

Year 4 Curriculum Map			
	Autumn	Spring	Summer
<b>Maths</b>	<p><b>Place Value – 4-digit numbers Part 1:</b>            Numbers to 1,000, rounding to the nearest 10, rounding to the nearest 100, counting in 1,000s, representing 4-digit numbers, 1,000s, 100s, 10s and 1s, the number line to 10,000, and roman numerals to 100.</p> <p><b>Place Value – 4-digit numbers Part 2:</b>            Finding 1,000 more or less, comparing 4-digit numbers, ordering numbers to 10,000, rounding to the nearest 1,000, solving problems using rounding, counting in 25s, and negative numbers.</p> <p><b>Addition and Subtraction:</b>            Adding and subtracting 1s, 10s, 100s, and 1,000s, adding two 4-digit numbers, subtracting two 4-digit numbers, equivalent difference, estimating answers to additions</p>	<p><b>Multiplication and Division Part 2:</b>            Problem solving – addition and multiplication, problem solving – mixed problems, using written methods to multiply, multiplying a 2-digit number by a 1-digit number, multiplying a 3-digit number by a 1 digit number, problem solving – multiplication, multiplying more than two numbers, problem solving – mixed correspondence problems, dividing a 2-digit number by a 1-digit number, division with remainders, and dividing a 3-digit number by a 1-digit number.</p> <p><b>Measurement:</b>            What is area? Counting squares, making shapes, and comparing area.</p> <p><b>Fractions Part 1:</b></p>	<p><b>Decimals Part 2:</b>            Making a whole, writing decimals, comparing decimals, ordering decimals, rounding decimals, halves and quarters, and problem solving – decimals.</p> <p><b>Money:</b>            Pounds and pence, pounds, tenths and hundredths, ordering amounts of money, rounding money, using rounding to estimate money, problem solving – pounds and pence, problem solving – multiplication and division, solving two step problems, and problem solving – money.</p> <p><b>Time:</b>            Units of time, converting time, and problems solving – units of time.</p>

	<p>and subtractions, checking strategies, and problem solving – addition and subtraction.</p> <p><b>Measure Perimeter:</b> Kilometres, perimeter of a rectangle, and perimeter of rectilinear shapes.</p> <p><b>Multiplication and Division Part 1:</b> Multiplying by multiples of 10 and 100, dividing by multiples of 10 and 100, multiplying by 0 and 1, dividing by 1, multiplying and dividing by 6, 6 times table, multiplying and dividing by 9, 9 times table, multiplying and dividing by 7, 7 times table, and 11 and 12 times table.</p>		<p>Tenths and hundredths, equivalent fractions, simplifying fractions, and fractions greater than 1.</p> <p><b>Fractions Part 2:</b> Adding fractions, subtracting fractions, problem solving – adding and subtracting fractions, calculating fractions of a quantity, and problem solving – fractions of a quantity.</p> <p><b>Decimals Part 1:</b> Tenths, dividing by 10, hundredths, dividing by 100, dividing by 10 and 100.</p>		<p><b>Statistics:</b> Charts and tables, line graphs, and problem solving – graphs.</p> <p><b>Geometry – Angles and 2D Shapes:</b> Classifying and comparing quadrilaterals, deducing facts about shapes, lines of symmetry inside a shape, lines of symmetry outside a shape, completing a symmetric figure, describing position, drawing n a grid, reasoning n a grid, mobbing on a grid, describing movements on a grid.</p>	
<b>English</b>	<p><b>Texts Studied:</b> Butterfly Lion by Michael Morpurgo</p> <p><b>Writing Outcomes:</b></p>	<p><b>Texts Studied:</b> The Miraculous Journey of Edward</p>	<p><b>Texts Studied:</b> The Lion, the Witch and the</p>	<p><b>Texts Studied:</b> Krindlekrax by Philip Ridley</p> <p><b>Writing Outcomes:</b></p>	<p><b>Texts Studied:</b> Macbeth by William Shakespeare</p>	<p><b>Texts Studied:</b> Varjak Paw by S.F Said</p> <p><b>Writing Outcomes:</b></p>

	<p>Writing a <u>diary entry</u> as a character from 'Butterfly Lion'.</p> <p>Write a <u>non-chronological report</u> on the rainforests.</p>	<p>Tulane by Kate DiCamillo</p> <p><b>Writing Outcomes:</b></p> <p>Writing an <u>informal letter</u> as a character in 'Edward Tulane'.</p>	<p>Wardrobe by C S Lewis</p> <p><b>Writing Outcomes:</b></p> <p>Writing a <u>character description and introduction to a fantasy setting</u> from The Lion, the Witch and the Wardrobe'.</p> <p><b>Texts Studied:</b></p> <p>Memorial by Gary Crew/ Shaun Tan</p> <p><b>Writing Outcomes:</b></p> <p>Persuasive Letter based on Memorial</p>	<p>Writing a <u>piece of descriptive writing</u> of a creature from 'Kindlekrax'.</p> <p>Writing a <u>biography</u> based on a character from 'Kindlekrax'.</p>	<p><b>Writing Outcomes:</b></p> <p>Writing a discursive text based on events on 'Macbeth'.</p>	<p>Writing an encounter based on events in 'Varjak Paw'.</p> <p>Writing a dream narrative based on Varjak Paw.</p>
--	--	---	--	---	--	--

<b>Reading</b> <i>V – Vocabulary</i> <i>I – Inference</i> <i>P – Prediction</i> <i>E – Explain</i> <i>R – Retrieve</i> <i>S – Summarise</i>	<b>Butterfly Lion</b> By Michael Morpurgo	<b>Edward Tulane</b> By Kate DiCamillo	<b>The Lion, the Witch and the Wardrobe</b> By C.S Lewis  <b>Memorial</b> by Gary Crew/ Shaun Tan	<b>Kindlekrax</b> By Philip Ridley	<b>Shakespeare</b> <b>A range of Shakespearean plays</b>	<b>Varjak Paw</b> By SF Said
<b>Science</b>	<b>Living Things and their Habitat</b> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can	<b>Animals including Humans</b> Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying	<b>States of Matter</b> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	<b>Electricity</b> Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a	<b>Sound</b> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find	

	<p>change and that this can sometimes pose dangers to living things.</p>	<p>producers, predators and prey.</p>		<p>lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p>
--	--	---------------------------------------	--	--	---

<p><b>Geography</b></p>	<p><b>Case Study on Brazil, South America (Link to English unit: Rainforests)</b></p> <p><b>Key enquiry question:</b> What role does South America play in regulating the earth's climate?</p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital/computer mapping to locate South America and describe features studied</li> <li>- Identify human characteristics (e.g. cathedral) of a region of South America (Brazil)</li> <li>- Identify physical characteristics (e.g. Amazon river) of a region of South America (Brazil)</li> <li>- Understand geographical similarities and differences through the study of human and physical features in a region of South America (Brazil)</li> </ul>	<p><b>Settlements and Land Use</b></p> <p><b>Key enquiry question:</b> Why did they choose to settle in particular places in Britain?</p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>- Locate the world's countries, using maps to focus on Europe (linked to History unit on Roman expansion of Europe)</li> </ul> <p><b>Field Trip:</b> Local area enquiry focusing on land use and settlements.</p>	<p><b>Global Trade (link to Vikings)</b></p> <p><b>Key enquiry question:</b> What natural resources are available in Britain that makes it a desirable trade partner? How did trade get global? Where the UK export and to where?</p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>- Physical geography, including: climate zones (how natural resources and climate determine where our food comes from), biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>- Name and locate counties and</li> </ul>
-------------------------	--	---	---

			<p>cities of the United Kingdom.</p> <p>Describe and understand aspects of human (types of goods we explore and trade links) and physical geography (determining what we export)</p>
<p><b>History</b></p>	<p><b>Romans</b></p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- To be taught about the Roman Empire and its impact on Britain</li> <li>- To understand about the British resistance (e.g. Boudicca)</li> <li>- To learn about the ‘Romanisation’ of Britain (e.g. impact of technology, culture and belief on sites such as Caerwent)</li> <li>- To understand how our knowledge of the past is constructed from a range of sources</li> <li>- To devise historically valid questions about change, continuity, similarity and difference, and significance.</li> </ul>	<p><b>Vikings, Anglo-Saxons and Scots</b></p> <p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>- To be taught about Britain’s settlement by Anglo-Saxons and Scots</li> <li>- To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>- To understand how our knowledge of the past is constructed from a range of sources</li> <li>- To develop clear narrative (chronological) within and across the periods they study</li> </ul>	

<p><b>Art &amp; Design</b></p>	<p><b>Insects (Sculpture)</b></p> <p><b>Skills Focus:</b></p> <p><b>Taught artists:</b> Rosalind Monks, Lorenzo Possenti and Jennifer Angus</p> <ul style="list-style-type: none"> <li>• Sculpture skills: Scrunch and tape newspaper into different shapes, mod roc to strengthen and smooth sculpture, and add materials to the sculpture to create detail (use of wire/straws to create moveable aspects of sculpture, netted material to create wings)</li> <li>• Pencil skills: Record their observations of an insect, sketch hard/soft lines, curved/straight lines</li> </ul> <p><b>Key Vocabulary:</b> sculpture, sculptor, 2D, 3D, shape, form, mod roc, join, observational drawing</p> <p><b>Links to the curriculum:</b> Science (Living Things and their Habitat)</p>	<p><b>Aboriginal Art (Painting)</b></p> <p><b>Skills Focus:</b></p> <p><b>Taught artists:</b> Examples of Aboriginal Art</p> <ul style="list-style-type: none"> <li>• Painting skills: Use varied brush techniques to create shapes (round/flat paintbrush, cotton bud), textures, patterns and lines (aboriginal symbols), primary and secondary colours, colour mixing, tint, shade, blending colours</li> </ul> <p><b>Key Vocabulary:</b> round paintbrush, flat paintbrush dot painting, primary colour, secondary colour, tint, shade, line, blending</p>	<p><b>Movement (Collage)</b></p> <p><b>Skills Focus:</b></p> <p><b>Taught artists:</b> Henry Matisse, Monir Shahroudy Farmanfarmaian and M.C.Esher</p> <ul style="list-style-type: none"> <li>• Collage: overlapping/Tessellation, geometric/organic shapes, positive and negative image</li> <li>• Colour Wheel: Complimentary colours</li> <li>• Use inspiration from famous artists to replicate a piece of work, make comparisons, similarities and differences between their collage and those created by artists taught</li> </ul> <p><b>Key Vocabulary:</b> Overlapping, tessellation, shape, form, texture, geometric, organic, positive image, negative image, mosaic, complementary colours</p>



<p><b>Design and Technology</b></p>	<p><b>Mechanical Systems</b></p> <p><b>Outcome:</b> To design, make, and evaluate a moving toy using cam mechanisms.</p> <p><b>National Curriculum link:</b> Rainforest creatures</p> <p><b>National Curriculum objectives:</b></p>	<p><b>Cooking and nutrition</b></p> <p><b>Outcome:</b> To design, make and evaluate a sample of hot cross buns for an Easter celebration/charity event</p> <p><b>National Curriculum link:</b> R.E. Unit- Why are festivals, celebrations and High Holy Days so important within Judaism?</p>	<p><b>Electrical Systems</b></p> <p><b>Outcome:</b> To design, make, and evaluate a torch</p> <p><b>National Curriculum link:</b> Science unit- Light</p> <p><b>National Curriculum objectives:</b></p>

	<ul style="list-style-type: none"> <li>• To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>• To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</li> <li>• To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</li> </ul>	<p><b>National Curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>• To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• To investigate and analyse a range of existing products</li> <li>• To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• To understand and apply the principles of a healthy and varied diet</li> <li>• To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• To understand seasonality, and know where and how a variety of</li> </ul>	<ul style="list-style-type: none"> <li>• To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</li> <li>• To select from a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.</li> <li>• To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> <li>• To investigate and analyse a range of existing products.</li> <li>• To understand how key events and individuals in design and technology have helped shape the world.</li> <li>• To apply their understanding of computing to program, monitor and control their products.</li> </ul>
--	--	--	---

		ingredients are grown, reared, caught and processed.	
<b>RE</b>	<p><b>What do Jewish people believe about God?</b></p> <p>This unit will examine the issue of how God is understood within Judaism. It will explore the different names and titles of God, the notion of God's presence on earth and the way in which belief in God is translated into behaviour by Jewish people by observation of the mitzvot (commandments).</p> <p><b>Why are festivals, celebrations, and High Holy Days so important within Judaism?</b></p> <p>This unit will explore the most important events within the Jewish religious calendar. Pupils will have the opportunity to learn about and reflect upon the festivals, celebrations and Holy Days that are associated with Judaism, to consider the foundations for these occasions, and to</p>	<p><b>What is the significance of Easter within Christianity?</b></p> <p>This unit will explore the importance of Easter and the period leading up to it (Lent) for Christians in churches across the world. It will enable pupils to understand the biblical foundations for this period within the Christian year, the theological significance of the events associated with the period, and the way in which they are marked by the church.</p>	<p><b>What does Sikhism teach us about selfless service?</b></p> <p>This unit will enable pupils to learn about the central beliefs and practices of Sikhism. In particular, it will focus on the principle of selfless service (sewa), which is, for Sikhs, the most important element of their religious traditions. The basis for, types of, and contemporary forms of sewa will all be examined. Pupils will also be invited to consider what members of other, or of no, faith may learn from this practice within Sikhism. A visit to a gurdwara would provide an opportunity to explore how sewa is demonstrated.</p> <p><b>What happens in the Gurdwara?</b></p> <p>This unit will examine the issue of how God is understood within Judaism. It will explore the different names and titles of</p>

	reflect upon why they are so important for Jewish people.			God, the notion of God's presence on earth and the way in which belief in God is translated into behaviour by Jewish people by observation of the mitzvot (commandments).	
<b>Computing</b>	<p><b><u>Computer Science</u></b></p> <p>Unit: Coding</p> <p><b>Software:</b></p> <p>2Code</p> <p><b>E-Safety Focus - Stay Smart:</b></p> <p>I can discuss that whilst the internet offers positive opportunities there is also an element of risk associated with online activity.</p>	<p><b><u>Digital Literacy</u></b></p> <p>Unit: Online Safety</p> <p><b>Software:</b></p> <p>2Connect (Mind Map)</p> <p>2Publish Plus</p> <p><b><u>Information Technology</u></b></p> <p>Unit: Spreadsheets</p> <p><b>Software:</b></p> <p>2Calculate</p> <p><b>E-Safety Focus - Stay Kind:</b></p>	<p><b><u>Computer Science</u></b></p> <p>Unit: Writing for different audiences</p> <p><b>Software:</b></p> <p>Purple Mash templates</p> <p><b>E-Safety Focus - Stay Healthy:</b></p> <p>I help friends to make good choices about the time they spend online.</p>	<p><b><u>Computer Science</u></b></p> <p>Unit: Logo</p> <p><b>Software:</b></p> <p>Logo (text-based coding)</p> <p><b><u>Information Technology</u></b></p> <p>Unit: Animation</p> <p><b>Software:</b></p> <p>2Animate</p> <p><b>E-Safety Focus - Stay Healthy:</b></p>	<p><b><u>Information Technology</u></b></p> <p>Unit: Effective Search</p> <p><b>Software:</b></p> <p>Web Browser</p> <p>2Quiz</p> <p>2Connect (Mind Map)</p> <p><b><u>Computer Science</u></b></p> <p>Unit: Hardware Investigators</p> <p><b>Software:</b></p> <p>2Quiz</p>

		I can comment positively and respectfully online and through text messages.		I help friends to make good choices about the time they spend online.	2Connect (Mind Map)  <b>E-Safety Focus - Stay Accountable:</b> I can know that anything shared online can be seen by others and how to use the safety features of key websites, as well as who to report concerns to.
<b>PSHE</b>	<b>Health and Well-Being</b> <b>Pupils should be taught:</b>		<b>Living in the Wider World</b> <b>Pupils should be taught:</b>	<b>Relationships</b> <b>Pupils should be taught:</b>	
	<ul style="list-style-type: none"> <li>• To set a goal.</li> <li>• To explain why nutrients are important.</li> <li>• To explain the risks and dangers associated with smoking and alcohol.</li> <li>• To understand how democracy works in the UK.</li> </ul>		<ul style="list-style-type: none"> <li>• To understand what charity is, explain why people donate to charity and fundraise for charity.</li> <li>• To explain how to save and the benefits of saving.</li> <li>• To explain how to keep safe online.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand healthy friendships.</li> <li>• To understand a growth mind-set and how it can affect us.</li> <li>• To explain how to keep your mind healthy.</li> </ul>	

	<ul style="list-style-type: none"> <li>To explain the benefits of a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how stereotypes can label people.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to understand the basic changes that happen during puberty.</li> </ul>
<b>French</b>	<p><b>All Aboard!</b></p> <ul style="list-style-type: none"> <li>Weather</li> <li>Days of the week</li> <li>Modes of transportation.</li> </ul> <p><b>Pocket Money</b></p> <ul style="list-style-type: none"> <li>Numbers to 30</li> <li>Short question/answer conversation</li> <li>Giving opinion</li> </ul>	<p><b>Tell Me a Story</b></p> <ul style="list-style-type: none"> <li>Numbers 40-90</li> <li>Classroom Instructions</li> <li>Feminine/masculine nouns</li> </ul> <p><b>Our Sporting Lives</b></p> <ul style="list-style-type: none"> <li>Names of sports</li> <li>Names of food</li> <li>Verbs (faire, jouer, manger)</li> </ul>	<p><b>The Carnival of the Animals</b></p> <ul style="list-style-type: none"> <li>Adjectives</li> <li>Animals</li> <li>Time</li> </ul> <p><b>What's the Weather like?</b></p> <ul style="list-style-type: none"> <li>Weather</li> <li>Items of clothing</li> <li>Dates</li> </ul>
<b>PE</b>	<p><b><u>Personal</u></b></p> <p><b>Coordination</b> Footwork</p> <p><b>Static Balance</b> One Leg</p> <p><b><u>Social</u></b></p> <p><b>Dynamic Balance to Agility</b> Jumping and Landing</p>	<p><b><u>Cognitive</u></b></p> <p><b>Dynamic Balance</b> On a Line</p> <p><b>Coordination</b> Ball Skills</p> <p><b><u>Creative</u></b></p> <p><b>Coordination</b></p>	<p><b><u>Physical</u></b></p> <p><b>Agility</b> Reaction / Response</p> <p><b>Static Balance</b> Floor Work</p> <p><b><u>Health and Fitness</u></b></p> <p><b>Agility</b></p>

	<p><b>Static Balance</b></p> <p>Seated</p>	<p>Sending and Receiving</p> <p><b>Counter Balance</b></p> <p>With a Partner</p>	<p>Ball Chasing</p> <p><b>Static Balance</b></p> <p>Stance</p>
<p><b>Music</b></p>	<p><b>Soundscapes: Painting with sound*</b></p> <p><b>Mamma Mia</b></p> <p><b>National Curriculum objectives:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> </ul>	<p><b>Glockenspiel stage 2</b></p> <p>Instrumental skills</p> <p><b>Dragon scales*</b></p> <p>Pentatonic music</p> <p><b>National Curriculum objectives:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>	<p><b>Blackbird</b></p> <p><b>Reflect, rewind and replay</b></p> <p>Western classical</p> <p><b>National Curriculum objectives:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> </ul>

	<ul style="list-style-type: none"> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
--	--	--	--

### Key Information

Homework is issued every Thursday and expected to be completed/handed in by the following Tuesday.

Spelling words are posted on Purple Mash every Thursday for a spelling test the following Friday.

Please wear your PE kit to school every Monday.

### Reading:

- They will need to bring in their reading record daily.
- 4 times a week, as a minimum, we would ask that pupils log the pages they have read (e.g. p71-78) and once a week write an extended comment about the following:



Vocabulary – Did you identify an unknown word? Did you use a dictionary to discover its meaning? *Write down the word and its meaning*

Prediction – Can you make a prediction about what will happen next, based on your understanding of events so far? *I predict...because...*

Questions – Did the text raise any questions for you? *Write down your questions.*

Additional support and guidance you can provide at home:		
Essential Reads		Common Exception Words
This is a list of essential reads each pupil should aim to read by the end of the academic year. A small number of copies of each text are available from the school. Across the year, pupils can gain access to these texts through the library and their classroom.		These are the common exception words for year 3/4. Pupils are expected to write these words correctly in order to reach the <b>expected standard</b> at the end of year 4.
The Lantern Bearers by Rosemary Sutcliff Danny the Champion of the World by Roald Dahl Emily’s Legs by Dick King Smith Charlotte’s Web by E B White Redwall by Brian Jacques Artemis Fowl by Eoin Colfer The Voyage of the Dawn Treader by C S Lewis	Wind in the Willows by Kenneth Grahame Mr Shakespeare’s Plays by Marcia Williams The Paperback Prince by Colin Thompson Asterix the Gaul by Rene Goscinny The Boy who swam with Pirhanas by David Almond Five Children on the Western Front by Kate Saunders	accident(ally) 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

<p>The Borrowers by Mary Norton Swallows and Amazons by Arthur Ransome</p>	<p>Five children and It by E Nesbit The London Eye Mystery by Siobhan Dowd</p>	<p>probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight women/woman</p>
<p><b>Mental Arithmetic (Mathematics)</b></p>		
<p> <input type="checkbox"/> I can find 1000 more or less than a given number (e.g. 1000 more than 363 is 1363, 1000 less than 2571 is 1571)  <input type="checkbox"/> I can count in multiples of 6, 7, 9 and 25  <input type="checkbox"/> I can round whole numbers up to 10,000 to the nearest 10, 100 or 1000 (e.g. 6730 rounded to the nearest 1000 is 7000)  <input type="checkbox"/> I can use addition and subtraction facts to 100 and derive related facts up to 1000 (e.g. <math>87 + 13 = 100</math> &gt; <math>870 + 130 = 1000</math> &gt; <math>187 + 13 = 200</math>)  <input type="checkbox"/> I can recall multiplication and division facts for multiplication tables up to 12 x 12  <input type="checkbox"/> I can count up in hundredths (e.g. 1/100 one hundredth, 2/100 two hundredths)         </p> <p><b>Once pupils are secure, they will move on to learn:</b></p> <ul style="list-style-type: none"> <li>• Count forwards and backwards with positive and negative whole numbers, including through zero.</li> <li>• Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.</li> <li>• Add and subtract mentally with increasingly large numbers.</li> </ul>		

