


# TEACHING & LEARNING
# YEAR 4

# Year 4 Team

**Class: Spruce**
**Teacher: Miss Clutterbuck**



**Class: Fir**
**Teacher: Miss Paterson**



Year Group LSAs



Mrs Cook



Mrs Howard

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 & Pick Up

## 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 8:30am.

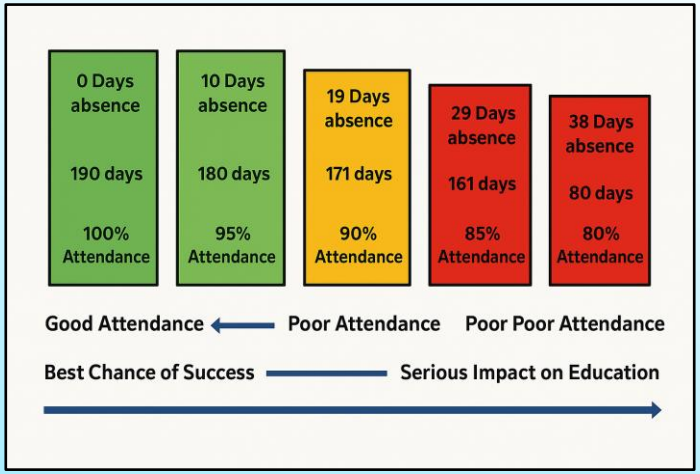
## At the end of the day: 3.20pm

- Please pick your child up from your child's classroom.
- Children will be dismissed one by one when the teacher sees a known adult picking them up.
- 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 let the teacher know beforehand, or email the office before 12pm to inform us. Please note, your child will not be released to another adult unless we have had prior notice and the use of the arranged password.
- If this is a regular arrangement, please send an email at the beginning of term to confirm.

# Every Day Counts!

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

| 1 to 2 days a week absence doesn't seem much but... | | | |
|---|---|---|---|
| If your child misses... | That equals... | Which is... | And over 13 years of schooling that is... |
| 1 day every fortnight | 20 days | 4 weeks | Nearly 1½ years |
| 1 day each week | 40 days | 8 weeks | Over 2½ years |
| 2 days each week | 80 days | 16 weeks | Over 5 years |
| 3 days each week | 120 days | 24 weeks | Nearly 8 years |




| Being late surely won't affect my child but... | | | |
|---|---|---|---|
| Lateness | That equals... | Which is... | Over 13 years of schooling that is... |
| 10 mins per day | 50 minutes per week | Nearly 1½ weeks per year | Nearly ½ a year |
| 20 mins per day | 1 hour 40 mins per week | Over 2½ weeks per year | Nearly 1 year |
| 30 mins per day | Half a day per week | 4 weeks per year | Nearly 1½ years |
| 1 hour per day | 1 day per week | 8 weeks a year | Over 2½ years |

| | |
|---|---|
| 8.25am | • School gates will open. |
| 8.30am | • Classroom doors will open for all children.<br>• Early morning learning activities begin. |
| 8.45am | • Morning registration.<br>• Classroom doors and gates will close. |

# 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 – <u>two children</u> will be awarded a certificate from each class, <u>every week</u>.**
- **Mr Lang will issue a Headteacher Value postcard twice a half term.**

# School Celebrations and Rewards

- **Termly Achievement Assembly** – A special assembly for children across the whole school, held half termly.
- **School Value Certificates** - Awarded by adults for showing our school values.
- **Postcards** – Awarded by adults for showing our school values and sent home by Mr Lang.
- **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 Jar Rewards** – The class is rewarded with a ping pong ball for 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 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

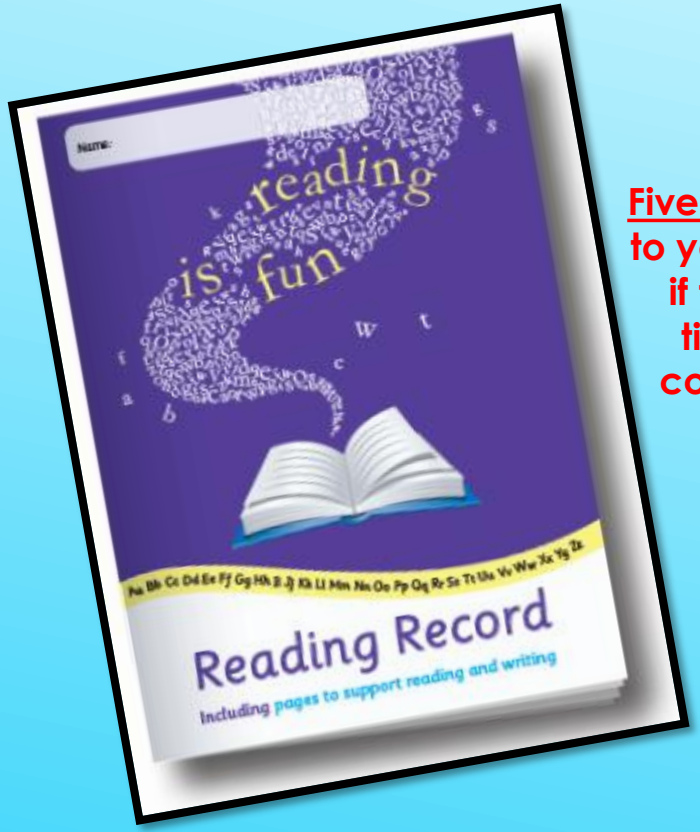
**Reading records should be brought into school daily**. These books will be monitored on a daily basis, to ensure they are being kept up-to-date. This will allow the children to move up the Race to Read chart in their class, earning certificates.

## Reading Vending Machine

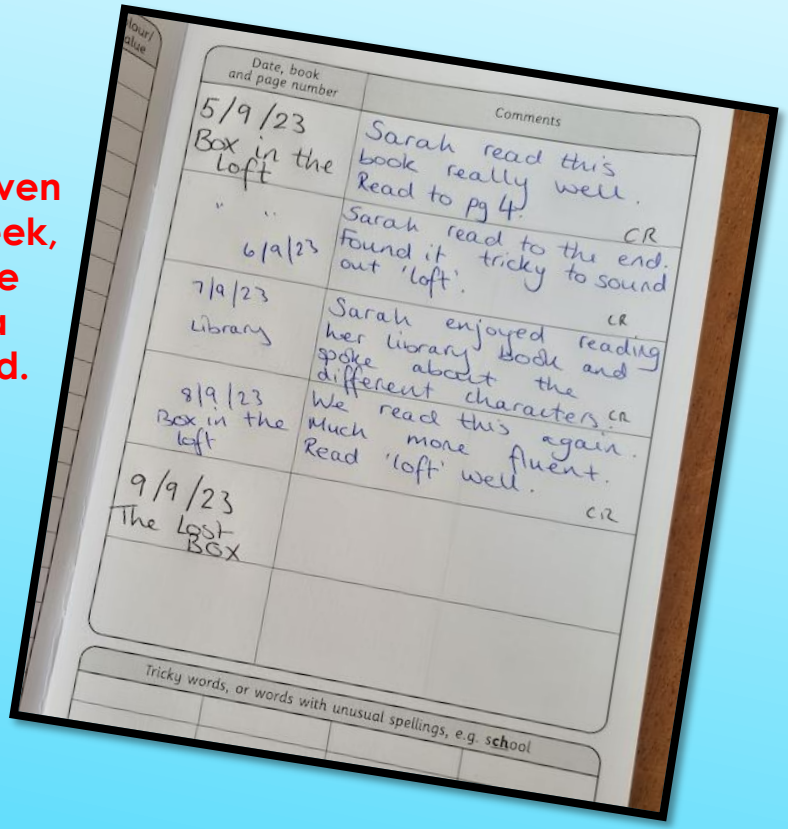
Twice a term, a child from each class will be nominated by the class teacher to enter a raffle for the chance to win a book from the school's reading vending machine. Teachers will pick children who have been working hard on their fluency, understanding, expression and resilience.

# 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/carer should comment daily. However, signing the reading diary is sufficient at least once a week.



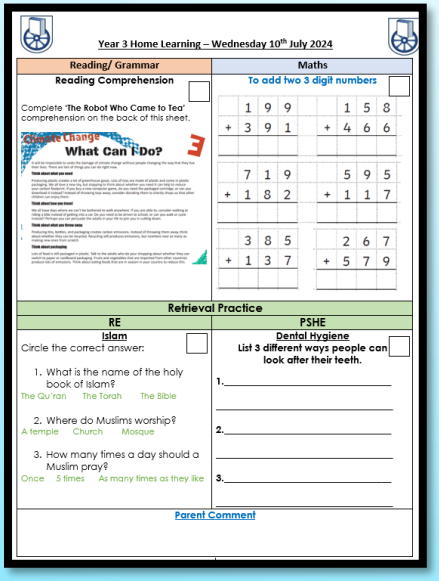

**Five dojo points are given to your child every week, if they have read five times a week and a comment is recorded.**



# Homework

- **Homework and spellings will be sent home on a Friday, as a result of listening to Parent voice**.
- Each child will be provided with a homework folder. Every fortnight, a new homework task will be placed in the folder and sent home on a Friday.
- The homework sheet will contain four short activities. Two activities will focus on English and Maths, while the remaining two will relate to other curriculum areas, such as History, Geography or RE.
- Activities will either reinforce learning that has taken place in class or revisit previous learning to help strengthen children's retention of key knowledge across the curriculum.
- Children will have two weeks to complete their homework. Completed homework should be returned in the homework folder on the allocated Thursday.
- On the day the homework is due in, the whole class will go through the homework together discussing key learning.



Year 3 Home Learning – Wednesday 10th July 2024

| Reading/ Grammar | Maths |
|---|---|
| **Reading Comprehension** | **To add two 3 digit numbers** |
| Complete 'The Robot Who Came to Tea' comprehension on the back of this sheet. | 199 + 391 = ; 158 + 466 = ; 719 + 182 = ; 595 + 117 = ; 385 + 137 = ; 267 + 579 = |

**Retrieval Practice**

| RE | PSHE |
|---|---|
| **Islam** | **Dental Hygiene** |
| Circle the correct answer: | List 3 different ways people can look after their teeth. |
| 1. What is the name of the holy book of Islam? The Qu'ran The Torah The Bible | 1. _____ |
| 2. Where do Muslims worship? A temple Church Mosque | 2. _____ |
| 3. How many times a day should a Muslim pray? Once 5 times As many times as they like | 3. _____ |

Parent Comment

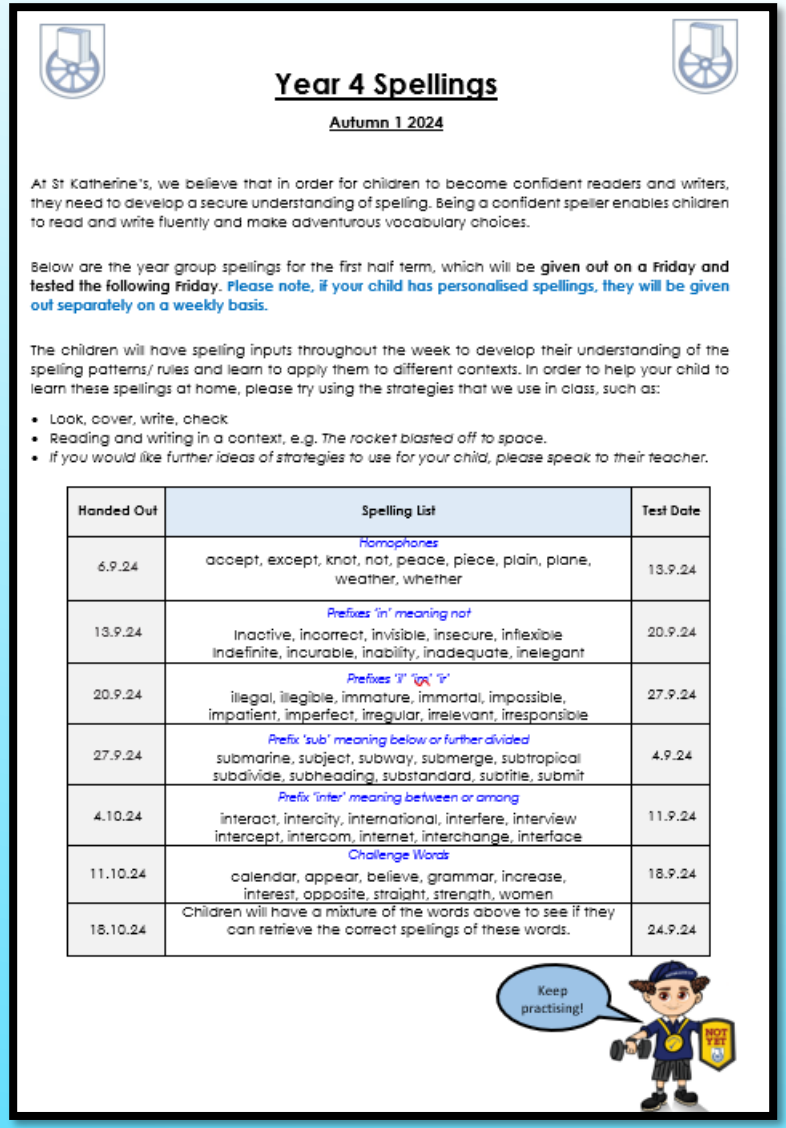





# Spellings




- **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**

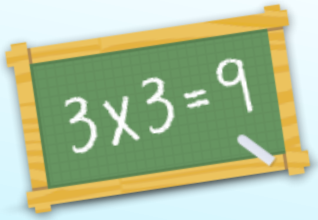
At St Katherine's, we believe that in order for children to become confident readers and writers, they need to develop a secure understanding of spelling. Being a confident speller enables children to read and write fluently and make adventurous vocabulary choices.

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.**

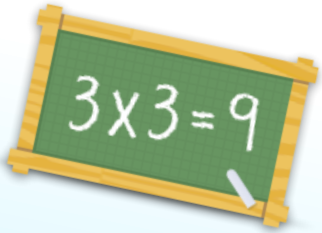
The children will have spelling inputs throughout the week to develop their understanding of the spelling patterns/ rules and learn to apply them to different contexts. In order to help your child to learn these spellings at home, please try using the strategies that we use in class, such as:

- 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 | *Homophones*<br>accept, except, knot, not, peace, piece, plain, plane, weather, whether | 13.9.24 |
| 13.9.24 | *Prefixes 'in' meaning not*<br>inactive, incorrect, invisible, insecure, inflexible indefinite, incurable, inability, inadequate, inelegant | 20.9.24 |
| 20.9.24 | *Prefixes 'il' 'im' 'ir'*<br>illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible | 27.9.24 |
| 27.9.24 | *Prefix 'sub' meaning below or further divided*<br>submarine, subject, subway, submerge, subtropical subdivide, subheading, substandard, subtitle, submit | 4.9.24 |
| 4.10.24 | *Prefix 'inter' meaning between or among*<br>interact, intercity, international, interfere, interview intercept, intercom, internet, interchange, interface | 11.9.24 |
| 11.10.24 | *Challenge Words*<br>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



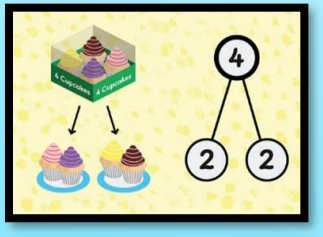

## What Y4 children are expected to know?

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.







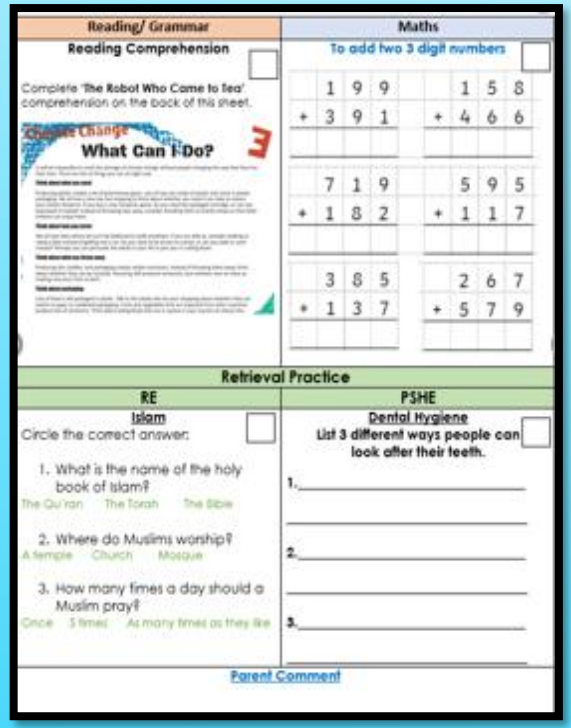


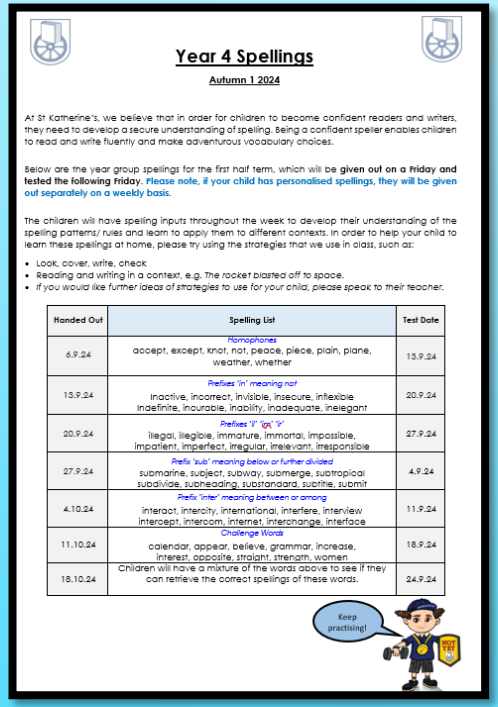
- Times Tables Rock Stars is **a carefully sequenced programme** of daily times tables practice.
- Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practiced every third week or so.
- **As a school we encourage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

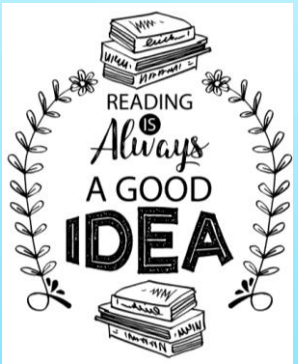
# Homework Summary

**Homework and spellings will be given out on Fridays, as a result of listening to Parent Voice**.

- Homework sheets linked to previous learning- **fortnightly**
- Regular reading to an adult – **daily**
- Spellings- **Weekly**
- Times table Rock Stars – **Recommended 3 times a week**

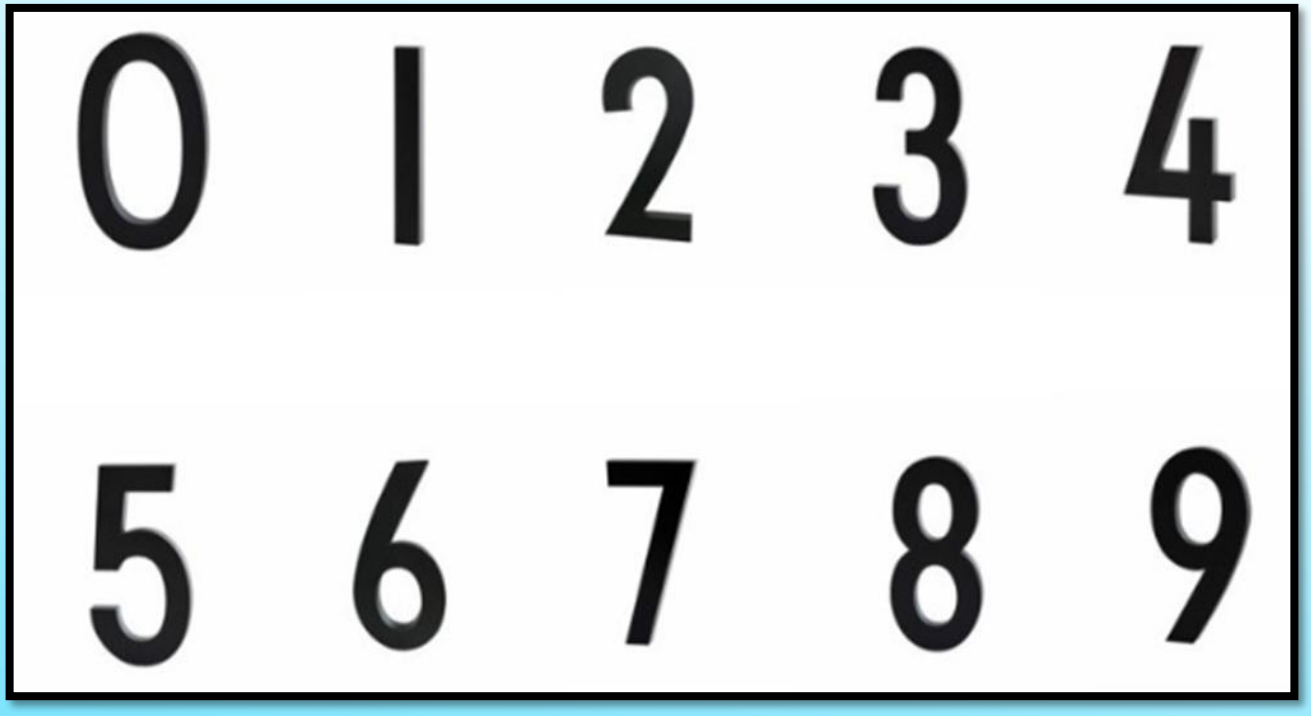


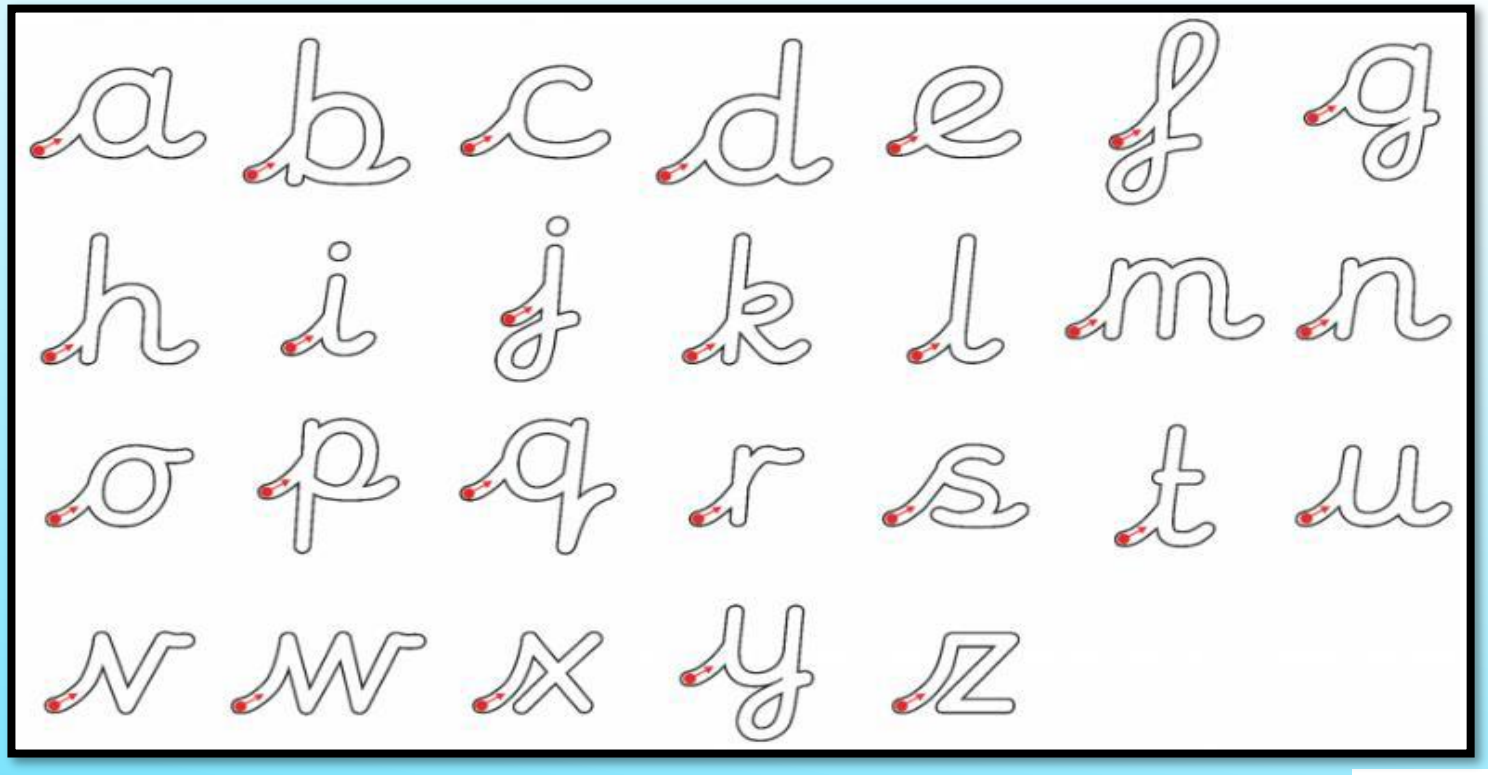



# Number Formation

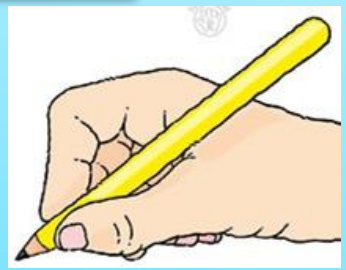



*Please reinforce and continue the school approach in homework and in any work completed at home.*

# 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.***

# An Engaging Curriculum

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.

**Year 4**
**Autumn Term 1**
**2026**
**Curriculum Coverage**

## English

Children will:

- Identify verbs and use a variety of verbs within a sentence.
- Identify noun, verbs and conjunctions within sentences with multiple clauses.
- Use a mixture of co-ordinating and subordinating conjunctions to join two clauses together, in a range of sentences and in extended writing.
- Use adjectives effectively.
- Use apostrophes for contraction.

## PSHE

### Health and Wellbeing

Children will:

- Learn how describing emotions and their intensity can help to manage them.
- Learn about internal and external distractions and how they can be managed.
- Learn about different ways of thinking and how this impacts wellbeing.
- Learn strategies that can help manage worries and positively impact emotions and behaviour.
- Learn strategies that can help someone manage their responses.

## Mathematics

### Number & Place Value

Children will:

- Be able to represent numbers to 1000 then to 10,000.
- Know the value of each digit: place value.
- Be able to flexibly partition numbers to 10,000.
- Find 10, 100 and 1000 more and less than a number.
- Label and estimate using a number line to 10,000.
- Compare numbers to 10,000.
- Order numbers to 10,000.
- Identify the value of Roman numerals.

## Art – Birds

Children will:

- Develop skills of gesture drawing.
- Experiment with acetate.
- Experiment with media to develop an intended design.
- Create depth and detail.
- Evaluate a piece of work.

## History – The Romans

Children will:

- Know how the Roman Empire become so successful.
- Know how the Romans invaded Britain.
- Know how Britain changed under the Romans.
- Plan a Roman town.
- Know which factors were most important in the fall of the Roman Empire.
- Consider and reason about the extent that life in Britain changed under Roman rule.

## Science – Electricity

Children will:

- Know how to classify an appliance based on its power source.
- Be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Know what is meant by a complete circuit.
- Know what a switch is and the impact of it on a circuit.
- Know that different materials can insulate or conduct electricity.

## Computing – Coding

Children will:

- Create a simple computer program.
- Understand how an 'IF statement' works.
- Understand how to use co-ordinates in computer programming.
- Understand the 'Repeat' command.
- Create a playable game.

## Music – Musical Structures

Children will:

- Know what a time signature is.
- Copy back rhythms from memory or notation.
- Sing as part of an ensemble.
- Compose pieces of music and discuss the structure used.

## RE – Why are festivals important to religious communities?

Children will:

- Identify a range of different celebrations, across a range of religions.
- Describe what happens in these celebrations.
- Compare and contrast religious celebrations.

## French

Children will:

- Respond to some simple classroom instructions.
- Respond to some simple questions when prompted by visual clues.

## PE - Football

Children will:

- Improve passing and receiving skills.
- Develop defensive tactics.
- Use dribbling to find space.

### Swimming

- Click on the link for the swimming achievement goals.

Swimming Achievement Goals.pdf




# PE




- 1 outdoor PE session a week:

**Fir Class** will need to be in PE kit on **Thursday**
**Spruce Class** will need to be in PE kit on **Thursday**

- 1 Swimming session a week:

**Fir Class** will need to bring in their swimming kit on **Tuesdays**
**Spruce Class** will need to bring in their swimming kit on **Tuesdays**

- 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.

Children should **wear their PE kits into school on the days they have PE** but **wear school uniform on their swimming day.**

# PE Uniform

- Navy blue shorts
- T-shirt (colour of house – **red, green, yellow or blue**)
- Black plimsolls / Trainers
- Plain trainers for outside only and trim trail
- Navy blue tracksuit

- Swimming trunks/shorts
- swimming costume (not bikini)
- swimming hat




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

# 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
- Black shoes



# Winter or Summer Uniform?

- **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

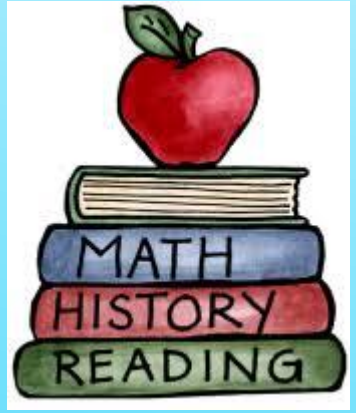



We recognise the important role you play in not only supporting the school but providing learning experiences at home;

- **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 your child– including asking questions
- Times Tables – mixed
- Completing home learning
- Practise spellings (and meanings) in context
- Practise cursive script



# 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.

# Learning Together Workshops

This year, we are excited to offer a range of **Learning Together Workshops** for parents and carers, providing **opportunities to learn alongside your child** and **gain a greater understanding of how we support learning at St Katherine's**.

Our first KS2 workshop will focus on **Reading** and will take place during the **Autumn Term.**

During the session, you will **learn about the approaches we use to teach Reading** and **discover practical ways to support your child.**

You will also have the **opportunity to join your child's class** and **experience a Reading lesson first hand**.







ST KATHERINE'S LEARNING TOGETHER WORKSHOPS
Learning • Sharing • Growing

# Thank you for coming to meet us today.




Teaching & Learning Presentation for Parents - September 2026