



# Year 4

# Meet the Teachers

September 2022



# Who's who?



- Teacher: 4 Binch Mrs Watkins
- Teacher: 4 Pullman Miss Fernandez
- LSA/s: Mrs Goldwater





# Our Curriculum Overview



YEAR 4	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
READING	Why The Whales Came	Why The Whales Came	Matilda	Matilda	Charlotte's Web	Charlotte's Web
WRITING	Descriptive Narrative Explanation Text	Diary Poetry Persuasive Advert	Narrative Non-chronological	Historical Narrative Newspaper	Balanced Argument Narrative Poetry	Myth/Legend Leaflet Poetry
MATHS	Place Value Addition and Subtraction	Measurement Multiplication and Division	Multiplication and Division Area	Fractions Decimals	Decimals Money Time	Statistics Shape Position and direction
SCIENCE	States of Matter	Electricity	Sound	Animals Including Humans	Living Things and Their Habitats – environmental	Living Things and Their Habitats – groupings/classification
HISTORY		Greeks legacy		Anglo Saxons		Violent Vikings
GEOGRAPHY	Moving Mountains		Coasts		Amazing Amazon	
RE	Judaism - How special is the relationship Jewish people have with God?	Christianity - What is the most significant part of the Nativity story for Christians today?	Judaism - How important is it for Jewish people to do what God asks them to?	Christianity - Is forgiveness always possible?	Judaism - What is the best way for a Jewish person to show commitment to God?	Christianity - Do people need to go to church to show they are Christians?
Art & Design	Interior Design (Printing)		Fashion Designers (Textiles)		Impressionism (Painting)	
D&T	On a Roll (cooking and nutrition)		Quizzical Quilting (Textiles)		Create a Buzz (Mechanical/Electrical)	
Computing	Programming	Amination Adventurers	Presentating Data	Advertising	Making a Quiz	Desktop Publishing
MFL	Phonetics Lesson 2 (C) & En classe - The	Je me présente - Presenting Myself (I)	La famille - Family (I)	Au café - At the Café (I)	Chez Moi - My Home (I)	Boucle D'Or Et Les Trois Ours - Goldilocks (I)



# Our Curriculum Overview



Music	Interesting Time Signatures	Combining elements to make music	Developing pulse and groove through improvisation	Creating simple melodies together	Connecting Notes and Feelings	Purpose, Identify and Expression in Music
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE	Dance Netball	Gymnastic Basketball	QAA Football	Tag Rugby Hockey	Rounders Swimming	Athletics Swimming



# Reading



## At school:



- Your child can choose a book from the classroom.
- Your child will be taught how to understand different text and the core skills for reading. We use the acronym VIPERS to introduce the skills.
- Your child will read for about 40 minutes each day (during all lessons).
- Your child will have an opportunity to do Accelerated Reader quizzes in school
- We will take the children to the library every other week.



(Hand out GoRead logins for parents)

## At home:

- Set aside time to read three times a week: 15-30 minutes, depending on the age of your child. Enter a record onto GoRead to report how the reading went at home. You can also write which words your child found difficult.
- Bring the story to life by using it to inspire other games and activities.
- Complete a quiz on accelerated reader once a book has been read.
- Explore reading in your environment: reading a recipe, shopping list, instructions etc.
- Visit the local library if possible.



# Tips for helping your child read



- **Set aside some time**  
Find somewhere quiet without any distractions - turn off the TV/computer.
- **Ask your child to choose a book**  
Sharing books they have chosen shows you care what they think and that their opinion matters. This means they are more likely to engage with the book.
- **Sit close together**  
Encourage your child to hold the book themselves and/or turn the pages.
- **Point to the pictures**  
If there are illustrations, relate them to something your child knows. Ask them to describe the characters or situation or what will happen next. Encourage them to tell you the story by looking at the pictures.
- **Point out important words**  
Discuss words which are important to understanding the story. What do they think they mean? Share ideas and draw a picture of the word.
- **Encourage your child to talk about the book**  
Talking about the characters and their dilemmas helps children understand relationships and is an excellent way for you to get to know each other or discuss difficult issues. Give your child plenty of time to respond. Ask them what will happen next, how a character might be feeling or how the book makes them feel.
- **And lastly, above all - make it fun!**  
It doesn't matter how you read with a child, as long as you both enjoy the time together. Don't be afraid to use funny voices - children love this!





# Multiplication Tables



## At school:

- We will practice multiplication tables daily.
- We will apply multiplication and division facts to problems.



By the end of...

Year 2: 2, 5 and 10.

Year 3: 3, 4 and 8

Year 4: all multiplication tables up to 12x12

Try and learn them all in by the end of Year 3!



## At home:

- Practice at home using TT Rockstars or any resources or games you choose!



# MTC test in June!



## At school:

- Helping the children to see the gaps in their tables.
- Giving them all a chance to use TT rock stars on tablets.
- Targeted questioning throughout the week.
- Moving to weekly tests next term.



## At home:

- Ensure you are testing your child's speedy recall.
- Keep a log of how/ how often you are helping your child to practice if you are worried about their progress.





# Homework



- Reading three times a week.
- Multiplication tables every day.
- Every Thursday we will assign online homework for you to complete. Any work they are struggling with we will go over at school and the homework websites track the children's progress.
- Year 5 and 6 are required to complete this homework and will be invited to stay in at lunch to finish incomplete homework. We are helping to encourage responsibility and independence in year 4 so they are prepared.





# Physical Education

Our PE days are: Monday and Wednesday

Changing arrangements:

Children now should come into school in their uniform with their PE kit in a bag. Please ensure all items are named.



## Physical Education Kit

- Black shorts or track suit bottoms
- School house P.E. T-shirt or plain white shirt
- Plain black hoodie or tracksuit top
- Trainers



# School Uniform



- School jumper or cardigan
- White shirt or white polo shirt
- Grey or black trousers, shorts, skirt or pinafore
- Plain grey, white or black socks or tights
- Black leather or leather look shoes (no coloured logos, no boots, trainers, high heels, open toed shoes or sandals to be worn, no air bubbles)
- Please make sure items are clearly labelled with your child's name, including coats, hats and scarves.



## Hair and Jewellery:

- Hair should be neat in appearance without extreme length or style. Hair should be natural in colour. It should be no shorter than Grade 2 and without steps, lines or patterns.
- For reasons of health and safety, long hair must be tied back with blue, black, grey, burgundy/maroon or white hair ties, clips or bands.
- For health and safety reasons, earrings cannot be worn during PE. Children will need to be able to remove and put earrings back themselves. We only allow plain stud earrings which are not dangling.
- Pupils should also not wear makeup or 'false nails'.
- No bracelets.



## Pupils without the correct uniform:

Teachers will discuss any issues with uniform with parents/carers and ask them to support the school by arranging for the correct uniform to be worn within a reasonable time frame.

Pupils without school shoes will be lent a pair of plimsolls to wear for the day (whilst inside the building). If uniform breaches continue, we will support parents/carers by finding any lost property.

Pupils without the correct PE kit will not be permitted to take part in physical activity.





# Attendance & Punctuality

We expect every pupil to be at school, on time, ready to learn every day. Thank you for your support in getting your child to school ready to learn and on time. This is critical for your child to succeed in life – reading is first in our timetable!

## What is good attendance?

Your child must be at school every day. If they are unwell most children should not need more than 4 days ACROSS THE YEAR to recover

Attendance	Description	Approx. days lost per year	Approx. weeks lost per year
99-100%	Excellent	0-4	Less than 1
97-98%	Good	5-9	1-2
96%	Satisfactory	10-13	2-3
90-95%	Unsatisfactory	14-18	3-4
Below 90%	Persistent Absence	More than 19	More than 4



# Communication



- We communicate through our Friday newsletter. Please ensure you read this email every Friday for key updates and diary dates! Any other important letters will come out on a Monday, Wednesday or Friday.



- Trip permission letters will go out via emails also and payments are made through parent pay.



- If you need to discuss anything please arrange a meeting with your child's class teacher. You can use the year group email for questions which will be replied to within 48 hours.



- Our email is [year4@thepalmeracademy.com](mailto:year4@thepalmeracademy.com)



# Important Messages

## Collection/ Dismissal

- Pupils must be collected by one of the named adults on our pupil data Management Information System (MIS). This is informed by registration forms for the school and updated periodically by parents/carers.
- Parents/carers may write to the school to change or add to this list. This letter will be kept in the pupil file.
- **Older siblings must be 16 years of age and over to collect and a signed and dated note must be on file.**
- All pupils must be collected on time. Year 4 – 15:20pm
- **Walking home alone:** only pupils in Years 5 and 6 are allowed to walk home alone.
- **Pupils will not be allowed to walk alone with younger siblings and therefore be responsible for them.**

## Mobile Phones

- Pupils are no longer allowed to bring mobile phones to school. This decision has been taken following unsafe use of phones on the school site by pupils. Pupils live sufficiently close enough to school to not require a phone. Pupils who walk alone also risk being a target of crime with these devices.

## Medication

- If your child has prescribed medication (and only prescribed medication) please collect a Prescribed Medication Form from the office and provide updated details. If your child has asthma you will need to check their inhaler has not expired.





# Dates for your diary

**Half-Term:** 24<sup>th</sup> October – 28<sup>th</sup> October 2022

**End of Term:** 20<sup>th</sup> December

**Parents' Evenings:** 19<sup>th</sup> and 20<sup>th</sup> October

**Trips or visits in Autumn:** 12<sup>th</sup> October

**Clubs:** Letter has already gone out....



The trust provides exceptional opportunities for pupils that they would not ordinarily experience. Pupils participate in many adventures.