

# Welcome to Year 4

## Meet the Teacher Miss Roberts

# Routines

Lots of things about our daily routine in September will depend on guidance from the government for schools and the lifting (or not) of Covid restrictions. This will be communicated to parents as soon as we have this.

## Upon arrival in the morning;

- Year 4 entrance
- 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 (pencils, rulers, whiteboards, challenge books and so on). 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.
- PE kits will be brought on a Monday and stay in school until Friday.

Please continue to write notes in planners. We will pick up during the week.

# Learning in Year 4

- Structured teacher inputs
- Independent learning, paired learning or group learning
- Hands-on learning, investigation
- Outdoor 'classroom'
- 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)

# Characteristics of Effective Learning

Hunsley Primary Characteristics of Learning statements build upon the crucial Characteristics of Effective Learning.

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</li> <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>
	<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>

# National 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 new 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 one afternoon per week.

The remaining subjects are known as foundation subjects

- History, Geography, Art, DT alternate through each half term and timings vary depending on the learning
- Music, French and RS are taught weekly
- PE is twice weekly
- PSHE is included in House Development days, through assemblies and through our Talk Time. This takes place three times a week
- Computing skills are also taught weekly through the Purple Mash programme

# Spellings 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.

# Reading in Year 4

- Independent reading daily – time to enjoy books and reading
- Whole class guided reading sessions
- 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) as often as possible at home and sign off in reading record, additionally, complete reading challenge as a fun way to engage the children
- Reading comprehension assessments are used to assess learning termly

# Maths in Year 4

- Following White Rose Maths programme of learning
- Always based on next steps for each child
- Concrete, pictorial, abstract learning
- Mastery curriculum- Mathematics mastery is 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 term

# Writing in Year 4

- Writing builds on next steps
- Lots of opportunities to write
- Reading linked to writing
- Punctuation, grammar and spelling patterns (suffixes) taught
- Talk for 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

# Home Learning

- **One activity** set weekly on Friday
- Always consolidation or an extra practice activity
- Alternates between English and Maths
- Books changed and brought back on a Friday
- Home learning will continue to be set on Google Classroom and children will receive feedback on there from teacher
- Reading at home as much as possible
- Practising times tables and related division facts as much as possible
- Try to complete reading challenge weekly, fun way to read!

# Multiplication tables check (MTC)

- In the summer term, Year 4 pupils will take DfE MTC (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 questions, 3 seconds rest in between each one.
- Children will be completing continuous practice 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.

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.

Any questions?