



# Welcome to Year 4 with Mrs Bird

September, 2023

# The Year 4 team

Teachers & Support Staff:

Mrs Bird

Mrs Gillot

Miss Latham

Mr Benthem (P.E.)

Clarinet teacher from Love Music Trust



# Everyday essentials

- A labelled water bottle
- Healthy fruit snack
- A coat
- A labelled bag
- Home / School diary
- Reading book



# Topics and Teaching

- ▶ Each term we have a different topic which is taught in a cross-curricular way. These will be The Victorians (Autumn), The Romans and Volcanoes (Spring) and The Ancient Greeks and rivers (Summer).
- ▶ The mornings are set up to provide the children the opportunity to develop their skills in English, Maths, reading and spellings. The afternoons are typically for foundation subjects.
- ▶ Guided Reading takes place daily. On Mondays, we do activities all together and then split into groups for the remaining days. Every child will read in a small group with me on a weekly basis although some children may read within their daily phonics group. There is a big focus on comprehension as well as word recognition.

# Routine

- ▶ 8.40am Reading, changing books or finishing work
- ▶ 8.50am Spellings or phonics followed by guided reading
- ▶ 8.40am English
- ▶ 10.30am Collective Worship
- ▶ 10.45am Break
- ▶ 11.00am Maths
- ▶ 12.10pm Lunch
- ▶ 1.00pm Foundation subjects x2
- ▶ 3.15pm Home time

# Routine

- ▶ Children responsible for changing their own books - when they have read at home (opportunity for this most mornings).
- ▶ Monday - Music tuition with clarinet.
- ▶ Tuesday - swimming until end of November.
- ▶ Wednesday - PE with Mr Bentham (please come to school in PE kits).



# Handwriting

- ▶ Children will be practising their handwriting on a regular basis.
- ▶ Some children will need to practise more often.
- ▶ This will also provide opportunities for children to recap and consolidate their phonic and spelling knowledge.





# Read Write Inc. Spelling

***Read Write Inc. Spelling* is a 15-minute-a-day programme for Years 2 to 6 (P3–P7).**

Using a proven approach underpinned by phonics, fast-paced lessons and an online subscription, *Read Write Inc. Spelling* prepares children for the higher demands of the statutory spelling assessments in England.

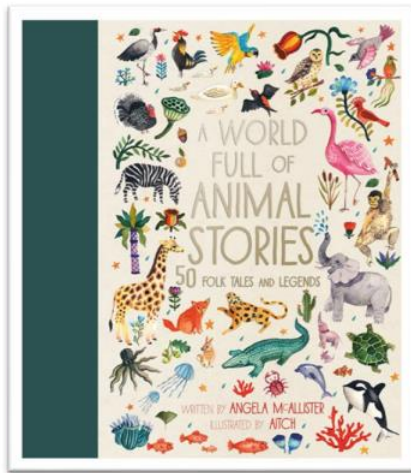




# Pathways to Read

## *A World Full of Animal Stories* *50 Folktales and Legends*

*by Angela McAllister*



### → **Predict**

Predict what might happen from details stated and implied (2e)

### → **Clarify vocabulary**

Explore the meaning of words in context (2a)

### → **Read and retrieve**

Retrieve, record and present information (2b)

### → **Read and explain: Mastery focus**

Retrieve and record information from non-fiction (2b)

- Use dictionaries to check the meaning of words that they have read (2b)
- Ask questions to improve understanding (2b)

Identify main ideas drawn from more than one paragraph and summarise (2c)

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence (2d)



- Identify themes and conventions in a wide range of books (2d)

Identify how language, structure and presentation contribute to meaning (2f)


Discuss words and phrases that capture the reader's interest and imagination (2g)

# Reading books and home school diaries

- The children have the opportunity to change their books most mornings and will be supported with this.
- Please encourage your child to read at least three times each week, sign and comment each time. Team points can be earned.
- Reading in class - Guided Reading, Whole Class Reading, Individual Reading and Paired reading.
- Use your child's diary to communicate messages e.g. changes to home time arrangements etc but please be aware that not every child will have their diary checked every day.

Date	Book title and page number	Parent/Teacher/Pupil Comments
23/09	 I read with an adult today	
23/09	Matooke	Frankie and I read together. She did a great job. JShemin
27/09/21	The Surprise Party: Pg 12 JShemin	Frankie was rushing this evening. She needs to think about punctuation and passing etc. She also seems to be misreading words such as I, its, we, is and saying something else?? JShemin
28/09/21	The Boy in the Dress Pg 56. JShemin	Frankie read to Daddy
	 I read with an adult today	Great comments, well done Frankie. we will focus on punctuation.

Date	Book title and page number	Parent/Teacher/Pupil Comments
4.10.21	1 have read page 1-page 10.	Great reading this evening and discussion and inference. JShemin.
4.10.21	1 have read page 10-18. ☺	Frankie has read much better this week. Shes taking her time and using punctuation. JShemin.
7.10.21	1 have read page 10-page 26 ☺	JShemin.
8.10.21	1 have read to 286-311 have finished the book.	JShemin. Frankie hasn't read at home due to be unwell this week
Words to learn		

Date	Book title and page number	Parent/Teacher/Pupil Comments
10.10.21	Reks Pen pg 60-end.	Good Well George answered all of questions ☺
11/10	 I read with an adult today	Fantastic work George!
11/10/21	Explore and invent	Good job George ☺
12/10/21	Mimpins book Pg 1-15	Well done George ☺
13/10/21	Two Bats Both finished	super George
13/10/21	Secret garden pg 1-30	Good boy George you Mummy and Daddy are very proud of you ☺
14/10/21	Secret garden pg 31-50	Well done George

Date	Book title and page number	Parent/Teacher/Pupil Comments
15/10/21	Secret Garden Pg 50-end	Super answers to questions George. Xy have worked really hard ☺
16/10/21	The Adventures of Huckleberry Finn Pg 1-18	Super George.
17/10/21	The Adventures of Huckleberry Finn Pg 19-32	Well done George X
18/10/21	The Adventures of Huckleberry Finn Pg 33-43	Good boy George ☺
Words to learn		
temperature		
temperature		
sculpture		
Progress		
Date:		

Please record your child's reading or encourage them to record it.

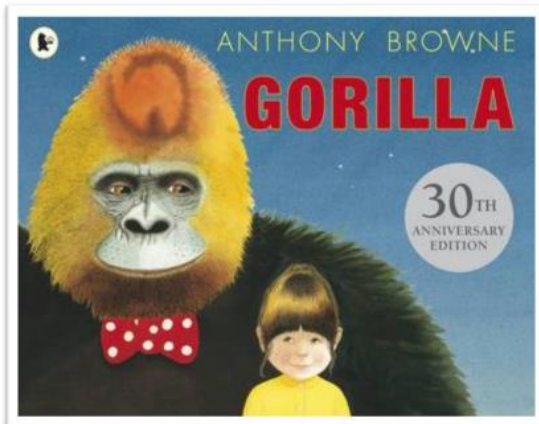


# Writing - Pathways to Write



## Gorilla

by Anthony Browne



Year 4 Pathways to Write: Autumn 1

Additional texts:

*Ape* by Martin Jenkins and Vicky White

*Gorilla Journal* by Carolyn Franklin (class novel to link)

*The One and Only Ivan* by Katherine Applegate



### Pathways to Write keys

Gateway keys (non-negotiables/basic skills)	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> <li>Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)</li> <li>Use prepositions, conjunctions and adverbs to express time, place and cause (Y3)</li> <li>Group related ideas into paragraphs (Y3)</li> <li>Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</b></li> <li><b>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b></li> <li><b>Use fronted adverbials</b></li> <li><b>Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)</b></li> <li><b>Use commas after fronted adverbials</b></li> </ul> <p>Re-cap: Use inverted commas for direct speech (Year 3)</p>	<ul style="list-style-type: none"> <li>Use small details to describe characters</li> <li>Use small details for time, place and mood</li> <li>Use 1st or 3rd person consistently</li> <li>Use tenses appropriately</li> <li>Sequence stories in different stages: introduction, build up, climax, resolution</li> </ul>

# White Rose Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>VIEW</div>				<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>		<div>Measurement</div> <div>Area</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>		<div>Consolidation</div>		
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>		<div>Measurement</div> <div>Length and perimeter</div> <div>VIEW</div>		<div>Number</div> <div>Fractions</div> <div>VIEW</div>			<div>Number</div> <div>Decimals A</div> <div>VIEW</div>				
Summer term	<div>Number</div> <div>Decimals B</div> <div>VIEW</div>		<div>Measurement</div> <div>Money</div> <div>VIEW</div>		<div>Measurement</div> <div>Time</div> <div>VIEW</div>		<div>Consolidation</div>	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>	<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>	

# 1 minute maths



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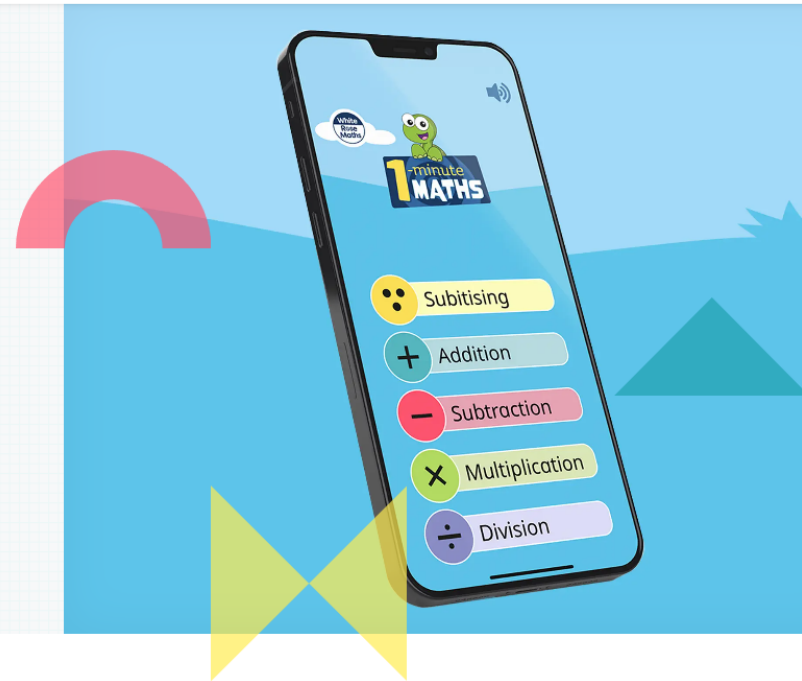


Subsc

## Have you heard about our amazing app?

It's 1-minute maths

[FIND OUT MORE](#)




Designed for use both in class and at home, our 1-minute maths app helps children build greater number confidence and fluency. It's all about targeted practice in engaging, one-minute chunks!




# TTRockstars & times tables


**SINGLE PLAYER**



**GARAGE**  
Teacher Set

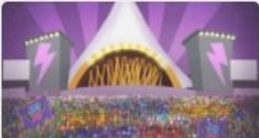


**STUDIO**  
12 x 12




**SOUNDCHECK**  
25 questions


**MULTIPLAYER**



**FESTIVAL**  
12 x 12



**ARENA**  
Teacher Set




**ROCKSLAM**  
12 x 12

## GARAGE

 **PLAY**

 Tables:  
Teacher Set

 Play solo

 10 per correct answer

YOU'VE BEEN SET:

10

# TTRockstars & times tables

- ▶ The children will be taking part in a Multiplication Tables Check in June next year.
- ▶ The multiplication tables check is an online, on-screen assessment given to pupils in year 4. It checks their ability to fluently recall times tables up to  $12 \times 12$ .
- ▶ Research suggests that being able to recall times tables fluently is helpful when it comes to other maths activities. That's why primary schools are teaching pupils their times tables, so they can recall them and don't have to work them out.
- ▶ It's made up of 25 times tables questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.
- ▶ There is no expected standard or 'pass mark' for the multiplication tables check, but higher scores indicate greater proficiency in fluently recalling multiplication tables.

# TTRockstars & times tables

- ▶ We practise times tables daily.
- ▶ By the end of Year 3, the children should know the  $\times 2$ ,  $\times 5$ ,  $\times 10$ ,  $\times 3$ ,  $\times 4$  and  $\times 8$ .
- ▶ We are currently revising the  $\times 3$ .
- ▶ Based on the children's performance on TTRS, I can track which times tables they need to work on the most.
- ▶ Bronze, silver and gold badges are awarded each half-term.

	10	2	5	3	4	8	6	7	9	11	12
10	10 $\times$ 10	10 $\times$ 2	10 $\times$ 5	10 $\times$ 3	10 $\times$ 4	10 $\times$ 8	10 $\times$ 6	10 $\times$ 7	10 $\times$ 9	10 $\times$ 11	10 $\times$ 12
2	2 $\times$ 10	2 $\times$ 2	2 $\times$ 5	2 $\times$ 3	2 $\times$ 4	2 $\times$ 8	2 $\times$ 6	2 $\times$ 7	2 $\times$ 9	2 $\times$ 11	2 $\times$ 12
5	5 $\times$ 10	5 $\times$ 2	5 $\times$ 5	5 $\times$ 3	5 $\times$ 4	5 $\times$ 8	5 $\times$ 6	5 $\times$ 7	5 $\times$ 9	5 $\times$ 11	5 $\times$ 12
3	3 $\times$ 10	3 $\times$ 2	3 $\times$ 5	3 $\times$ 3	3 $\times$ 4	3 $\times$ 8	3 $\times$ 6	3 $\times$ 7	3 $\times$ 9	3 $\times$ 11	3 $\times$ 12
4	4 $\times$ 10	4 $\times$ 2	4 $\times$ 5	4 $\times$ 3	4 $\times$ 4	4 $\times$ 8	4 $\times$ 6	4 $\times$ 7	4 $\times$ 9	4 $\times$ 11	4 $\times$ 12
8	8 $\times$ 10	8 $\times$ 2	8 $\times$ 5	8 $\times$ 3	8 $\times$ 4	8 $\times$ 8	8 $\times$ 6	8 $\times$ 7	8 $\times$ 9	8 $\times$ 11	8 $\times$ 12
6	6 $\times$ 10	6 $\times$ 2	6 $\times$ 5	6 $\times$ 3	6 $\times$ 4	6 $\times$ 8	6 $\times$ 6	6 $\times$ 7	6 $\times$ 9	6 $\times$ 11	6 $\times$ 12
7	7 $\times$ 10	7 $\times$ 2	7 $\times$ 5	7 $\times$ 3	7 $\times$ 4	7 $\times$ 8	7 $\times$ 6	7 $\times$ 7	7 $\times$ 9	7 $\times$ 11	7 $\times$ 12
9	9 $\times$ 10	9 $\times$ 2	9 $\times$ 5	9 $\times$ 3	9 $\times$ 4	9 $\times$ 8	9 $\times$ 6	9 $\times$ 7	9 $\times$ 9	9 $\times$ 11	9 $\times$ 12
11	11 $\times$ 10	11 $\times$ 2	11 $\times$ 5	11 $\times$ 3	11 $\times$ 4	11 $\times$ 8	11 $\times$ 6	11 $\times$ 7	11 $\times$ 9	11 $\times$ 11	11 $\times$ 12
12	12 $\times$ 10	12 $\times$ 2	12 $\times$ 5	12 $\times$ 3	12 $\times$ 4	12 $\times$ 8	12 $\times$ 6	12 $\times$ 7	12 $\times$ 9	12 $\times$ 11	12 $\times$ 12

# Communication

- Website and 'X/Twitter' posts
- Diaries
- Email: [Emerald@stjamesaudlem.cheshire.sch.uk](mailto:Emerald@stjamesaudlem.cheshire.sch.uk) – please note that emails are monitored daily and I will reply to any email within 24 hours, but this may be after school.
- Weekly newsletter from school office
- Weekly homework update



# Rewards and sanctions

- ▶ Team points and class marbles
- ▶ Praise Book
- ▶ Examples of good work displayed as WAGOLs (what a good one looks like)
- ▶ Star of the day
- ▶ Golden Time
- ▶ Good to be Green certificate
- ▶ Yellow and red cards for breaking school rules. Some children may be on a bespoke reward and sanctions system depending on their level of need.



# My Happy Mind



This is part of our Personal, Social, Health and Economic education.

myHappymind is a NHS and science-backed programme which gives children an understanding of positive mental health and enables them to develop strategies to manage their own wellbeing.



# Emotion coaching

## Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too and regularly hold training and coffee mornings for parents to learn this approach and share their own experiences.

## Steps of Emotion Coaching

### Step 1

- Recognising the child's feelings and empathising with them.

### Step 2

- Label the feelings and validating them

(validating = let the child know why they might be feeling like this and that this is okay)

### Step 3

















- Set limits on the behaviour (if needed)

### Step 4

- Problem-solve with the child

# Zones of Regulation

## What Zone Are You In?

Blue Zone	Green Zone	Orange Zone	Red Zone
 	 	 	 
SAD	HAPPY	SURPRISED	ANGRY
HURT	FOCUSED	CONFUSED	RAGING
 	 	 	 
SICK	CALM	WORRIED	TERRIFIED
TIED	EXCITED	SILLY	ANNOYED
What can I do?	What can I do?	What can I do?	What can I do?
REST	GO	SLOW DOWN	STOP
Take a break Ask for help Talk to someone Jump up and down 5 x I can also.....?	Think happy thoughts Finish my work Help others Share ideas I can also.....?	Take deep breaths Talk to someone Go for a short walk Count to ten I can also.....?	Take a time out Run a lap Squeeze a stress ball Drink water I can also.....?

# Resilience Passports

With thanks to:

Parentkind

HOW ACTION FOR CHILDREN WORKS

ncb  
National Children's Bureau

Every Child Should...

Council for Learning Outside the Classroom

Proudly supporting youth social action

#iwill

WE DISCOVER, WE GROW  
Girlguiding

Scouts

Department for Education

Toggle Touch Mode



Get in touch

We'd love to hear what you think about this list. Share your experience using #MyActivityPassport or email: [activity.passport@education.gov.uk](mailto:activity.passport@education.gov.uk)

My Activity Passport

Name

Start date

End date

# Homework

- ▶ Children will receive homework on Friday to be returned by the following Wednesday at the latest.
- ▶ Children are expected to spend time on TTRockstars.
- ▶ There will usually be a piece of English and/or maths homework per week.
- ▶ Children are expected to read regularly and record in their diary.



# How can you support your child at home?



- ▶ Spelling - supporting your child with key word spelling.
- ▶ Reading - developing comprehension skills, reading for meaning and predicting, check children can read words on sight.
- ▶ Maths -practising times tables (2x to 12x)
- ▶ Each term our class letter will tell you about our topic focus.
- ▶ A weekly note home will be sent via Parentmail on Fridays.