



TEACHING & LEARNING YEAR 4

YEAR 4 TEAM



Class: Spruce
Teacher: Miss Clutterbuck



Class: Fir
Teacher: Miss Paterson



What a super start to the Year! All classes have settled well into their new classrooms and routines and we have been enjoying getting to know your children and build relationships.

DROP OFF & COLLECTION



In the morning: 8.30 – 8:45am

Children should come into school via the lower playground gate and enter their class through the class fire door. The door will not open before 8:30.

At the end of the day: 3:20pm

- ▶ Please pick your child up from the class fire doors.
- ▶ Feel free to have a brief chat with your class teacher, but please wait until all the children have been dismissed.
- ▶ If you are not picking up your child, then please email the school office before midday to inform us. **Please note, your child will not be released to another adult unless we have had prior notice.**
- ▶ If this is a regular arrangement, please send an email at the beginning of term to confirm.

EVERY DAY COUNTS!



1 to 2 days a week absence from school doesn't seem much but.....

If your child misses...	That equals...	Which is...	...and over 13 years of schooling that is...
1 day per fortnight	20 days per year	4 weeks per year	Nearly <u>1 ½ years</u>
1 day per week	40 days per year	8 weeks per year	Over <u>2 ½ years</u>
2 days a week	80 days per year	16 weeks per year	Over <u>5 years</u>
3 days a week	120 days per year	24 weeks per year	Nearly <u>8 years</u>

Please support your child in getting to school promptly and as always, we are here to help too!

Just let us know if you need us! ☺

How about 10 minutes late a day? Surely that won't affect my child?

He/she is only missing just.....	That equals....	Which is.....	...and over 13 years of schooling that's....
10 mins per day	50 mins per week	Nearly <u>1 ½ weeks per year</u>	Nearly <u>½ a year</u>
20 mins per day	1 hr 40 mins per week	Over <u>2 ½ weeks per year</u>	Nearly <u>1 year</u>
30 mins per day	Half a day per week	4 weeks per year	Nearly <u>1 ½ years</u>
1 hour per day	1 day per week	8 weeks a year	Over <u>2 ½ years</u>

ATTEND TODAY
ACHIEVE TOMORROW



OUR SCHOOL VALUES



Our core values are:



Respect



Resilience



Responsibility



Community



Compassion



Excellence

When your child models these values in school, they will either be awarded with:

- A core value sticker
- A core value certificate – two children will be awarded a certificate from each class, every week.
- Mr Lang will issue a Headteacher Value postcard twice a half term.

School Celebrations and Rewards



- ▶ **Pupil Achievement Award** – a special assembly for children across the whole school, held half termly.
- ▶ **School Value Certificates** – awarded by any adults for showing our school values.
- ▶ **Class Dojos** – individual children are rewarded dojos for academic achievement and good behaviour. The house that receives the most dojos at the end of the term will receive a rewards i.e. a film afternoon with popcorn!
- ▶ **Ping Pong Jars rewards** – the class is rewarded with a ping pong ball good behaviour. When the jar is full, the class will receive golden time of their choosing.

READING EXPECTATIONS



How often should your child be reading at home?

In Year 4, children are expected to read aloud daily for about 20 mins.

Spend time sharing stories and discussing what is happening as well as any unknown vocabulary. We are realistic and know that this is the ideal. Please try to listen to your child read aloud as often as you can. Reading aloud fluently, with clarity and expression, will help your child to develop a greater understanding of the text.



Reading Records

Reading records should be brought into school daily. These books will be monitored on a daily basis, to ensure they are being kept up-to-date. This will allow the children to move up the Race to Read chart in their class, earning certificates.

HOW TO COMPLETE A READING RECORD



- ❑ Children are expected to record at least **five entries** a week in their reading diaries. These should be dated and page numbers recorded.
- ❑ Ideally parents/carers should comment daily. However, signing the reading diary is sufficient at least once a week. Children can also record within these on the days in which parent/carers can not.

A photograph of a handwritten reading record diary page. The page is tilted and shows a table with columns for 'Date, book and page number' and 'Comments'. The entries are handwritten in blue ink. The first entry is dated 5/9/23 and describes reading 'Box in the loft'. The second entry is dated 6/9/23 and describes reading 'loft'. The third entry is dated 7/9/23 and describes reading 'Libraries'. The fourth entry is dated 8/9/23 and describes reading 'Box in the loft'. The fifth entry is dated 9/9/23 and describes reading 'The lost Box'. The page also has a section for 'Tricky words, or words with unusual spellings, e.g. school' at the bottom.

Date, book and page number	Comments
5/9/23 Box in the loft	Sarah read this book really well. Read to pg 4. CR
" " 6/9/23	Sarah read to the end. Found it tricky to sound out 'loft'. CR
7/9/23 Libraries	Sarah enjoyed reading her library book and spoke about the different characters. CR
8/9/23 Box in the loft	We read this again. Much more fluent. Read 'loft' well. CR
9/9/23 The lost Box	

Tricky words, or words with unusual spellings, e.g. school



Homework

- 1) Activities need to be **short, quick retention tasks, which are manageable** to complete at home.
- 2) Activities should be **based on learning that has either taken place during the week or builds on previous learning** to help aid children's retention of key knowledge across the curriculum.
- 3) Where possible, there should be opportunities for children **to produce creative outcomes.**

Homework will be handed out every two weeks.
It will be handed out on the Wednesday of that week.
Please return in the plastic wallet provided.



- **6 weeks of spelling lists will be emailed to parents in advance.** These are the focus spellings for this half term.
- Year 4 will also receive the Year 3 and 4 Statutory spelling list that goes across the whole year.



Year 4 Spellings

Autumn 1 2024



At St Katherine's, we believe that in order for children to become confident readers and writers, they need to develop a secure understanding of spelling. Being a confident speller enables children to read and write fluently and make adventurous vocabulary choices.

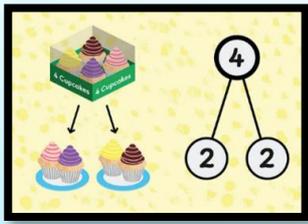
Below are the year group spellings for the first half term, which will be given out on a Friday and tested the following Friday. **Please note, if your child has personalised spellings, they will be given out separately on a weekly basis.**

The children will have spelling inputs throughout the week to develop their understanding of the spelling patterns/ rules and learn to apply them to different contexts. In order to help your child to learn these spellings at home, please try using the strategies that we use in class, such as:

- Look, cover, write, check
- Reading and writing in a context, e.g. *The rocket blasted off to space.*
- *If you would like further ideas of strategies to use for your child, please speak to their teacher.*

Handed Out	Spelling List	Test Date
6.9.24	<u>Homophones</u> accept, except, knot, not, peace, piece, plain, plane, weather, whether	13.9.24
13.9.24	<u>Prefixes 'in' meaning not</u> inactive, incorrect, invisible, insecure, inflexible indefinite, incurable, inability, inadequate, inelegant	20.9.24
20.9.24	<u>Prefixes 'il' 'ign' 'ir'</u> illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	27.9.24
27.9.24	<u>Prefix 'sub' meaning below or further divided</u> submarine, subject, subway, submerge, subtropical subdivide, subheading, substandard, subtitle, submit	4.9.24
4.10.24	<u>Prefix 'inter' meaning between or among</u> interact, intercity, international, interfere, interview intercept, intercom, internet, interchange, interface	11.9.24
11.10.24	<u>Challenge Words</u> calendar, appear, believe, grammar, increase, interest, opposite, straight, strength, women	18.9.24
18.10.24	Children will have a mixture of the words above to see if they can retrieve the correct spellings of these words.	24.9.24





TIMES TABLES

What Y4 children are expected to know?

Times Tables – The national curriculum times table expectations are that **by the end of Year 4, children should recall and use multiplication and division facts for multiplication tables up to 12x12.**

A times table test set by the government will also take place in June of Year 4. Here the children will be given a mixture of 25 times tables to answer under timed conditions.

- ❑ <https://www.topmarks.co.uk/maths-games/hit-the-button>
- ❑ <https://www.timestables.co.uk/speed-test/>
- ❑ Children will **be assessed weekly** on their times tables.





- ❑ Times Tables Rock Stars is **a carefully sequenced programme** of daily times tables practice.
- ❑ Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.
- ❑ **As a school we encourage the children to use TT Rockstars at home 3 times a week.**
- ❑ **Username and passwords are already with your child.**
- ❑ **Please let us know if you don't have access to the Internet.**

Why are times tables so important in Year 4?

Year 4 Curriculum

Number – Number and Place Value

- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- Interpret negative numbers in context, count forwards and backwards through zero.
- Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000.
- Solve number problems and practical problems that involve all of the above.
- Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

Number – Addition and Subtraction

- Add and subtract whole numbers with more than 4 digits using formal written methods.
- Add and subtract numbers mentally with increasingly large numbers.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- **Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.**
- **Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.**
- **Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.**

Number – Multiplication and Division

- **Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.**
- **Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.**
- **Establish whether a number up to 100 is prime and recall prime numbers up to 19.**
- **Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.**
- **Multiply and divide numbers mentally drawing upon known facts.**
- **Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately.**
- **Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000.**
- **Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).**
- **Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.**
- **Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.**
- **Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.**

Fractions (including Decimals and Percentages)

- Compare and order fractions whose denominators are all multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number.
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions (e.g. $0.71 = 71/100$).
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read, write, order and compare numbers with up to three decimal places.
- Solve problems involving number up to three decimal places.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.

Geometry – Position and Direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables, including timetables.

Measurement

- Convert between different units of metric measure (e.g., km to m; cm to m; g to kg; l to ml).
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- **Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²).**
- Estimate the area of irregular shapes.
- Estimate volume (e.g. using 1 cm³ blocks to build cuboids including cubes) and capacity (e.g. using water).
- Solve problems involving converting between units of time.
- **Use all four operations to solve problems involving measure using decimal notation, including scaling.**

Geometry – Properties of Shapes

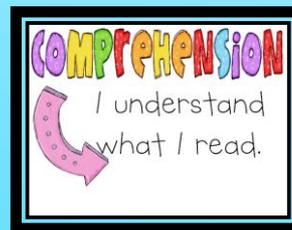
- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (°).
- Identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and half a turn (total 180°), other multiples of 90°.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Homework

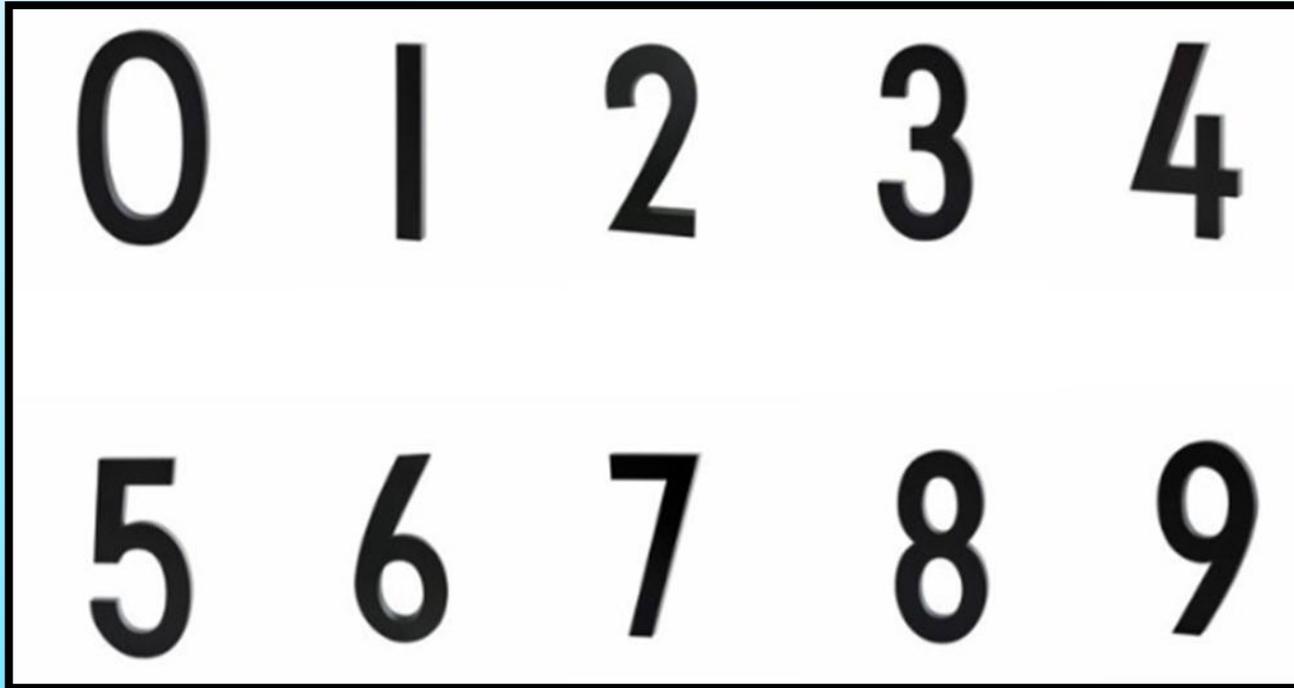


Homework Summary

- ❑ Regular reading to an adult – **daily**
- ❑ Times table Rock Stars – **Recommended 3 times a week**
- ❑ Spelling tests to take place weekly
- ❑ Homework to be handed out every two weeks

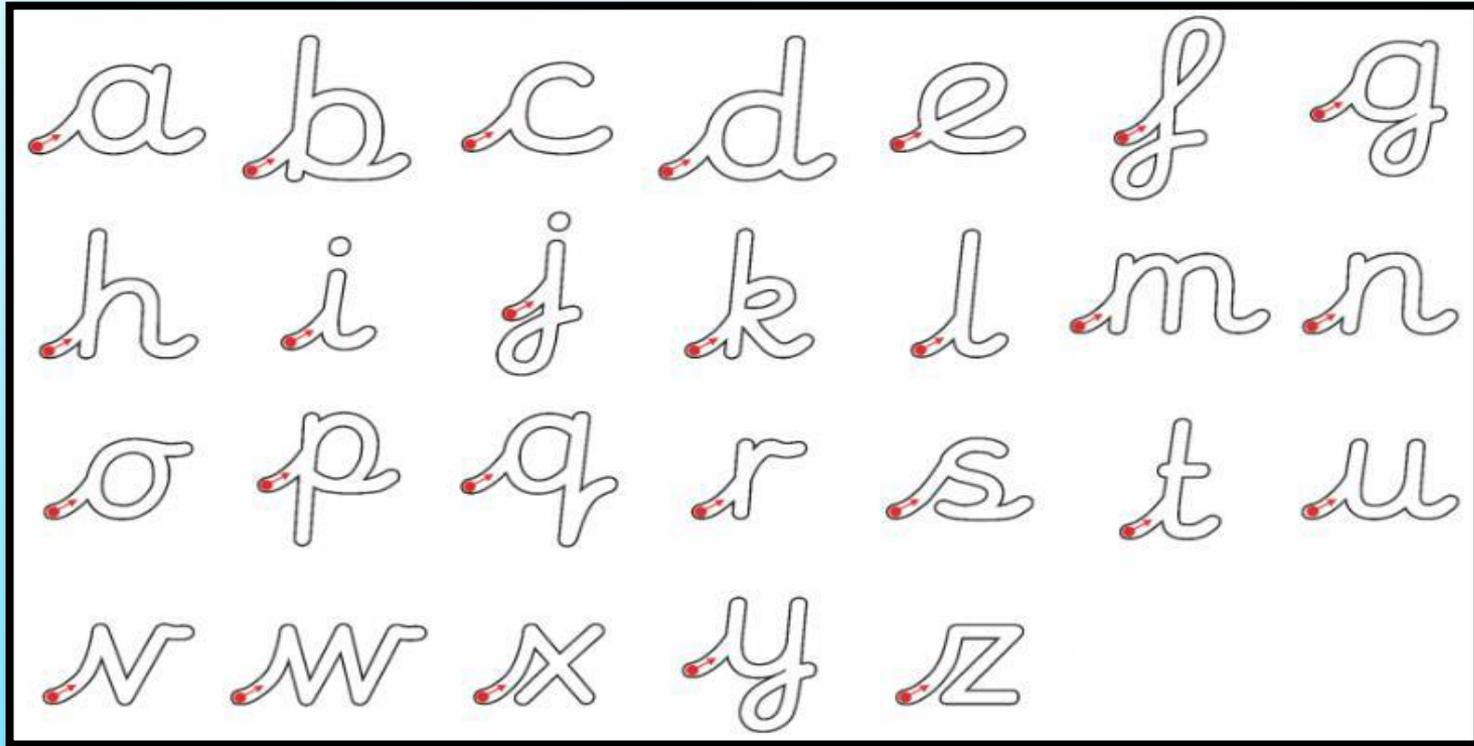


NUMBER FORMATION



Please reinforce and continue the school approach in homework and in any work completed at home.

LETTER FORMATION



Please consolidate and continue the school approach to letter joins and handwriting at home.



Please encourage your child to hold a pencil/pen correctly at home.



- ❑ 1 indoor and 1 outdoor session a week:

PE will take place on a Friday this term and Swimming is on a Tuesday for both Year 4 classes.

- ❑ Earrings must be taken out before your child comes to school or they must be able to do it themselves. Ears cannot be taped.
- ❑ Long hair must be tied back.

*Please provide **a navy coloured tracksuit** for the colder weather when we do outdoor P.E. and ensure that all clothes are **named**.*

Children should come to school in their PE kits on their PE day.



PE & SPORT:

- Navy blue shorts
- T-shirt (colour of house – **red, green, yellow or blue**)
- Trainers
- Plain trainers for outside only and trim trail
- Swimming trunks/shorts or swimming costume (not bikini), swimming hats
- Navy blue tracksuit

*Children should wear their PE kits into school on the days they have PE.



AIR **EARTH** **FIRE** **WATER**

OTHER INFORMATION



Encourage independence

- ❑ Please support your child in remembering everything they need for the school day e.g. reading books and record etc.



Celebration Assembly

- ❑ If your child has achieved an award or certificate outside of school, we would like to celebrate this in our weekly Celebration Assembly! Please ensure that the certificate/trophy etc. is brought into school by Thursday so that it may be added to the PowerPoint that will be shared.

Naming

- ❑ **All** items of uniform, including shoes and coats, must be labelled with your child's name.



An Engaging Curriculum

<p>English</p> <ul style="list-style-type: none">• Identify verbs and use a variety to verbs within a sentence.• Identify noun, verbs and conjunctions within a sentence with two clauses• Use a mixture of co-ordinating and subordinating conjunctions to join two clauses together. In a range of sentences and extended writing.• Use adjectives effectively to create a character description.• Use apostrophes for contraction.	<p>PSHE Health and Wellbeing</p> <ul style="list-style-type: none">- To know how to set goals- To understand what it meant by Human rights- To know what is meant by aspiration- To explore the term relationship and its meaning.	<p>Mathematics Number & Place Value</p> <ul style="list-style-type: none">• To be able to represent numbers to 1000 then to 10,000.• To know the value of each digit: place value.• To be able to flexibly partition numbers to 10,000.• To find 10, 100 and 1000 more and less than a number.• To label and estimate using a number line to 10,000.• To compare numbers to 10,000.• To order numbers to 10,000.
<p>Art – Birds</p> <ul style="list-style-type: none">• To develop skills of gesture drawing.• To experiment with acetate.• To experiment with media to develop an intended design.• Create depth and detail.• Evaluate a piece of work.	<p>Year 4 Autumn Term 1 2024 Curriculum Coverage</p> 	<p>History – The Romans</p> <ul style="list-style-type: none">• How did the Roman Empire become so successful?• How did the Romans invade Britain?• How did Britain change under the Romans?• Can you plan your own Roman town?• Which factors were most important in the fall of the Roman Empire?• How far do you agree with the statement 'Life for most Britons didn't change much when the Romans ruled?'
<p>Science – Electricity</p> <ul style="list-style-type: none">• To know how to classify an appliance based on its power source.• To be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers• To know what it meant by a complete circuit.• To know what a switch is and the impact of it on a circuit.• To know that different materials can insulate or conduct electricity.	<p>RE – Why are festivals important to religious communities</p> <ul style="list-style-type: none">- Identify a range of different celebrations. across a range of religions.- Describe what happen in these celebrations.- Compare and contrast religious celebrations.	<p>Computing – Coding</p> <ul style="list-style-type: none">• To create a simple computer program.• To understand how an 'IF statement' works.• To understand how to use co-ordinates in computer programming.• To understand the Repeat command.• To create a playable game.
<p>Music – Musical Structures</p> <ul style="list-style-type: none">• To know what a time signature is.• Copy back rhythms from memory or notation• Sing as part of an ensemble.• Compose own pieces of music and discuss the structure used.	<p>PE - Basketball</p> <ul style="list-style-type: none">• To improve passing and receiving skills.• To develop ball handling skills.• To develop defensive tactics.• To use dribbling to find space.	

Curriculum Coverage Sheets will be sent out to parents **every half term** to summarise the key knowledge and skills that are being taught during this time.

School Visits



We provide children with ongoing enrichment opportunities through trips and visitors, which relate to the topics that they learn throughout the year.

We are currently in the process of confirming these trips and visitors. A letter will be coming out to you shortly to confirm which trips will be taking place and the cost.



WINTER UNIFORM

- Grey skirt, grey pinafore dress and grey trousers
- Grey or white socks and grey tights
- Plain white shirt
- Navy blue jumper (preferably with the school logo)
- School tie (not required in Nursery)
- **Black shoes**



SUMMER UNIFORM



- Grey skirt, grey pinafore dress, grey trousers or grey shorts
- Navy blue and white checked dress
- Grey or white socks and grey tights
- Plain white shirt
- Navy blue jumper with logo or without
- School tie (not required in Nursery)
- **Black shoes**



WINTER OR SUMMER?



- Children can choose to wear summer or winter uniform up until the October half term. After this point, children will switch to their autumn uniform.
- Please be aware that if there is a significant change in the weather before half term, in the interest of the children, we may need to move to the winter uniform at an earlier point in the term.

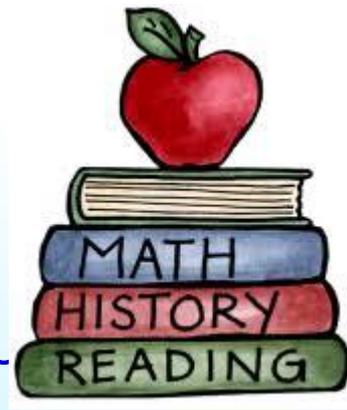
YOUR IMPACT ON YOUR CHILD'S LEARNING



We recognise the important role you play in not only supporting the school but providing learning experiences at home;

- Discussion about texts** – comprehension
- Outings and trips** – building cultural capital
- Building character** – resilience, excellence
- Establishing effective routines** – timetabling home learning

HELP AT HOME...



- ❑ Reading regularly and share books with you including asking questions
- ❑ Times Tables – mixed
- ❑ Completing home learning
- ❑ Practise spellings (and meanings) in context
- ❑ Practise cursive script

Thank you for coming to meet us today.



Teaching & Learning Presentations
for Parents - September 2025

