

Welcome to Class Sherwood



**Achievement
for all**

Humility
Empathy
Ambition
Respect
Trust

Class Organisation

- * Mr. Gillett (Class Teacher and lead Maths/Computing)
- * Mrs. Davey and Mrs. Sarno classroom T.A (3 hours/week)
- * P.P.A. cover – Weds afternoon (PE/Music/PSHE).
- * Daily routines virtually identical to Year 3 so ease of transition. Key stage 2 as two journeys – Lower and Upper.
- * Water and healthy snacks (nut free) allowed (try to encourage fruit and veg).
- * Communication links – Parent Mail and School Web –Page and email.
- * Thank you certificate assembly will be a little different this year.

Ethos

- * All Hallows' Values HEART – Humility, Empathy, Ambition, Respect and Trust.
- * Potential to move pegs earn 5 house points – Pmail home + reward sessions.
- * Restorative questioning at playtime, yellow, red cards as outlined in the organiser.

Broader Curriculum

Website link

<https://www.allhallowsprimary.co.uk/the-curriculum/>

Trip – Southwell Minster Roman's Day 1/10/2025 (Parent helpers please x2)

Swimming – Victoria Baths during the entire Summer Term

Residential – St Michaels in Hathersage 2 nights (8/7/2026 to 10/7/2026)

Maths

Shown below is a broad coverage plan for the whole of year 4.

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

* **Number - number and place value**

* Pupils should be taught to:

* count in multiples of 6, 7, 9, 25 and 1,000

* find 1,000 more or less than a given number

* count backwards through 0 to include negative numbers

* recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)

* order and compare numbers beyond 1,000

* identify, represent and estimate numbers using different representations

* round any number to the nearest 10, 100 or 1,000



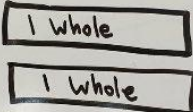
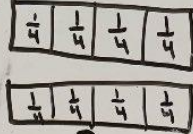
* solve number and practical problems that involve all of the above and with increasingly large positive numbers

* read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

* New White Rose work books used alongside a Maths Journal.

CPA – Concrete, Pictorial and Abstract

$2 \div \frac{1}{4} = 8$

<u>Concrete</u>	<u>Representational</u>	<u>Abstract</u>
 into pieces of $\frac{1}{4}$  8	 into pieces of $\frac{1}{4}$  8	$2 \div \frac{1}{4} = ?$ Change Flip $\frac{2}{1} \times \frac{4}{1} = ?$ $2 \times 4 = 8$ Is this 8 wholes or 8 of $\frac{1}{4}$?

2 divided into groups of $\frac{1}{4}$, equals 8

← 3 ↕ 50 ♥ 78 ✉

Maths : KIRFs (Key Instant Recall Facts)

- * Cognitive Load Theory
- * A new KIRF focus each half-term.
- * To help develop children's fluency in mathematics, we ask them to learn Key Instant Recall Facts each half term. We expect children to practise their KIRFs at least 3 times a week.
- * Top tip: Little and often



Key Instant Recall Facts (KIRFS) I know the multiplication and division facts for the 6 times

Year 4 Autumn 1

$1 \times 6 = 6$	$6 \div 6 = 1$
$2 \times 6 = 12$	$12 \div 6 = 2$
$3 \times 6 = 18$	$18 \div 6 = 3$
$4 \times 6 = 24$	$24 \div 6 = 4$
$5 \times 6 = 30$	$30 \div 6 = 5$
$6 \times 6 = 36$	$36 \div 6 = 6$
$7 \times 6 = 42$	$42 \div 6 = 7$
$8 \times 6 = 48$	$48 \div 6 = 8$
$9 \times 6 = 54$	$54 \div 6 = 9$
$10 \times 6 = 60$	$60 \div 6 = 10$
$11 \times 6 = 66$	$66 \div 6 = 11$
$12 \times 6 = 72$	$72 \div 6 = 12$

Vocabulary

What is 8 **multiplied by** 6?

What is 6 **times** 8?

What is 24 **divided by** 6?

How many 6s are there in 42?

$1 \times 6 = 6$

$2 \times 6 = 12$

$3 \times 6 = 18$

$4 \times 6 = 24$

$5 \times 6 = 30$

$6 \times 6 = 36$

$7 \times 6 = 42$

$8 \times 6 = 48$

$9 \times 6 = 54$

$10 \times 6 = 60$

$11 \times 6 = 66$

$12 \times 6 = 72$



Practise your times tables using the different game modes on Times Tables Rock Stars.

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

How can my parents help at home?

When learning key recall facts it is important to do so little but often. This year your child will take the Multiplication Tables Check and they are expected to know all their times tables by the end of Year 4. This term they should focus on the 6x table.

Hit The Button is also a good website since you can set a specific x tables for your child to work on: [Hit the Button - Quick fire maths practise for 6-11 year olds \(topmarks.co.uk\)](http://hitthebutton.co.uk)

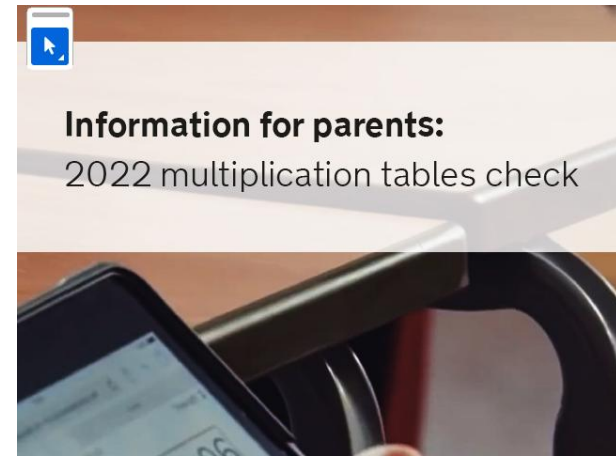
Race Track, Hidden Number and Multiplier are varied ways to purposefully practise multiplication and division facts. 'How to practise' videos: <https://all-hallows-ce-primary-school.secure>

* How can you help...

KIRFs/EEDI (Diagnostic pre/post/future)

Maths MTC

- * The government have introduced an Multiplication Tables Checker (MTC) to be taken online and in school in June. The expectation is for rapid recall (within 6 seconds) any multiplication fact up to $12 \times 12 = 144$.
- * Please continue to use TT RockStar for continued practise (TTRS Card).
- * Written methods (algorithms are more efficient than previous year) for the four operations will evolve.
- * Last year class average was 21/25.
- * Heat Maps and baselines to be sent home



English Reading

- * Reading is the rocket fuel for improving vocabulary.
- * Fluency, rate and **understanding**.
- * Reading in school takes the form of guided sessions, one to one and whole class.
- * Outside of school is so important.
- * Particularly important to discuss texts.
- * Library Cards – Bronze, Silver and Gold checked in school organiser on a Friday (Individual and Class Prizes). Reading to a sibling, listening to a story/podcast, find a series they enjoy.
- * Exposure to a range of text types is important. Not just books but newspapers, magazines, local library is a fantastic out of school resource.

Reading

- * Whole Book, extracts and short pieces.
- * Reciprocal Reading – Visualiser, Questioner, etc.
- * VIPERSS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing and Summarise).

Unit focus: Heroes and Villains
Text focus: Instructions (730L)

STAGE 3

POW!

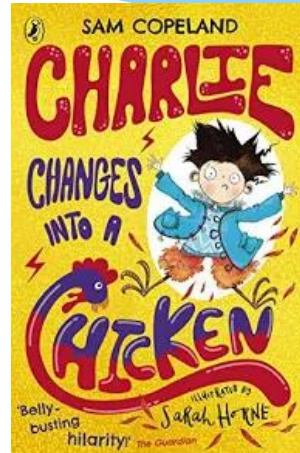
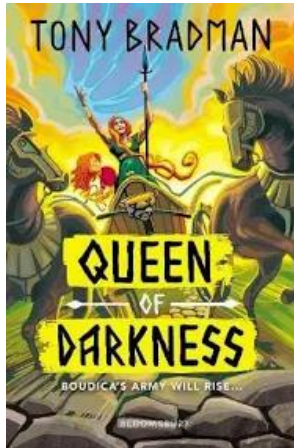
How To Be A Superhero

So you want to be a superhero? I don't blame you. It's a fantastic career. You get to travel the world, meet lots of interesting people and thwart their dastardly plans. I feel I must warn you, though. It's not all fun and games. Villains nowadays are cunning. They love nothing more than to see a superhero sliced into smithereens by a laser beam or catapulted into a volcano. It's not for the weak-hearted.

ZAP!

Reading

* Introduction of Book Club



Book Club:

History (Romans) - Tony Bradman's 'Queen of Darkness.'

PSHE (How to treat each other with respect) - Sam Copeland's 'Charlie Changes into a Chicken.'

Music: Clocks, pipes and un-tuned instruments

Science: Scientists and inventors

Book Club:

Computing (Coding) - Sophie Deen's 'Agent Asha - Mission Shark Bites'

PSHE (How can our choices make a difference to others and the environment?) Nizrana Farook's - 'The Girl who stole an elephant.'

Obvious that the Class love stories

All Hallows' Writing Sequence

Stage	Activity ideas for each part of the sequence	Key skills in each part of the writing sequence
Immersion	<ul style="list-style-type: none"> • Videos, artefacts and pictures. • Research tasks (to generate background knowledge to use in own writing) • Reading comprehension • Visitors to class • Retell a story – orally, written • Debates/discussions • Predictions • Vocabulary generation • Thesaurus and dictionary work • Role on a wall • Character/setting descriptions • Book reviews • Comparative work with other texts • Study of author and key features they commonly use. 	<ul style="list-style-type: none"> • To generate vocabulary • To debate • To discuss • To empathise • To infer thoughts and feeling • To research • To retell a story • To retell an event • To make notes • To gather ideas • To listen to a story
Analysis	<ul style="list-style-type: none"> • Annotate a WAGOLL • Write own success criteria in books • Annotate a real-life example • Sort features • Order pieces of a text (instructions, chronological pieces) 	<ul style="list-style-type: none"> • To analyse a text
Plan	<ul style="list-style-type: none"> • Oral rehearsal • Story maps • Boxing up • Mind maps • Planning grids • Writing structure strips 	<ul style="list-style-type: none"> • To create a plan for a text
SPAG Skills	<ul style="list-style-type: none"> • SPAG in context of what you're writing. • Up-levelling work. • Sentence skills. • Sample sentences and paragraphs innovated from the text. 	<ul style="list-style-type: none"> • To spell correctly • To identify sentence structure • To punctuate sentences • To understand sentence structure
Write	<ul style="list-style-type: none"> • Independent Write • Cross Curricular opportunities 	<ul style="list-style-type: none"> • To apply the features to write a text



English: Writing

- * Assessment of writing skills focuses on 4 areas,
- * composition: Theme, purpose and audience (TAP)
- * grammar,
- * Punctuation,
- * transcription skills (handwriting and spelling).

Word Lists

Statutory spellings each half term plus additional weekly spellings

Year 4 Autumn 1 st half	Year 4 Autumn 2 nd half	Year 4 Spring 1 st half	Year 4 Spring 2 nd half	Year 4 Summer 1 st half	Year 4 Summer 2 nd half
possible favourite regular believe remember grammar special promise	important peculiar perhaps thought weight sentence calendar probably	ordinary popular potatoes women woman different bicycle disappear	reign exercise naughty possession purpose separate particular possess position business	complete experiment medicine question natural opposite pressure straight strength suppose	experience knowledge surprise occasionally therefore various occasion accident strange interest

Home Learning – Practise makes permanent

- * Word list practise (statutory/weekly spellings).
- * KIRF practise for Maths
- * Reading at least four times a week (listening to audiobooks is included) and recorded in organiser.
- * TT Rockstar practise (Prizes)
- * Plus periodic Home Learning activities

Questions?

- * If you do have any questions regarding Year 4 then please send me an email.
- * cgillett@hallows.notts.gov.uk