

Meet the teacher Year 4

Autumn 2023

Introduction



- Class Teacher
Miss Tariq



- Support Staff
Miss Imbrogino

Key dates

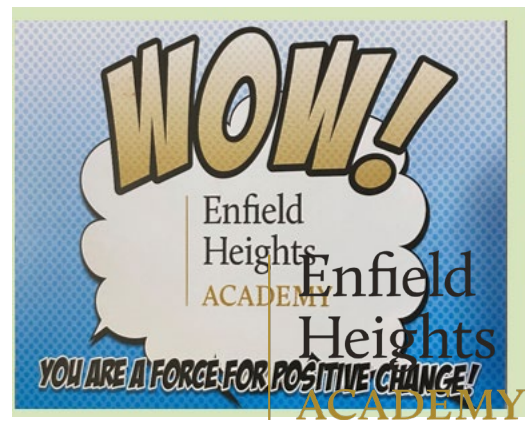
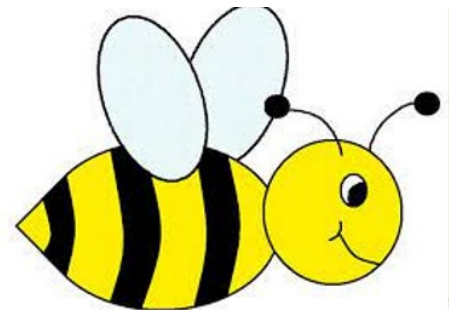
- PE days: Monday (indoors) and Friday (outdoor)
- Homework days: Friday and due Tuesday
- Music lessons on Tuesdays
- Parent consultation day: 17th October 13.30-6.30pm

Our school values are...

KIND,
RESPECTFUL, RESILIENT
and **BRAVE**



We have a two-strike rule



Behaviour

Behaviour Guidance

Yellow Behaviours (CLEAR VERBAL WARNINGS)	Red behaviours (Red Lunch)	Serious red behaviours (Strikes)
<ul style="list-style-type: none"> • Teasing/name-calling • Pushing/pushing in line • Talking when teacher/adult is talking • Staying in playground after the break/lunchtime is over • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time • Careless with school equipment • Running inside/rolling around • Arguing with other pupils • Being uncooperative • Spoiling other pupils' games • Play fighting • Inappropriate cheekiness • Eating in class • Lying 	<ul style="list-style-type: none"> • Persistent <u>Level 1</u> behaviour • Persistent hindering of other children's learning • Arguing back or rudeness to staff • Spitting (on the floor) • Biting, hitting, kicking • Defacement e.g. scribbling on desk or others' work • Frequent disruption of lessons • Graffiti/vandalism to property • Fighting – squabbles • Cussing and/or swearing • Using swear words in a violent or intimidating way • Inciting trouble 	<ul style="list-style-type: none"> • Persistent Level 2 behaviour • Any perception of abuse, discrimination or prejudice-based bullying because of sex, race, disability, religion or belief, sexual orientation or gender reassignment in line with the Equality Act 2010 • Purposeful, unsafe behaviour online e.g. texting offensive messages to other pupils on mobile phones/through online gaming • Vandalism – deliberate damage to school property • Biting and breaking of skin • Vicious kicking • Dangerous defiance – refusal to follow instructions • Putting themselves or others at risk of harm • Stealing • Extortion/bullying • Spitting at others • Fighting – thuggery • Verbal/physical abuse of staff • Causing bodily harm • Persistent hitting • Spreading dangerous rumours

Behaviour

'Speak out'



• Step 1

If someone makes you unhappy at school through their behaviour or what they say to












you, say **"Stop it, I don't like that."** Speak Out

• Step 2

If the behaviour continues, try again and say **"Stop it, I don't like that."** Speak Out

• Step 3

If the behaviour which is making you feel unhappy still continues, find an adult and tell them. Speak Out

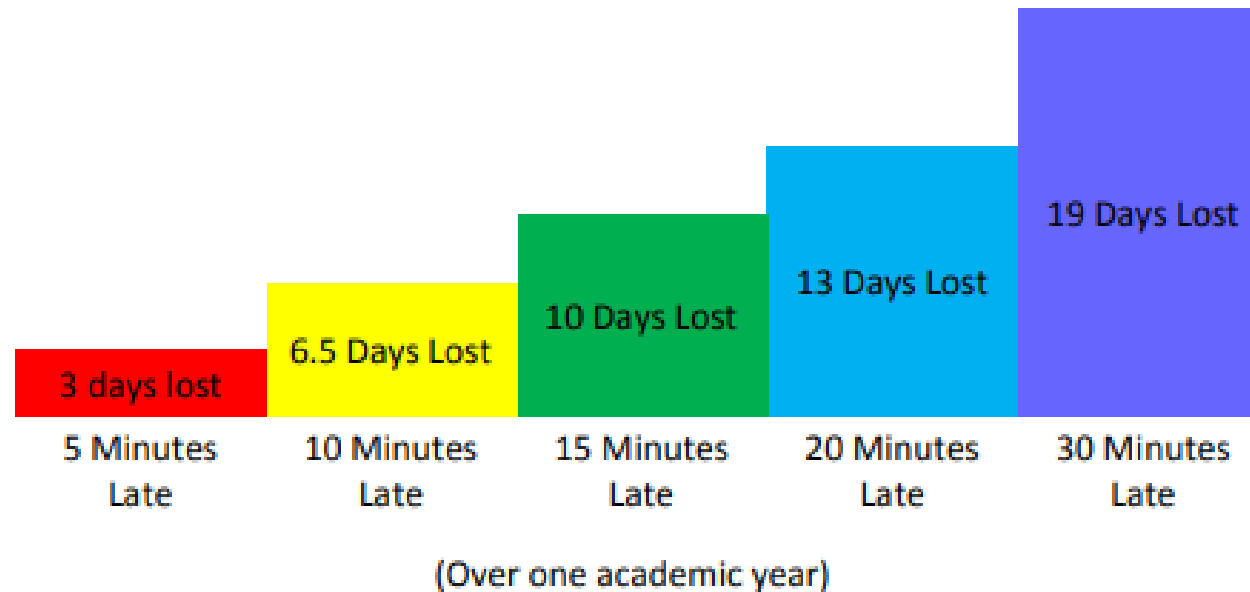
2. What happened before? 	1. What happened? 	3. What happened after? 
4. What next? 	5. What next time?   	
What zone were you    		

Attendance

- At a minimum we expect children to be in school for **96%** of the time. This can still equate to 8 days of learning missed.
- If your child's attendance drops down to below 90%, this means almost 4 weeks of lost learning!
- Attendance is tracked weekly and celebrated in our assembly on Mondays.
- Parents/carers will be contacted and invited for a meeting with attendance lead (Mr Venn) if your child's attendance is declining to explore why.

Punctuality

- Every minute counts!
- If a child is late every day, their learning as well as the other children in the classroom is disrupted. Below is a graph how being late to school every day adds up to lost learning time.



Uniform expectations

- Dark grey tailored trousers, skirt or pinafore
- Dark grey tailored knee length shorts in the summer (optional)
- Red and white checked dress in the summer (optional)
- White shirt **(not polo shirt)**
- Grey sweatshirt with the academy logo
- Grey cardigans with the academy logo (optional)/could be plain grey
- Socks and tights need to be plain black, grey or white
- EHA tie
- **Please label every item of uniform with your child's name and class**

**Children should always be smart:
School jumper (worn or held, not tied
around the waist)**

White shirt (not polo)– always tucked in

Footwear:

- Plain black school shoes
- Plain black flat boots (winter)
- Black shoes should be flat. They should not have any flashing lights as they are distracting for all children. Children that are not in the correct footwear will be asked to change into plimsolls for the rest of the school day.

**Please speak to us if you require help
with uniform.**



PE kits

- White T-shirt
- Black Enfield Height PE sweatshirt
- Plain black shorts or black jogging bottoms
- Plain black shoes

PE Teams- Mr Brown

Assembly at 2.40 tomorrow

You will love it!



Curriculum

Medium Term Planning		Learning Journey Map		Term: Autumn 1	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Teaching and Learning Principles and Curriculum Driver					
Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience -High quality Roman artefacts to use in our lessons -Special trip to the Verulamium Museum in St. Albans.	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills -Roman Day to explore various questions about the Roman invasion -Geography and History curriculum will be enquiry based	Inspire Awe and Wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc. -Roman Day where children can recreate Roman life through baking bread, weaving, making shields and creating and researching key questions.	Force for Positive Change Who or what has been a force for positive change? How can we be a force for positive change? -Looking at the construction of our roads - Exploring the fact that having larger communities that improves trade.		
YEAR 4 Title: Invaders & Settlers: Romans		Key Curriculum Areas: History, Geography, Art		Maths Number: Place Value -place value of each digit in a four-digit number Addition and Subtraction -formal methods of addition and subtraction using regrouping and exchanging -variety of worded problems and reasoning questions Multiplication and Division -multiplying by 1 and 0 -multiplication facts for 6- and 7-times tables Geometry- 2D Shape -comparing and classifying geometric shapes including quadrilaterals and triangles	
Big Bang: Trip to local supermarket	Learning Journey- History -We will be using a timeline to understand chronology and where the Romans fit in history compared to previous learning -To investigate and interpret the past to understand how and why the Romans invaded Britain -To build an overview of history to enquiry if everyone was happy about the Roman invasion and who was here first -To discuss the impact the <u>Romans</u> have on us today -Looking at the battles of Camulodunum, Londinium and Verulamium		English Fiction- Narrative - Where does the Iron Man disappear to? Creating a missing chapter story. -use of story maps and oral rehearsal -fronted adverbials and subordination with commas. Non-Fiction- Newspaper Report - Newspaper report on the arrival of the Iron Man -Apostrophe for possession (plural), expanded noun phrases, compound and complex sentences, fronted adverbials, past tense, dialogue Spelling- Autumn Spelling List Handwriting: Cursive Reading- Daily whole class reading sessions.		
School Trip/Special Events - Visit to Verulamium Museum (Date TBC) - Trip to local Supermarket	Learning Journey- Geography -We will be exploring the human and physical features and processes of the UK -We will be focusing on trade and the economic impact air miles has on us.		Science -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. -Recognise that environments can change and that this can sometimes pose dangers to living things. -Construct and interpret a variety of food chains, identifying producers, predators and prey.		
Celebration: Roman Day	PE Indoor- Dancing and Swimming Outdoor- Invasion Games: Netball and Basketball- Possession, tackling, controlling.		Languages- Spanish -To recall numbers 1-5 -To recall months and number to 31 -To exchange basic information: siblings, birthdays, family members		
Computing- - Describe how networks physically connect to others. - Recognise how networked devices make up the internet. - Outline and describe how websites can be added and accessed on the World Wide Web (www) - Evaluate the consequences of unreliable content.			Music- Roman Instruments -To identify instrument families and explore Roman instruments -To sing a song on a topic -To read a graphic score		
				P&HE- Being Me in My World -school and classroom community expectations -rights and responsibilities -working well with others	
				Art – Mosaics Antony Gaudi- Mosaics -take inspiration and master techniques of textiles to design and create a mosaic collage technique.	

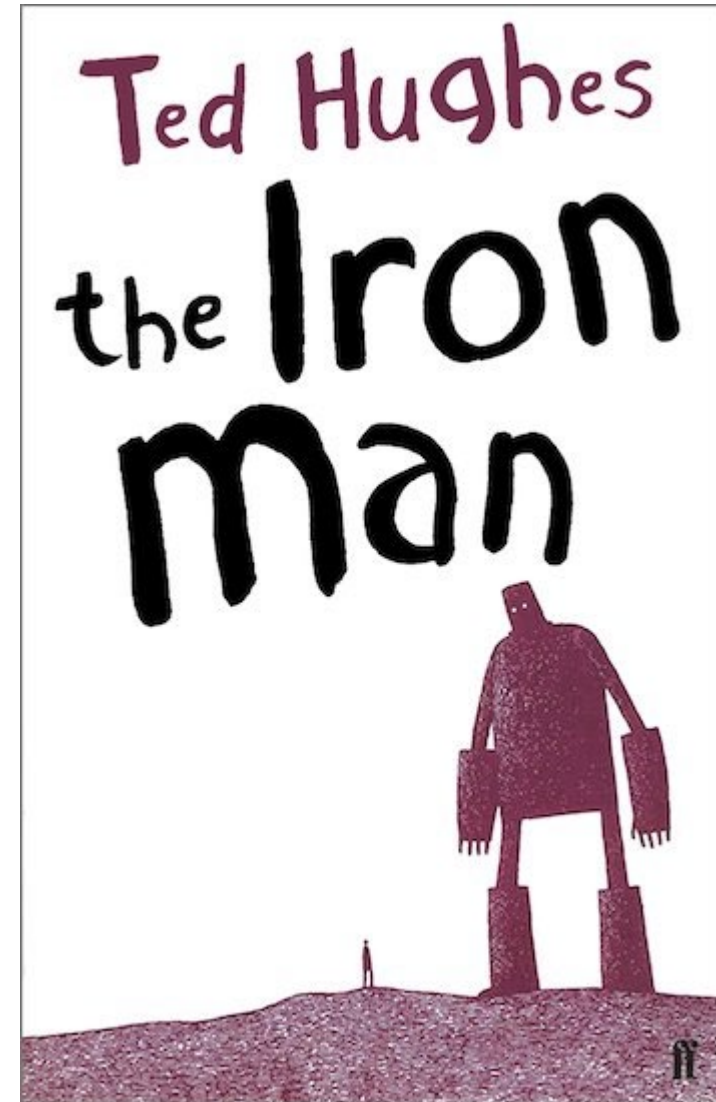
English

Ted Hughes- The Iron Man

Fiction- Narrative about the disappearance of the Iron Man

Non-fiction- Newspaper report about the Iron Man

Year 4 expectations follow on from Year 3



Home Reading

Children to bring home **two books**: a **banded book** and a **book for pleasure**.

Banded books -matched to their attainment reading level. They will work through a series of banded books and work their way through the year groups banded colours. Throughout the year, the child will be monitored and assessed as to when they can move up to the next level by the class teacher.

Reading for pleasure – This is a book they have chosen to read for their enjoyment. This could range from a comic, magazine, fiction etc.

Reading book bands		
Colour Band	Year group	RWI colours
Mauve	Reception	Red Entry 1-5
Pink	Reception	Red Entry 6-10
Red	Reception & Year 1	Green Purple
Yellow	Year 1	Pink
Dark Blue	Year 1	Orange
Dark Green	Year 1	Yellow
Orange	Year 1	Blue
Turquoise	Year 1&2	Grey
Purple	Year 2	
Gold	Year 2	
White	Year 2	
Lime	Year 2&3	

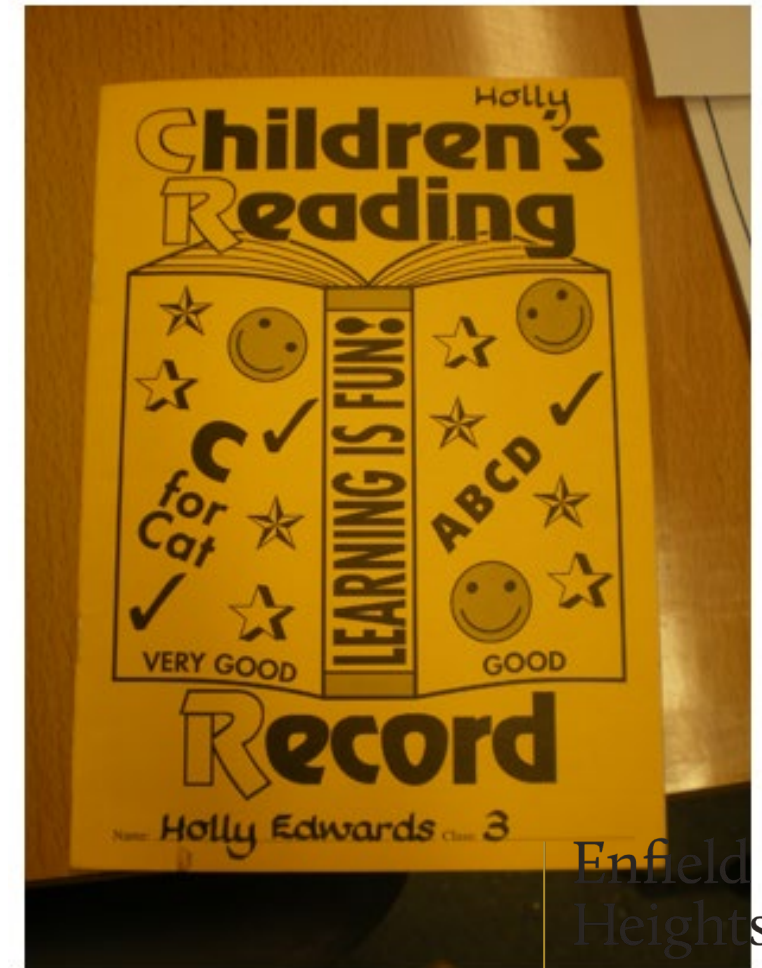
Brown	Year 3	
Light Purple	Year 3&4	
Grey	Year 4	
Light Blue	Year 4&5	
Maroon	Year 5	
Black	Year 5&6	
Fuchsia	Year 6	
Cream	Year 6	
Silver	Year 6	

Your role

Recording in reading record books

Frequency of reading expectations

- 20-30mins daily
- Adults needs to sign once a week and child can complete comments for rest of week.



THE BOOKS I HAVE READ

Reading targets – Year 4

Reading with great fluency and being able to decode a range of unfamiliar words are key skills in reading. Furthermore, children need to demonstrate a deeper understanding of what they have read. This will allow them to fully master the skills of reading. At Woodpecker Hall, we assess children using six assessment foci derived from the National Curriculum. Below are a range of questions linked to each assessment focus which you could ask your child when listening to them read daily.

**Assessment Focus 1
Word Reading**
Use a range of strategies, including accurate decoding of text, to read for meaning.



Can you find words that include a prefix or a suffix? E.g. -ness, -tion, Anti

**Assessment Focus 2:
Literal Understanding**
Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.



Can you recognise any of the Year 4 spelling rules in this piece of text? E.g. Apostrophes for possession.

How can you use the features of this non-fiction text to find specific information?

What have you read so far that gives you a clue as to what might happen next in the story?

**Assessment Focus 3:
Inference and Deduction**
Deduce, infer or interpret information, events or ideas from texts.



Why do you think the character behaved this way?

Do you have any questions about what you have read so far?

**Assessment Focus 4:
Structure & Language for effect**
Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level for effect. Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level for effect and meaning.

THE END



What language does the author use to build atmosphere in this narrative?
E.g. tension, suspense, mood.

How is the structure of this book different from other books that you have read?

**Assessment Focus 5:
Purpose & Themes**
Identify and comment on the writer's purpose and viewpoints and the overall effect of the text on the reader (likes/dislikes of the text, dilemmas, issues, arguments raised in the text)



Explain how this poem compares to other poems that you have read.

Can you identify the theme/s of this narrative?
E.g. fairness, friendship.

Relate texts to their social, cultural and historical contexts and literary traditions, important ideas, underlying themes (the central ideas running through the text).



Can you explain why you liked/disliked this text?

**Assessment Focus 6:
Attitudes, Discussion and Performance**
Develop a positive attitude and love for reading within a wide range of texts, e.g. stories, poems and non-fiction. Discuss, debate, perform and present texts which they have read. Gain knowledge across the curriculum, e.g. increase vocabulary, develop imagination and use in their own writing.



Can you experiment with different ways of using your voice to create interesting effects for the audience? E.g. tone, volume, expression, intonation.

Date	Book Name and Page Number	Comments
09.09.24	What monster P19-102	This book reminds me of a comic that I've read before. I also learnt a new word, colossal.








You are reading
Fakhe Light Purple
books now
09/09/24

THE BOOKS I HAVE READ

Reading Comment Ideas for Parents

Enfield
Heights
ACADEMY

Reading with your child is one of the best ways you can support their learning. Here are some ideas of comments you could make in their records...

 Predicting Jada thinks _____ will happen next because _____.	 Asking Questions Jada wanted to know why _____. Jada was interested in finding out _____.
 Inferring Jada knew the character felt _____ because he was _____.	 Evaluating Jada liked this part because _____.
 Clarifying Jada learned the meaning of this word today: _____.	 Make Connections Jada said that this book reminded her of _____.
 Summarising Jada told me that this book was about _____.	Learning Behaviours Jada enjoyed _____. Jada wants to find more books about _____.

Times tables

- Practise times tables at home by old fashioned chanting
- Ask your child times tables questions out of order – such as 11 x 12, then 6 X 5
- Use Apps and games to help build up speed
- <https://www.timestables.co.uk/speed-test/>
- <https://mathsframe.co.uk/>
- <http://www.timestables.me.uk/>
- Times Tables Rock Stars
- **Timestables check: week commencing 3rd June**
- **The Multiplication Times Tables Check is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question, you have 6 seconds to answer, and in between the questions, there is a 3-second rest.**

Young Voices



Assessment

- Progress and attainment will be communicated during parent consultations.
- If there are any concerns, this will be communicated with a phone call/meeting.
- If you have any queries or want to know how your child is getting on, please speak to the class teacher.

Trips

- Local walk
- Interactive workshop

Home learning

- Google Classroom
- Reading
- Timetable practice –Timetable Rockstars (log ins)
- Spellings from the Year 3 and 4 list
- Maths set on Mathletics
- Learning Journey Project

Concerns/Communication/Pathway

- Pass any information that could be relevant for the day (office/member of staff at the gate, teacher)
- Address class team first;

If you require an appointment with the following adults, please call the office to arrange an appointment.

- Speak to Mr Currie (Year 4,5,6 Teaching and Learning Lead)
- Request a meeting with DHT Mr Venn (contact office)
- If you are still concerned and situation has not been resolved, request an appointment with HT Mrs Powrie
- SEN concerns-Mrs Pavli

How to help your child at home

- Practise times tables everyday or as often as you can (on your way to school/ songs/ games at home).
- **Read** with your child, or ask your child to read to you, for 20- 30 minutes a day.
- Google classroom.
- Ask what they have been learning about each day
- Practise spellings from the year 3 and 4 common exception word list.

Thank you

Any Questions?

