

Welcome to Year 4



MRS GRAHAM (PINE):

SLT, MATHS LEAD, UPPER SCHOOL BEHAVIOUR LEAD,
ECT MENTOR & STEM LEAD

MRS ARCHER-DORAN (LIME):

HUMANITIES LEAD

MEET THE TEAM!

Teaching staff

Mrs Duggan (P.E. specialist)

Miss Thelwell

Mr Chitsa

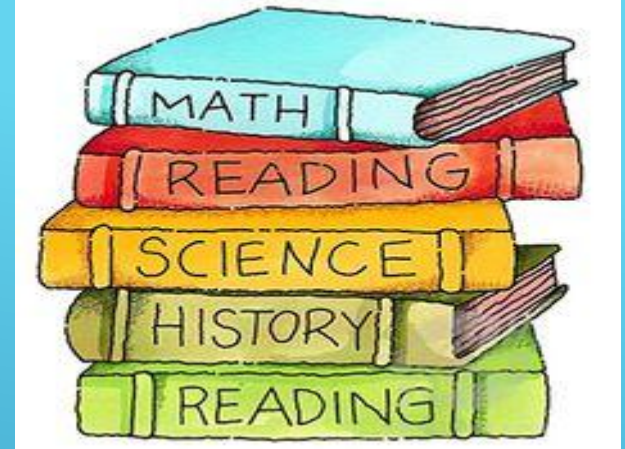
Year 4 support

Mr Swaffer

Miss Hawkins

Ms Lambourne

TEACHING



- ▶ Pine class will be taught by **Mrs Graham** every morning and Wednesday and Thursday afternoons. **Miss Thelwell** will be teaching Pine Class on Monday and Tuesday afternoons. **Mr Chitsa** will teach Pine class on a Friday afternoon.
- ▶ Lime class will be taught by **Mrs Archer-Doran** everyday except for Tuesday. **Mrs Duggan** will be teaching Lime class on a Tuesday.
- ▶ Our theme topic this term is called **It's All Greek To Me!**

EQUIPMENT

- ▶ Children will need one named pencil case containing essential school items such as:
 - ❑ Pencils
 - ❑ Ruler
 - ❑ Rubber
 - ❑ Whiteboard pen, whiteboard & whiteboard rubber
 - ❑ Glue stick
 - ❑ Scissors
 - ❑ Colouring pencils – please avoid Sharpies, highlighters and gel pens
- ▶ Children can buy stationery items from the school stationery shop.





Core homework

Every evening, all children will be expected to:

- ▶ Read (preferably to an adult) for 15-20 minutes each day. This should be recorded in planners.
- ▶ Practise their times tables or arithmetic skills.
- ▶ Practise spellings.

RECOMMENDED READING LIST

- ▶ Children should read a wide range of materials, including magazines, newspapers, non-fiction, fiction and poetry texts.
- ▶ A recommended reading list for Year 4, organised by genre, can be found on pages 110-114 of planners.
- ▶ We now have a stock of these books in our classroom libraries so please encourage children to borrow books from school as needed.

READING HOMEWORK

Week Beginning: 2nd September 2024

Monday	Book Page number/comments
Tuesday	Book Page number/comments
Wednesday	Book Page number/comments
Thursday	Book Page number/comments
Friday	Book Page number/comments
Weekend	Book Page number/comments

- Children are asked to record their daily reading in planners.
- They are asked to read for at least 15-20 minutes.
- Please try to read with them as often as possible.

Reading Fluency Checklist



Accuracy

I read the words accurately



Rate

My reading rate is just right – not too fast and not too slow!



Expression

I read with expression –NOT like a robot!



Punctuation

I read in phrases and show I understand the punctuation in the text.

At the weekend, children are asked to complete an additional reading activity, chosen from the suggested activities on page 7 of the planner

 <p>I am a skimmer I can find the main facts and features in a text and write them down.</p> <p>Skimming and scanning After reading a passage, make up 3-5 questions (ask an adult to help you) which start with: Who? What? When? Where? How?</p> <p>For example: → How old is the main character? → What time of day is it? → Where are the characters heading to?</p> <p>Now, give yourself a time limit to answer each question, finding evidence in the text.</p>	 <p>I am a word wizard I know what most English words and unfamiliar words in the text mean.</p> <p>Glossary creation Find at least 3 words you are unfamiliar with from the text – if you can't find any, your book is probably not challenging enough.</p> <p>Can you predict what the word might mean from reading it in the sentence? Then, look the word up in a dictionary.</p> <p>Test yourself to see if you can remember the meaning of these words the next time you come to read.</p>	 <p>I am a detective I can work things out based on clues in the text.</p> <p>Thought bubbles Create a cartoon type image of a scene. Then add speech bubbles (detailing what each character is saying) and thought bubbles (detailing how each character might be feeling).</p>	<p>Sequence</p>  <p>Identify and recall the key events in the story/ chapter you have just read.</p>  <p>This could be done just using pictures.</p>
 <p>I am a summariser I can find only the most important information in the text.</p> <p>Summarise in a nutshell Summarise the events in the story or chapter you have just read. Think about reducing the number of words you write in your summary each time.</p> <p>For example: → Summarise the chapter in 50 words. → Summarise the chapter in 25 words. → Summarise the chapter in 10 words.</p> <p>You could even summarise events from the perspective of a character in your story.</p>	 <p>I am a fortune teller I can use information from the text to predict what will happen next. I predict by skimming and scanning.</p> <p>Predictions Before you start reading a story, predict what may happen in the book from just looking at the front cover and reading the blurb.</p> <p>Alternatively, after reading a chapter, predict what may happen next in the story.</p>	 <p>I am a detective I can work things out based on clues in the text.</p> <p>Quote detective. Find and copy down a quote in your book which tells you something about a character (this could be dialogue, action or description). Write down what impression this quote gives you of the character: i.e., 'He stomped down the steps, his face as red as a tomato.' This tells me the character is very angry because he is stomping and his face has turned red.</p>	 <p>I am a reviewer I think about the information in the text and find similarities and differences.</p> <p>Book review Once you have finished reading, write a book review of the story. Consider the following questions: → Who are the main characters? → What happens in the story? → Who would you recommend this story to? → How does it compare to the last book you read? → What star rating would you give it out of 5? Why?</p>

Reading activities to complete at home

Reading activity number:

This activity should be completed in planners on the weekly page.

MATHS ACTIVITIES


Supporting Maths at Home:

See pages 9 and 10 of planner for ideas

Sumdog –login details
in planners

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SPELLING HOMEWORK

- Every Friday, children will be set 8 spelling words to learn on Seesaw.
 - On the Seesaw activity, they will have different tasks to complete every day
 - Spelling practice should be completed in homework books
 - Children will be tested on their spelling words every Friday.
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SUPPORTING AT HOME

- ▶ No optional homework
 - ▶ Curriculum maps will be available on the school website this Friday, detailing what will be covered in each subject each term
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COMMUNICATION



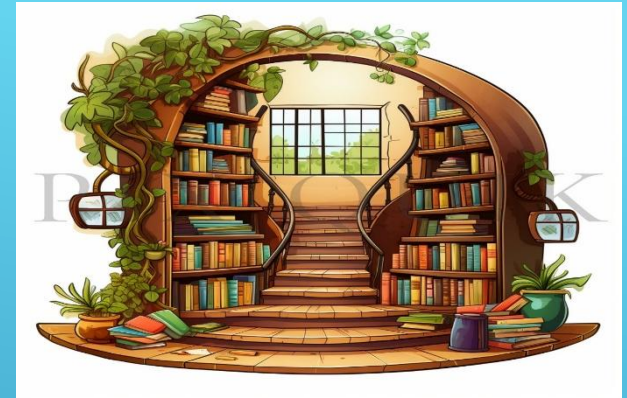
- ▶ Please ensure your child has their planner in school everyday.
- ▶ Please check your child's planner at least once a week and sign at the bottom of the page to let us know that any messages have been read.
- ▶ If you have any messages for us, please let us know by writing them in your child's planner. This will be our main form of communication between home and school.
- ▶ We will check and sign planners at least weekly and children are encouraged to show us their planner during registration if it contains a note.
- ▶ Please also look at and sign the home school agreement which can be found in the planner.

P.E. KITS



- ▶ Pine & Lime Classes will have PE on a Tuesday.
- ▶ This half term children will be learning gymnastics and netball.
- ▶ Please ensure they wear their school P.E. kit (and trainers) into school on this day.
- ▶ If they are unable to do P.E. for any reason, please let us know.
- ▶ We are attending a Netball festival on Friday 10th October.

LIBRARY



- ▶ Pine and Lime Class will visit the library every Wednesday.
- ▶ It will also be open at lunchtime.

IMPORTANT DATES

- ▶ Thursday 13th November: Parents Evening
 - ▶ We're currently organising our next school trip/visit and will confirm dates ASAP.
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CONTACT US!



- ▶ If you have any problems or concerns, however minor, please come and speak to us!
- ▶ We will be outside after school most days, so feel free to speak to us then.
- ▶ Otherwise make an appointment to see one of us through the school office.



**Any
questions?**

