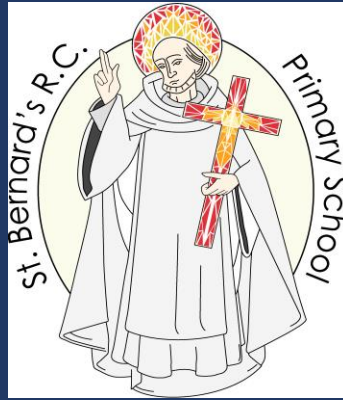




‘A unique family in faith, love and learning.’

Meet the teacher

Class Information

Year 4

Staff in Y4

- Mrs Parkinson – Class Teacher
- Miss Hamblett – Teaching Assistant
- Mr Giles and Miss Russell, Coaches for PE – Wednesday PM and Friday PM.

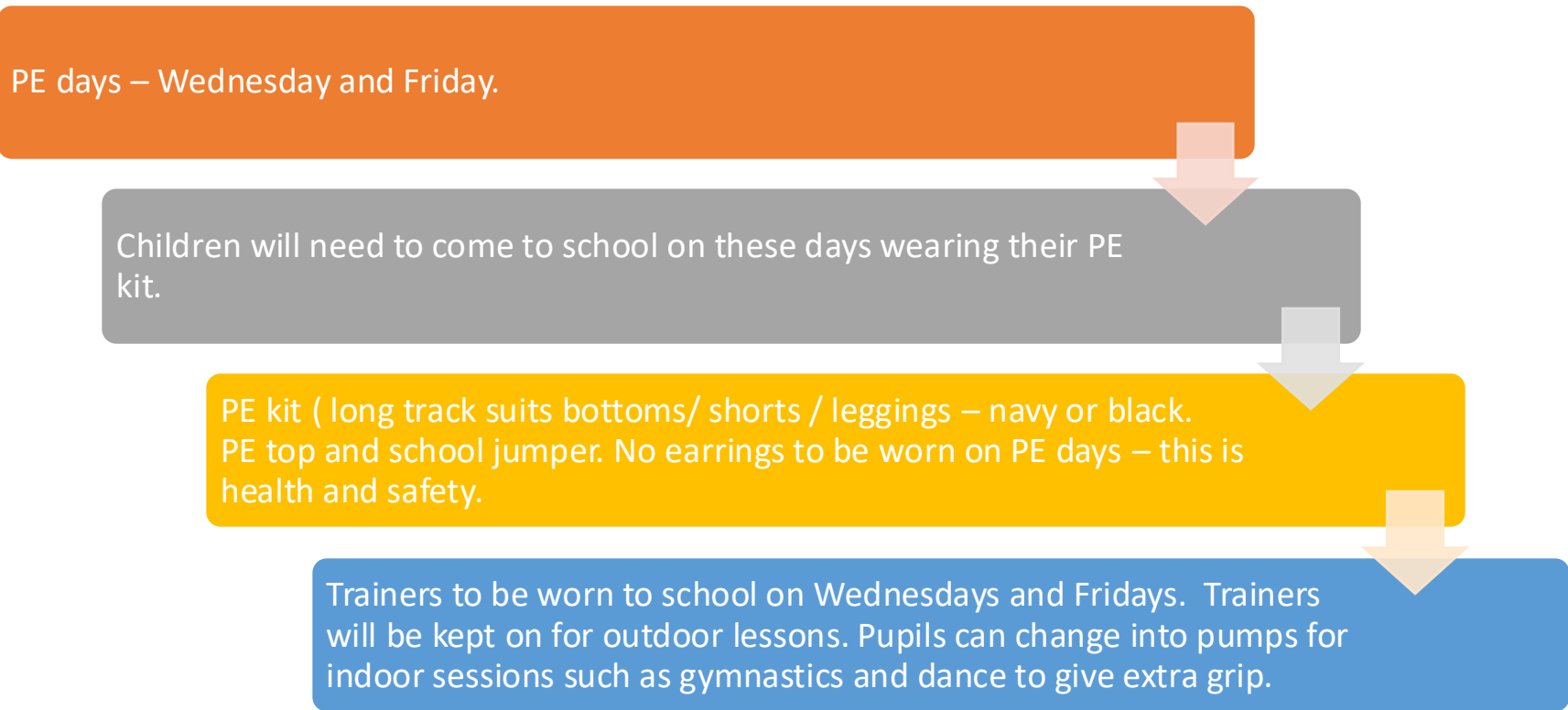
There will be a half termly newsletter posted on the school website to provide you with information on what is happening each half term.



Newsletters

Routines

PE days – Wednesday and Friday.



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graph TD; A[PE days – Wednesday and Friday.] --> B[Children will need to come to school on these days wearing their PE kit.]; B --> C[PE kit ( long track suits bottoms/ shorts / leggings – navy or black. PE top and school jumper. No earrings to be worn on PE days – this is health and safety.]; C --> D[Trainers to be worn to school on Wednesdays and Fridays. Trainers will be kept on for outdoor lessons. Pupils can change into pumps for indoor sessions such as gymnastics and dance to give extra grip.];
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Homework

- Maths homework will be handed out on a Friday and due in the following Wednesday. It will always be linked to work carried out in class that week.
- Daily reading - Pupils will receive a book of their choosing from school to encourage reading for pleasure. They can also access new scheme Reading Plus at home.
- Daily Times table practise. TTR is great for this. Passwords will be sent home for the children to keep safe and use when needed. Master copies kept in class if needed.
- It is not expected that your child spends hours on a piece that they are struggling with. No more than 1 hour is expected.

Expectations

That times tables up to 12×12 are known. That there is a quick recall and that the inverse is known too.

That a basic strategy for the 4 operations in maths is learnt.

That the Y4 spelling words and patterns are learnt and used in their writing.

Daily reading – words unknown to be looked up in a dictionary. These could even be recorded in their reading record.

That editing of work takes place effectively.

Spelling expectations

The Y4 spelling list will be sent home. It is a challenging list. Lots of patterns need to be learnt.

Weekly practise will take place in class. 3 lessons a week.

Spelling corrections needed in their books.

Punctuality



It is essential that your child is punctual to school in the morning or valuable time for learning will be lost.

This time is often used to embed foundational skills.

Attendance

- Attendance is always a big focus and we encourage you not to book holidays in term time as valuable learning is missed.
- Sky High Attendance was a great success last year and will continue this year. The class with the best attendance each week will be announced during Friday's Awards Assembly and the winning class will be given 5 extra minutes of playtime for one day the following week. This will lead onto a termly and yearly reward.

Behaviour Expectations

- We have a very comprehensive whole school rewards and sanctions system in school.
- The children from Y1 to Y6 fully understand the system.
- Teachers are consistent with their approach and use it effectively too.

Rewards

- Rewards include dojos, stickers and prizes. All children from Y1 to Y6 work towards receiving **Golden Time** at the end of the week on a Friday afternoon.
- Children are allowed to bring into school items from home that are not valuable or electrical.

Sanctions

Staff follow a clear and consistent process that is applied developmentally and age appropriately.

All children are aware of this process and are involved in deciding rules and expectations at the start of each year.

- Quiet reminder: My Teacher and Teaching Assistant will give me reminders and support to follow our school rules.
- 2nd quiet reminder: If I continue, a further reminder will be given, and it will be recorded on the sheet.
- 3rd quiet reminder: Time out to think about my actions and the impact on others – 5 - 10 minutes (Conversation/completion of reflection sheet)
- 4th quiet reminder: I will either complete my work elsewhere or loss of break time (limited). My teacher or Teaching Assistant will have a restorative conversation with me and my parent will be informed at the end of the day.
- If I reach a 4th reminder more than twice in a week, I will meet with a member of SLT to reflect on my choices and how they have affected my learning and others. I will take action to correct these, and my teacher will complete a Home/School Communication Plan for 2 weeks which will be shared with SLT and my parents on a daily basis.

Assessment

- Formal examinations will be in Reading, SPaG and maths.
- Writing will be teacher assessed.
- Termly assessments will take place.
- Children are continuously informally assessed in class to ensure the work set for each individual is at the right level of challenge.

Internet Safety

- In school we have internet / online safety lessons.
- NSPCC has advice on how to set up parental controls and how to talk to your child about staying safe online.
- www.nspcc.org.uk
- Online safety advice for 6 to 10 year olds.
- www.internetmatters.org

Year 4 Maths Expectations

Number – number and place value

- ▪ count in multiples of 6, 7, 9, 25 and 1000
- ▪ find 1000 more or less than a given number
- ▪ count backwards through zero to include negative numbers
- ▪ recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- ▪ order and compare numbers beyond 1000
- ▪ identify, represent and estimate numbers using different representations
- ▪ round any number to the nearest 10, 100 or 1000
- ▪ 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 zero and place value.

Year 4 Maths Expectations

Number – addition and subtraction

- • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- • estimate and use inverse operations to check answers to a calculation
- • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number – multiplication and division

- • recall multiplication and division facts for multiplication tables up to 12×12
- • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- • recognise and use factor pairs and commutativity in mental calculations
- • multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Year 4 Maths Expectations

Number – fractions (including decimals)

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to one half, one quarter, one third
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

Year 4 Maths Expectations

Measurement

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry – properties of shapes

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Year 4 Maths Expectations

Geometry – position and direction

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Pupils draw a pair of axes in one quadrant, with equal scales and integer labels. They read, write and use pairs of coordinates, for example (2, 5), including using coordinate plotting ICT tools.

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Y4 Reading Expectations

1. Enjoying my Reading

- I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.
- I can talk about books by a familiar author and explain why I like or dislike them.
- I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.

2. Reading Words

- I can use my knowledge of decoding to read unfamiliar words.
- I can apply my knowledge of root words, prefixes and suffixes to understand new words.

3. Exploring Language

- I can confidently use dictionaries to check the meaning of words I have read.
- I can check a text makes sense using an understanding of the words in context and explain it.
- I can discuss words and phrases that capture the reader's interest and imagination.

4. Recounting and Summarising

- I can identify the main ideas from the text and summarise them in my own words.
- I can retell a wide range of stories orally.
- I can use a range of graphic organisers to enhance my comprehension of a text.

Y4 Reading Expectations Continued

5. Making Inferences

- I can infer the characters' feelings, thoughts and motives through their actions.
- I can justify inferences with evidence.
- I can make predictions based on details from the text and my own experiences.

6. How do writers make you feel?

- I can draw on experiences from texts.
- I can give my opinion on similar themes and characters across texts.

7. Comparing with my other reading

- I can use evidence to justify my opinions when comparing.
- I can identify themes and conventions used by different authors.
- I can compare texts that are structured in different ways.

8. Learning by Heart

- I can prepare poems and play scripts to read aloud and perform, showing my understanding through tone, volume and action.

9. Identifying features and conventions of texts

- I can identify themes and conventions in a wide range of books.
- I can recognise different forms of poetry (narrative and free verse).
- I can understand how language, structure and presentation adds meaning to the text.
- I can use the structure of a non-fiction book to retrieve and record information.

Y4 Reading Expectations Continued

5. Talking about my reading

- I can ask questions to enhance my understanding of the text.
- I can make predictions from details in the text from what is implied.
- I can respectfully challenge others' views and ideas

Year 4 Writing Expectations

Can write in a lively and coherent style.

Can use a range of styles and genres confidently and independently. If the writing is a narrative/simple report/recount of a story mark (.)

Can use interesting and ambitious words sometimes (should not be words usually used by a child of that age or taught in class).

Can organise ideas appropriately for both purpose and reader (eg. captions, headings, bullets, fonts, chapters, letter, paragraph, etc.).

Can use a wide range of punctuation including at least 3 of the following: . A ? ! ` and ,

Can write neatly, legibly and accurately, usually maintaining a joined style.

Can use more sophisticated connectives (eg. although, however, nevertheless, despite, contrary to, as well as).

Can use links to show time and cause.

Can open sentences in a wide range of ways for interest and impact.

Can use paragraphs, although may not always be accurate.

Year 4 Writing Expectations Continued

Can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction).

Can use or attempt grammatically complex structures (eg. expansion before and after the noun/subordinate clauses).

Can spell unfamiliar polysyllabic words accurately and most of the Y4 High Frequency Words/Y4 words in NC Appendix 1.

Can use nouns, pronouns and tenses accurately and consistently throughout.

Can use apostrophes and/or inverted commas, mainly accurately (If direct speech is not appropriate, X for apostrophes alone).

Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chose.

Can select interesting strategies to move a piece of writing forward (eg. asides, characterisation, dialogue with audience, etc.)

Can advise assertively, although not confrontationally, in factual writing (eg. 'An important thing we need to think about...')

Can develop ideas in creative and interesting ways.

Snacks

Children can bring 1 small, healthy, nut free snack into school to eat at morning break time.



Your support
is always
appreciated.

Thank you for
reading.