>Children to draw pv counters and show their exchange—see Y3</p>	 <p>Use the phrase 'take and make' for exchange</p>
<p>Year 5- Subtract with at least 4 digits, including money and measures.</p> <p><i>Subtract with decimal values, including mixtures of integers and decimals and aligning the decimal point.</i></p>	<p>As Year 4</p>	<p>Children to draw pv counters and show their exchange—see Y3</p>	 <p>Use zeros for placeholders.</p> 
<p>Year 6—Subtract with increasingly large and more complex numbers and decimal values.</p>			 


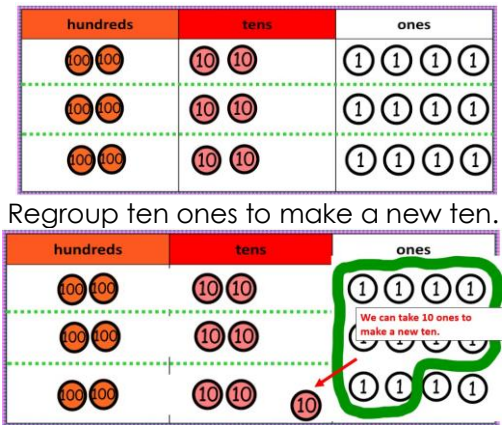
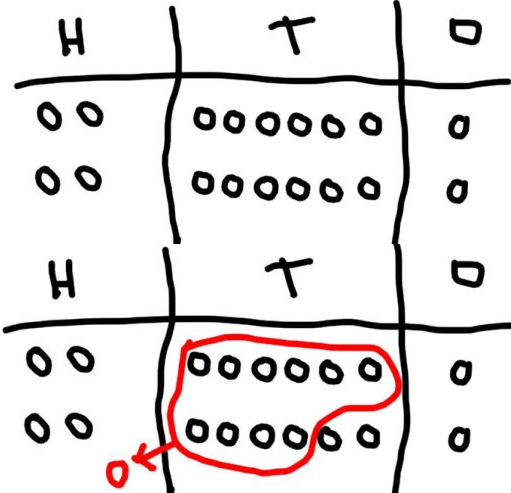


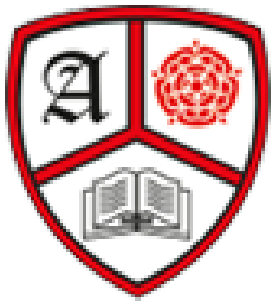
Year 4 Multiplication



Objective & Strategy	Concrete	Pictorial	Abstract
<p>Understand the 7 times table</p>	<p>Children use representations which show</p>  <p>groups of 7 including real life contexts.</p>	<p>Linear models show jumps of 7.</p> 	<p>There are 14 players.</p> $2 \times 7 = 14$ $7 \times 2 = 14$

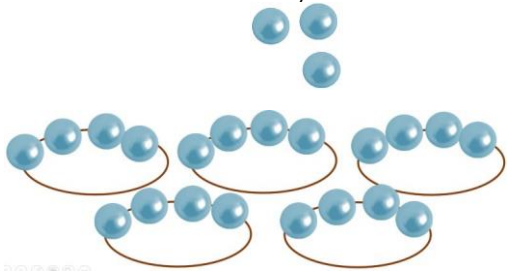
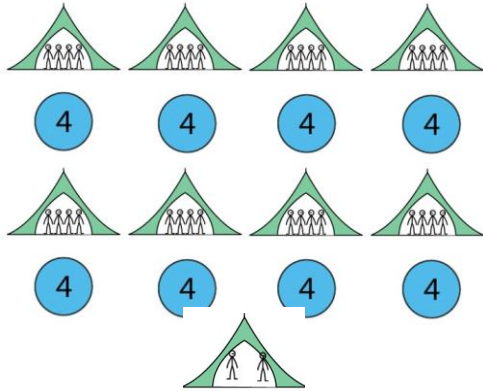
Objective & Strategy	Concrete	Pictorial	Abstract
<p>Understanding the commutative law.</p>	<p>A</p>  <ul style="list-style-type: none"> • 'Three groups of five are equal to fifteen.' • 'Five, three times is equal to fifteen.' <p>B</p>  <ul style="list-style-type: none"> • 'Five groups of three are equal to fifteen.' <p>"Three groups of five is equal to five groups of three."</p>		$3 \times 5 = 15$ $5 \times 3 = 15$ $5 \times 3 = 3 \times 5 = 15$ $15 \div 3 = 5$ $15 \div 5 = 3$
<p>Understanding the distributive law</p>	 		$4 \times 5 = 3 \times 5 + 5 = 20$ $4 \times 5 = 5 \times 5 - 5 = 20$

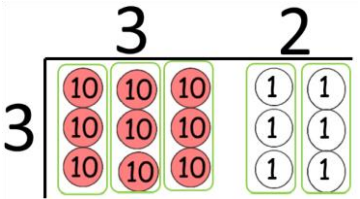
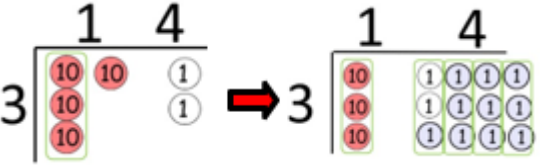
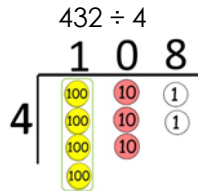
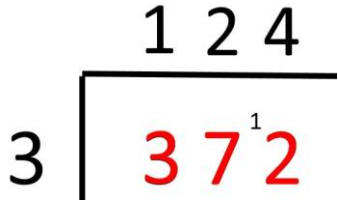
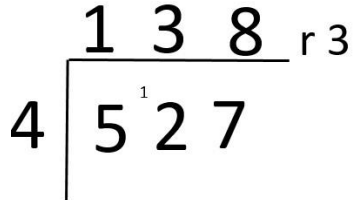
Objective & Strategy	Concrete	Pictorial	Abstract
<p>Multiply 3 digit numbers by 1 digit. (no exchange)</p>	<p>Use place value counters to show how we are finding groups of a number. We are multiplying by 3 so we need 3 rows</p> $123 \times 3 = 369$  <p>300 + 60 + 9</p> <p>Add up each column, starting with the ones.</p>	<p>Children can represent their work with place value counters by drawing place value counters or Dienes.</p>	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> $\begin{array}{r} 231 \\ \times \quad 3 \\ \hline 693 \end{array}$ </div> <div> <p>3 x 1 <i>ones</i> is three ones</p> <p>3 x 3 <i>tens</i> is nine tens</p> <p>3 x 2 <i>hundreds</i> is six hundreds</p> </div> </div>
<p>Multiply 3 digit numbers by 1 digit. (with exchange)</p>	<p>224 x 3</p>  <p>Regroup ten ones to make a new ten.</p> <p>600 + 70 + 2 = 672</p>	<p>261 x 2</p>  <p>500 + 20 + 2 = 522</p>	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> $\begin{array}{r} 241 \\ \times \quad 4 \\ \hline 964 \end{array}$ </div> <div> <p>4 times 1 <i>ones</i> is 4 ones</p> <p>4 times 4 <i>tens</i> is 16 tens. I put 6 tens down and carry ten tens which is now a hundred.</p> <p>4 times 2 <i>hundreds</i> is 8 hundreds. I add the hundred I have carried to make 9 hundreds.</p> </div> </div>



Year 4 Division



Objective & Strategy	Concrete	Pictorial	Abstract																
Interpreting division with remainders.	<p>Bracelets are made using 4 beads. There are 23 beads. How many bracelets can be made? How many beads left over?</p> 	<p>Bar model representations may be used.</p> <table border="1" data-bbox="999 430 1617 558"><tr><td colspan="6">23</td></tr><tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>3</td></tr></table>	23						4	4	4	4	4	3	$23 \div 4 = 5 \text{ r } 3$				
23																			
4	4	4	4	4	3														
Interpreting division with remainders.	<p>4 scouts can fit in each tent. How many tents needed for 30 scouts?</p> 	<table border="1" data-bbox="1008 1069 1612 1195"><tr><td colspan="8">30</td></tr><tr><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>2</td></tr></table>	30								4	4	4	4	4	4	4	2	$30 \div 4 = 7 \text{ r } 2$ <p>8 tents are needed.</p> <p>Discuss with pupils the need to round up in this context.</p>
30																			
4	4	4	4	4	4	4	2												

Objective & Strategy	Concrete	Pictorial	Abstract
<p>Divide 2 & 3 digit numbers by 1 digit</p> <p>Short Division</p>	<p>$96 \div 3$</p> <p>Use place value counters to make groups of the divisor, starting with the largest value digit.</p>  <p>There are 3 groups of 3 tens. There are 2 groups of 3 ones.</p> <p>$42 \div 3$</p>  <p>There is 1 group of 3 tens. There is a ten left over. We exchange this for 10 ones. 12 ones divided by 3 is 4.</p> <p>$432 \div 4$</p>  <p>There is 1 group of 4 hundreds. There are no groups of 4 tens and 3 tens left over. There are 8 groups of 4 ones after exchanging the left over tens.</p>	<p>Students use drawn diagrams with spots or circles to show their understanding.</p>	<p>Begin with divisions that divide equally with no remainder.</p>  <p>Move on to divisions with a remainder. Return to concrete if necessary.</p> 

Divisibility rules in numerical order	
2	A number is divisible by 2 if the ones digit is even.
3	For a number to be divisible by 3, the sum of the digits of the number must be divisible by 3.
4	<p>If halving a number gives an even value, then the number is divisible by 4.</p> <p><i>and</i></p> <p>For numbers with more than two digits: if the final two digits are divisible by 4 then the number is divisible by 4.</p>
5	A number is divisible by 5 if the ones digit is 5 or 0.

Divisibility rules in numerical order	
6	For a number to be divisible by 6, the number must be divisible by <i>both 2 and 3</i> .
8	If halving a number twice gives an even value, the number is divisible by 8.
9	For a number to be divisible by 9, the sum of the digits of the number must be divisible by 9.
10	A number is divisible by 10 if the ones digit is 0.

Writing Fundamentals

Spelling

- ✓ Spell all Y3/4 common exception words.

** See Y3/Y4 Common Exception Word List.*

- ✓ Spell homophones and near homophones.

fair, fare

- ✓ Add the prefixes in-, im-, ir-, sub-, inter-, super-, anti- and auto- to root words.

biography → autobiography

- ✓ Add the suffixes -ation, -tion, -ssion, -cian to root words.

music → musician

- ✓ Use the first three letters of a word to find it in a dictionary or thesaurus.

Handwriting

- ✓ Write cursively consistently and legibly.

The quick brown fox jumped over the lazy dog.

Punctuation

- ✓ Use commas to mark clauses.

The crowd of children stood there laughing, while all Andy could do is cry.

- ✓ Use commas after fronted adverbials.

Underneath the speckled canopy of the forest, the deadly creature hunted its prey.

- ✓ Use inverted commas and other punctuation to mark direct speech.

The teach announced, "Be back here at four o'clock!"

- ✓ Use apostrophes for possession with singular and plural nouns.

The dog's bed_

The dogs' bed_

Grammar

- ✓ Create complex sentences using adverb starters.

Cautiously, he tiptoed down the stairs hoping to avoid any creaky steps.

- ✓ Create complex sentences using fronted adverbials for time and place,

After the auctioneer banged the gavel, his stomach twisted and his heart sank.

Below the blanket of the majestic night sky, he contemplated the idea of returning home.

- ✓ Use expanded noun phrases.

The knotted, twisted roots of the tree provided a moments sanctuary for the small, terrified child.

- ✓ Use standard English forms of verb inflections rather than local spoken forms.

we was → we were

- ✓ Use Y4 Alan Peat sentence types

** See Y4 Alan Peat Sentence Types Posters.*

MY ACTIVITY PASSPORT



ANDERTON PRIMARY SCHOOL

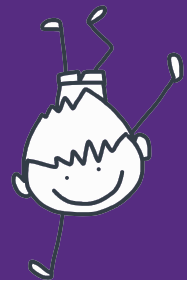
sponsored by:

THE Mortgage Experts
@ SAVING-YOU.COM

Name

Start date

End date



Activity

	Tick	Date
1. Make chocolate	<input type="checkbox"/>	<input type="text"/>
2. Create a display for show and tell	<input type="checkbox"/>	<input type="text"/>
3. Write and perform a poem	<input type="checkbox"/>	<input type="text"/>
4. Perform in a play	<input type="checkbox"/>	<input type="text"/>
5. Watch a play or a dance production	<input type="checkbox"/>	<input type="text"/>
6. Use a camera to document a performance	<input type="checkbox"/>	<input type="text"/>
7. Choreograph a dance	<input type="checkbox"/>	<input type="text"/>
8. Make a sculpture	<input type="checkbox"/>	<input type="text"/>
9. Create a sculpture trail	<input type="checkbox"/>	<input type="text"/>
10. Explore inside a cave	<input type="checkbox"/>	<input type="text"/>
11. Walk through a forest	<input type="checkbox"/>	<input type="text"/>
12. Learn about a new religion and visit a new place of worship	<input type="checkbox"/>	<input type="text"/>
13. Make up your own game and teach it to someone	<input type="checkbox"/>	<input type="text"/>
14. Visit a museum	<input type="checkbox"/>	<input type="text"/>
15. Skim stones	<input type="checkbox"/>	<input type="text"/>
16. Visit a castle	<input type="checkbox"/>	<input type="text"/>
17. Swim outside	<input type="checkbox"/>	<input type="text"/>
18. Learn to sew on a button	<input type="checkbox"/>	<input type="text"/>
19. Go hiking	<input type="checkbox"/>	<input type="text"/>
20. Take part in a treasure hunt	<input type="checkbox"/>	<input type="text"/>

