

# WELCOME TO YEAR 4

Miss Smith & Ms Boyes

Tuesday 16<sup>th</sup> July 2024

# THE YEAR 4 CLASSROOM

- Working walls for each subject – supporting learning with key information and vocabulary.
- Books and resources for children to use.



# THE YEAR 4 STAFF



**Emma Smith**



**Julie Boyes**



**Sarah Liney**

TA to be confirmed

# THE YEAR 4 STAFF

Miss Smith will be the Lead Teacher for Year 4 – teaching Wednesday-Friday.

Ms Boyes will teach Mon/Tue + some time at the end of the week for Miss Smith's planning time. She will also cover PPA in Year 2 and 3.

Miss Liney will continue to support key pupils within the class and a new TA is to be appointed as full time TA to support the class too.

# ROUTINES - MORNING

## Upon arrival in the morning;

- Year 4 classroom door – meet at the main gate.
- PE kits go on pegs at the back of the classroom. The pegs are not named, so the children simply choose one. They will also keep their coat on this peg. Water bottles will stay with the children wherever they sit in the classroom so they have access to them at all times.
- Children then complete morning tasks. These will help practise taught skills for example spelling, grammar or maths fluency.
- Each child will have a tray to keep their school things in. They can keep their jumpers/cardigans in these too when they take them off.

## At the end of the day;

- Children are responsible for gathering all their belongings.
- Leave through Y4 door – meet with you at the main gate.
- PE kits will be brought on a Monday and stay in school until Friday.
- Reading books will be changed whenever needed.
- Please continue to write notes in planners but let us know in the morning as we don't routinely look every day.

# LEARNING IN YEAR 4

- Structured teacher inputs.
- Independent learning, paired learning or group learning.
- Hands-on learning, investigation.
- Outdoor 'classroom'.
- No seating plan/groups change.
- Staffing – personalised learning – intervention, support and stretch as children need it.
- Independent challenge areas – challenge books.
- Celebration of achievement and learning (stickers, team points, certificates).

# INDEPENDENT CHALLENGES



Challenges	Tick
<u>Pink challenge</u> Practise your number word spelling by completing the wordsearch	✓
<u>Yellow challenge</u> Practise reading and counting within 100 by playing snakes and ladders	✓
<u>White challenge</u> Create a wanted poster for a story villain	✓
<u>Blue challenge</u> Put the capital letters and full stops in to the sentences using a coloured pen	
<u>Green Challenge</u> Practise sorting and remembering nouns. Complete the activity or play the game	✓
<u>Ms Boyes *Superstar Challenge*</u> Write something of your choice. It could be a story, a poem, or an information page.	✓

# CHARACTERISTICS OF EFFECTIVE LEARNING

Hunsley Primary Characteristics of Learning statements build upon the crucial Characteristics of Effective Learning which underpin the statutory Foundation Stage Curriculum.

There are 10 statements across the Characteristics, organised under four overarching headings – the main areas we wish our pupils to develop:

- Behaviour for Learning
- Working Positively Together
- Independent Learning and Enquiry
- Organisation and Communication

The four 'grades' of assessment remain the same across the Key Stages:

- 1 – I am confident in this area, above age-related expectation
- 2 – I am developing these areas well
- 3 – I need help to meet these areas sometimes
- 4 – I am receiving regular support to meet these areas

Behaviour for Learning	<b>Being willing to have a go</b> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a 'can do' attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>
	<b>Keeping on trying</b> <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> <li>• Engaging in open-ended activity</li> </ul>
	<b>Being involved and concentrating</b> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul>
Working Positively Together	<b>Finding out and exploring together</b> <ul style="list-style-type: none"> <li>• Working in partnership to ensure positive co-operation</li> <li>• Showing curiosity about objects, events and people                             <ul style="list-style-type: none"> <li>• Showing particular interests and interest in The Team achievements</li> <li>• Acting out experiences with other people</li> <li>• Taking on a role</li> </ul> </li> </ul>
	<b>Making a positive contribution</b> <ul style="list-style-type: none"> <li>• Being a full member of The Team</li> <li>• Being responsible for own choices and actions and helping others to do the same</li> <li>• Respecting others' ideas, beliefs and contributions</li> <li>• Respecting and participating in the democratic process</li> <li>• Showing an understanding of right from wrong</li> </ul>
Independent Learning and Enquiry	<b>Having confidence in their own ideas</b> <ul style="list-style-type: none"> <li>• Thinking of own ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> <li>• Having self-knowledge, self-esteem and self-confidence</li> </ul>
	<b>Choosing own ways to do things</b> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>
Organisation and Communication	<b>Taking pride in learning</b> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Completing activities to their best standard</li> <li>• Being proud of how they accomplished something - not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>
	<b>Being able to organise their own learning</b> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul>
	<b>Using the 'language of learning'</b> <ul style="list-style-type: none"> <li>• Discussing and describing (Working Scientifically)</li> <li>• Reflecting, questioning and reasoning (WS)</li> <li>• Capturing and recording (WS)</li> <li>• Practising and applying in different contexts (WS)</li> <li>• Going deeper and taking next steps (WS)</li> </ul>



# OUR CURRICULUM

Our curriculum is based on the National Curriculum 2014. We teach a knowledge-based curriculum (facts and skills). As a free school we have the capability to adapt and add to this. Our Curriculum plans have just been updated, with lots of exciting learning planned for next year.

English (reading and writing), maths and science are core subjects. English and Maths are taught as lessons 4 times a week although we use the skills taught daily. Science is taught weekly.

The remaining subjects are known as foundation subjects.

- History, Geography, Computing, French and RS are taught weekly.
- Art and DT are taught in blocks each half term, with a weekly lesson.
- Music is taught weekly through the Sing Up programme.
- PE is twice weekly.
- PSHE is included in House Development days, through weekly assemblies and through our weekly Jigsaw lessons.

# SPELLING IN YEAR 4

- Children are taught as a whole class although specific interventions will be in place for children who require recap activities or further support.
- Children learning the rules and words from the Year 3/4 statutory spelling list whilst embedding previous learning.
- Discuss the meaning of the words in the first lesson and how suffixes/prefixes can alter the meaning before using different activities to embed the new learning.

# New Curriculum Spelling List Years 3 and 4

accident

accidentally

actual

actually

address

although

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy

business

calendar

caught

centre

century

certain

circle

complete

consider

continue

decide

describe

different

difficult

disappear

early

earth

eight

eighth

enough

exercise

experience

experiment

extreme

famous

favourite

February

forwards

fruit

grammar

group

guard

guide

heard

heart

height

history

imagine

increase

important

interest

island

knowledge

learn

length

library

material

medicine

mention

minute

natural

naughty

notice

occasion

occasionally

often

opposite

ordinary

particular

peculiar

perhaps

popular

position

possess

possession

possible

potatoes

pressure

probably

promise

purpose

quarter

question

recent

regular

reign

remember

sentence

separate

special

straight

strange

strength

suppose

surprise

therefore

though

thought

through

various

weight

woman

women

Week 1 Words with /aw/ spelt with augh and au	Week 2 Adding the prefix in- (meaning 'not' or 'into')	Week 3 Adding the prefix im- (before a root word starting with 'm' or 'p')	Week 4 Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Week 5 Homophones & near homophones	Week 6 Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Week 7 Review Week
caught	inactive	immature	illegal	medal	division	Within this assess & review week, use the provided <a href="#">Year 4 Autumn Term 1 Dictation Passages</a> and the <a href="#">Spot the Mistake with Mr Whoops</a> self- correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
naughty	incorrect	immeasurable	illegible	meddle	invasion	
taught	inaccurate	impossible	illogical	missed	confusion	
daughter	insecure	immortal	illiterate	mist	decision	
autumn	indefinite	imperfect	illicit	scene	collision	
clause	incomplete	impatient	irregular	seen	television	
cause	infinite	immovable	irrelevant	board	revision	
astronaut	inedible	impolite	irresponsible	bored	erosion	
applaud	inability	important*	irrational	which	inclusion	
author	indecisive	improper	irresistible	witch	explosion	

### Create with Colour

Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.

spelling  
spelling

### Capital Idea

Write your words three times, each in capital letters.

SPELLING  
SPELLING  
SPELLING

### Learn Your ABC

Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.

my  
words  
spelling  
spelling  
words  
my

### Keep Copying

Write your words out three times each. Use different colours if you want to.

spelling  
spelling  
spelling

### Make the Headlines

Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.



### Build a Pyramid

Make a pyramid using the letters in your words.

w  
wo  
wor  
word  
words

### Take a Test

Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.

1. my
2. spelling
3. words

### Picture This

Include each of your words in a funny picture that makes you think of the word.



### Build a Sentence

Write each of your words in a sentence. See if you can build your sentences into a story.

One day a huge  
spelling monster  
came to my town  
and ate all the  
words!

# READING IN YEAR 4

- Independent reading daily – time to enjoy books and reading.
- Guided/shared reading sessions to teach reading skills (such as inference, prediction, sequencing).
- One-to-one reading.
- Online resources and challenges to engage in reading at home via Active Learn Bug Club.
- Target: read own or school reading books (or online Bug Club books) independently three times per week and sign off in the reading record.
- Reading comprehension assessments are used to assess learning and are added to teacher assessment to summarise progress and ascertain next steps in addition to all the above.

# MATHS IN YEAR 4

- We follow the White Rose Maths programme of learning.
- Always based on next steps for each child.
- Concrete, pictorial, abstract learning.
- Mastery curriculum - an approach to mathematics education which is based on mastery learning in which most students are expected to achieve a high level of competence before progressing, adapt and move with the children's needs
- White Rose maths assessments are used at the end of a block and a term, which is added to ongoing teacher assessment to give summary of progress and ascertain next steps.
- Fluency practise of times tables daily.

# WRITING IN YEAR 4

- Writing builds on next steps
- Lots of opportunities to write
- Reading linked to writing
- Punctuation, grammar and spelling patterns taught
- Writing techniques used to support writing
- Lots of different genres and text types explored
- Big focus on self-editing
- Independent writing completed and assessed regularly



#### Year 4: Detail of content to be introduced (statutory requirement)

<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive –s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, “Sit down!”</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl’s name</i> , <i>the girls’ names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

# WIDER CURRICULUM IN YEAR 4

- Applying skills and learning across the curriculum.
- Lots of discussion and sharing of ideas through paired talk, small groups, whole class sessions.
- Practical and hands on.
- We facilitate children learning for themselves.
- Recording in books but in lots of different ways – supporting learners.

# MULTIPLICATION CHECK (MTC)

- In the summer term, year 4 pupils will take a government official multiplication tables check in school.
- The purpose is to determine whether pupils can recall times tables fluently.
- Helps to identify pupils who will need additional support and possible intervention with times tables.
- Completed online – 25 questions, 6 seconds to answer each question, 3 seconds rest in between each one.
- Children will be completing continuous practise throughout the year and will be able to use a 'try it out check' in the weeks leading up to the test.

# SWIMMING

- Year 4 will travel to Haltemprice to complete swimming lessons.
- This will take place in September– November weekly for 10 weeks (Thursday morning).
- Children are assessed when they arrive and are then grouped according to ability for the lessons.
- At the end of the series of lessons, children will be assessed on their swimming against the national curriculum.
- If they do not pass, they will return in year 5 to try again.

# HOME LEARNING

- One activity set weekly on Friday.
- Always consolidation and will contain staggered challenge.
- Alternates between English and maths.
- Will remain on Google Classroom.
- Feedback will be given to the children when homework is reviewed.
- Reading is encouraged at home as much as possible.
- Practising times tables and related division facts as much as possible at home would be great too.
- Practise the spelling of Common Exception Words as much as possible will help spelling.

# Y4 RESIDENTIAL TO GUIDEACRES

- 2days/1night camping 10 minutes away at Raywell, near Little Weighton.
- We put up and take down the tents we sleep in, cook on wood and gas fires and do all the cleaning up after ourselves while we are there.
- Activities include archery, grass sledging, traverse wall, orienteering, water slide, cooking on a wood fire, s'mores, sleeping in tents (4/5 children) + lots of sports such as football, rounders, volleyball and capture the flag.
- More information on this will be given at a parent meeting in April.

# Y4 RESIDENTIAL TO GUIDEACRES



ANY QUESTIONS?