

Welcome to Year 4



The Year 4 team:

Other staff:

Mr Evans (outdoor P.E.)

Mr Berridge (P.E. support)

Madame Bryan (French)



Mr Healey



Mrs Patel



Miss Smyton



Mrs Shah

Mrs Talpur

Miss Sumner



Mrs Keshvala



Miss West

P.E. information:

Our day for indoor PE is Wednesday. On this day, children need to bring their indoor PE kit to school in a bag.

Mr Healey's class is swimming in the Autumn term and so will need their swimming kits in school on Wednesday instead of an indoor PE kit.

Our day for outdoor PE is Friday. On this day, children can come to school wearing their outdoor PE kit and remain in their kit for the day.

Homework and Spellings

Homework will be set on a Friday and will be due in on the following Friday.

Spellings will also be set on a Friday and will be tested on the following Friday.

Reading Diaries

Children are encouraged to read at least three times a week with an adult at home. Teachers will check reading diaries weekly in order to check that children are reading regularly. Reading diaries will be checked on a **Monday**.



[Home](#) > [Our Class](#) > [Year 4](#)

Year 4

Welcome to our Year 4 page. We will keep this page updated with key news and information on our curriculum.

Click **here** to open a plan for the year.

In this section

[EYFS](#)[Year 1](#)[Year 2](#)

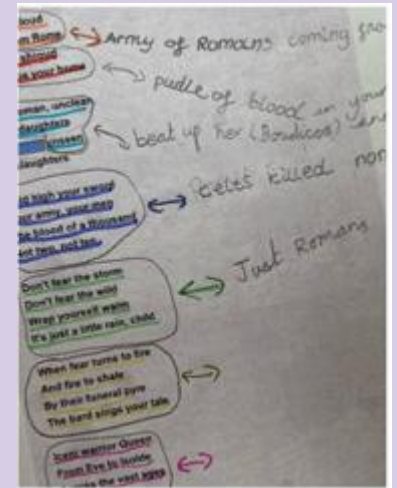

[ADMISSIONS
ARRANGEMENTS](#)
[COVID-19](#)
[CURRICULUM](#)
[INFORMATION FOR
OFSTED](#)
[MENTAL HEALTH AND
WELLBEING](#)
[POLICIES](#)
[PROMOTING BRITISH
VALUES](#)
[SCHOOL HISTORY](#)
[SEND AND INCLUSION](#)
[WORK EXPERIENCE AND
VOLUNTEERING](#)
[ANTI-BULLYING](#)
[COVID-19 CATCH UP
PREMIUM](#)
[GDPR](#)
[LOOKED AFTER CHILDREN](#)
[OFSTED](#)
[PUPIL PREMIUM](#)
[RESULTS AND OUTCOMES](#)
[SCHOOL VACANCIES](#)
[SPORTS PREMIUM](#)


Year 4 Long Term Plan

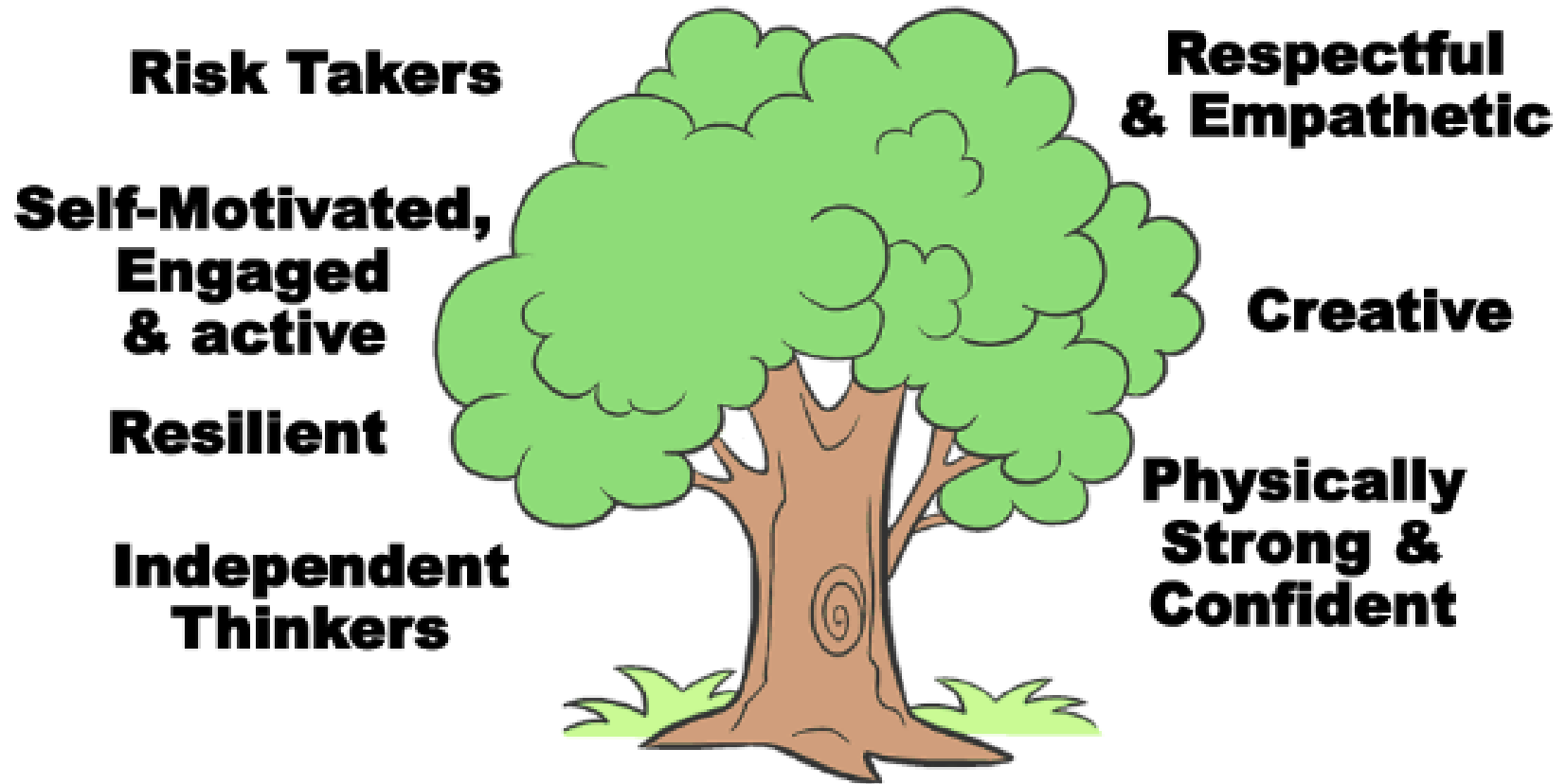
Woodland Grange Primary School

2022/2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Science Fiction (15 lessons) To use questions to open a story Identifying language choices and impact Imagery Narrative Monologue Narrative Poetry Discuss and debate themes	Visual Literacy (6 lessons) Character Exploration and Description Dialogue Plan play script Diverse Wellbeing Narrative (10 lessons) Character Profile Comic strip Character Study Letter Writing Poem	Adventure Narrative (15 lessons) Enjoy a story and express an opinion Explore authorial devices to engage reader Figurative Language Narrative of Journey Illustrative devices to convey meaning and engage reader	Non-Fiction – Explanation Text (10 lessons) Ask questions Letter writing Plan and write Informal and Formal Explanations Haiku, Tanka and cinquains (10 lessons) Structure of a haiku Write their own haiku Structure tanka and haiku Personification for effect Write a tanka and cinquain	Historical Narrative (20 lessons) Setting description Opening Editing and improving Contrasting Vocabulary - attitudes of characters change Description of dramatic event Witness statement Newspaper report Free Verse (4 lessons) Role of punctuation in a poem Consider language choices Write a free verse Perform	Picture Book (15 lessons) Write opening Exploring characters motives Dialogue between characters Diary Radio broadcast Explore emotions Poem Narrative-alternative ending Calligram (5 lessons?) Explore calligram structure Explore language, letter shape for calligrams Create own calligram linked to natural disasters
	Non-chronological report (10 lessons) Identify features of a non-chronological report Write a non-chronological report	Fiction -Adventure (10 lessons) Exploring viewpoint (diary entry, letter writing) Letter Writing Setting Description Write Persuasive Advert				
	Free Verse (10 lessons) Explore figurative language simile & metaphor Analyse poetry organisational devices, similes and metaphors, themes	Nonsense (10 lessons) Explore how language contributes to meaning Word choice for effect Figurative language Plan and write own poem on theme of food				
Maths (White Rose maths)	Place value, Addition and subtraction	Perimeter, Multiplication and division	Multiplication and division, area	Fractions, decimals	Decimals, money, time	Statistics, properties of shape, position and direction
Science (Snap Collins Connect science)	Digestion (where does all that food go?)	Sound (source, amplitude and pitch)	Classification-vertebrates and invertebrates.	Human impact	States of matter	Electricity

Learning in year 4



Our Aspiration Tree





Our School Rules

Our school is a happy place because:

- We are kind, sensible, polite and respectful at all times.
- We listen to adults and each other.
- We follow instructions immediately.
- We always work hard and do our best.
- We are responsible and look after school, our own and other people's equipment.



Our Sanctions

If we don't follow our school rules:

- We will be given a warning.
- We will have a time out in class.
- We will have a time out in another part of the school (another classroom, area of the hall or playground)
- We will be sent to Mrs Brown, and she may contact our parents.

The wider curriculum:

Science (Snap Collins Connect science)	Digestion (where does all that food go?)	Sound (source, amplitude and pitch)	Classification- vertebrates and invertebrates.	Human impact	States of matter	Electricity
Computing (Teach computing, National Centre for Computing education, Raspberry Pi scheme)	Internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content <i>Other skills covered:</i> <i>Word processing:</i> <i>choose text styles, Use</i> <i>both hands/2 fingers</i> <i>to type.</i> <i>ICT covered through</i> <i>topic work on Romans:</i> <i>Use of Ipads- Thinglink</i> <i>and popplet to create</i> <i>interactive timeline.</i> <i>Chromavid for</i> <i>greenscreen use.</i>	Audio editing Capturing and editing audio to produce a podcast, ensuring that copyright is considered	Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.	Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.

<p>History</p>	<p>Ancient Romans - timeline and background, story of Rome, Roman Invasion</p>	<p>Roman Britain -Boudicca's rebellion How the Romans were able to keep control over such a vast empire. -How the empire came to an end -How our lives today are impacted by the Romans that lived here 2000 year ago.</p>	<p>Anglo- Saxons</p> <ul style="list-style-type: none"> - Why did the Anglo=Saxons invade and how can we know where they settled? - What does the evidence tell us about Saxon Britain? 	<p>Anglo- Saxons</p> <p>-How did peoples' lives change when Christianity came to Britain and <u>how can we be sure?</u></p> <p>-How were the Saxons able to see off the Viking threat?</p> <p>-Just how great was King Alfred, really?</p> <p>How dark were the dark ages, really? (Saxon crime and punishment).</p>		
<p>Geography</p>	<p>Using maps to locate countries in Europe (through expansion of Roman empire)</p>	<p>Study of Italy</p> <p>Comparison of Italy and UK</p> <p>Pompeii</p>			<p>The shape of the land</p> <p>Natural disasters and their impact</p> <p>Enquiry questions: How are landscapes different? What are features of a mountain environment? What are the features of a river environment? What is a volcano like? What is it like to live near Mount Vesuvius? How does volcanic activity affect people around the world?</p>	<p>The shape of the land</p> <p>Natural disasters and their impact</p> <p>Enquiry questions: Where do earthquakes happen and why? What causes earthquakes and tsunamis? How are people affected by earthquakes?</p>

DT		MECHANICAL SYSTEMS (Levers and linkages) Moving Roman soldier		STRUCTURES (Shell structures & shell structures using CAD) Creating a box for an explorer survival kit		ELECTRICAL SYSTEMS (Simple circuits and switches). Making a working torch.
Art	Sketching a human face. Sculpting a head using joining of thumb pots techniques		Anglo Saxons- Illuminated letters. Artist study- Book of Kells.		Art inspired by natural disasters (fire and water). Artist study: Deyanira Harris	
PE	Class 1- Swimming Class 2- Gymnastics Outdoor (both classes) = Tennis	Class 1- Swimming Class 2-Handball Outdoor (both classes) = Netball	Class 2- Swimming Class 1-Gymnastics Outdoor (both classes) = Hockey	Class 2- Swimming Class 1-Handball Outdoor (both classes) = Orienteering	Indoor - Dance Outdoor- Cricket	Indoor- Yoga Outdoor-Athletics
RE	What 'Trinity' is and why it is important to Christians.	What Hindus believe their God is like.	What it means to be a Hindu in Britain today.	Why Christians call the day Jesus died 'Good Friday'. Sikhism- Vaisakhi	The impact of Pentecost (when Jesus left)	How and why do people mark the significant events of life. (Christianity, Hinduism, Sikhism and non religious)
Food for Life		Cooking: exploring tradition Italian ingredients to make				
		and bake different flavoured bread.				
British Values	Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance for Diversity	Encouraging Diversity	

PSHE	Health and well being: thinking positive	Health and well being: taking responsibility for your own safety.	Living in the wider world: respecting rights	Living in the wider world: one world	Relationships: be yourself	Relationships: VIPS
Music	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)
Languages (French)	<ul style="list-style-type: none"> - Family - Prepositions Unit 5 La Famille	<ul style="list-style-type: none"> - Months of the year - Birthdays - Christmas End of unit assessments (Numbers 21-60) Unit 6 Bon Anniversaire	Food & drink & Opinions Unit 11 On Mange	<ul style="list-style-type: none"> - Telling the time - Poisson d'Avril/ Easter End of unit assessments Unit 8 Quelle heure est-il ?	Describing someone Unit 7 Encore!	<ul style="list-style-type: none"> - Places and Directions - Weather - Bastille Day End of unit assessments Unit 10 Où vas-tu?

Year 4 Timetable w/b

MON	M W	Assembly/ Reading diary check	Literacy		K	Maths		PHSE/ RE	Music (ukuleles)
TUES	M W	Literacy			A	Maths	U	GAPS	Science
WED	M W	Timestables test	Swimming/ Indoor PE		E	Maths	Z	History/Geography	
THURS	M W	Computing	French (Madame Bryan)		R	Maths	D	Literacy	Spelling/ Handwriting
FRI	M W	Assembly	Spelling test	Outdoor PE	B	Maths	J	Art/DT	

Grouping:

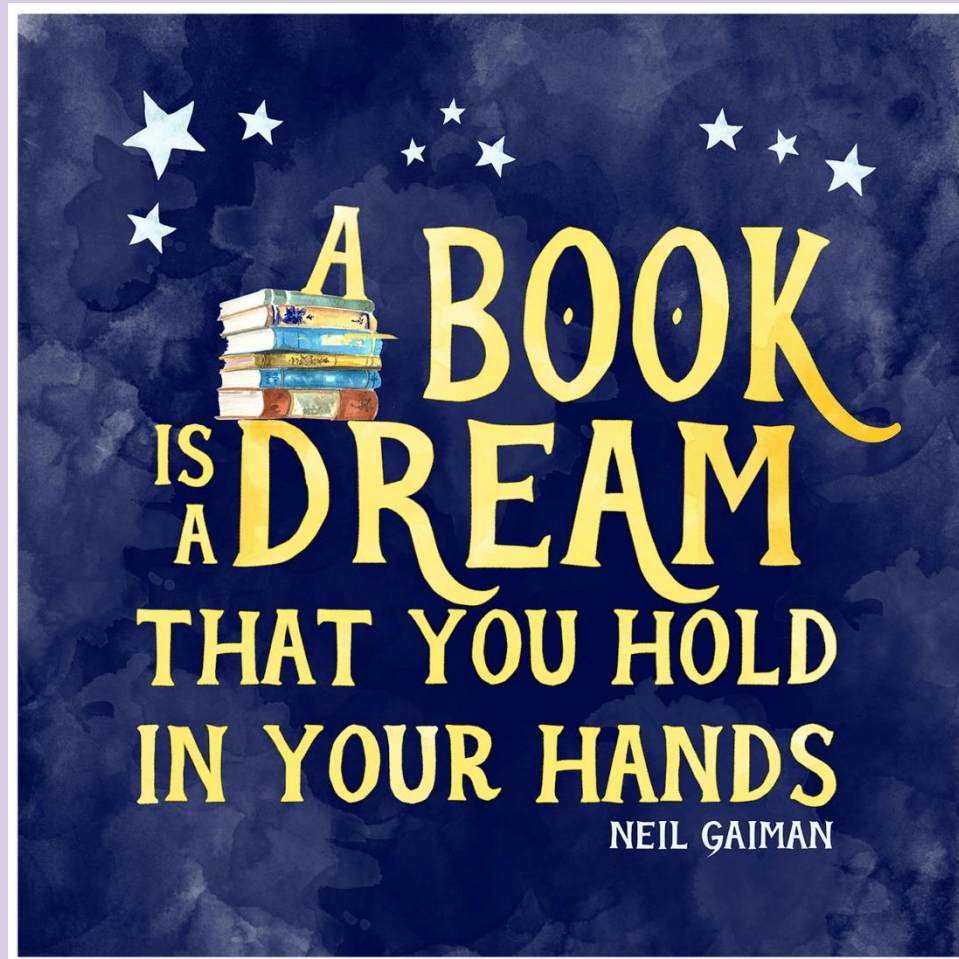
The children sit in mixed ability groupings at their tables. They work within these mixed ability groups at their own level.

Throughout the year, small intervention groups are provided to support children who would benefit from a little extra input.

Literacy:

- Overview of the literacy curriculum
- Reading
- Writing
- Spelling/handwriting

Reading



Types of reading:

Reading to improve

Books to share and love

To find the right level of challenge, children should be reading a book that they can decode confidently and fluently 95% of the time. If children are struggling to decode the texts they read, they will find it difficult to understand and answer questions about what they are reading.

Children progress with reading at different paces:

Some continue to work their way through the Oxford reading tree levels. If this is the case, they will have guidance choosing books from the scheme and will be assessed regularly to check the suitability of their current level.

Once children have progressed to 'free readers', they can choose which books they would like to read independently. However, guidance will still be given to ensure that children are supported to choose enjoyable and manageable texts.



Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence or Summarise



www.literacyshed.com (C) 2017

VIPERS guide for parents:

Woodland Grange Primary School - Year 4
(woodlandwideweb.org.uk)

VIPERS – The Iron Man (Chapter 2)



'Now they reckoned the Iron Man would come over the top of the cliff.' – Give the meaning of the word 'reckoned' in this sentence.



Why did the farmers approach the hole carefully? What did they expect to see? (P. 17)



Do you think Hogarth will leave the Iron Man buried in the pit? Explain your answer.



The author has described the sea using onomatopoeia (Hush, said the sea. And again. Hush. Hush. Hush). What does this tell the reader about the sea?



Why was Hogarth unsuccessful when fishing that evening? (P.11)



In 3-4 bullet points, explain the farmers' plan to trap the Iron Man.

Recommended reading:

[Woodland Grange Primary School - Curriculum \(woodlandwideweb.org.uk\)](http://woodlandwideweb.org.uk)



Types of reading:

Reading to improve

Reading for pleasure

Ultimately, we want children to read for enjoyment. Regular reading will help children to develop their reading skills and their vocabulary but it can also have a notable impact on wellbeing.

“READING
IS A WAY
FOR ME TO
EXPAND MY
MIND, **open**
MY EYES,
AND **fill up**
MY **heart.**”

Oprah Winfrey

Developing reading at home:

comfy

quiet



Having a designated reading time can really help children who find it tricky to organise their own reading schedule.

Books to share and love:

Sharing books with your child that they really enjoy can develop their pleasure for reading. These books don't have to be at the child's independent reading level. The key part is that the children enjoy the stories that they are sharing.



Writing



We understand that writing can be challenging for children, as the process of writing has lots of elements for children to remember.

- Spelling rules
- Letter formation
- Remembering what they want to write
- Thinking about the correct order of words
- Homophones
- Punctuation

We hope to develop children's enthusiasm for writing throughout the year by combining the teaching of skills and genres with a classroom culture that celebrates the sharing of ideas and a desire to edit and improve.

We want children to not be afraid to make mistakes with their writing. Self-assessment and editing is a really important part of the writing process.

Inspire ideas



Deconstruct steps



Model



Independent



What could the Iron Man **see** in the pit?



Adjectives:

What could the Iron Man **hear** in the pit?



Adjectives:

What could the Iron Man **touch** in the pit?



Adjectives:

Fronted adverbials:

How was he feeling?	How did it happen?	Where did it happen?	When did it happen?
Feeling confused...	Suddenly...	Up above him...	Moments later,
Feeling exhausted...		All around him...	

Feeling confused, the Iron Man looked up from the bottom of a giant pit. Up above him, he could see the sky and the flashing lights of large metal machines. Suddenly, huge lumps of soil began to fall on top of his head! The Iron Man roared in anger and fear. All around him, he could hear the deafening rumble of wheels and the creaking of machines. His fingers began to claw at the muddy walls but they were too sheer and he couldn't climb out. The mud felt cold and soggy on his iron fingers. Feeling exhausted, the Iron Man finally gave up. Moments later, it was completely dark and silent. Would the Iron Man ever escape?

Success criteria:

- Capital letters
- Full stops
- Written in the third person
- Adjectives
- Included the senses of sight, hearing and touch
- Emotions
- Deeper thinking: Included fronted adverbials.

Examples of writing genres in Year 4:

Narratives

Explanation text

Letter writing

Poetry

Diary entry

Non-chronological report

Children will have the opportunity to explore a wide range of genres and enjoy applying their core writing skills to the different text types.

Year 4 Long Term Plan

Woodland Grange Primary School

2022/2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Science Fiction (15 lessons) To use questions to open a story Identifying language choices and impact Imagery Narrative Monologue Narrative Poetry Discuss and debate themes	Visual Literacy (6 lessons) Character Exploration and Description Dialogue Plan play script Diverse Wellbeing Narrative (10 lessons) Character Profile Comic strip Character Study Letter Writing Poem	Adventure Narrative (15 lessons) Enjoy a story and express an opinion Explore authorial devices to engage reader Figurative Language Narrative of journey Illustrative devices to convey meaning and engage reader	Non-Fiction – Explanation Text (10 lessons) Ask questions Letter writing Plan and write Informal and Formal Explanations Haiku, Tanka and cinquains (10 lessons) Structure of a haiku Write their own haiku Structure tanka and haiku Personification for effect Write a tanka and cinquain	Historical Narrative (20 lessons) Setting description Opening Editing and improving Contrasting Vocabulary - attitudes of characters change Description of dramatic event Witness statement Newspaper report Free Verse (4 lessons) Role of punctuation in a poem Consider language choices Write a free verse Perform	Picture Book (15 lessons) write opening Exploring characters motives Dialogue between characters Diary Radio broadcast Explore emotions Poem Narrative-alternative ending Calligram (5 lessons?) Explore calligram structure Explore language, letter shape for calligrams Create own calligram linked to natural disasters
	Non-chronological report (10 lessons) Identify features of a non-chronological report Write a non-chronological report Free Verse (10 lessons) Explore figurative language simile & metaphor Analyse poetry organisational devices, similes and metaphors, themes	Fiction -Adventure (10 lessons) Exploring viewpoint (diary entry, letter writing) Letter Writing Setting Description Write Persuasive Advert Nonsense (10 lessons) Explore how language contributes to meaning Word choice for effect Figurative language Plan and write own poem on theme of food				

Much of our writing curriculum is based on books. Each sequence of learning will take the children on a journey through the books, thinking about the sequence, purpose and the techniques that the author uses to engage the reader.

Throughout each unit, children will continue to be taught grammar and punctuation skills and continue to develop their vocabularies.

Please note: We will not be sharing the titles of key texts in advance so as to avoid children pre-reading or reading ahead in class.

Things to consider when editing:

- Does this sentence flow and make sense?
- Does it say what I want it to say?
- Is it properly punctuated?
- Is it clear and well presented?
- Have I made careful choices about vocabulary and grammatical techniques?
- Have I checked against the success criteria checklist to ensure I have done every skill that has been asked of me?

Woodland Grange Primary School - Curriculum
(woodlandwideweb.org.uk)

Year 4 Writing Criteria



Name:

Working Towards the Expected Standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher.

mostly add 's correctly to show plural or possession							
on many occasions uses phrases expanded by the addition of modifying adjectives, nouns and prepositions							
spelling some common exception words							
increasingly join handwriting							
uses fronted adverbials (later that day, I heard the bad news)							
use inverted commas and other punctuation to punctuate direct speech sometimes accurately							
draft and write in narratives, creating settings, characters and plots							
sometimes makes the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition							

Working at the Expected Standard

The pupil begins to write for different purposes, after discussion with the teacher.

draft and write in narratives, creating settings, characters and plots with consideration for audience						
draft and write by organising paragraphs around a theme						
draft and write non-narrative, using simple organisational devices						
demarcating sentences with capital letters and a range of punctuation						
capital letters						
full stops						
question marks						
exclamation marks						
commas for lists						
apostrophes for contractions						
use inverted commas and other punctuation to punctuate direct speech mostly accurately						
uses apostrophes to mark plural possession accurately on many occasions						
consistently uses phrases expanded by the addition of modifying adjectives, nouns and prepositions. Beginning to select verb forms for meaning and effect						
Spelling most common exception words	Adding prefixes, il, iv, in, im					
	Adding suffixes, ion, sion, ssion, cian					
	Adding suffixes/prefixes to spell most words correctly					
uses fronted adverbials (later that day, I heard the bad news), sometimes with commas						
on many occasions makes the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition						
pupils begin to write for a range of purposes and audiences						
add suffixes beginning with vowel letters to words of more than one syllable						
consistently join letters in writing						

Spelling and handwriting

Year 3 and 4 Statutory Spellings

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

New Curriculum Spelling Lists Years 1 and 2

the
a
do
to
today
of
said
says
your
they
be
he
me
she
we
no

come
some
one
once
ask
friend
school
put
are
were
was
is
his
has
I
you

go
so
by
my
here
there
where
love
push
pull
full
house
our
door
poor
find

mind
floor
because
kind
behind
whole
any
child
wild
most
both
children
climb
only
old
many

clothes
cold
gold
hold
told
every
great
break
steak
busy
people
pretty
beautiful
after
fast
last

past
father
class
water
again
grass
pass
plant
path
bath
hour
move
prove
half
money
improve

sugar
could
would
sure
eye
should
who
Mr
Mrs
parents
Christmas
everybody
even

Learning spellings at school:

Children are allocated 10 spellings weekly to learn.

These are grouped based upon common spelling rules.

Week 1

Words with /aw/ spelt
'augh' and 'au'

caught	naughty
taught	daughter
autumn	clause
cause	astronaut
applaud	author

We want children to be able to identify where these rules are present in the spellings they're learning and to be able to apply them.

Aarshi

* not heard
* Sorry it's to right

Words with /aw/ spelt 'augh' and 'au'

Excellent! 2/20

Practise your weekly spelling words using cursive handwriting.

caught caught caught caught

naughty naughty naughty naughty

taught taught taught taught

daughter daughter daughter

autumn autumn autumn autumn

clause clause clause clause

cause cause cause cause

astronaut astronaut astronaut

applaud applaud applaud

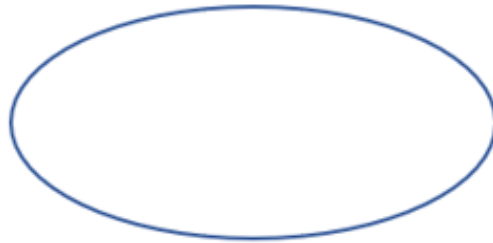
author author author author

However, we also see spelling as an opportunity to improve vocabulary.

Spelling rule: Words with the prefix 'il' before a root word starting with 'l' and words with the prefix 'ir' before a root word starting with 'r'.

Create definition webs for the words below. Then, see if you can use the words in a sentence.

Words: irresponsible, irresistible, illogical



Linking spelling and handwriting:

Words with the Prefix 'im-' before a Root Word Starting with 'm' or 'p'

Practise your weekly spelling words using cursive handwriting.

immature

immeasurable

impossible

immortal

imperfect

impatient

immovable

impolite

important

improper

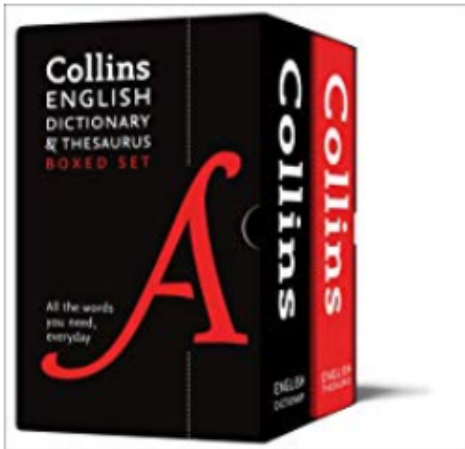
Muscle memory can help to learn spellings.

Developing fine motor skills:

Developing children's fine motor skills and strengthening the muscles in their hands can help to improve handwriting.



This is the dictionary and thesaurus that we use in school,
if you wish to purchase copies for home.



Collins English Dictionary and Thesaurus Boxed Set: All the words you need, every day

by Collins Dictionaries | 4 Apr 2019

★★★★★ 1

Paperback

£10⁹³ ~~£15.98~~

✓prime Get it Tomorrow, Sep 20

FREE Delivery by Amazon

More buying choices

£7.65 (26 used & new offers)

Maths:

- Overview of the maths curriculum
- Reasoning
- Times tables

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Number Place value Number					Number Addition and subtraction			Measurement Area	Number Multiplication and division A			Consolidation		
Spring	Number Multiplication and division B			Measurement Length and Perimeter		Number Fractions				Number Decimals A					
Summer	Number Decimals B		Measurement Money		Measurement Time		Consolidation	Geometry Shape		Statistics	Geometry Shape and direction				

White rose and **NCETM** (national centre for excellence in teaching of mathematics)

Home learning

- White rose parent resources

Year 4 maths:

- Develop mathematical thinking skills
- Improving mental methods
- Making mathematical connections (between topics)
- Working efficiently and precisely
- Building on learned skills
- Celebrating mistakes – progress over perfection!

Recap steps:

1) Find number on grid

81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200
201	202	203	204	205	206	207	208	209	210
211	212	213	214	215	216	217	218	219	220

2) Identify multiple of **100** that comes before and after

3) Put multiples on either side of scale

4) Fill out scale (going up in 10s)

5) Label where the number would go on the scale

6) Find out which multiple of 100 it is closer to

Round 130 to the nearest 100



130 is closer to **100** than **200**

130 rounded to the nearest 100 is 100

Making connections, working efficiently...

hour 0 minutes	fraction 0	percentage 0	decimals 0	out of 100 0	out of 1000 0	° in a 0 full turn
15 _m	$\frac{1}{4}$	25%	0.25	25	250	90°
30 _m	$\frac{1}{2}$	50%	0.50	50	500	180°
45 _m	$\frac{3}{4}$	75%	0.75	75	750	270°
60 _m	1	100%	1.00	100	1000	360°

Maths teaching:

- We ensure that our maths lessons have a balance of teaching input, supported working and independent work in every lesson.
- Through this, children will learn essential maths skills and have an opportunity to use these skills practically.

Maths- presentation:

- As a whole school, we have increased our focus on work in maths books.
- This means that the children have also been practising their presentation of their work.

Handwritten student work on grid paper:

1) $3\,89,223 + 1,000 = 390,223$ ✓ $b = 4276 + 1000 = 5\,276$ ✓

$c = 778 + 1 = 779$ ✓ 2) $a = 413,850$ ✓ $233,850$ ✓ $215,850$ ✓

$214,050$ ✓ $213,880$ ✓

Partitioning numbers 1,000,000 11.09.2023

1) $3,524$ ✓ 2) 10 ✓ 20 ✓ 40 ✓ 42 ✓ 420 ✓

1) $200,000 + 30,000 + 400 + 60 + 5$, $300,000 + 50,000 + 200 + 10 + 2$

Maths- problem solving and reasoning

1) 60, 70, 70, 80 2) 50, 550, 250, 1750
3) 1500, 1600, 1500, 1600 4) 1,000, 3-
- 000, 9,000, 2000 Extension - NO I don't agree
because if you round to the nearest thousand you look 1
column to the right which is 9 it's more than 5
so it should be rounded to 9,000. ✓

Are the statements always true, sometimes true or never true?

When you find 100 more or less than a number, the tens column changes.

When you find 10 more or less than a number, the tens column changes.

When you find 1 more or less than a number, the thousands column changes.

Explain your reasoning.

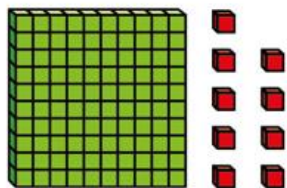


To the nearest 100, there are 600 people at a football match.

What is the smallest number of people that could be at the football match?

What is the greatest number of people that could be at the football match?

How would your answers change if the number of people at the football match was 600 when rounded to the nearest 10?



This is the
number 19

What mistake has Ron made?

What is the number?



I am
thinking of a
4-digit number.

Use the clues to work out Tommy's number.

- The thousands digit is 3 greater than the tens digit.
- The total sum of digits is 16
- The 4-digit number is odd.
- The tens digit is 2
- The hundreds digit is double the ones digit.

Think of another 4-digit number and challenge a partner to work out your number from clues.

Times Tables

$1 \times 1 = 1$
 $1 \times 2 = 2$
 $1 \times 3 = 3$
 $1 \times 4 = 4$
 $1 \times 5 = 5$
 $1 \times 6 = 6$
 $1 \times 7 = 7$
 $1 \times 8 = 8$
 $1 \times 9 = 9$
 $1 \times 10 = 10$

$2 \times 1 = 2$
 $2 \times 2 = 4$
 $2 \times 3 = 6$
 $2 \times 4 = 8$
 $2 \times 5 = 10$
 $2 \times 6 = 12$
 $2 \times 7 = 14$
 $2 \times 8 = 16$
 $2 \times 9 = 18$
 $2 \times 10 = 20$

$3 \times 1 = 3$
 $3 \times 2 = 6$
 $3 \times 3 = 9$
 $3 \times 4 = 12$
 $3 \times 5 = 15$
 $3 \times 6 = 18$
 $3 \times 7 = 21$
 $3 \times 8 = 24$
 $3 \times 9 = 27$
 $3 \times 10 = 30$

$4 \times 1 = 4$
 $4 \times 2 = 8$
 $4 \times 3 = 12$
 $4 \times 4 = 16$
 $4 \times 5 = 20$
 $4 \times 6 = 24$
 $4 \times 7 = 28$
 $4 \times 8 = 32$
 $4 \times 9 = 36$
 $4 \times 10 = 40$

$5 \times 1 = 5$
 $5 \times 2 = 10$
 $5 \times 3 = 15$
 $5 \times 4 = 20$
 $5 \times 5 = 25$
 $5 \times 6 = 30$
 $5 \times 7 = 35$
 $5 \times 8 = 40$
 $5 \times 9 = 45$
 $5 \times 10 = 50$

$6 \times 1 = 6$
 $6 \times 2 = 12$
 $6 \times 3 = 18$
 $6 \times 4 = 24$
 $6 \times 5 = 30$
 $6 \times 6 = 36$
 $6 \times 7 = 42$
 $6 \times 8 = 48$
 $6 \times 9 = 54$
 $6 \times 10 = 60$

$7 \times 1 = 7$
 $7 \times 2 = 14$
 $7 \times 3 = 21$
 $7 \times 4 = 28$
 $7 \times 5 = 35$
 $7 \times 6 = 42$
 $7 \times 7 = 49$
 $7 \times 8 = 56$
 $7 \times 9 = 63$
 $7 \times 10 = 70$

$8 \times 1 = 8$
 $8 \times 2 = 16$
 $8 \times 3 = 24$
 $8 \times 4 = 32$
 $8 \times 5 = 40$
 $8 \times 6 = 48$
 $8 \times 7 = 56$
 $8 \times 8 = 64$
 $8 \times 9 = 72$
 $8 \times 10 = 80$

$9 \times 1 = 9$
 $9 \times 2 = 18$
 $9 \times 3 = 27$
 $9 \times 4 = 36$
 $9 \times 5 = 45$
 $9 \times 6 = 54$
 $9 \times 7 = 63$
 $9 \times 8 = 72$
 $9 \times 9 = 81$
 $9 \times 10 = 90$

$10 \times 1 = 10$
 $10 \times 2 = 20$
 $10 \times 3 = 30$
 $10 \times 4 = 40$
 $10 \times 5 = 50$
 $10 \times 6 = 60$
 $10 \times 7 = 70$
 $10 \times 8 = 80$
 $10 \times 9 = 90$
 $10 \times 10 = 100$

Multiplication Tables Check:

From the government website:

The multiplication tables check (MTC) is statutory for all year 4 pupils registered at state-funded maintained schools, special schools or academies (including free schools) in England.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

The basics:

- 25 Questions
- 6 seconds to answer each question
- 3 second pause between questions
- A random selection of multiplication questions from the 2-12 times tables.

x	5	10	2	4	8	3	6	9	7	x	5
5										10	
10										2	
2										4	
4										8	
8										3	
3										6	
6										9	
9										7	
7											

Name: _____
Time: _____
Date: _____
To practise: _____

x	5	10	2	4	0
5					
10					
2					
4					
8					
3					
6					
9					
7					

Name: _____
Time: _____
To practise: _____

x	5	3	2	9	8	10	6	4	7	x	4
4										6	
6										7	
7										5	
5										8	
8										3	
3										2	
2										9	
9										10	
10											

Name: _____
Time: _____

See Pupil's Book page 9
Decode a message:
1-a 4-d 7-g 10-j 13-m 16-p 19-s 22-v 25-y
2-b 5-e 8-h 11-k 14-n 17-q 20-t 23-w 26-z
3-c 6-f 9-i 12-l 15-o 18-r 21-u 24-x
Complete the number pattern below.
Decode the answers to read the message!

x	3	9	8	6	4	7	x	4
4								6
6								7
7								4
8								6
3								7
9								8
								3
								9

Name: _____
Time: _____
Date: _____
To practise: _____

5	→ (-9)	→	10	→ (x2)	→	2	→ (-5)	→	b
8	→ (-6)	→		→ (x3)	→		→		
15	→ (-3)	→		→ (x7)	→		→		
2	→ (-4)	→		→ (x15)	→		→		
54	→ (-9)	→		→ (x2)	→		→		
72	→ (-12)	→		→ (x4)	→		→		
120	→ (-15)	→		→ (x5)	→		→		
9	→ (-6)	→		→ (x9)	→		→		
15	→ (-5)	→		→ (x15)	→		→		
21	→ (-7)	→		→ (x2)	→		→		
18	→ (-9)	→		→ (x3)	→		→		

72 ÷ 9 =
36 ÷ 6 =
63 ÷ 7 =
49 ÷ 7 =
56 ÷ 8 =
48 ÷ 6 =
56 ÷ 7 =
64 ÷ 8 =
42 ÷ 7 =
81 ÷ 9 =
54 ÷ 9 =
48 ÷ 8 =
72 ÷ 8 =
42 ÷ 6 =
63 ÷ 9 =
54 ÷ 6 =

8x9 =
6x6 =
9x7 =
7x7 =
7x8 =
8x6 =
8x7 =
8x8 =
6x7 =
9x9 =
9x6 =
6x8 =
9x8 =
7x6 =
7x9 =
6x9 =

Be very careful!

TIMES TABLES

ROCK STARS



WHAT'S YOUR ROCK STATUS?



Tournaments and certificates:

New Battle

In play

Coming up

1

Completed

16th September - 23rd September 2022

Finishes in 2 days



4BS

1415

4DH

741

Info

Class Results

Pupil Results

Edit

Class Average Correct

Class Total Correct



1

4BS

1,415

2

4DH

741

Heatmaps for fluency:

	10	2	5	3	4	8	6	7	9	11	12
10	10 × 10	10 × 2	10 × 5	10 × 3	10 × 4	10 × 8	10 × 6	10 × 7	10 × 9	10 × 11	10 × 12
2	2 × 10	2 × 2	2 × 5	2 × 3	2 × 4	2 × 8	2 × 6	2 × 7	2 × 9	2 × 11	2 × 12
5	5 × 10	5 × 2	5 × 5	5 × 3	5 × 4	5 × 8	5 × 6	5 × 7	5 × 9	5 × 11	5 × 12
3	3 × 10	3 × 2	3 × 5	3 × 3	3 × 4	3 × 8	3 × 6	3 × 7	3 × 9	3 × 11	3 × 12
4	4 × 10	4 × 2	4 × 5	4 × 3	4 × 4	4 × 8	4 × 6	4 × 7	4 × 9	4 × 11	4 × 12
8	8 × 10	8 × 2	8 × 5	8 × 3	8 × 4	8 × 8	8 × 6	8 × 7	8 × 9	8 × 11	8 × 12
6	6 × 10	6 × 2	6 × 5	6 × 3	6 × 4	6 × 8	6 × 6	6 × 7	6 × 9	6 × 11	6 × 12
7	7 × 10	7 × 2	7 × 5	7 × 3	7 × 4	7 × 8	7 × 6	7 × 7	7 × 9	7 × 11	7 × 12
9	9 × 10	9 × 2	9 × 5	9 × 3	9 × 4	9 × 8	9 × 6	9 × 7	9 × 9	9 × 11	9 × 12
11	11 × 10	11 × 2	11 × 5	11 × 3	11 × 4	11 × 8	11 × 6	11 × 7	11 × 9	11 × 11	11 × 12
12	12 × 10	12 × 2	12 × 5	12 × 3	12 × 4	12 × 8	12 × 6	12 × 7	12 × 9	12 × 11	12 × 12



SINGLE PLAYER

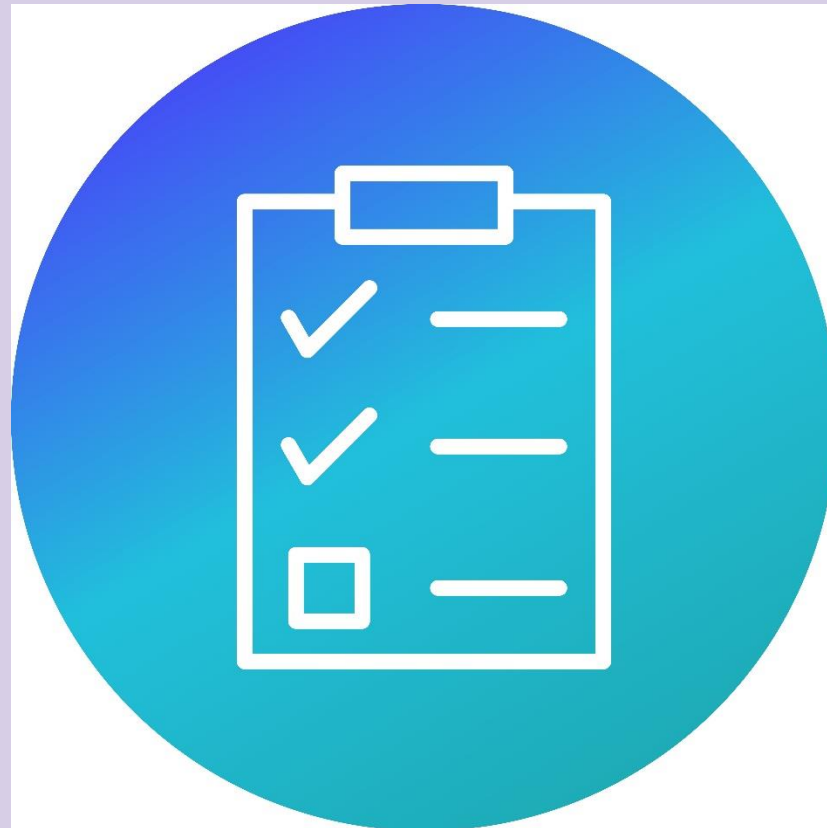


MULTIPLAYER



[Times Tables Rock Stars: Play \(ttrockstars.com\)](http://ttrockstars.com)

Any other business:

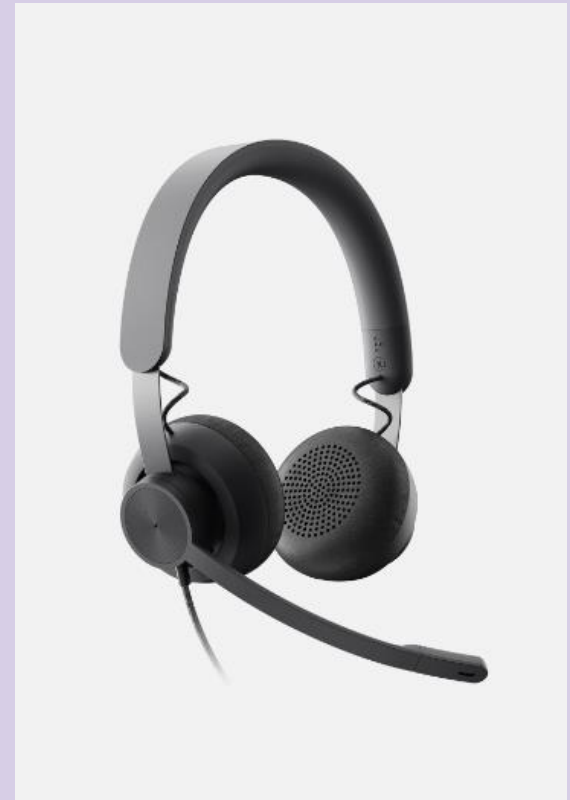


Pencil cases:



Plimsolls:





Provisional parents evening dates:

Tuesday 24th Oct 3:30 – 5:00

Wednesday 25th Oct 3:30 – 6:00

Monday 30th Oct 3:30 – 6:00

FRIENDS OF WOODLAND GRANGE (VIDEO)



The Friends of Woodland Grange (FOWG) are our parents group.

They group is made up from parents and carers across the school.

They are a voluntary group who raise money on behalf of the school.

Every penny they raise comes back into school to benefit **every** pupil.

In the past they have raised money for play equipment, technology in school, books, toys and cooking equipment and ingredients. This year they are raising money to help us develop our new school library.



FOWG need your help!

They need helpers events (the first one this term is the Hallowe'en disco on Friday 3rd November.

The next meeting is on Wednesday 11th October, 2pm in the staffroom.

Come along to the meeting to find out more and give up some time to organise/help at an event.

The BIG fundraiser for this term will be a Winter Wonderland event on Friday 15th December.





FOWG are now selling pre-loved uniform online at **uniformerly**.

Help us raise much-needed funds for our school by donating your outgrown school uniform and school accessories now!

Please arrange your donation by contacting us on fowg@woodlandgrange.leics.sch.uk or contacting your [WhatsApp rep](#). Drop-offs to reception will not be accepted.

To purchase pre-loved items, register an account on www.uniformerly.co.uk, select our LEA & then school, and then have a look at the listings. Register your interest on items, and a member of FOWG will get back to you.

WANTED...

- ✓ School cardigans/jumpers
- ✓ School polo shirts / blouses
- ✓ School skirts / dresses
- ✓ School trousers
- ✓ PE t-shirts
- ✓ PE jumpers
- ✓ Book bags
- ✓ Coats
- ✓ Wellies
- ✓ Waterproofs
- ✓ School boots / shoes in good condition

Items can be with or without the school logo, all we ask is that they are clean and in good condition!

reduce, reuse, donate



SCHOOL MESSAGES





PUPIL PREMIUM

(This information is on the 'Pupil Premium' page of the school website)

What is Pupil Premium?

Pupil Premium was introduced to help schools to offer additional support the children. It is an annual amount (for 23/24 it is £1,455) paid directly to school. We can use the money to support the education of your child in many ways, including:

- Additional, personalised tuition
- Paying for school trips and clubs
- Paying for school uniform

Who qualifies for Pupil Premium

There is no stigma attached to applying for this funding, we will encourage and support any family wishing to apply. A child may be eligible for free school meals (FSM) and therefore pupil premium, if their parents receive any of the following:

- Income Support
- Income-based Jobseekers Allowance (JSA)
- Income-related Employment and Support Allowance (ESA)
- Support under part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit, provided the parents are not also entitled to Working Tax Credit
- Universal Credit

A child can also claim pupil premium if:

- They are a looked after or previously looked after child (in the care of the Local Authority)
- They have one or both parents in the armed services (service Pupil Premium)

**If you think your child is entitled to pupil premium, email freeschoolmeals@leics.gov.uk
or call 0116 3056588 or 0116 3057093**



SCHOOL TRIPS

We are delighted that school trips are now being organised in year groups across the school. These add memorable experiences and enhance the learning in the curriculum. They are carefully chosen by staff and we know how important they are to the pupils.

Trips have to be funded otherwise they cannot go ahead. Schools will ask for a voluntary contribution which has been worked out by dividing the overall cost by the number of children in the year group. We would never ask families to pay over and above this amount. We have to say that this is a 'voluntary contribution' and we will support those families in receipt of Pupil Premium by paying 50% of the cost. But we also have to be realistic, without voluntary contributions, trips will have to be cancelled, as the school would have to make up the shortfall from existing budgets.



SCHOOL OFFICE

- **Late arrivals:** Please sign in at the school office, please do not go straight to the classroom.
- **Holiday requests:** Holiday is not authorised during term time except for exceptional circumstances. Request forms can be found on the school website. Unauthorised holidays will be referred to Leicestershire County Council who may issue a penalty notice.
- **Medical appointments:** We will require evidence of any medical appoint that your child is attending for this to be authorised. Please be aware that such appointments do affect your child's attendance percentage.
- **School dinners:** Should you wish to change your child's dinner requirements please email the school office and not your class teacher. You may still be charged if changing from a hot meal if the office has not been notified. This will be non refundable as the school will have already paid for these meals. Children in Reception and KSI qualify for the Government Universal Free School Meals, however the catering staff still require a full weeks notice of any changes.
- **Forgotten Items:** Please try and send your child in with everything they need for the day. Forgotten packed lunches, homework, water bottles, instruments and clothing will only be passed across to your child at a convenient time so as not to disrupt the class which we try to keep to a minimum.

Thank you for listening.

