



Meet The Teacher

Year Four

September 2022



Year 4: Meet the Teachers

4R

Miss Ryan (Teacher)

Mrs Pratchett (TA)

4S

Ms Smith (Teacher)

Mrs Pratchett (TA)



School Open Morning – Saturday 1st October 2022
9-11:30am.

Term Dates

AUTUMN TERM 2022	
Friday 2nd September	INSET DAY
Monday 5th September	TERM STARTS
Tuesday 4th and Thursday 6th October	Family Consultations
Thursday 20th October Thursday 8th December	Curriculum Evenings
Friday 21st October	INSET DAY
Monday 24th October – Friday 28th October	HALF TERM
Friday 2nd December	OCCASIONAL DAY
Wednesday 21st December	TERM ENDS 1.30 PM

- Please download the app or look on the website for an up to date school calendar.



Uniform

Please could ALL uniform (including PE kit) be named with your child's surname or initials. This means it is more likely to be returned if it is misplaced.



School Rules

“Be kind, be safe, be respectful.”

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Values	Kindness	Respect	Friendship	Courage and Determination	Truth and Honesty	Trust

Recognition Board

Children who live out our school rules and values every day are recognised on our Recognition Board. It is also to recognise exceptional learning.



Learning behaviour

- Recognition Board for outstanding work and behaviour
- House Points
- Legendary Lines and Fantastic Walking
- Star of the Day
- Positive learning behaviours, growth mindset and making a 'good mistake'



The School Day

- Maths and English take place every morning.
- Foundation subjects, including PE, generally take place during afternoon sessions.
- PE for both Year 4 classes is Friday afternoon for this half-term. PE kits should be in school every day in case of any last minute changes in schedule.
- Handwriting and spelling lessons will take place throughout the week.
- The children have an assembly every day.



Curriculum

- English – Spelling, punctuation and grammar, story settings, poetry, recount, stories with a theme and riddles
- Maths – PV, counting on and back and rounding, mental addition and subtraction, written methods for addition and subtraction and counting in multiples
- Science – ‘Living Things’ and ‘States of Matter’
- Geography – Mexico
- Spanish – fruit, vegetables, shape and greetings
- Music – Listening to music and repeating rhythms
- Art - Frieda Kahlo
- PSHE – ‘Being Me in My World’ and ‘Celebrating Difference’
- RE – 'What is love?'

In order for this teacher assessment framework to be used effectively, knowledge of the expectations of the national curriculum is essential.

Learning from previous year groups **must** continue to be revised and practised across both key stages.

The national curriculum expectations: **proof-read for spelling and punctuation errors and assess the effectiveness of their own and others' writing and suggest improvements** will be important in enabling all children to meet the standards for their year groups.

Year 4

Working towards the expected standard

The pupil can:

- write for a range of purposes
- begin to use paragraphs
- create settings and characters in narrative⁺
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings)
- use the range of punctuation taught up to and including Y2 correctly[^] and some of the punctuation taught in Y3 and Y4[^]
- spell correctly many words from previous year groups and some words from the year 3 / year 4 spelling list^{*}
- write legibly.¹

Year 4

Working at the expected standard

The pupil can:

- write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)
- create settings, characters and plot in narrative⁺
- use speech punctuation correctly most of the time
- use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)
- use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)
- use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)
- use the range of punctuation taught up to and including Y4 mostly correctly[^] (e.g. commas after adverbials; use of apostrophe)
- spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,^{*} and use phonics and morphology to spell words, beginning to use a dictionary to check spellings
- write legibly and with increasing fluency, paying attention to size and spacing
- maintain the use of joined handwriting² throughout independent writing.

Year 4

Working at greater depth within the expected standard

The pupil can:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- develop character through description, actions and dialogue
- begin to make choices about using sentences of different lengths and types
- improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).



Pitch and Expectations

- We have high expectations of every child, whether that be academic or behaviour.
- Presentation
- We will be pitching our teaching to incorporate the year group expectations, while taking into account that every child is working at their own pace towards achieving that expectation.
- Across the curriculum, we will sometimes be using three/ four challenges by which children can select the appropriate task. Sometimes all pupils will complete the same tasks but different scaffolds will be provided.



Presentation Expectations

- At Bowmansgreen, we take pride in our work.
- Write in pen in English and pencil in Maths.
- Write the date and L.I every lesson.
- Underline titles in pencil with a ruler.
- Begin each line at the red margin.
- Join every lower-case letter.
- One digit per box in Maths.
- If you make a mistake, which is a perfectly natural part of the learning process, we mark it with a **Good Mistake Dot** and strive to find out where we went wrong.



Home Learning

- Home Learning will be given out on a Thursday and is expected to be returned the following Tuesday.
- This will include:
 - English/Theme grids
 - Maths
 - Spellings

The children have had a practice home learning session (WAGOLL) in school. This was to show them our expectations of home learning.

If your child is finding home learning difficult, please let us know. We are happy to go back through it if need be!

- We intend to test spellings on a Wednesday. It is really important your child is learning their weekly spellings.

Spelling Home Learning



Spelling Home Learning - Year X

Date set:	19.09.19
Date to be tested:	25.09.19

Challenge 1	Challenge 2	Challenge 3
key money honey turkey donkey	hockey dopey abbey alley goopy	chimney baloney phoney journey galley

only if wrong in first column.

LOOK / SAY					C O V E R	WRITE	C H E C K	WRITE	C H E C K	REVISE later	C H E C K
Copy & Say the word	Count letters	What's funny?	How to remember	Word shape							
hockey	6	ck	sock key	hockey		hockey	✓	hockey	✓		
dopey	5	dope	dwarf	dopey		dopey	✓	dopey	✓		
abbey	5	double b	St Albans	abbey		abbey	✓	abbey	✓		

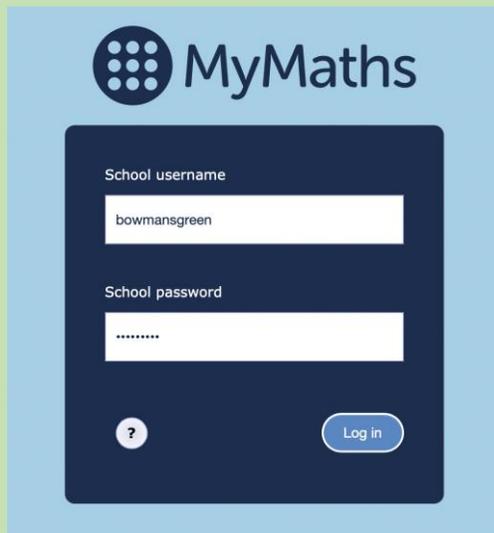
Don't forget to still write a sentence for each word.
Encourage your child to use different openers and powerful vocabulary.

Bowmansgreen Portal

Log in:

bowmansgreen

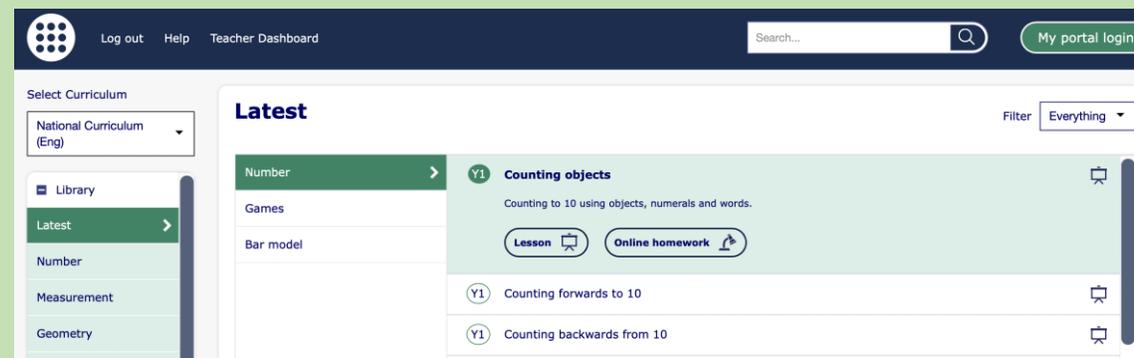
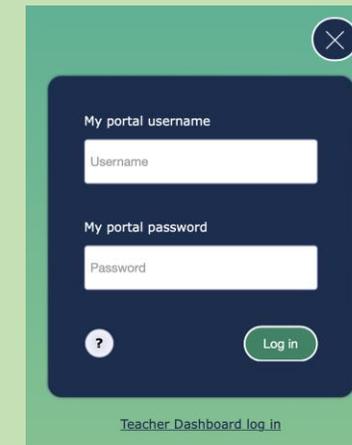
Password: square123



Pupil Portal

You can find this in the top bar.

You are also prompted to do this when you first log in and when you begin an online homework task.





Reading Records

- 4S – Monday and Thursday to change books officially but please bring them in every day
- 4R – Tuesday and Friday to change books but please bring them in every day

For example, in a 'Winters Child', Tom is selfish at the beginning and at the end he is selfless.



Supporting your child's learning: reading

- We have set an expectation for the children to be reading at home at least 5 times a week, for 15 minutes. This needs to be signed off in their reading records by an adult. We would appreciate a comment about your child's reading. These could be linked with the characters / events / plot of the story.
- We have included some examples of questions you could use when reading with your child on the next slide.
- Where possible please try and read with your child, including reading to them to model good expression and intonation.

The greatest encouragement for your child is to see you - their most influential role model - reading.

Example Reading Questions



- What has happened in the story so far?
- What do you think will happen next?
- Who is your favourite character? Why?
- Who is the character you like least? Why?
- Do you think the author intended you to like / dislike this character? How do you know?
- Does your opinion of this character change during the story? How? Why?
- Find two things the author wrote about this character that made him / her likeable?
- If you met one of the characters from the story, what would you say to him / her?
- Which part of the story is your favourite / least favourite? Why?
- Would you change any part of the story? How?
- Would you change any of the characters? How?
- Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
- What is the purpose of this book? How do you know?
- Why is this page laid out in this way? Could you improve it?
- Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
- Did this book make you laugh? Can you explain what was funny and why?
- Have you read anything else by this author? Is anything similar?
- Does this book remind you of anything else? How?
- When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
- Do you think the title of the book is appropriate? What would you have called it?
- What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
- Find two sentences which describe the setting.
- Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
- If the author had included another paragraph before the story started what do you think it would say?
- Would you like to read another book by this author? Why/ why not?



Word of the Week

Please could you reinforce the 'Word of the Week' at home. Every Word of the Week is posted weekly on the school app e.g. lagoon and reflecting.



Supporting your child's learning: English

- Encourage your child to read their work out loud to ensure it makes sense.
- Read through your child's work with them, encouraging them to self-correct their work e.g. speak in full sentences / checking spellings, tenses and grammatical sense.
- Diary writing / journals / competitions online for writing



Supporting your child's learning: Maths

- Key terms:
- Regrouping (you may know this as partitioning)
- Fluency (the confident use of skills, not focused specifically on pace)
- Integers (whole numbers)
- Discrete data (counted e.g. number of children in a class, you cannot have half a child)
- Continuous data (measured e.g. heights of children in a class)

Strategies we will be using may include: cherry diagrams, formal written methods, number lines and mental fluency strategies.

It is essential that children are practising counting and times tables at home as these will support your child in every area of maths. Times Tables Rockstars will continue to be used to support children in practising their times tables regularly.



Multiplication Tables Check

What is the MTC?

The MTC is an on-screen check consisting of 25 times tables questions. Your child will answer 3 practice questions before moving on to the official check and will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

- Focus on 6, 7, 8, 9, 11 and 12s.
- Some questions on 2, 3, 4s and 5s.
- No division questions.

Helpful resources:

Topmarks Hit the Button, Mathsframe MTC,
TT Rockstars

There will be a parent/carer information session later in the year.



Useful websites to support your child's learning

- **BBC Bitesize KS2** (Maths, English, Science)
- **Woodlands Maths** <http://www.primaryhomeworkhelp.co.uk/maths/>
- **Primary Homework Help** <http://www.primaryhomeworkhelp.co.uk/>
- **Ducksters** (Science, Geography and History)
<https://www.ducksters.com/>
- **Times tables** <https://www.timestables.co.uk/>
- **Top Marks** (times tables) <https://www.topmarks.co.uk/maths-games/7-11-years/times-tables> - Hit the Button!
- **Maths Chase** (times tables focus but more options too) - <https://www.mathschase.com/>