

Meet the Team

Year 4



40 (Oak)
Ms. Lopez



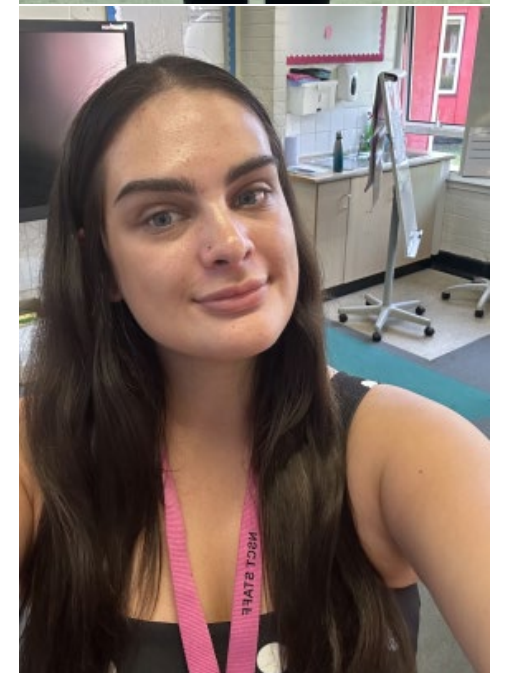
Teaching Assistant
Mr. Diprima

4E (Elm)
Mrs. Gordon



4B (Blossom)
Miss Abrokwah

4M (Maple)
Ms. Savage



PE Days



Class	INDOOR PE	OUTDOOR PE
4O	Tuesday	Thursday
4B	Friday	Thursday
4E	Friday	Thursday
4M	Thursday	Tuesday



Uniform

Other than PE days and planned events, children should be in full school uniform.



Label! Label! Label!

Swimming

Year 4 will take part in the London Borough of Enfield Swimming Programme as part of their Physical Education entitlement.

Location: **Waverly School (Travel by minibus)**

Date: 14th September

Duration: 12 weeks

Class: **40**

A letter will be sent when it is your child's class' turn (on the website)
Back before the end of the school day.

Goggles may be worn only if a letter has been sent by parent/guardian

Children will be split into differentiated groups and are taught by trained members of staff



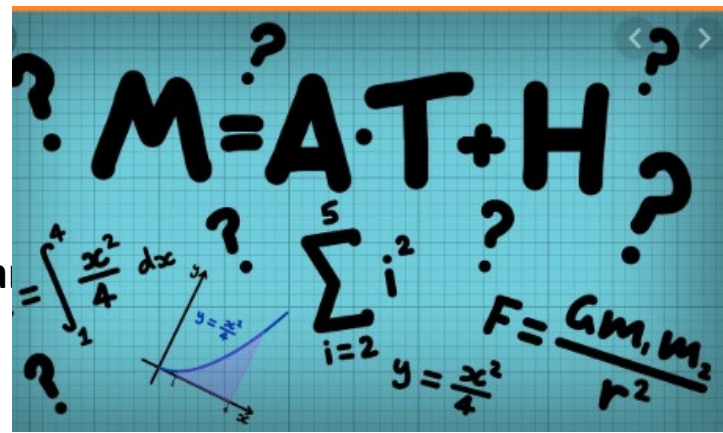
Reading Expectations

- Read for 20 minutes everyday.
- Bring Reading Records to school everyday.
- Sign their Reading Records (see prompts)
- Keep safe! It has all the passwords you'll need.
- Children's responsibility to change books regularly.



Reading targets – Year 4	
<p>Reading with great fluency and being able to decode a range of unfamiliar words are key skills in reading. Furthermore, children need to demonstrate a deeper understanding of what they have read. This will allow them to fully master the skills of reading. At Woodpecker Hall, we assess children using an assessment tool derived from the National Curriculum. Below are a range of questions linked to each assessment focus which you could ask your child when listening to them read daily.</p>	
<p>COMPREHENSION Can you find words that include a prefix or a suffix? E.g. -ness, -less, -ful, -less.</p> <p>COMPREHENSION How many you use the features of this non-fiction text to find specific information?</p> <p>COMPREHENSION What have you read so far that gives you a clue as to what might happen next in the story?</p> <p>COMPREHENSION Why do you think the character behaved this way?</p> <p>COMPREHENSION Do you have any questions about what you have read so far?</p> <p>COMPREHENSION What language does the author use to build atmosphere in the narrative?</p> <p>THE END How is the structure of this book different from other books that you have read?</p> <p>COMPREHENSION Explain how this poem compares to other poems that you have read.</p> <p>COMPREHENSION Can you identify the themes of this narrative? E.g. fairness, friendship.</p> <p>COMPREHENSION Can you explain why you liked/disliked this text?</p> <p>COMPREHENSION Can you experiment with different ways of using your voice to create interesting effects for the audience? E.g. tone, volume, expression, intonation.</p>	<p>COMPREHENSION Reading with great fluency and being able to decode a range of unfamiliar words are key skills in reading. Furthermore, children need to demonstrate a deeper understanding of what they have read. This will allow them to fully master the skills of reading. At Woodpecker Hall, we assess children using an assessment tool derived from the National Curriculum. Below are a range of questions linked to each assessment focus which you could ask your child when listening to them read daily.</p> <p>COMPREHENSION Can you find words that include a prefix or a suffix? E.g. -ness, -less, -ful, -less.</p> <p>COMPREHENSION How many you use the features of this non-fiction text to find specific information?</p> <p>COMPREHENSION What have you read so far that gives you a clue as to what might happen next in the story?</p> <p>COMPREHENSION Why do you think the character behaved this way?</p> <p>COMPREHENSION Do you have any questions about what you have read so far?</p> <p>COMPREHENSION What language does the author use to build atmosphere in the narrative?</p> <p>THE END How is the structure of this book different from other books that you have read?</p> <p>COMPREHENSION Explain how this poem compares to other poems that you have read.</p> <p>COMPREHENSION Can you identify the themes of this narrative? E.g. fairness, friendship.</p> <p>COMPREHENSION Can you explain why you liked/disliked this text?</p> <p>COMPREHENSION Can you experiment with different ways of using your voice to create interesting effects for the audience? E.g. tone, volume, expression, intonation.</p>

Maths



Practise books



Mr Demaio timetable songs

Hit the button

Timetables chart

TTRS- login in RR

1 x	2 x	3 x	4 x	5 x	6 x
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4	5 x 1 = 5	6 x 1 = 6
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10	6 x 2 = 12
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12	5 x 3 = 15	6 x 3 = 18
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16	5 x 4 = 20	6 x 4 = 24
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25	6 x 5 = 30
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24	5 x 6 = 30	6 x 6 = 36
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28	5 x 7 = 35	6 x 7 = 42
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32	5 x 8 = 40	6 x 8 = 48
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36	5 x 9 = 45	6 x 9 = 54
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50	6 x 10 = 60
1 x 11 = 11	2 x 11 = 22	3 x 11 = 33	4 x 11 = 44	5 x 11 = 55	6 x 11 = 66
1 x 12 = 12	2 x 12 = 24	3 x 12 = 36	4 x 12 = 48	5 x 12 = 60	6 x 12 = 72
7 x	8 x	9 x	10 x	11 x	12 x
7 x 1 = 7	8 x 1 = 8	9 x 1 = 9	10 x 1 = 10	11 x 1 = 11	12 x 1 = 12
7 x 2 = 14	8 x 2 = 16	9 x 2 = 18	10 x 2 = 20	11 x 2 = 22	12 x 2 = 24
7 x 3 = 21	8 x 3 = 24	9 x 3 = 27	10 x 3 = 30	11 x 3 = 33	12 x 3 = 36
7 x 4 = 28	8 x 4 = 32	9 x 4 = 36	10 x 4 = 40	11 x 4 = 44	12 x 4 = 48
7 x 5 = 35	8 x 5 = 40	9 x 5 = 45	10 x 5 = 50	11 x 5 = 55	12 x 5 = 60
7 x 6 = 42	8 x 6 = 48	9 x 6 = 54	10 x 6 = 60	11 x 6 = 66	12 x 6 = 72
7 x 7 = 49	8 x 7 = 56	9 x 7 = 63	10 x 7 = 70	11 x 7 = 77	12 x 7 = 84
7 x 8 = 56	8 x 8 = 64	9 x 8 = 72	10 x 8 = 80	11 x 8 = 88	12 x 8 = 96
7 x 9 = 63	8 x 9 = 72	9 x 9 = 81	10 x 9 = 90	11 x 9 = 99	12 x 9 = 108
7 x 10 = 70	8 x 10 = 80	9 x 10 = 90	10 x 10 = 100	11 x 10 = 110	12 x 10 = 120
7 x 11 = 77	8 x 11 = 88	9 x 11 = 99	10 x 11 = 110	11 x 11 = 121	12 x 11 = 132
7 x 12 = 84	8 x 12 = 96	9 x 12 = 108	10 x 12 = 120	11 x 12 = 132	12 x 12 = 144

The key areas we will be covering this year

- Number & Place Value
- The 4 mathematical operations
- Fractions (including decimals)
- Measurement
- Properties of shapes
- Position & Direction

Statistics

-By the end of year 4, pupils should know their times tables up to 12 x 12.

Government Timetables test at the end of year 4- June. No pass mark

Home Learning

- **Weekly** Maths OR English will be set on a Friday and due on Tuesday.
- Weekly Spellings and Timetables practice.
- **Half- termly** project work will be set at the beginning of every half term and due by the end of the half term.
- Home learning is designed to be enjoyable, and each task should not take any longer than 30-40 minutes.



Google Classroom

Chrome books, headphones and internet dongles are available from the school office.

No paper homework will be available.

Curriculum

Medium Term Planning			
Learning Journey Map		Term: Autumn 1	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture			
Teaching and Learning Principles and Curriculum Driver			
Equality of Opportunity Raising pupil aspiration through inspiration, equipment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience -High quality Roman artefacts to use in our lessons -Special trip to the Verulamium Museum in St. Albans.	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills -Roman Day to explore various questions about the Roman Invasion -Geography and History curriculum will be enquiry based	Inspire Awe and Wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc. -Roman Day where children can recreate Roman life through baking bread, weaving, making shields and creating and researching key questions.	Force for Positive Change Who or what has been a force for positive change? How can we be a force for positive change? -Looking at the construction of our roads - Exploring the fact that having larger communities that improves trade.

Half termly topics.

Sent out every half term.

Autumn: Romans

- History

- Geography

- Art

- RE

Trips:

A voluntary contribution may be requested for some trips.

As well as English, Reading, Maths, Handwriting and Spelling.

YEAR 4 Title: Invaders & Settlers: Romans	Key Curriculum Areas: History, Geography, RE, Art	Maths Number: Place Value -place value of each digit in a four-digit number Addition and Subtraction -formal methods of addition and subtraction using regrouping and exchanging -variety of worded problems and reasoning questions Multiplication and Division -multiplying by 1 and 0 -multiplication facts for <u>6 and 7 times</u> tables Geometry- 2D Shape -comparing and classifying geometric shapes including quadrilaterals and triangles -identifying lines of symmetry	English Fiction- Narrative - 'A day in the life...' diary entry from the perspective of a friend of <u>Ilona</u> in a high standing Roman household. -use of story maps and oral rehearsal -fronted adverbials and subordination with commas. Non-Fiction- Persuasive Letter -informal letter linking with our class novel, 'Diary of a Roman Slave: <u>Ilona</u> ' -emotive language and sentence structures -coordination and subordination Spelling- Autumn Spelling List Handwriting: Cursive Reading- Daily whole class reading sessions.
Big Bang: Children plan an 'invasion' of EHA.	Learning Journey- History -We will be using a timeline to understand chronology and where the Romans fit in history compared to previous learning -To investigate and interpret the past to understand how and why the Romans invaded Britain -To build an overview of history to enquiry if everyone was happy about the Roman invasion and who was here first -To discuss the impact the <u>Romans</u> have on us today -Looking at the battles of Camulodunum, Londinium and Verulamium	Languages- Spanish -To recall numbers 1-5 -To recall months and number to 31 -To exchange basic information: siblings, birthdays, family members	Music- Roman Instruments -To identify instrument families and explore Roman instruments -To sing a song on a topic -To read a graphic score
School Trip/Special Events <ul style="list-style-type: none"> Visit to Verulamium Museum Trip to local Supermarket 	Learning Journey- Geography -We will be exploring the human and physical features and processes of the UK -We will be focusing on trade and the economic impact air miles has on us.	Art – Mosaics Antony Gaudi- Mosaics -take inspiration and master techniques of textiles to design and create a mosaic collage technique.	PSHE- Being Me in My World -school and classroom community expectations -rights and responsibilities -working well with others P4C- Invasion Philosophical discussion about the meanings of invasion.
Celebration: Roman and Celtic Feast	PE Indoor- Dancing and Swimming Outdoor- Invasion Games: Netball and Basketball- Possession, tackling, controlling.		
Computing- - Describe how networks physically connect to others. - Recognise how networked devices make up the internet. - Outline and describe how websites can be added and accessed on the World Wide Web (<u>www</u>). - Evaluate the consequences of unreliable content.	RE- Judaism Rites of Passage and Good works.		

Arbor

Download the Arbor App!

Best way to receive communication from the school.

Trips, Clubs, Closures etc.

