



YEAR FOUR

Welcome to year 4

KEY STAFF



Mrs Wilde
Class Teacher



Mrs Nalci
PPA teacher



Miss Baxter



Mrs Barnardo

HOW PARENTS CAN HELP



Please help us to develop a strong parent partnership.

As a school, we believe it is vitally important that your child is able to deal with everyday issues such as: • Not being first • Patience • Playground fall-outs • Getting hurt • Losing bits of equipment/clothing. To help us support your children in developing resilience, please try to deal with situations positively and if necessary, talk to your child's class teacher. Please help us to develop a sense of perspective and a strong parent partnership. Together we can!

Love

Trust

Perseverance

VALUES

Forgiveness

Collaboratio
n

Inclusion

Thankfulnes
s

School bible verse

‘Let us not love with words and speech but with
actions and in truth’ 1 John 3:18

This underpins all that we do.

COMMUNICATION



ClassDojo

We communicate mainly through Class Dojo. Please only send brief, polite messages between 8am-4:30pm. If your message is urgent or outside of these hours, please contact the school directly through the office. Teachers don't always pick up messages during the school day.

ATTENDANCE

Attendance target 97%



We ask for your support to make sure your child attends school every day, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school

Please let us know on the day that your child is absent. You can now communicate this through the Studybug App. It's easy to download from the app store.



EVERY DAY COUNTS

School and future **success**
starts with good **attendance**.



**DAILY LATENESS
EQUATES TO...**

5 MINS LATE
=
3 DAYS
LOST

10 MINS LATE
=
6 DAYS
LOST

15 MINS LATE
=
10 DAYS
LOST

Education is important - DON'T MISS OUT!



"Let us not love with words or speech but with actions and in truth" 1 John 3:18

Love in action is being...



Ready



Good looking



Listening code



Resources
ready



Safe sitting



Make links to
previous
learning



Reading record
and book
everyday

"Let us not love with words or speech but with actions and in truth" 1 John 3:18

Love in action is being...



Respectful



Kind words



Remember
manners



Straight,
smart and
silent



Fantastic
walking



Look after each
other



Kind to
school
resources

"Let us not love with words or speech but with actions and in truth" 1 John 3:18

Love in action is being...



Safe



Is my fun, fun
for everyone?



Non-contact
games



Safe use of
equipment



Safe
movement



Safe words



Stay seen

BEHAVIOUR POLICY

CURRICULUM

We are in the third year of our new curriculum cycle. All teachers and subjects leaders have had a part in it. We are really proud of our curriculum. We have weaved love in action throughout and links to global goals.

CURRICULUM

Learning themes:

Term one



**Who invaded and
settled in the UK?**

Term two



Rushing Rivers

Term three



**Why is Stratford
Upon Avon famous?**

Love in action:

Term one



DIVERSITY

Term two



**CLEAN WATER
AND SANITATION**

Term three



**PEACE, JUSTICE AND
STRONG INSTITUTIONS**

SUSTAINABLE
DEVELOPMENT
GOALS



NO
POVERTY



ZERO
HUNGER



GOOD HEALTH
AND WELL-BEING



QUALITY
EDUCATION



GENDER
EQUALITY



CLEAN WATER
AND SANITATION



AFFORDABLE AND
CLEAN ENERGY



DECENT WORK AND
ECONOMIC GROWTH



INDUSTRY, INNOVATION
AND INFRASTRUCTURE



REDUCED
INEQUALITIES



SUSTAINABLE CITIES
AND COMMUNITIES



RESPONSIBLE
CONSUMPTION
AND PRODUCTION



CLIMATE
ACTION



LIFE
BELOW WATER



LIFE
ON LAND



PEACE, JUSTICE AND
STRONG INSTITUTIONS

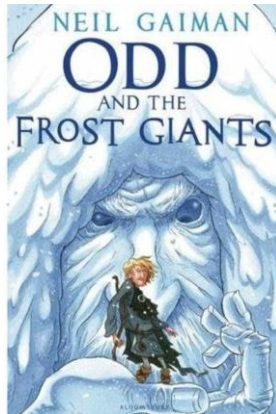
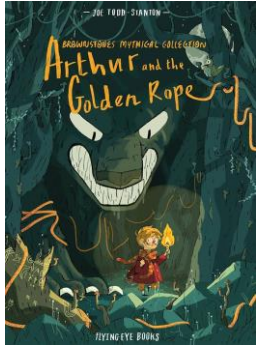


PARTNERSHIPS
FOR THE GOALS

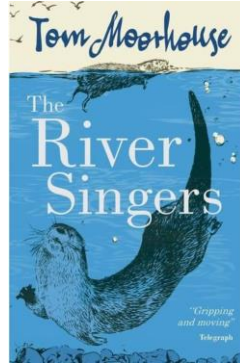
Sustainable global goals

KEY TEXTS

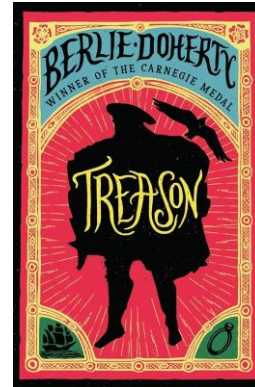
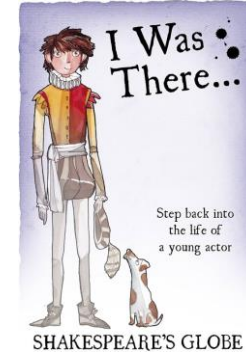
Autumn



Summer



Spring



KNOWLEDGE ORGANISER FOR AUTUMN TERM

Invaders

KNOWLEDGE ORGANISER



ESSENTIAL VOCABULARY	
invaded	Entering an area by force in order to take over.
chariot	A two-wheeled vehicle drawn by horses and used in racing and warfare.
emperor	A ruler of an empire
religion	A set of beliefs held by a group of people, usually involving worship or prayer.
temple	A building devoted to the worship of a god or gods.
mosaic	A picture or pattern made by arranging small pieces of stone, tile or glass
settlement	A place (often previously uninhabited) where people settle to live.
gladiator	A warrior in ancient Rome who fought for entertainment in arenas, such as the Colosseum, often to the death.
paganism	A religion that involves the worship many different gods.
medieval	The period of history from 500 AD to 1500 AD.
Danelaw	The area of England where the Vikings settled after the invasion.
conquered	Gaining or acquiring by force
amphitheatre	A large outdoor theatre with seats arranged in a circular shape where performances can take place.
rune	Symbols used as an alphabet in the Anglo-Saxon writing system.
Valhalla	In Norse mythology, it is the heavenly hall that slain warriors go to.

753 BC	55 BC	27 BC	43 AD	50 AD	60 AD	80 AD	122 AD	312 AD	410 AD
Rome is founded by Romulus	Julius Caesar attempts his first invasion of Britain	Augustus becomes the first Roman Emperor	Roman invasion of Britain	London is founded	Boudicca rebels	Colosseum is built in Rome	Hadrian's Wall is built	Christianity becomes the official religion of the Roman empire	Last Romans leave Britain

Who were the Romans?	Roman Legacy	Julius Caesar
The Romans were a group of people from mainland Europe (what is now known as Italy). They invaded the British Isles in 43 AD and remained until 410 AD.	Some of the greatest Roman inventions are still around today. These include Roman numerals, Roman baths, plumbing and sanitation, the use of arches for building structures, Roman roads, surgical tools and military strategies.	Caesar was considered a brave soldier, who was brought to power by bribery. He always aimed to advance the power and glory of Rome. He first landed in Britain in 55 BC, but it was actually another 100 years before the Romans actually conquered Britain! In the end, Caesar was murdered by around 60 men.

AD 449	AD 600	AD 793	AD 871	AD 924	AD 937	AD 939	AD 1042	AD 1066
Anglo-Saxon invaders arrive in Britain	Anglo-Saxons take over England	Vikings attack from Norway	Alfred the Great becomes King of Wessex	Aethelstan becomes the King of Wessex	Aethelstan defeats rebels in battle	Vikings invade England and take back the north	Edward the Confessor becomes king	King Harold is killed in the Battle of Hastings

Who were the Anglo-Saxons?	Alfred the Great
The Anglo-Saxons were a group of people made up from tribes from Germany, Denmark and the Netherlands. They sailed across the North Sea and invaded different parts of Britain.	Alfred the Great was the monarch who made a peace treaty with the Vikings. The Vikings would remain in the eastern of England in the Danelaw area and the Anglo-Saxons would stay in the western side.

AD 793	AD 866	AD 871	AD 878	AD 886	AD 900	AD 954
The Vikings attack the island of Lindisfarne	The Vikings capture York	Alfred the Great becomes King of Wessex	The Vikings settle in England	King Alfred agrees to a treaty with the Vikings	The Vikings rule the north of Scotland	The last Viking king of Jorvik is forced out of York

Who Were the Vikings?
The Vikings were Norse people who came from Scandinavia (Norway, Sweden and Denmark). The word Viking means 'a pirate raid'. They travelled to countries like Britain and Ireland, where they fought the local people, stole from churches and burnt buildings to the ground.

YEAR GROUP INFORMATION

- Morning break 10:45am-11:00am
- Please provide children with healthy snacks for break.
- Lunchtime (12:15pm - 1.15pm)
- Labelled uniform
- Water bottle
- Reading book and reading record
- Early morning routines- doors open at 8:40am and close at 8:50am

IMPORTANT INFORMATION

- PE- Autumn term = Indoor Wednesday, Outdoor Friday
- PPA cover- Thursday PM (Mrs Nalci)
- Swimming Spring 1
- Individual photographs 8th October 2024
- Protective Behaviours - 4 lessons in October/November.
- Relationships and Sex Education July 2025

READING IS A HUGE PRIORITY

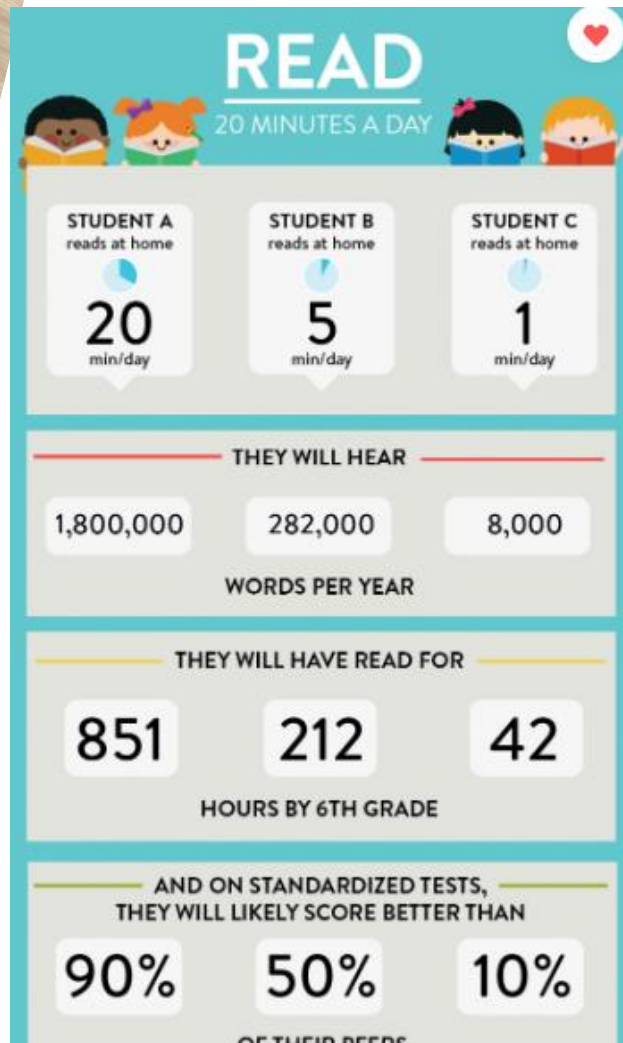


Please bring in your reading book and reading diary each day.

Please make sure you read as often as you can with your child. Twenty minutes daily is ideal.

Read a range of texts, books, comics, magazines, joke books etc.

The more reading the better!



READING

Reading enjoyment has been reported as **more important for children's educational success than their family's socio-economic status (OECD, 2002).** • There is a positive link between **positive attitudes towards reading and scoring well on reading assessments** (Twist et al, 2007). • **Regularly reading stories or novels outside of school is associated with higher scores in reading assessments.**



ACCELERATED READER



Children will take part in a Star Reader Quiz. This will give them their reading age and a zone of proximal development e.g 3.3-5.5

This range will direct children to the appropriate book. Mrs Neale and volunteers have labelled lots of books.

Once the children have read their book they will complete a AR quiz. This checks their understanding. They will hopefully score between 90%-100%.

Mrs Neale will lead some more parent workshops on this.

NOTE- Not all books will be on AR. You can check <https://www.arbookfind.co.uk>

MATHS KEY SKILLS

Year 4 - Maths Key Skill Wall									
20. Know all multiplication and division facts for multiplication tables up to 12 x 12		21. Find fractions of quantities		22. Subtract numbers with up to four digits (column subtraction)		23. Add numbers with up to four digits (column addition)		24. Recognise and write decimal equivalents to 1/4, 1/2 and 3/4	
14. Count in multiples of 6,9,7, 25 and 1000	15. Order and compare numbers beyond 1000	16. Convert between different units of measure		17. Read Roman numerals to 100 (I to C)		18. Read, write and convert time between analogue and digital 12- and 24-hour clocks		19. Count in hundredths	
9. Convert hours to minutes; minutes to seconds; years to months; weeks to days		10. Count backwards through 0 to include negative numbers		11. Multiply two-digit and three-digit numbers by a single-digit number		12. Short division up to a four-digit number by a single-digit number		13. Round decimals with one decimal place to the nearest whole number	
5. Find fractions of a set of objects using unit fractions and non-unit fractions with small denominators		6. Add and subtract fractions with the same denominator			7. Recognise the place value of each digit in a four-digit number		8. Tell and write the time on an analogue clock		
1. Add and subtract three digit numbers with ones, tens and hundreds mentally		2. Round a number to the nearest 10, 100 or 1000			3. Find 1000 more or less than a given number		4. Multiply and divide by 10 and 100		

MULTIPLICATION CHECK

The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4 (in June). The MTC's purpose is to ensure the times tables knowledge is at the expected level. In the 2022/2023 academic year, the multiplication tables check (MTC) is statutory for primary schools.

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. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC.

How to prepare

A good way to prepare is to start early and build a daily routine practising the times tables. With regular practise you will learn all the questions and gain confidence. We suggest practising 10 to 15 minutes a day for optimal results.

There will be a parent workshop about the MTC later on in the year.

Useful website <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

NEW THIS YEAR - KEY INSTANT RECALL FACTS

Developing instant recall of these key facts helps children:

Become more confident and efficient when solving maths problems

Free up mental energy to focus on understanding new concepts

Build strong number sense and fluency

Prepare for more advanced topics in upper Key Stage 2 and beyond

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Name numbers in order to 10 and compare 2 numbers by saying which is more or less.	Recite the number names in order to 50 and beyond.	Recite the number names in order to 100. I know number bonds up to 10. I know number bonds up to 20.	I know number bonds for all numbers up to 20. Count in 50s and 100s	I know number bonds to 100. Count in 25s and 1000s.	I can find factor pairs of a number.	I know the multiplication and division facts for all times tables up to 12×12
Autumn 2	Recognise quantities, without counting, up to 5. (Subitise)	I can add 0 or 1 to a number. I can add 2 to a number.	I know doubles and halves of numbers to 20. I know near doubles to 10. I can use bridging and compensation for addition to $10+10$.	Count in 3s. I know the multiplication and division facts for the 3 times table. (up to 12×3)	Count in 6s. I know the multiplication and division facts for the 6 times table. (up to 12×6)	I can identify prime numbers up to 20. I can recall square numbers up to 144 and their square roots.	I can identify common factors of a pair of numbers. I can identify prime numbers up to 50. Know the square roots of square numbers to 15×15
Spring 1	I can say 1 more than a given number up to 10	I know number bonds to 10. I know odd and even numbers to 20.	Count in 2s. I know the multiplication and division facts for the 2 times table. (up to 12×2)	Count in 4s. I know the multiplication and division facts for the 4 times table. (up to 12×4)	Count in 9s and 11s. I know the multiplication and division facts for the 9 and 11 times tables. (up to 12×9 and 12×11)	I can identify prime numbers up to 20. I can recall square numbers up to 144 and their square roots.	Know the decimal and percentage equivalents of the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$, tenths and fifths
Spring 2	Partition numbers to 5 into 2 groups.	Count in 2s to 20. Count in 10s to 100. Count in 5s to 50.	Count in 5s and 10s. I know the multiplication and division facts for the 10 and 5 times table. (up to 12×10 and 12×5)	Count in 8s. I know the multiplication and division facts for the 8 times table. (up to 12×8)	Count in 7s and 12s. I know the multiplication and division facts for the 7 and 12 times table. (up to 12×7 and 12×12)	Know the decimal and percentage equivalents of the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$, tenths and fifths	Decimals Four Operations. Percentages of amounts FDP equivalence.
Summer 1	Recite number names in order to 20. Automatically recall doubles facts up to $5+5$	I can add 10 to a number.	Count in 3s to 36.	Count up and down in tenths. I can recognise decimal equivalents of tenths.	I can recognise decimal equivalents of the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, tenths and hundredths.	I know decimal number bonds to 1 and 10.	Know all previous KIRF's
Summer 2	Recall number bonds of numbers 0-10, including partitioning facts. Know some odd and even numbers to 10	f numbers 0-10, including partitioning facts. Know some odd and even numbers to 10. I know doubles and halves of numbers to 10. I know near doubles to 5.	To begin to know the 3 times tables. (up to 10×3)	I can multiply and divide 1 digit numbers by 10.	I can multiply and divide 1 and 2-digit numbers by 10 and 100.	I know the multiplication and division facts for all times tables up to 12×12	Know all previous KIRF's

TT ROCKSTARS



WRITING

Writing Key Skills – Year 4

Skills in the white boxes indicate prior learning. Skills in the coloured boxes indicate end of year expectations.

Composition												
36) Paragraphs Organise paragraphs around a theme	37) Sentences Use a range of different sentences	38) Organisational Devices Use headings and subheadings to organise non-fictional writing				39) Narratives Create settings, character and plot.	40) Assessment Assess the effectiveness of my own and others' writing and suggest improvements					
32) Oracy To orally rehearse sentences before writing.		33) Planning Plan what you are going to write		34) Proof Reading To check for spelling, grammar and punctuation errors			35) Editing To make simple additions and corrections					
Grammar and Punctuation												
25) Word classes Identify and use: subject, verbs, adjectives, adverbs, pronouns and further conjunctions	26) Speech Punctuation To punctuate full direct speech correctly	27) Commas Punctuate fronted adverbials with a comma		28) Commas Demarcate sentences with a comma where needed		29) Apostrophes Use an apostrophe to show singular and plural possession.		30) Prepositions Use prepositional phrases to express time and cause		31) Cohesive Devices Choose nouns or pronouns appropriately to create cohesion and avoid repetition		
16) Word Classes Identify and use: subject, nouns, verbs, adjectives, adverbs and pronouns	17) Punctuation Correctly demarcate sentences CL, FS, <u>I</u> and ?	18) Speech punctuation To punctuate direct speech with inverted commas only		19) Capital Letters Use a capital letters for proper nouns		20) Commas Use commas to separate words in a list		21) a or <u>an</u> Use a or an depending on whether words begin with a constant or vowel		22) Conjunctions CC use: FANBOYS SC use: when, if, because, although	23) Tense Use the simple, present and past tense and the present perfect form of verbs	24) Expanded Noun Phrases Use to describe and specify
Spelling												
11) Common Exception Words Spell many Y3 and Y4 common exception words.		12) Suffixes Apply the all taught suffixes correctly (-ed, -ing, -ful, -less, -ness, -ment, -ous)			13) Spelling Rules Apply spelling rules within writing		14) Homophones Begin to spell most homophones correctly		15) Prefixes Apply prefixes re-, sub-, inter-, super-, ant -, auto- correctly			
6) Common Exception Words Spell most Y1 and Y2 common exception words.		7) Suffixes Apply the suffix -ous.		8) Contractions To use apostrophes in contractions (e.g. I'm, can't, we'll)		9) Dictionary Use Use the first two or three letters of a word to check its spelling in a dictionary.		10) Homophones Begin to spell some homophones and near homophones correctly e.g. Your, you're / there/ <u>their</u> and they're		11) Prefixes Use prefixes mis-, dis-, in-, im -, il-, ir-		
Handwriting												
1) Letter Formation Form all letters and digits correctly		2) Letter Formation Form all capital letters correctly			3) Letter Size Form letters at the correct relative size and placement in relation to the line.		4) Joining Groups of Letters Beginning to join some groups of letters		5) Joining Letters Use diagonal and horizontal strokes to join most letters			

EXAMPLES OF WRITING

Dear Diary,

Recently, I have been finding life a ^{little} tough. Everyday we get fed cabbage soup and it's ~~not~~ ^{very} lucky extra helpings but only on Sundays. Once a year, on my birthday, I get one single chocolate bar. Since I was two, I have been living a terrible life. Despite the fact that I sleep on the floor, I don't mind because I hear sleeping on hard floor is good for your back. I don't really have any friends at school because I always smell of cabbage and ~~there~~ ^{my} breath always smells of Wonka's gummy chocolate bars. As ~~unlucky~~ ^{unlucky} as someone who lost a pound and found a penny, yeah that's exactly what it's like. My dad's the only one who has a job but he still doesn't earn that much! I ~~at~~ ^{am} Unfortunately, I always go to bed on an empty stomach - always usually get hungry.

Having my eyes glued to the chocolate factory windows doesn't help with friends because I always arrive late and people think ~~bad~~ ^{things} about me. Hopefully ~~there~~ ^{they} are going to put things up upon the windows because I am starting to feel the pain of having no friends. I think it's starting to show. Although I have a terrible life I still have fun, one of the most amazing fun things I do is when I plunge my self into the huge dough, fed and listen to the wonderful story of grandpa's & Joe's. I ~~Wondering~~ ^{am} to school I love sniffing the air, each day has a new smell. This morning was ~~some~~ ^{very} candyfloss ~~with~~ ⁱⁿ a hint of ~~blueberry~~ ^{blueberry}. I have recently heard that tomorrow's smell will be ~~just~~ ^{like} that. That's really the only reason why I walk to school. Last night, a ~~small~~ ^{small} world of chocolate met my nose and that surprisedly led the way to my jagged mind. When I got home, I realized it was my birthday, and I was about to be given a sweet chocolate bar. I got home and studied.

Dad just got home and was wearing a today's newspaper in the air. "Five golden tickets, Five golden tickets." I was the

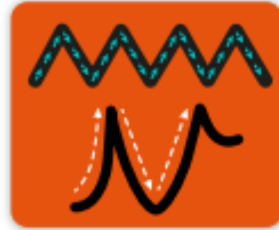
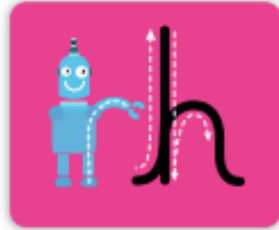
Your Name. Your boat, I placed every item against the deck and on my way back to shore I nudged you into the waves and gently set you ~~ablaze~~ ^{ablaze}. As you burn against that horizon I watch and sigh. It's all finally gone. Everyone cheered "HAZAAA!" The first sail shouted "SHUSH" not the only the skald made a poem I have now listen. We fought with swords before Odins. We held bloody shields we stained our spears. Showers of arrows broke the shields in pieces. The bow sat forth glittering steel. Volair fell in the conflict, than whom there was not a greater king. Wide on the shores lay the scattered did the wolves rejoiced over their prey. Now feast! We all tucked into our feast. It was ~~uncommon~~ ^{uncommon}.

Now the feast was over we departed and ~~not~~ ^{not} home. All around me ~~in~~ ⁱⁿ everyone was boasting about how they won the battle. More cheers filled the dark, smoky longhouse everyone tucked into the ~~home~~ ^{home} meat, the stands, the bread everything, and ~~if~~ ^{if} they weren't cramming food in their mouths they were glugging ~~in~~ ⁱⁿ ~~their~~ ^{their} ~~mouth~~ ^{mouth}. I could not hold my greed for food any longer so I ~~grabbed~~ ^{grabbed} a piece of ~~the~~ ^{the} finest looking piece of horse meat and stuffed it in my mouth. I ~~grabbed~~ ^{grabbed} everything I could see and pushed it into my ~~mouth~~ ^{mouth} in a few minutes.

later I couldn't talk. I managed to swallow it all I was completely stuffed.

I trotted back to my little hut I saw in the distance a my family running towards me they gave me a huggingous hug and we all sat next to fire together slowly everyone fell asleep and so did I.

HANDWRITING

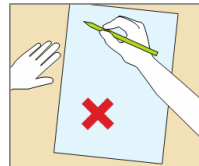
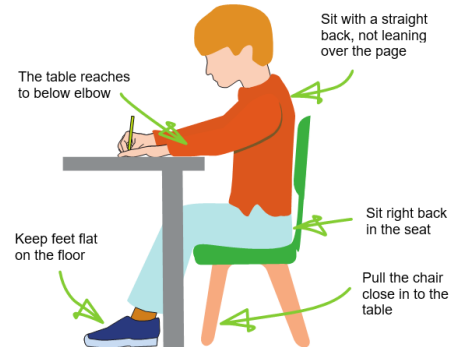


Letter families

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



Paper position for right-handed children.

Our new handwriting will focus on forming the letters correctly like this in year 1. Cursive handwriting will start in year 2 but from research it has been proven that the lead ins and lead outs complicate handwriting and lead to cognitive overload. This will be a gradual change as some children have already a preferred handwriting style.

HOMework

Homework will be set via class story on Class Dojo every Thursday. Please upload your child's completed homework by the following Tuesday morning.

A selection of the year 3 and 4 statutory spellings will be set as homework each week for your child to practice, ahead of an informal spelling quiz on those spellings the following week. We will also practice these spellings in class, and will teach a variety of strategies for your child to use to practice these spellings.

At the end of year 4, all students will sit the MTC (multiplication tables check – more info on this to follow) so please ensure your child uses TTRS (Times tables rock stars) to practice their times tables each week. Just 5 minutes a day has a massive impact!

TRIPS



ONLINE SAFETY

Online safety is a focus for both school and families at home. We want all our children to be safe and responsible internet users. Our devices at school have filtering and monitoring on them from Warwickshire County Council. We also teach online safety lessons. In the whole school newsletter there is a regular focus on online safety.

Please make sure that you have completed the Acceptable User Agreements for both children and adults and return these to school.

Please check out our school website for the online safety newsletters.

<https://www.harburyschool.com/school-information/e-safety/>

ONLINE SAFETY



Warwickshire County Council have recommended:

<https://www.qustodio.com/en/>

This allows **parental control tools to keep their kids' screen time safe and balanced on every device—all from a single dashboard**

Useful websites:

<https://warwickshire.onlinesafetyhub.uk/>

<https://www.commonsensemedia.org/>

<https://www.thinkuknow.co.uk/parents>

<https://www.internetmatters.org/>

<https://www.childnet.com/parents-and-carers/>

PUPIL PREMIUM AND FREE SCHOOL MEALS

**Universal free school meals ends at the start of Year 3 so please apply for
FSM**

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

- If your child is eligible for Free School Meals, they are also entitled to a range of support in school funded by the Pupil Premium Grant.
- This includes access to additional learning and extra-curricular opportunities, financial support for school trips and a fully funded music lesson or sports club.
- Even if children are only eligible for Free School Meals for a short time, they continue to receive Pupil Premium funding for 6 years.
- You can find out if your family is eligible on the Warwickshire County Council website (just Google: 'Warwickshire County Council Free School Meals').

THANK YOU FOR YOUR TIME. ANY QUESTIONS

