



Welcome to
the Year 4
Parent
Information
Evening



The Year 4 Team

4C - Mrs Crisp
4D – Mr Downie

Supported by: Mrs Elsdon and Miss Broome



Timetable – A week in Year 4

Year 4 Timetable – Autumn Term 2023

	8:40 – 9:00am	9:00 – 9:30am	9:30 – 10:20am	10:20 – 10:40am	Break at 10:40am – 10:55am	10:55– 11:55am	11:55-12:15p m	Lunch at 12:15pm – 1:10pm	1:10-1:30pm	1:30– 2:20pm	2:20 – 3:10pm	
Mon	Timestables (IPads)	Teaching of Reading	Writing			Maths	Story Time		W. School Worship (13:20)	Indoor PE	Art/D&T	
Tues	Handwriting (IPads)	Teaching of Reading	Writing	Prayer and praise		Maths	Story Time		RE (Mrs Hobson) Music/French (ENTRUST/Mrs Noakes)			
Wed	Timestables (IPads)	PSHE	Writing			Maths	Story Time Worship		Outdoor PE		Computing	
Thurs	Spellings (IPads)	Teaching of Reading	Writing	Pupil led worship		Maths	Story Time		History/Geography			
Fri	Timestables (IPads)	Teaching of Reading	Writing	Special mentions		Maths	Spelling Test		Science			

KC ECT Release = Friday (am)



Excited About Learning

Year 4 Core Skills

Year Four Maths Core Skills	Year Four Writing Core Skills	Year Four Reading Core skills
<p>I can count backwards through zero to include negative numbers.</p> <p>I can compare and order numbers beyond 1000.</p> <p>I can compare and order numbers with 2 decimal places.</p> <p>I can find 1000 more or less than a given number.</p> <p>I can count in multiples of 6, 7, 9, 25 & 1000.</p> <p>I can recall, use and apply multiplication and division facts of all tables up to 12 x 12.</p> <p>I can recognise the place value of each digit in any 4 digit number.</p> <p>I can round any number to the nearest 10, 100, 1000.</p> <p>I can round decimals with 1 decimal place to the nearest whole number.</p> <p>I can add & subtract numbers with up to 4 digits using formal written method, column, using inverse to check.</p> <p>I can multiply 2 digit and 3 digit numbers by a 1 digit number using formal written layout.</p> <p>I can count up/down in hundredths.</p> <p>I can recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>I can add and subtract fractions with same denominator.</p> <p>I can read, write and convert time between analogue and digital 12 hour and 24 hour clocks.</p> <p>I can convert hours to minutes, minutes to seconds, years to months and weeks to days.</p>	<p>I can create settings, characters and plot in narratives.</p> <p>I can organise paragraphs in fiction and non-fiction.</p> <p>I can use fronted adverbials competently (including the use of a comma).</p> <p>I can choose an appropriate noun or pronoun.</p> <p>I can extend a range of sentences with more than one clause by using a range of conjunctions.</p> <p>I can use conjunctions, adverbs, prepositions to express time & cause with increasing independence.</p> <p>I can use present perfect form of verbs in contrast to past tense.</p> <p>I can use inverted commas and punctuate direct speech.</p> <p>I can use apostrophes for plural possession.</p> <p>I can use commas to mark clauses.</p> <p>I can use joined up handwriting throughout all independent writing.</p> <p>I can spell most words correctly from Year 3 /4 list.</p>	<p>I can read further exception words within a more demanding text</p> <p>I can read a wider range of books and texts that are structured in different ways and for a range of purposes.</p> <p>Recognise different forms of poetry</p> <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can identify, analyse and discuss themes and conventions in a wide range of texts</p> <p>I can predict what might happen from details stated and implied.</p> <p>I can draw inferences such as character's feelings, thoughts and motives from their actions.</p> <p>I can justify inference with evidence from the text using point and evidence.</p> <p>I can retrieve and record information from non-fiction.</p> <p>I can analyse and evaluate how specific information is organised in a text.</p>
<p>I can compare and classify geometric shapes including quadrilaterals and triangles.</p>		<p>I can decode unfamiliar words and make accurate inferences on its meaning and word class based on its context.</p>

Year Four Maths Greater Depth	Year Four Writing Greater Depth	Year Four Reading Greater Depth
<p>I can solve problems involving fractions and decimals to 2 decimal places.</p> <p>I can clearly recognise the relationship between the 4 key operations and reason about this.</p> <p>I can apply my knowledge of converting between different units of measurement when estimating, comparing and calculating measures.</p> <p>I can solve problems involving multiplication and addition and harder correspondence problems.</p> <p>I can identify the different types of angles in patterns.</p>	<p>I am beginning to integrate dialogue in narratives to convey character and advance the action.</p> <p>I am beginning to use verb tenses correctly and consistently throughout my writing.</p> <p>I can spell all words correctly from Year 3 /4 list.</p> <p>I can use joined up handwriting throughout all independent writing with increased accuracy and consistency.</p>	<p>I can discuss and evaluate how authors use language, considering the impact on the reader.</p> <p>I can make comparisons within and across books.</p> <p>I can justify inference with evidence from the text using point, evidence and explanation.</p> <p>I can demonstrate an understanding of figurative language and am able to distinguish shades of meaning among related words.</p>

All about Year 4

History Topics

The Roman Empire
(Autumn Term)

Saxons
(Spring term)

Vikings
(Summer Term)

Geography Topics

Countries of Europe
(Autumn Term)

Weather and Climate
(Spring term)

North America
(Summer Term)

Science Topics

Sound and electricity
(Autumn Term)

States of matter and
Living things
(Spring term)

Animals inc. Humans
(Summer Term)

Trips

Autumn Term

Pizza/ pasta
making (possibly at
Pizza By Goli)
TBC

£20 make and eat
plus soft drink?
Google form to
follow

Spring Term

The Staffordshire
Hoard @ The Potteries
Museum and Art
Gallery

18th January (TBC)

Summer Term

Living Things and their
Habitats @ Cannock
Chase Forest
17th April (TBC)

Laches Wood – 2 night
residential
13th-15th May

LEARNING FUTURES

14:41 Sat 9 Sep

Introduction To Learning Futures

Copy link



Arthur Terry
**Learning
Futures**
Empowering Learners | Shaping Futures

MORE VIDEOS

0:02 / 2:35

YouTube

LEARNING FUTURES

All children in Y1 to Y6 will be issued with their very own iPad on **Wednesday 20th September** to enhance our existing curriculum and help to support children with their learning. These iPads will be used both in school and at home. Children will also be provided with their own stylus which will remain in school.

Children in Reception will have access to an iPad one between two. These devices will remain in school.

It is really important that your child brings their iPad to school everyday and that it is charged and ready to use. If an iPad is forgotten, a spare device will not be provided.

Staff will be able to monitor what students are doing on their iPads using an app called Apple Classroom.

Parents will be able to manage their child's device outside school hours using the JAMF Parent app (More information about this app can be found on the Learning Futures school website page).

The ATLP IT team will monitor the use of the Learning Futures iPad to protect all users from access to harmful and inappropriate material. A programme called Smoothwall helps with this.

Limitations to device functionality have also been applied between the hours of 20:00 and 7:00 to help keep children safe at home whilst using technology.

More information on Learning Futures can be found on our school website page - <https://st-michaels-lichfield.staffs.sch.uk/about/learning-futures/>

HOME LEARNING



Home Learning is provided to consolidate classroom learning.

From next week, children will be provided with a home learning on their iPads for English and Maths.

Children should always have an accelerated reader book, these can be found in our school book cases or side Year 6 and Year 2.

Reading diaries will now be online. They will be set up in the coming weeks.

Home Learning and spelling will be set on Fridays.

Children will receive Maths, English/SPaG and spellings to learn each week – they will be tested on their spellings on a Friday.

Spellings are set on Spelling Shed and times tables are set on Times Tables Rockstars. Please see the following slides explaining how to log onto this software.

Passwords for all online learning platforms will be sent home with the children's iPads. Please get in touch at office@st-michaels-lichfield.staffs.sch.uk if you are unsure on any of your child's usernames or passwords and we will email them to you.

Home learning arrangements - Reading



ACCELERATED READER BOOK LABELS EXPLAINED

On the inside cover of each book, you will find a label containing lots of useful information. Below is a guide to what this information indicates:

Type in this number on the online platform (login details in the children's reading record) to take the book-related quiz and earn points.

The author of the book

The maximum number of points available when children complete the quiz.

The title of the book

Quiz No 21998:
Billionaire Boy

Walliams, David
B.L.: 4.1
Points: 4.0

MY

The interest level attached to the book indicates age group appropriateness. Interest level is based on a book's content including theme, characterization, and plot. The interest levels are based on the recommendations of the publisher.

Interest Level	Age (in years)
LY - Lower Years	5-8
MY - Middle Years	9-13
MY+ - Middle Years+	12+
UY - Upper Years	14+

Accessing Numbots, TTRockstar and Spelling Shed from home


- Children can now access all of the above platforms from home using a single QR code. This means they will no longer need individual user names and passwords for each platform.

- To sign in type www.wonde.com in your toolbar

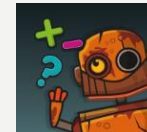


- Select log in

- Select pupil log in

- Select  Login with Magic Badge (allow camera access)

- Show QR code to camera Select the platform of choice by clicking on the relevant icon



Teaching of Reading – KS2

- In KS2, your child will have a minimum of four 30 minute 'Teaching of Reading' sessions per week. **Reading is a priority in EVERY classroom in school; practice and provision is not just limited to these 30 minute slots, but throughout the curriculum subjects across the day too.**
- Each explicit Teaching of Reading session will focus on a particular element of the skills required to be a successful reader, all intertwined with a balance of independent/paired practice and teacher modelling.
- The strategies and curriculum areas covered across the sequence will ensure all strands of the Scarborough Reading Rope (next slide) are included in our reading provision with the aim to have as many children as possible leave us in KS2 as skilled readers who are fluent in their execution, secure in their strategies to comprehend from a range of genres and enjoy reading for pleasure.

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

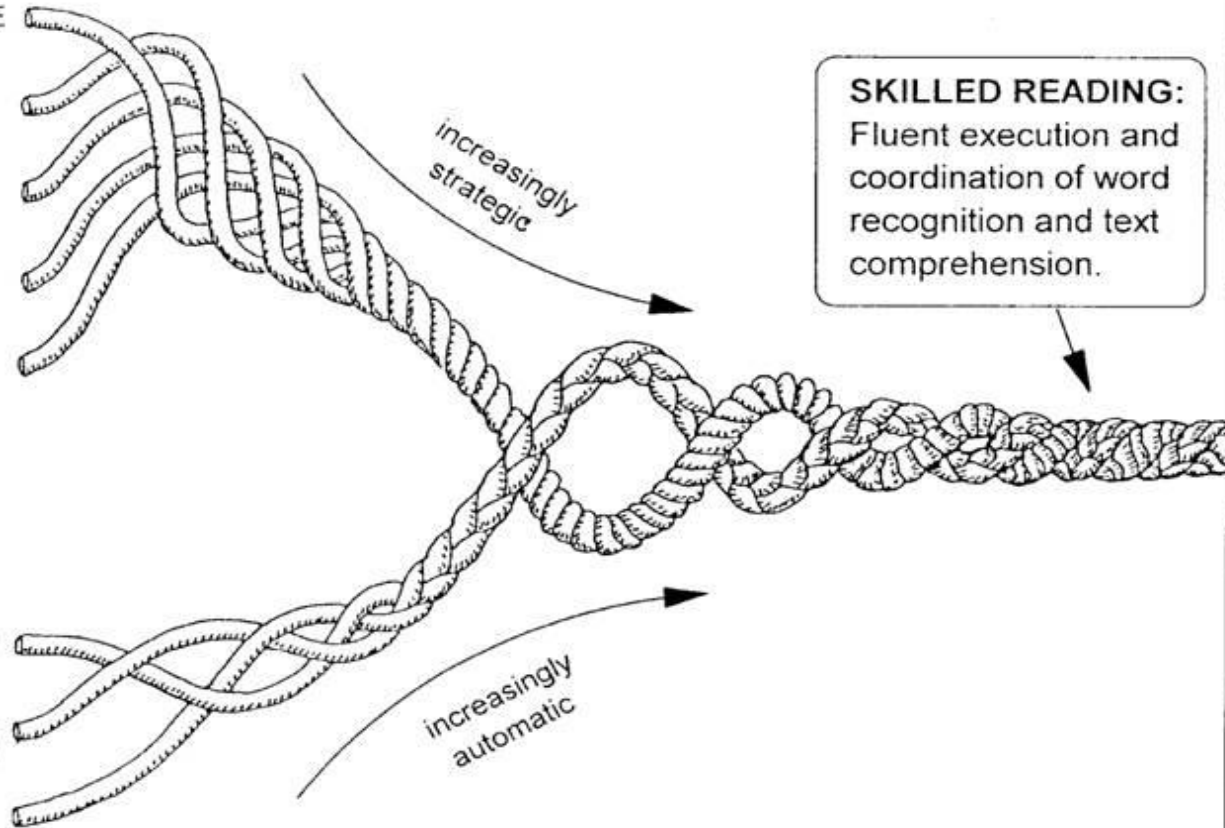
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



SKILLED READING:

Fluent execution and
coordination of word
recognition and text
comprehension.

Teaching of Reading - Session

Overviews

Session 2

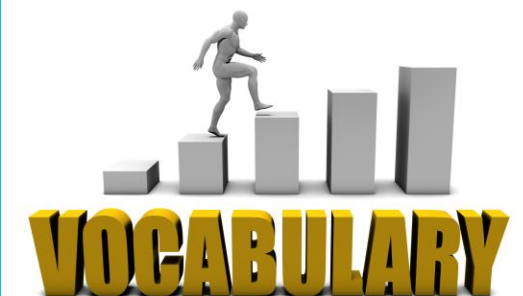
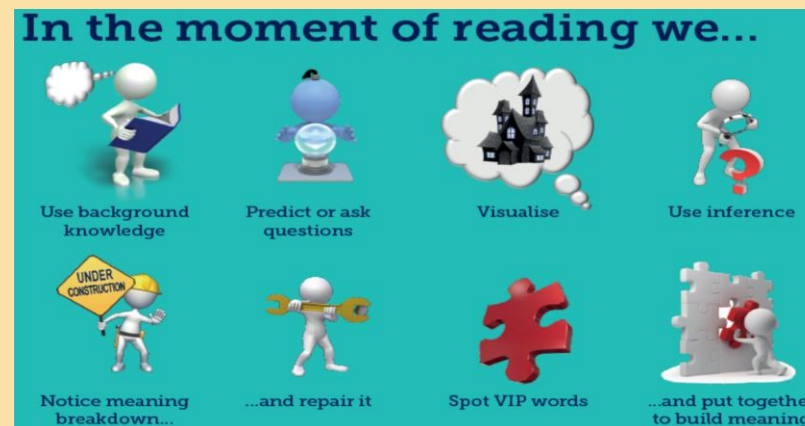
Vocabulary

Session 1

Reading in the moment

The focus for this first session is for the teacher to introduce the text the children will be focusing on that week. They model fluent and expressive reading whilst stopping at key points in the extract to 'Think Aloud' and model their own thought processes as they read. Children are also questioned on their opinions, predictions, inferences and links to their own background knowledge relating to the text. Unfamiliar vocabulary is identified and discussed and children are given the opportunity to perform a supported first read too.

The focus for the second session is to delve deeper into the vocabulary choices within the text. 'Goldilocks words' (words that are not too easy, not too hard, but just right) are selected and taught to the children explicitly. This process can include finding synonyms and antonyms, looking at the morphology/etymology of a word and having a go at using it in varying contexts. These words are added to a visual Word Wall display in the classroom for children to reference and use within their written and oral language at a later date. Once again, children will have the opportunity to read the text in pairs or with their teacher in this session.

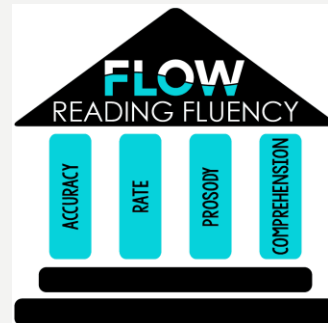


Teaching of Reading - Session Overviews

Session 3

Fluency and Prosody

The importance of children reading with strong fluency cannot be underestimated. These sessions provide them with the opportunity to enhance their expression, phrasing, smoothness and pace when reading, making it enjoyable for a reader to listen to whilst also aiding comprehension by emphasising certain words or phrases intended to stand out by the author. Prosody takes this one step further: pupils are given the opportunity to rehearse sections of a text, focusing on volume, pauses, pitch and speed to read the text in a way they feel is necessary and relevant to the context. Strong teacher modelling takes place in all of these sessions and children are often tasked with text marking and analysing a performer's use of strategies in their 'vocal toolbox' when reading aloud.

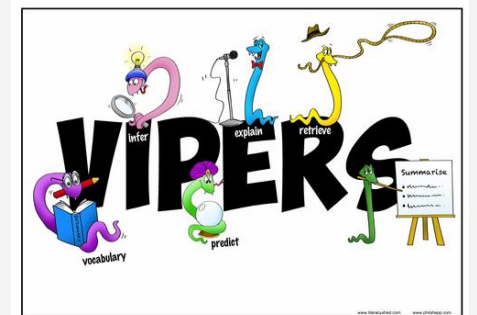


Reading fluency is the ability to **accurately** read at an appropriate **rate** while demonstrating **prosody** and **comprehension** of the text.

Session 4

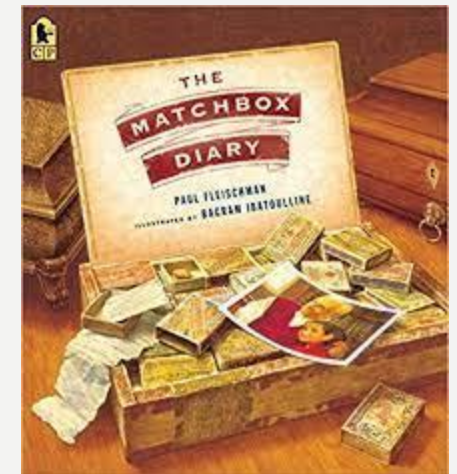
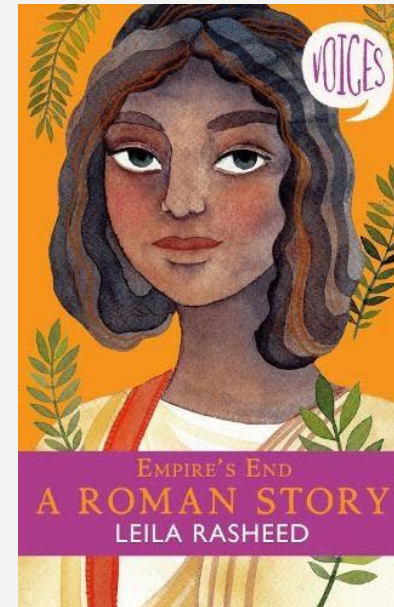
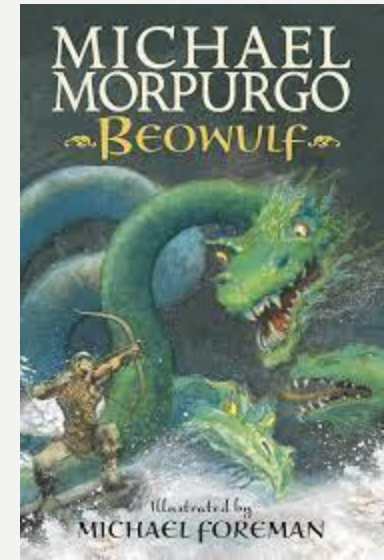
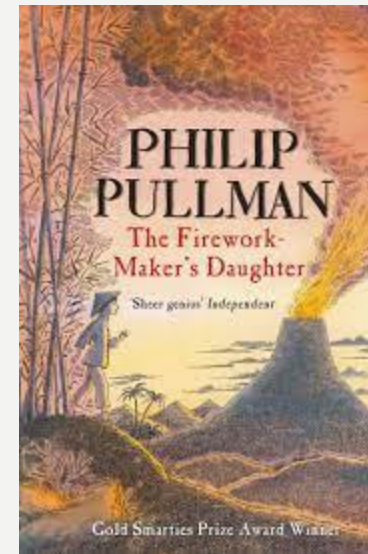
Return to the Text

After a week of guided practice, the purpose of this final session is for the children to have the opportunity to independently engage with a text, answering a range of questions linked to the question domains: Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising & Sequencing (VIPERS). Children are expected to **apply** their strategies in 'In the Moment of Reading', 'Vocabulary Understanding' and 'Fluency' to a text. Preferences and opinions of a text are often discussed during this session too, providing children with the platform to build up their own personal bank of reading preferences across a range of genres, including poetry.



Class reading

- Matchbox Diaries by Paul Fleischman
- Charlie and the Chocolate Factory by Roald Dahl
- Beowulf by Michael Morporgo
- A Roman Story by Leila Rasheed
- The Firework Makers Daughter by Philip Pullman
- How to Train your Dragon by Cressida Cowell





Times Tables

Multiplication tables check

Helping schools ensure that all children know their times tables by the end of primary school.



Standards
& Testing
Agency

Year 4 Multiplication Tables Check

In Year 4, children will complete the Multiplications Table Check (MTC) in the Summer Term.

Children should be practising their times tables regularly at home. We recommend using Times Tables Rockstars. All children have been set on automatic training mode, which allows them to work through the tables at their own pace, only moving on when they are secure. They must initially complete 10 'studio sessions' to determine their initial level then do a 'gig' once a month to show progress.

Children should know all of their times tables up to 12 x 12. We recommend the following order for mastering the tables:

10, 2, 5, 3, 4, 8, 6, 7, 9, 11, 12

TIMES TABLES ROCKSTARS INSTRUCTIONS

- Children use their unique QR code to sign in via Wonde.com
(this means they won't need to remember passwords)

Click here to play against the clock times tables games. Scroll down to garage and press play.

The screenshot shows the TTR website interface. At the top, there's a navigation bar with buttons for 'PLAY', 'SHOP', 'BATTLES', 'BANDS', and 'TOTR'. Below this, the main content area is divided into two sections: 'LICHFIELD SCHOOLS AUTUMN 2020' and 'BOTTLE OF THE BONDS'. The 'LICHFIELD SCHOOLS' section displays 'BAND TOTAL 12,638 CORRECT ANSWERS', 'BAND AVERAGE 665 ANSWERS PER PUPIL', and 'CHART POSITION 6 OF 43'. The 'BOTTLE OF THE BONDS' section displays 'GROUP TOTAL 8,738 CORRECT ANSWERS', 'GROUP AVERAGE 291 ANSWERS PER PUPIL', and 'CHART POSITION 2 OF 2'. At the bottom, there are two columns of game options: 'SINGLE PLAYER' (Garage, Studio, Soundcheck) and 'MULTIPLAYER' (Festival, Arena, Rockslam). An orange arrow points from the 'PLAY' button to the 'Garage' game option. Another orange arrow points from the 'CHART POSITION 6 OF 43' text to the right. A third orange arrow points from the 'Rockslam' game option to the bottom right.

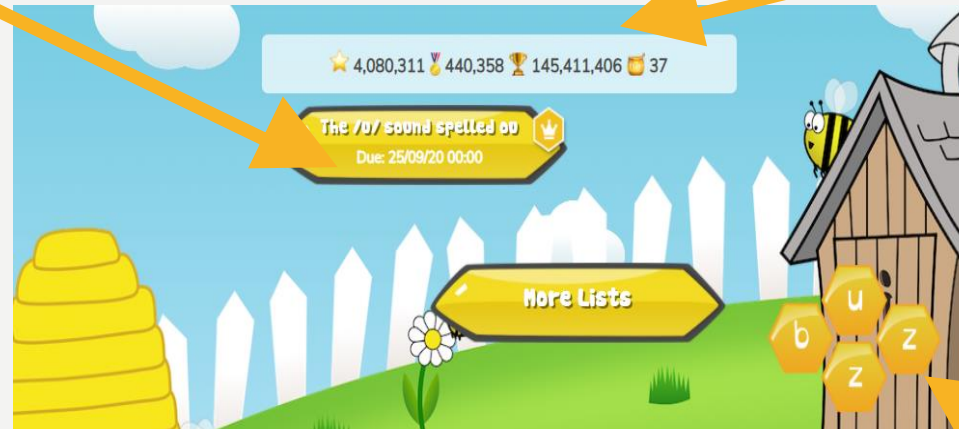
Section	Game Type	Game Name	Duration / Questions
SINGLE PLAYER	Garage	Teacher Set	
	Studio		12 x 12
	Soundcheck		25 questions
MULTIPLAYER	Festival		12 x 12
	Arena	Teacher Set	
	Rockslam		12 x 12

This shows our whole school position in Lichfield.

This shows any current battles with other classes and their duration.

SPELLING SHED INSTRUCTIONS

Click here to play games based on the current week's assigned word list. There will be 10 words to learn here each week and they will update each Friday.



Children will earn honey and trophies the more they access the spellings.

Click here to play a 'boggle style' word game.

PE arrangements

Our PE days are on a Monday (indoor PE) and a Wednesday (Outdoor PE).

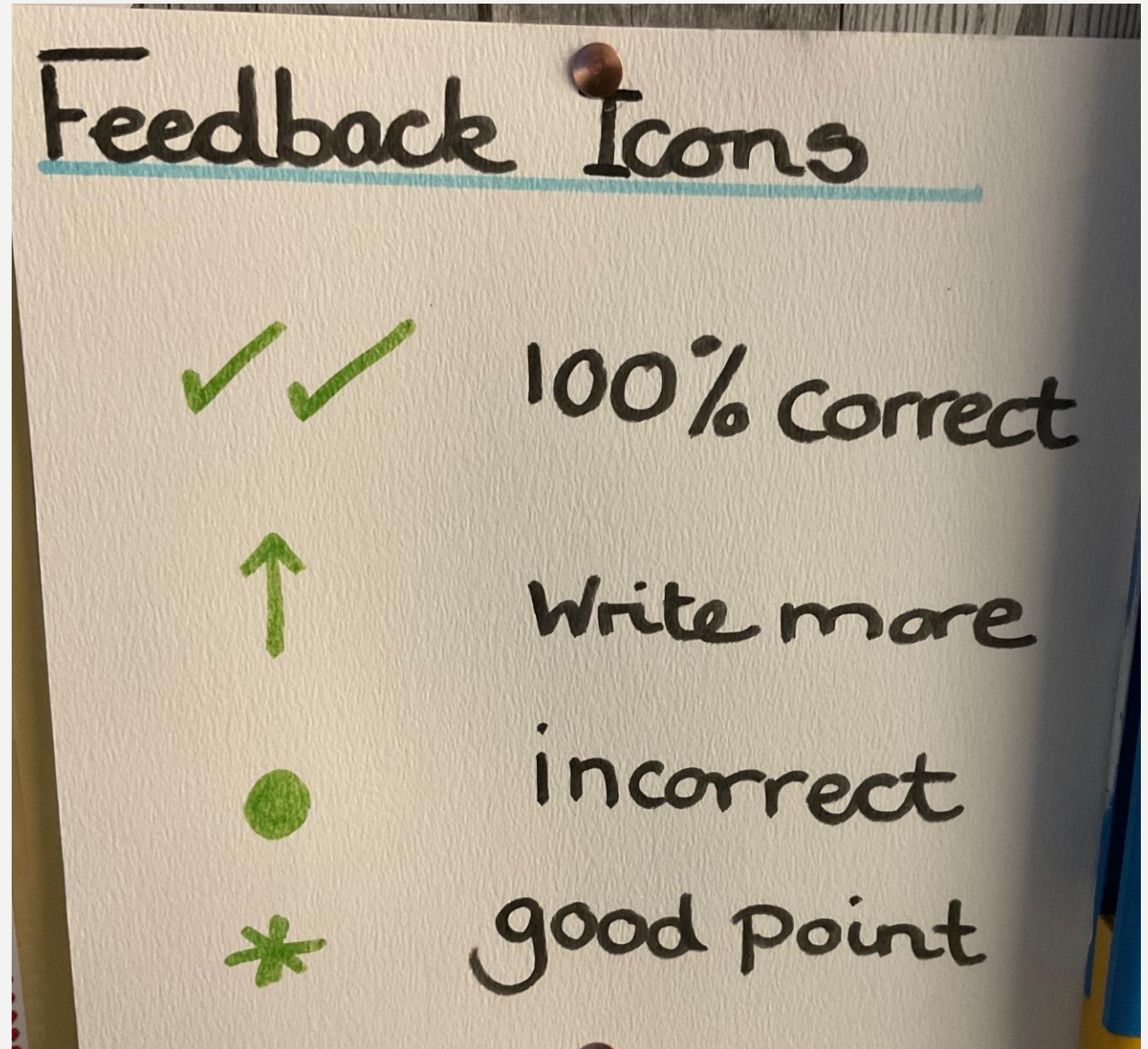
Please note that children are not allowed to wear earrings during any PE lesson. Earrings may **not** be left in if they are covered with plasters. Watches including fit bits must also be removed. Long hair should be tied up for PE. This is in line with our school health and safety policy.

If your child is unable to remove their earrings or is not in PE kit, they will access a non-participant activity during the lesson.

For indoor PE, children must wear (or bring) shorts and t-shirt to be able to use the high apparatus. Children wearing long sleeved tops, trousers/ leggings or skirts/ skorts will only be able to complete floor exercises.

FEEDBACK IN CLASS

- No lengthy comments
- Verbal feedback is prioritised
- Lots of WAGOLs/ modelling / remodelling
- Children sharing good examples
- Children are encouraged to be magpies
- House points reflect good effort/ improvement/ general good work
- Stickers/ stamps
- Regular opportunities to revisit when misconceptions are evident
- Practise makes permanent!





At St Michael's, we are guided by our Christian Values to inspire one another; encouraging confident, committed and caring children to flourish through life's journey.

- Perseverance
- Forgiveness
- Friendship
- Courage
- Belonging

Daily worship:

Monday - Whole School assembly led by Mrs Robertson/ Rev Abbie

Tuesday - Prayer and Praise

Wednesday - In - class story time worship

Thursday - Pupil led workshops

Friday - Special mentions worship

Behaviour and Expectations

This is based around our School Values and our RESPECT code.

Focuses on the positive with children being rewarded with House Points and Respect Tokens.

Children are awarded house points for learning completed in class. These will be awarded by the adults working with children in class. Children have their individual house point cards and work towards their Merit Badge (30 house points), then Bronze (50 house points), Silver (100 house points) and Gold Award (150 house points). Any children who reach their Gold Award will have the opportunity to work towards their Platinum Award (250 house points).

In Reception, children are not awarded house points but instead, children are able to move up the rocket. A child may move up the rocket for things such as completing some excellent learning in class, demonstrating the school RESPECT code, etc.

Children are awarded RESPECT tokens for demonstrating our RESPECT code around school (See next slide), such as at breaktimes and lunchtimes, etc. When children are awarded a RESPECT token they add them into their house team's Perspex tube which is kept outside the school office. At the end of each half term, these tokens are then added up and the house team with the most points will receive an end of term treat such as an extra break times, etc. Children may also receive a RESPECT sticker for demonstrating our RESPECT code around school.

Each week, Special Mentions Worship takes place on a Friday with class teachers nominating two pupils for going above and beyond in their learning or contributions to wider school life.

At St Michael's we have 6 school values, with each one having a special focus during each half term. You can see these below:

Belonging

Respect

Friendship

Forgiveness

Perseverance

Courage

 Respect our school - everyone and everything

 Everyone listens to instructions

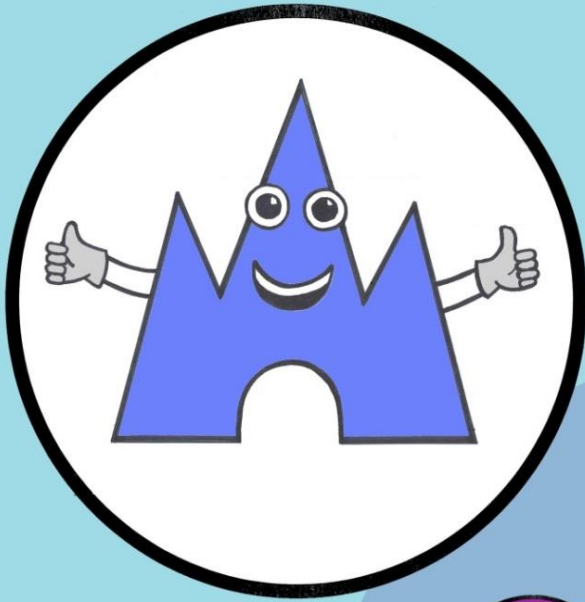
 Silence when asked

 Please and thank you; be polite and kind

 Enter and exit school calmly and sensibly - no running

 Corridors - walk silently in single file to the left

 Talking - one voice at a time





House Point
Cards



RESPECT token
tubes



RESPECT
Stickers



We hope you have found this presentation useful

Other information, including the curriculum overviews and reading prompts, can be found on the St. Michael's School website.

<http://www.st-michaels-lichfield.staffs.sch.uk/>

Questions or Concerns

In the event you have any questions or concerns please contact your child's class teacher in the first instance.

Other contacts:

- Mrs Hobson (Assistant Head KS2)
- Mrs Robertson (Head Teacher)