

Welcome to Year 4

Meet the teacher session

Thursday 12th September

4:00pm – 4:30pm



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Welcome



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- Our Ethos and Values
- The Year 4 staff team
- Weekly timetable
- Expectations in Year 4
- Assessments
- How you can help at home
- Other information
- Questions

As an Educate Together school:

We are an equality-based school where we live by the mottos: '**no child an outsider**' and '**learn together to live together**'.





As an Educate Together school:

- We value all children and the unique contribution that they offer to the school.
- We believe that all children learn best when they feel safe and are happy in school.
- We believe that respect underpins all of our relationships within school and with the outside world.
- We ensure that all pupils achieve their fullest potential and are fully prepared for the next stage of learning and life.



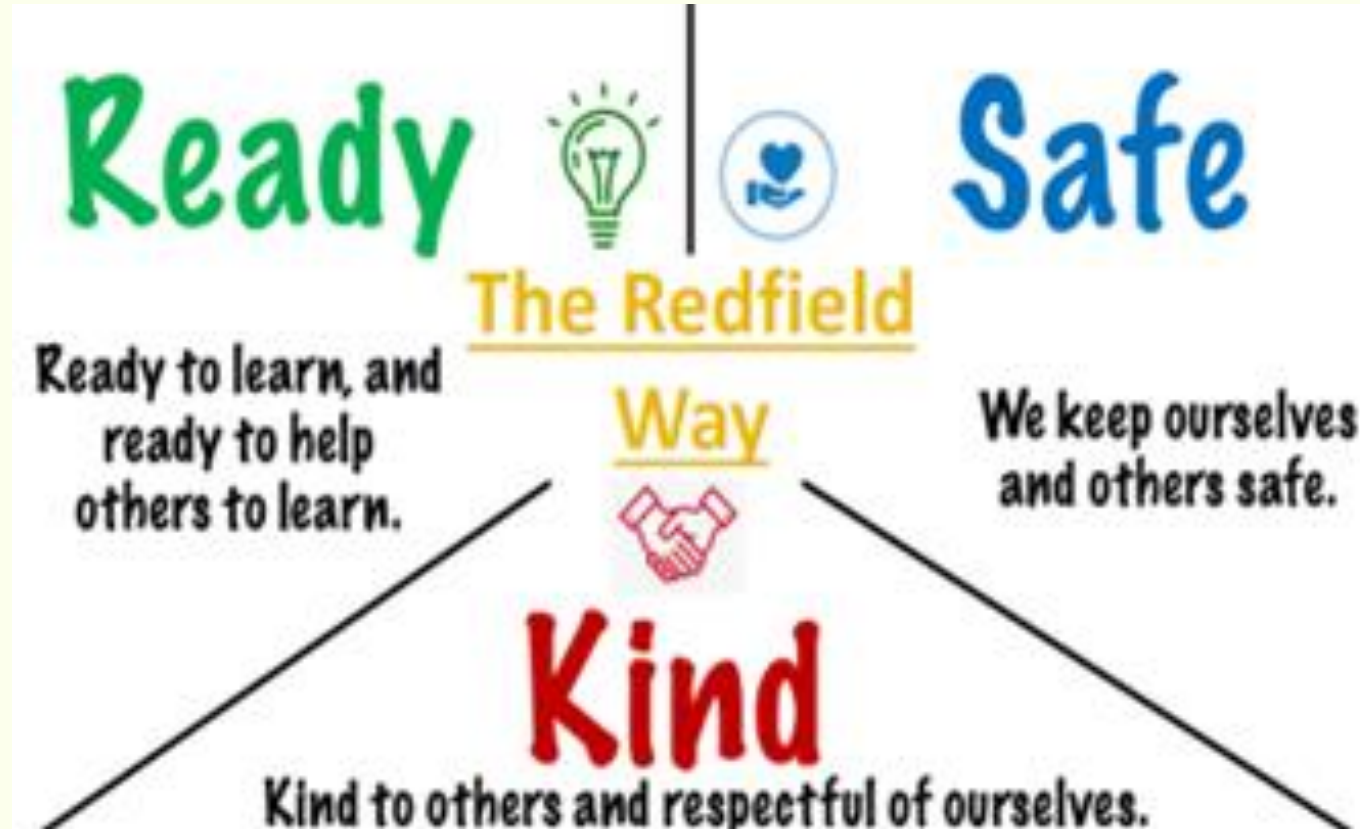
Our Four Core Principles:



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<p>Equity-based</p> <p>Through being equitable in our work, all children and staff will have equal access to their rights and, regardless of background, all will be equally respected.</p>	<p>Child - centred</p> <p>Children are at the heart of every decision and activity. Their voices are actively sought and listened to. They play a lead role in shaping their education.</p>
<p>Collaborative</p> <p>Our schools aim to be central to the communities they serve. As such, we look for opportunities to give voice to and work in partnership with all stakeholders of the schools.</p>	<p>Aspirational</p> <p>All of our children have the right to a holistic world class education. All of our work aims to ensure that every child can make progress and achieve well in every aspect of their education.</p>

Our School Rules



Behaviour is communication and our job as educators is to seek to understand what a child is telling us and support them. Only when children behave in appropriate ways can they achieve their best.

Consistent, clear, and firm boundaries are key to promoting positive learning behaviours.

The Year 4 Staff Team

- Charlotte–Class Teacher in Rhinos
- Richenda-Class Teacher in Narwhals
- Louise – Learning Support Assistant Rhinos
- Lucy-Learning Support Assistant Narwhals
- Cara– Cover Teacher Thursday PM (PPA) and Friday all day covering Rhinos)
- Gemma-Cover Teacher Thursday PM (PPA)
- Freya – Sports Coach



Example of weekly timetable



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	Monday	Tuesday	Wednesday	Thursday	Friday		
8.30-8.45	briefing						
08.45 – 9.00	Register Morning work	Register Morning work	Register Morning work	Register Morning work	Register Morning work		
9.00 – 9.30	Assembly	Music	Handwriting	English	English	Spelling Test	9.10-9.35 Assembly
9.30 – 10.20	English		English			9.40-10.05 Assembly	
(10.20: snack)		Spelling Lesson		9.40-10.25 PE (indoors)	snack	10.05-10.20 Break	Spanish
10.30 – 10.45	Break	Break	Break	Break	10.25-11.05 PE (indoors)		Break
10.45 -12 11.10 – 12	times tables, pre-teach Maths	times tables, pre-teach Maths	times tables, pre-teach Maths	snack times tables, pre-teach Maths			times tables, pre-teach Maths
12- 12.45	Lunch	Lunch	Lunch	Lunch			Lunch
12.45 – 1.00	DEAR	DEAR	DEAR	DEAR			DEAR
1.00-2.00	Learn Together	English	Art	History/Computing			Geography
2.00-2.10	Daily Mile	Daily Mile	RHINOS	Daily Mile			Daily Mile
2.10-2.50	Guided Reading	Guided Reading	2-2.40 PE (outdoors)	NARWHALS 2.40-3.20 PE (outdoors)	History/Computing		Guided Reading
2.50-3.10	Story Time	Story Time	Story Time		Story Time		Story Time

Term 1



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Term	Term 1
Theme	Community: What makes a home
Rights/Global Goals	
Learn Together	ZOR
Core English Text	How to Train Your Dragon
English Unit outcomes	NCR narrative - adventure
Maths	Place Value Addition and subtraction
Science	
History	Settlements (Anglo Saxons/Scots)
Geography	Human and Physical: Types of settlements and land use

Thrive offers a whole-setting approach to supporting the right-time social and emotional development of all children and young people.



It helps children and young people become more emotionally resilient and better placed to engage with life and learning.
We do this through our whole-school approach to wellbeing.



Expectations in Year 4

Children are focused and ready for learning after each transition.

Children self-mark maths work and edit and improve their written work.

Children are expected to follow our ETWW rules in all written work, showing basic punctuation, neat handwriting and plausible attempts at spelling.

Children are expected to follow presentation guidelines in maths to show pride in their work and to organise their working out, using one digit per box to set out calculations correctly.

Children are expected to show further independence in their learning.

Children are expected to read at home 5x per week and record their reading in a home reading journal. We encourage children to read for pleasure and explore their interest of a wide range of genres and text types.

Children are expected to complete one session of TTRS, set by the teacher weekly. (This will usually be started in weekly computing sessions and completed at home.)

Assessments

To inform the teachers' planning cycle, Year 4 pupils will still be assessed each term (as other year groups are) on:

- Reading
- Spelling, Grammar and Punctuation
- Maths (Arithmetic and Reasoning)
- Writing

Year 4 also partake in the National Times Table Test in the summer term. Results will be shared at the end of the school year.



You can help at home with...

- We have been using Seesaw but will be moving to another platform called Class Dojo soon
 - Online platform – share what you are up to at home, making links with our curriculum topic learning. In year 4 we encourage show and tell for home learning or achievements.
 - Read emails and messages shared on Class Dojo
-
- Reading
 - Writing
 - Maths
 - Spelling



You can help at home with...

- **Reading** – books set on Accelerated Reader and other books, magazines etc.
 - Encouraging them to use their phonics knowledge to read unfamiliar words.
 - Asking your child questions about what they have read.
 - Encouraging them to use the text to discuss and work out the meaning of unknown words.
 - Discussing the sequence of events in books.
 - Getting your child to re-read books to build up their fluency.
 - Encouraging your children to read for pleasure and explore interest in a range of genres and text type.

Help your child with reading

I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.]

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Create

Use reading to inspire drawings or new stories.

Go Online

Look online & in app stores for appropriate word&spellinggames.

Make Space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...

anything that is close to hand!

You can help at home with...



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- **Maths** – practising key skills – this could be verbally or practically when out and about or at home.
 - 4 digit column addition and subtraction
 - 2 and 3 digit by 1 digit short multiplication
 - Multiplication and related division facts up to 12×12 .
 - Dividing a 1 or 2 digit number by 10 or 100
 - Read the time on analogue and digital clocks (12 and 24 hour)
- TTRS. Times Table Rockstars is an amazing tool. Weekly sessions will be set in class to be completed at home.

You can help at home with...



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- **Writing** – writing for purposes at home e.g. thank you cards, letters, shopping lists, diary, own stories.
 - Encouraging your child make plausible attempts at unknown words.
 - Spelling words from the statutory Year 3 and 4 spelling list correctly.
 - Forming letters correctly and joining letters when handwriting.
 - Punctuating sentences correctly. Capital letters and full stops are the basics.
 - Discussing the use of capital letters for sentence starts, people, and places.

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

You can help at home with...



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- **Spelling**
- Weekly spellings sent home quiz on Friday
- Discussing the meanings of words and using them in contexts.
- Practising spellings and engaging with spellings in creative ways to commit them to the long-term memory.
- Spelling Shed

You can help at home with...



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- **The wider curriculum**

- Discuss topics being studied with your child – ask them about their learning.
- Supporting your child with researching on the internet or using books to find out more facts about a topic or subject.
- Sharing your own passions, interests or skills with your child to enhance their learning.

Other information



- PE days this term are Wednesday indoors and Thursday outdoors. Please ensure that your child comes to school in PE clothes and trainers on these days.
- Book bags, reading books and reading records are to be brought in daily. Children can choose to change their reading book as and when they have finished it and have a comment/comments in their reading record from an adult to say that they have read and finished it/reread it for fluency.
- We go out for Daily Mile and break times in all weathers, please ensure children come to school with suitable clothing – a waterproof coat with a hood is advised.
- You will be invited to a Parent Evening meeting in October.

Each day children should come to school with...



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- A named water bottle
- Bookbag & reading book
- Suitable coat for breaktimes
- Suitable shoes for active play and Daily Mile



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Over the course of the year if you have any questions, please send in an email to the office, send a message on ClassDojo or catch us after school one day!

We aim to reply to emails and Class Dojo messages within three working days.