

Welcome to Year 4

Teachers: Miss Jones and Mr Farley

**Teaching Assistants: Mrs Simmons and Mr
Kirby**

Class Dojo

- We use Class Dojo to communicate with you. Please do sign up to Class Dojo to ensure you get all the information you need for your child.
- You can contact us using Class Dojo between the hours of **8am and 4pm**. You can contact us outside these hours as we understand you all work too, but we will respond during the stated times.
- You can also speak to us after school when you collect your child.

Setting Expectations

- Behaviour
- School Rules
- Opal
- Reading
- Times tables

Reading

Please encourage your child to read at least 3 times a week and remind them to bring in their Reading Record Book.

Reading Records will be checked each week.

Children will be encouraged to read for pleasure in school as well as their banded book.

Multiplication Times Table Check

All children will sit this check in Term 6 of Year 4. This will be around the start of June. It is a times table test on a computer consisting of 25 quick fire questions on all tables up to 12×12 . It tests their rapid recall skills as children do not have long to recall each answer.

Please do support your child to learn their times tables up to 12×12 this year. The more practise they get from today will have a positive impact to not only their MTC, but also their daily mathematical learning 😊

Google '**Mathsframe MTC**' to access the resource very similar to the real test.

MAIN MENU

Multiplication Tables Check

Time left: 2

$$3 \times 8 =$$

24



Play game

Time allowed: 6 seconds

Tables selected: All

1	2	3
4	5	6
7	8	9
	0	ENTER

Question 1 of 25

MATHSFRAME

Assessment

Your child will work on the Year 4 objectives and will be assessed at the end of the year as:

PYG, WTS, EXS and GDS.

PYG – pre-year group (below Year 4)

WTS – working towards Year 4 objectives.

EXS – working at the National average for Year 4.

GDS – working above the National average for Year 4.

Mathematical Methods

As we all know, the way we 'do Maths' seems to change as often as the wind! Here at Barming, we hope to make it easier for the children by focusing on the following key methods to ensure they are not confused by multiple strategies as they move through the school.

The next four slides show how we teach addition, subtraction, multiplication and division.

Concrete refers to the manipulatives the children can use.
Pictorial shows the way the method can be drawn in books.
Abstract is when the children are just using a formal written method to solve calculations.

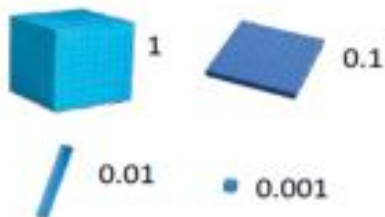
Concrete



Place value counters to represent each digit.



Base 10 for columnar addition.



Base 10 to represent decimals.

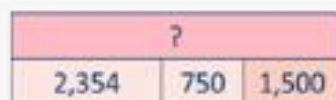


Base 10 to formally add.

Pictorial



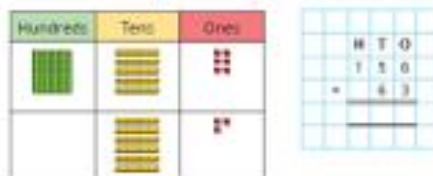
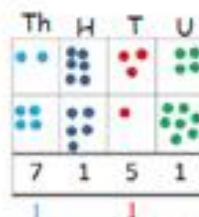
Number lines drawn in books.



Bar models drawn in books.



Expanded addition drawn in books.



Addition with dienes and counters drawn in books.

Abstract

$$\begin{array}{r} 2634 \\ + 4517 \\ \hline 7151 \\ \hline \end{array}$$

Adding increasingly larger numbers and decimals using efficient methods. Carrying digits is noted below the equals.

$$\begin{array}{l} 235 + 3 = \\ 235 + 30 = \\ 235 + 300 = \end{array}$$

$$\begin{array}{l} 111 + \square = 118 \\ 604 + 20 = 111 + \square = 181 \\ 604 + 50 = 111 + \square = 811 \\ 604 + 90 = 111 + \square = 811 \end{array}$$

Recognise known facts and apply this knowledge to solve other calculations.



Solve missing number calculations.

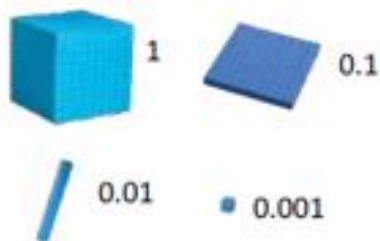
Concrete



Place value counters to represent
the value of each digit.



Base 10 for columnar addition.



Base 10 to represent decimals.



Base 10 to support formal subtraction

Pictorial



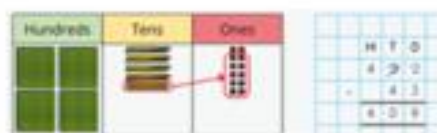
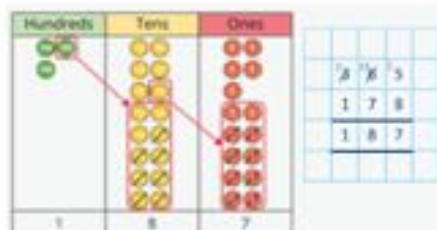
Number lines drawn in books.

4,604		
2,354	750	?

Bar models drawn in books.

$$\begin{array}{r} 47 \\ - 23 \\ \hline \end{array} \quad \begin{array}{r} 40 + 7 \\ - 20 + 3 \\ \hline 20 + 4 = 24 \end{array}$$

Subtraction as the expanded method.



Subtraction with dienes and counters drawn in books.

Abstract

$$\begin{array}{r} 345 \\ - 17 \\ \hline 28 \end{array}$$

Subtracting increasingly larger numbers using efficient methods. Exchange is noted by striking through. Carry digits below the equals.

$$235 - 3 =$$

$$235 - 30 =$$

$$235 - 300 =$$

$$118 - \square = 111$$

$$624 - 20 =$$

$$181 - \square = 111$$

$$654 - 50 =$$

$$811 - \square = 111$$

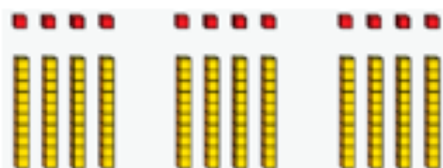
$$694 - 90 =$$

Recognise known facts and apply this knowledge to solve other calculations.

	8	1		8	5
+			0	6	
	9	9	5		8

Solve missing number calculations.

Concrete



Base 10 for repeated addition

Tens	Ones

Base 10 for formal multiplication

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Times tables grids to support the working out

Pictorial

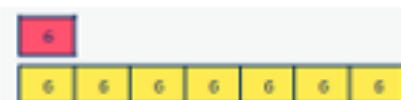
$$13 \times 4 =$$

x	T	U

Tens and ones drawn in the grid method

x	40	3
5		

Grid method with counters drawn into books



A red ribbon is 6 cm.
A yellow ribbon is 7 times as long.

Bar models drawn into books

Abstract

$$13 \times 4 = 52$$

	10	3
4	40	12

Grid method with just the digits

		H	T	O
			3	4
	x			5
			2	0
		1	5	0
		1	7	0

(4 x 5)
(30 x 5)

Formal multiplication using the expanded method

		H	T	O
			3	4
	x			5
			1	7
			1	2

Formal multiplication (carry underneath the equals)

Concrete

There are ... groups of 3 in ...

... $\div 3 =$



$$2 \times 3 = 6$$

$$6 \div 3 = 2$$

Sharing familiar objects and linking to commutativity



Grouping counters into equal parts

Tens	Ones

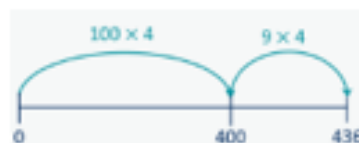
Dienes to group ($96 \div 4$)

T	O

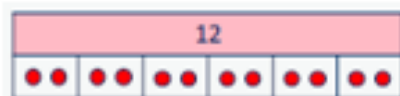
		1	3
3	3	9	

Place value counters alongside formal methods

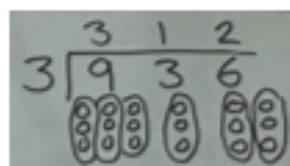
Pictorial



Number lines drawn in books.



Bar models drawn in books.



Short division with counters drawn in books.

$\frac{2}{3}$ of 36 is 24



Bar models for division with whole numbers and fractions.

Tn	H	T	O	Tn	Hn
	•	•	•		
		•	•		
			•		

$$120 \div 10 = 12$$

$$120 \div 100 = 1.2$$

Counters for division with 10, 100 and 1000

Abstract

$$300 \div 3 = 100$$

$$120 \div 3 = 40$$

$$15 \div 3 = 5$$

$$435 \div 3 = 145$$

Chunking

	1	3	3
4	5	3	1/2

Short division with decimals. The exchange is noted smaller above the 3 in the tenths column noting 13 tenths.

	1	2	2	3	r2
4	4	8	9	1/4	

Short division with remainders

	0	3	6
12	4	3	2
	3	6	0
	7	2	
	7	2	
	0		

$$(12 \times 30)$$

$$(12 \times 6)$$

Long division by chunking. Pupils are encourage to write the fact family of times tables next to the method when the divisor is over 12.

Topics

We have some fabulous Year 4 topics!

Term 1: How have children's lives changed?

Term 2: Why are rainforests important to us?

Term 3: How hard was it to invade and settle in Britain?

Term 4: Where does our food come from?

Term 5: How did the achievements of the Maya civilisation impact their society and beyond?

Term 6: What are rivers and how are they used?

Important Information

P.E is on Tuesday for both indoor and outdoor sports every week. Children to come to school in their P.E kits.

On alternate weeks, the children will be taught by Miss Davis and Mr. Croucher on a Tuesday.

School Trip TBC

RSE information for Year 4

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, and teachers

July 2020

Changes have been made to the RSE curriculum content which are now statutory for all schools. These changes have been made to reflect current societal and online challenges facing children. We currently follow the Kapow scheme of work for RSE and PSHE and this has been updated to meet the full requirements of the Government paper.

The majority of the RSE curriculum concerns children's wellbeing, health, relationships and personal development. It is often connected to other curriculum areas, such as, Science. This content is compulsory for all children in every year group.

In Year 4, we also teach units specifically about puberty and menstruation. These aspects are part of the Science, health and relationships curriculums and are therefore compulsory.

We aim to empower our pupils by giving them knowledge about how their bodies will change and the correct vocabulary to talk about themselves. This will then hopefully support them to make informed decisions about relationships, personal health and well being in future life.

We will give you advance notice about when these specific lessons will be taught so that you are prepared for any questions they may ask you, or things they may wish to discuss with you at home. We will include any specific vocabulary that will be introduced.