



Oakthorpe Primary School
Year 4 Booklet 2024—2025

This booklet provides a brief overview of the Year 4 curriculum as well as key information for reference during the year.

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Welcome to Year 4

In Year 4 at Oakthorpe your child will be taught the National Curriculum which includes English, mathematics, science, design and technology, geography, history, computing, PE, art and music. They will also be taught PSHE (Personal, Social, Health education) which includes values, healthy eating, keeping safe and relationships education; Citizenship, Religious Education and Spanish.

Email:

office@oakthorpe.enfield.sch.uk

Web:

www.oakthorpe.enfield.sch.uk

Oakthorpe Primary School Tile Kiln Lane
Palmers Green London
N13 6BY
Tel: 020 8807 4689
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Location & Contact Details

Year 4 Staff

Class	Class teacher	Teaching Assistant	Other Year 4 Staff
4F	Mrs Fry	Mrs Chrysanthou	Mrs Boudjemai Mrs Antoniou Mrs Landu Mrs Gudka
4HA	Mrs Houlston (M,T,W) Mrs Ates (Th, F)		
4P	Miss Pierce		

Other staff that may work with or support your child this year: Mrs Noakes (Year 3 and 4 Phase Leader), Mrs Sefer (SENCo), Mrs Hamza (Welfare officer), Mrs Demetrious (Learning Mentor) and Mrs Papa (Speech and Language Specialist), Mr Sami (PE Coach) and Miss Vainella (Dance Teacher).

At Oakthorpe, children are often taught in small groups to provide appropriate challenge and support with their learning. These groups change regularly to meet individual needs and children are taught by a range of adults, including specialist teachers and trainee teachers.

Our Vision

At Oakthorpe we always strive to be a centre of excellence. We are at the heart of the community, preparing children for their future lives as successful learners, confident individuals and responsible citizens. We maintain a positive, celebratory and inclusive ethos; sustain trusting and supportive teams and relationships; and uphold our high standards and expectations, while not being afraid to take risks and be innovative and creative. Ensuring that we give all children the opportunity to succeed and enjoy learning is our overriding priority.

Our Values

We have 22 school values and focus on one of these each month over two years. We also promote British values in order to prepare all children to be responsible and respectful members of the community.

Our Core Values are

Excellence * Confidence * Respect * Responsibility * Creativity

Equal Opportunities

Oakthorpe is an inclusive school. We are committed to ensuring equal opportunities for all, regardless of class, disability, ethnic origin, gender, sexuality, family make-up, belief (religious or non-religious), or any other individual special need

We are proud to be responsible for the education of all the children in our school. We value diversity and treat seriously any incident of a discriminatory nature.

Behaviour and our Golden Rules

Staff encourage the children to behave well. We believe it is important to foster a positive attitude and to appreciate and reward good behaviour. Our golden rules help the children to behave in a responsible and polite manner.

Our Golden Rules

- Be safe
- Be honest
- Be respectful
- Be kind and gentle
- Be the best you can be

...and be responsible for your actions.

Safeguarding

We recognise the importance of our role in safeguarding children – to provide a caring, positive, safe and stimulating environment for all our children. Senior teachers are designated teachers for child protection and they are available should you need to discuss any concerns. We are required by law to discuss with Social Services any concerns that may arise. We believe our role is a supportive one, ensuring children and families receive the help they require and that children are safe, happy and are able to achieve their full potential. Obviously we handle these rare occurrences with sensitivity with our main concern being to protect children's welfare.

For further information please see our Child Protection Policy on the website.

Year 4 Overview for maths

Autumn term	Number Place value VIEW	Number Addition & subtraction VIEW	Measurement Length & perimeter VIEW	Number Multiplication & division VIEW		
Spring term	Number Multiplication & division VIEW	Measurement Area VIEW	Number Fractions VIEW	Number Decimals VIEW	Consolidation	
Summer term	Number Decimals VIEW	Measurement Money VIEW	Measurement Time VIEW	Statistics VIEW	Geometry Properties of shape VIEW	Geometry Position & direction VIEW Consolidation

Year 4 Literacy overview

Y4	<p>FICTION</p> <ul style="list-style-type: none"> -Stories from other cultures/folk tales <i>Gregory Cool</i> by Caroline Birch - Stories set in imaginary worlds <i>This Moose Belongs to Me</i> by Oliver Jeffers - Comic book style story <i>Pizzaz</i> by Sophie Henn <p>BOOK WEEK</p>	<p>NON-FICTION</p> <ul style="list-style-type: none"> -Non-chronological Report <i>(Based on Fantasio Beasts and Where to Find Them)</i> <p>FICTION</p> <ul style="list-style-type: none"> -Stories set in imaginary worlds <i>The Mirrors</i> by Roald Dahl <p>POETRY</p> <ul style="list-style-type: none"> -Haikus <i>based on Lily and the Snowman and seasons</i> 	<p>NON-FICTION</p> <ul style="list-style-type: none"> - Newspapers <i>(linked to Romans topic)</i> <p>FICTION</p> <ul style="list-style-type: none"> - Fables <i>Aesop's Fables</i> <p>-Writing Extended stories <i>Zambierella</i></p>	<p>NON-FICTION</p> <ul style="list-style-type: none"> -Persuasive writing (biased) <p>FICTION</p> <ul style="list-style-type: none"> -Legends <i>Monster Slayer</i> by Brian Patten <p>POETRY</p> <ul style="list-style-type: none"> -Exploring Form - Narrative Poems <i>Joseph Coelho - Werewolf Club Rules</i> 	<p>NON-FICTION</p> <ul style="list-style-type: none"> -Explanatory Texts <i>(Linked to Geography the Water Cycle and Rivers)</i> <p>FICTION</p> <ul style="list-style-type: none"> -Stories with issues and Dilemmas/ Novel as theme <i>Malorie Blackman text</i> <p>-Playscripts <i>Fantasio (Mr Fox and Wallace and Gromit) Varjak Paw</i></p>	<p>NON-FICTION</p> <ul style="list-style-type: none"> -Persuasive writing (adverts) (FILM) <i>Oktaopodi</i> <p>POETRY</p> <ul style="list-style-type: none"> -Classic Poetry and figurative language <i>Get to know a range of British Poets (Gina and Cliona) and What is the Sun? by Wes Magee</i> -Metaphors inspired by "What is the Sun" by Wes Magee
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KS2 Instant Recall Maths Facts

By the end of their time in Year 4 children should know the following facts. The aim is for them to recall these facts **instantly**. They should be able to answer these questions in any order, including missing number questions

Year 3	Year 4	Year 5	Year 6	Year 8 +
To count to 1000 To count forward and back in 50s and 100s To know multiplication and division facts for 3x table	Count to 10,000 in 1,000s and 100s. Number bonds to 1,000 in multiples of 10 and 100.	Know all decimals that total 1 or 10 (1 decimal place)	Know all previous number bonds including decimals	Know the two place decimal complements of 1
To know multiplication and division facts for 4x table To know multiplication and division facts for 8x table	Count forwards and backwards in 25s. Know all 2-digit pairs that total 1000. Know all pairs of multiples of 50 with a total of 1000.	Count forwards and backwards in 10s, 100s, 1,000s, 10,000s and 100,000s to 1 million.	Recall all cube numbers to 12 cubed. Know all common factors and common multiples	Know the square roots of square numbers to 15 x 15
To know multiplication and division Facts for 6x	Know multiplication and division facts for 7x and 9x tables	Know all pairs of factors of numbers up to 100.	Know halves and doubles of all 2 digit decimals	Know and recall all prime numbers within 100.
Know doubles and halves of: All whole numbers to 20 All multiples of 10 to 500 All multiples of 100 to 5000.	Know multiplication and division facts for 11x and 12x tables	Recall all prime numbers up to 50 and square numbers to 12 squared.	Use all multiplication and division facts for the times tables up to 12x12 to derive x and ÷ of decimal numbers	Use place value and all multiplication and division facts for the times tables up to 12x12, to derive x and ÷ of small multiples of 10 and 100 (e.g. 30 x 900; 8100 ÷ 9)
Know all addition and subtraction facts for: Multiples of 100 to 1000 Multiples of 5 with a total of 100 Number pairs that total 100.	To consolidate times tables facts and all division facts for 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12	Know all decimal numbers to 1 or 10 (2 decimal places).	Know the tests for divisibility for all times tables.	Know the decimal and percentage equivalents of the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, tenths and fifths
To recall times tables and related facts 2,3,4,5,6,8,10	Know doubles and halves of: All whole numbers to 50, All multiples of 5 to 1000, All multiples of 50 to 5000.	Know doubles and halves of: All whole numbers to 100, All multiples of 10 to 1000 All multiples of 100 to 10,000.	Know doubles and halves of all multiples of 10 to 10,000.	Know the doubles and halves of all multiples of 10,00 to 100,000

Children should continue to practise recalling multiplication and division facts for their times

tables up to 12. Examples are below:

I know multiplication and division facts for the 6 times table.		I know multiplication and division facts for the 9 and 11 times tables.	
$6 \times 1 = 6$	$6 \div 6 = 1$	$9 \times 1 = 9$	$11 \times 1 = 11$
$6 \times 2 = 12$	$12 \div 6 = 2$	$9 \times 2 = 18$	$11 \times 2 = 22$
$6 \times 3 = 18$	$18 \div 6 = 3$	$9 \times 3 = 27$	$11 \times 3 = 33$
$6 \times 4 = 24$	$24 \div 6 = 4$	$9 \times 4 = 36$	$11 \times 4 = 44$
$6 \times 5 = 30$	$30 \div 6 = 5$	$9 \times 5 = 45$	$11 \times 5 = 55$
$6 \times 6 = 36$	$36 \div 6 = 6$	$9 \times 6 = 54$	$11 \times 6 = 66$
$6 \times 7 = 42$	$42 \div 6 = 7$	$9 \times 7 = 63$	$11 \times 7 = 77$
$6 \times 8 = 48$	$48 \div 6 = 8$	$9 \times 8 = 72$	$11 \times 8 = 88$
$6 \times 9 = 54$	$54 \div 6 = 9$	$9 \times 9 = 81$	$11 \times 9 = 99$
$6 \times 10 = 60$	$60 \div 6 = 10$	$9 \times 10 = 90$	$11 \times 10 = 110$
$6 \times 11 = 66$	$66 \div 6 = 11$	$9 \times 11 = 99$	$11 \times 11 = 121$
$6 \times 12 = 72$	$72 \div 6 = 12$	$9 \times 12 = 108$	$11 \times 12 = 132$
$1 \times 6 = 6$	$6 \div 1 = 6$	$9 \div 9 = 1$	$11 \div 11 = 1$
$2 \times 6 = 12$	$12 \div 2 = 6$	$18 \div 9 = 2$	$22 \div 11 = 2$
$3 \times 6 = 18$	$18 \div 3 = 6$	$27 \div 9 = 3$	$33 \div 11 = 3$
$4 \times 6 = 24$	$24 \div 4 = 6$	$36 \div 9 = 4$	$44 \div 11 = 4$
$5 \times 6 = 30$	$30 \div 5 = 6$	$45 \div 9 = 5$	$55 \div 11 = 5$
$6 \times 6 = 36$	$36 \div 6 = 6$	$54 \div 9 = 6$	$66 \div 11 = 6$
$7 \times 6 = 42$	$42 \div 7 = 6$	$63 \div 9 = 7$	$77 \div 11 = 7$
$8 \times 6 = 48$	$48 \div 8 = 6$	$72 \div 9 = 8$	$88 \div 11 = 8$
$9 \times 6 = 54$	$54 \div 9 = 6$	$81 \div 9 = 9$	$99 \div 11 = 9$
$10 \times 6 = 60$	$60 \div 10 = 6$	$90 \div 9 = 10$	$110 \div 11 = 10$
$11 \times 6 = 66$	$66 \div 11 = 6$	$99 \div 9 = 11$	$121 \div 11 = 11$

$$12 \times 6 = 72$$

$$72 \div 12 = 6$$

$$108 \div 9 = 12$$

$$132 \div 11 = 12$$

I can multiply and divide single-digit numbers by 10 and 100.

$7 \times 10 = 70$

$30 \times 10 = 300$

$0.8 \times 10 = 8$

$10 \times 7 = 70$

$10 \times 30 = 300$

$10 \times 0.8 = 8$

$70 \div 7 = 10$

$300 \div 30 = 10$

$8 \div 0.8 = 10$

$70 \div 10 = 7$

$300 \div 10 = 30$

$8 \div 10 = 0.8$

$6 \times 100 = 600$

$40 \times 100 = 4000$

$0.2 \times 10 = 2$

$100 \times 6 = 600$

$100 \times 40 = 4000$

$10 \times 0.2 = 2$

$600 \div 6 = 100$

$4000 \div 40 = 100$

$2 \div 0.2 = 10$

$600 \div 100 = 6$

$4000 \div 100 = 40$

$2 \div 10 = 0.2$

I know number bonds to 100. Examples below:

$60 + 40 = 100$

$40 + 60 = 100$

$100 - 40 = 60$

$100 - 60 = 40$

$75 + 25 = 100$

$25 + 75 = 100$

$100 - 25 = 75$

$100 - 75 = 25$

$37 + 63 = 100$

$63 + 37 = 100$

$100 - 63 = 37$

$100 - 37 = 63$

$48 + 52 = 100$

$52 + 48 = 100$

$100 - 52 = 48$

$100 - 48 = 52$

Top Tips

The secret to success is practising **little** and **often**. Use time wisely. Can you practise these facts while walking to school or during a car journey? You don't need to practise them all at once: perhaps you could have a fact of the day. If you would like more ideas, please speak to your child's teacher.

Warning! – When creating fact families, children sometimes get confused by the order of the numbers in the division number sentence. It is tempting to say that the biggest number goes first, but it is more helpful to say that the answer to the multiplication goes first, as this will help your child more in later years when they study fractions, decimals and algebra. E.g. $6 \times 12 = 72$. The answer to the multiplication is 72, so $72 \div 6 = 12$ and $72 \div 12 = 6$

Use your ten times table – Multiply a number by 10 and subtract the original number (e.g. $7 \times 10 - 7 = 70 - 7 = 63$). What do you notice? What happens if you add your original number instead?(e.g. $7 \times 10 + 7 = 70 + 7 = 77$)

What do you already know? – Your child will already know many of these facts from the 2, 3, 4, 5, 6, 8 and 10 times tables. It might be worth practising these again!

How long is a minute? – Ask your child to sit with their eyes closed for exactly one minute while you time them. Can they guess the length of a minute? Carry out different activities for one minute. How many times can they jump in sixty seconds?

Apply these facts to real life situations – How many toes are in your house? What other multiplication and division questions can your child make up?

Order of difficulty – Ask your child to order these facts from the easiest to the most challenging. Can they explain why some facts are easier to remember? Then focus on practising the most challenging facts.

Use memory tricks – For those hard-to-remember facts, www.multiplication.com has some strange picture stories to help children remember.

Please note, while these are age related expectations, not all children will be progressing at the same pace and children may follow the programme or objectives of a different year group depending on their needs

Literacy: Some useful terminology

Alliteration – when a series of words have the same opening sound eg:

Colin's cat clawed his couch, creating chaos.

Simile – the comparison of one thing with another thing as a description eg:

It was cold outside, but I felt as warm as toast.

Metaphor – identifies one thing as being the same as another unrelated thing eg:

Her long hair was a flowing, golden river.

Clause – the smallest part of a sentence that makes sense on its own eg:

She was born in Spain but ***her mother was Polish***. 2 clauses and a conjunction!

Conjunction – words used to link phrases or clauses eg: when, while

Preposition – appears with a noun to show its relationship with another word eg:

before, on, under, after, during, from (the man *on* the platform)

Apostrophe – for contractions (didn't, he'll, it's) and for possession (the woman's hat)

Speech marks – to identify direct speech: "That's it," I shouted. "I'm going home."

Pronoun – a word used as a replacement for a noun or noun phrase eg:

he, her, this, I, you, who, this, where, what, it

Possessive pronoun – a pronoun indicating possession mine eg:

yours, hers, his, theirs

Tenses – children often confuse past, present and future!

eg: Past – I went Present – I am going Past – I will go

Word stem – The part of the word that is common to all its different variations eg: happy

Prefix – Added to the beginning of a word stem to change the meaning eg: unhappy

Suffix – Added to the end of the word stem to add meaning eg: happiest

Some questions you might ask when reading with your child:

- Where and when did the story take place?
- Who are the characters in the book?
- What impression does the writer give of _____'s character? What makes you feel this?
- How do you think the character felt?
- Have you ever had a similar experience? How did you feel?
- If you were in _____'s shoes what would you do now?
- Through whose eyes is the story told?
- Can you predict what might happen next? What makes you think this?
- How does a question at the beginning of the passage make you want to read on?
- How has the author used language to make the situation or event angry/tense?
- Why has the author used repetition? What effect does it have?
- Why have exclamation marks/italics/capitals been used? How does this affect the way you read it? What effect does this create?
- Would you recommend this book to someone? If so why?
- What might the sequel to this book be about?

Some recommended books for children in Year 4

Gangsta Granny

David

Walliams

Planet Omar

Zanib Mian

Little Badman

Humza Arshad & Henry White

Goth girl series

Chris Riddell

The spy who loved school dinners

Pamela Butchart

Granny Samurai

John Chambers

To be a cat

Matt Haig

My brother is a superhero

David Solomons

The Falcon's Malteser

Anthony Horowitz

The Children of Green Knowe

Lucy Boston

The Boy in the Dress

David

Walliams

Even if your child is an independent reader, they will continue to benefit from sharing books with you. Please find the time to read to each other and talk about books!

Reminders

Attendance

It is important that children are punctual for school and attend regularly. **The minimum level of attendance expected for any child at Oakthorpe Primary School is 95%.** However, we aim to achieve better than this because we know that good attendance is essential for successful education.

It is essential for us to be informed of any form of absence including illness, hospital appointments etc. This should be done by telephone on the first day of absence.

Requesting authorised absence

At Oakthorpe we aim for zero unauthorised absence and always expect explanation for absences. Parents must request permission from the Headteacher for absences for reasons other than illness. This is done by completing a form available from the school office or our website. The Department for Education regulations state that 'headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.' Holidays, visiting relatives and family events are not considered to be exceptional.

Punctuality

Please help your child to be punctual. If they are late, it is harder for them to settle for the day and they miss important learning time.

Home time

Please notify the school office or your child's class teacher if anyone other than yourself or an authorised collector is collecting your child at the end of the school day. Please always collect your child on time as collecting late causes distress to your child and prevents staff from carrying out other duties. In an emergency if you are going to be late please telephone the school office to give an estimated time of arrival and the name of the person collecting the child. The child will wait at the school office.

Personal belongings

Children should not bring in any personal belongings or toys as doing so may result in accidental damage, breakage or loss. We encourage children to take responsibility for their belongings including jumpers, cardigans, book bags etc. and ask that parents support us in doing this by ensuring their child's name and class are on all items. We try to return belongings to children, please make sure that everything is labelled. Children are not allowed to bring mobile telephones into school.

Packed lunches

Food should be brought into school in a clearly labelled packed lunch box. We are a NUT FREE school. Please avoid sending in nuts or snacks containing nuts as some children have a nut allergy which can be extremely dangerous. We encourage children to eat healthily so please include fruit and vegetables and crisps only on a Friday. Chocolate bars, sweets and chewing gum are not allowed in school.

School dinners

Healthy, tasty meals are cooked in our kitchen. All meals served at Oakthorpe are halal and beef and pork are not served in school. Children in Reception and Key Stage 1 are entitled to a free school meal every day. Parents can access universal free school meals by completing a form available from the school office. Meals for children in Years 3 to 6 should be paid for using the online ParentPay service. There is a link to ParentPay and to the current menu on the school website. All parents should choose their child's lunch on the School Grid website.

<https://schoolgrid.co.uk/>

Homework

Homework is an important part of school life. It is an opportunity for children to practise and consolidate work that they have been doing during the week. We really appreciate your support in helping your child to continue learning at home. It will give you an idea of what they have been learning at school. Please discuss this work with your child and help them complete it to the best of THEIR ability. There are many ways in which you could extend the homework theme if you would like to do additional work with your child. Homework always needs to be completed using a pencil. By providing homework we hope to involve not just the child but the parents as well. It becomes a shared experience and allows a parent to monitor their child's progress. Google classroom may also be used for homework.

Google classroom

Google classroom will be used to set homework. Each child has their own login and password.

Uniform

We encourage children to take pride in their personal appearance and have regard for standards of personal hygiene.

- Full school uniform must be worn daily
- Black sensible shoes (NOT trainers, high heeled shoes, boots or sandals) should be worn to school
- Jewellery should not be worn. If absolutely necessary studs will be permitted
- Children's hair should be neat and not restrict vision. Coloured hair bands and hijabs should be restricted to dark colours
- Nail varnish is not permitted

All children are expected to change for PE for reasons of hygiene and safety and in view of this please provide:

- Black plimsolls
- House colour t-shirt and black shorts
- Tracksuits or a warm jumper are essential in the winter during a games lesson

Please see our school website for a list of uniform items:

oakthorpe.enfield.sch.uk

Healthy School

Oakthorpe is a healthy school. Our school meals are very healthy and we now have a policy for healthy packed lunches and after school snacks. Remember:

- -To include fruit or vegetables every day.
- -Chocolate and sweets are not allowed.
- -Crisps are only to be eaten on Friday.

Clubs

The school runs a breakfast club from 8am daily. This is run by school staff. The cost of this is £2.50 which includes food. Places must be booked and paid for on parent pay.