

*Welcome to
Year 4*



Your teachers this
year
will be

Mr Rose - 4R

Mrs Cheatham - 4C

Communicating with teachers

- ▶ Write a note in your child's home/school journal. (Please make the child aware that the note is in there to ensure it is passed on)
- ▶ You can arrange a private meeting with your class teacher at the office or e-mail info@st-edmunds.richmond.sch.uk
- ▶ If you need to get in contact more urgently, please call the office to get through to us.

General Communication

- ▶ All dates for events can be found on the newsletter
- ▶ Timetable for the year can be found on the school website or school app
- ▶ The St Edmund's App includes: newsletter, calendar of events, reporting absence, PA information, questionnaires and much more
- ▶ Please ensure you have updated the App to the Year 4 channel!

Lateness and Absence

- ▶ The gates open at 08.45 for Y4
- ▶ The register will be taken at 9.00
- ▶ If your child is late they need to come via the office to collect a late slip.

School Meals

- If your child has school meals, please remember that these need to be booked and paid for online (details on app and website)
- Children will only be given the meal that has been ordered
- We are a nut free school

Class Based Information





- Children must bring a labelled water bottle in as they are currently unable to use any communal fountains.
- Please provide a piece of fruit for a midmorning snack.

Recovery Curriculum

- ▶ We understand that it has been a long time since children attended school in the usual way and so we are introducing a recovery curriculum for the first half term.
- ▶ We will of course be teaching Mathematics and English on a daily basis as well as the foundation subjects and RE as usual, but have thought it important to ensure we also include a few added extras to secure a successful and happy return to school.
- ▶ We will be introducing the children to
 - ▶ the Zones of Regulation and maintaining the
 - ▶ Daily Mile,
 - ▶ use of Thinking Maps
 - ▶ and next disposition/attitude identified within the 'Habits of Mind'

Zones of Regulation

- ▶ The 'Zones of Regulation' teaches children emotional vocabulary and understanding as well as self regulation.
- ▶ If children are able to identify how they are feeling they can then begin to understand and develop how to respond to situations in a socially acceptable way.
- ▶ We are incorporating these into our class routines.
- ▶ We encourage you to talk about these at home too.

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

- ▶ The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go".
- ▶ A yellow sign means be aware or take caution, which applies to the Yellow Zone.
- ▶ A red light or stop sign means stop, and when one is the Red Zone this often is the case.
- ▶ The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.
- ▶ All of the zones are natural to experience, but the framework focuses on teaching students how to recognize and manage their Zone based on the environment and its demands and the people around them.
- ▶ https://www.youtube.com/watch?feature=emb_title&time_continue=14&v=41W6PsepwRg&safe=active&app=desktop - useful video to help understand the zones.

Thinking Maps – Visual tools

David Hyerle

HYERLE'S THINKING MAPS

Circle Map -
(with frame of reference)
for defining context



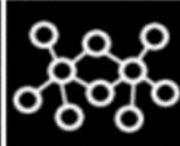
Tree Map -
for
classifying/grouping



Bubble Map -
for describing
with adjectives



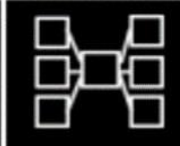
Double Bubble Map
for comparing and
contrasting.



Flow Map -
for sequencing
and ordering.



Multi-Flow Map -
for analyzing
causes
and effects.



Brace Map -
for identifying part/whole
relationships



Bridge Map -
for seeing
analogies.



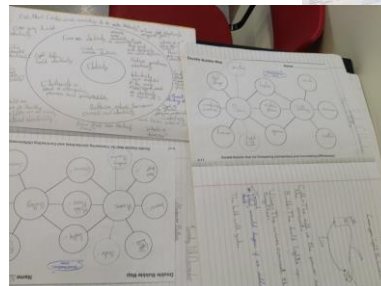
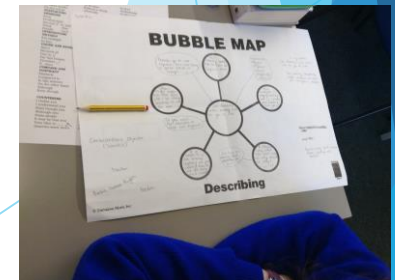
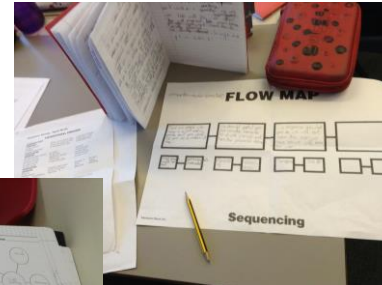
www.thinkingmaps.com

In 2018-19 we introduced Thinking Maps at school.

This year we plan to continue to embed their use.

Thinking Maps are tools that help organise our thinking.

The eight maps each support a different type of thinking (cognitive process).



We continue the process of introducing the **Habits of Mind** (Dispositions and Attitudes) to the children.

- 1. Persisting**
- 2. Managing Impulsivity**
- 3. Listening with Understanding and Empathy**
- 4. Thinking Flexibly**
5. *Thinking about Thinking (Metacognition)*
- 6. Striving for Accuracy**
- 7. Questioning and Posing Problems**
8. *Applying Past Knowledge to New Situations*
9. *Thinking and Communicating with Clarity and Precision*
10. *Gathering Data through All Senses*
- 11. Creating, Imagining, Innovating**
12. *Responding with Wonderment and Awe*
- 13. Taking Responsible Risks**
14. *Finding Humour*
15. *Thinking Interdependently*
16. *Remaining Open to Continuous Learning*

Highlighted are the Habits of Mind the teachers feel we should focus on for now.

We will focus on one each half-term.

We will keep you updated in our Newsletters.

PE

Lessons

This year PE will be on a Tuesday (indoors) and Wednesday (outdoors).

PE Kit

- Children are to come to school wearing their PE kit with their trainers.
- They must have a spare pair of shoes in their bag if the weather is bad or the field is muddy.

Swimming

At the present time we are unable to offer swimming lessons. We will send out a letter if this changes with all the details you will need

High Expectations

- ▶ For the children to achieve their best, high expectations are essential.
- ▶ We have high expectations of the children, and it is important that they know it is the same at home.
- ▶ Children should also have high expectations of themselves - they can achieve anything and everything!
- ▶ High expectations includes school work, homework, behaviour and uniform.

Year 4 End of Year

Monday 10 June

Description of Hampton Court Palace

Henry VIII

As you approach the ancient dazzling palace, the hairs on your neck will probably stand up because King Henry had statues placed just by the main entrance. These grey statues are over so girce, the word means royalty to King Henry the VIII. The dragon means he is girce, and the majestic grey grey hound means they can kill you and hunt you down.

The beautiful ^{sp} tapestries inside the huge palace are over 500 years old. As you look to the side, you will see more pretty tapestries embroidered with beautiful pictures from the holy Bible.

As you enter the Haunted Gallery, also known as the possessional ^{sp} Route, you will step on glorious carpets. It is said that King Henry's 5th wife haunts there. This room is the scariest room in the palace and is covered in velvet red.

If you enter the Grand Hall, be careful as sneaky little ear droppers are hiding in the grand ceilings. The King did this so people didn't gossip in his special palace.

If you look outside the huge you will see a lot of tall brown chimneys. There are a lot of chimneys because there are lots of rooms. These chimneys are extremely tall and they lower into the sky.

As you go through the majestic huge doors, you will enter the Great Watching Chamber. Watching Chamber is a gig with lots of gub wear strange shaped sticky out skirt. It is a sharp sword, as a cradile's to

- Facts
- Descriptive vocabulary
- Subordinate clauses - extending

- Subordinate clauses
- Similes
- Metaphors
- Fronted adverbials
- Applied spelling patterns
- Personification
- Paragraphing
- Speculative sentence openers
- Speech
- Synonyms

Recording Work at St. Edmund's School

- ▶ There are a variety of exercise books the children use throughout school however they also record much of their work on whiteboards and in jotters.
- ▶ English and Maths jotters are used daily to plan writing / develop number skills.
- ▶ Some work is collected in English and Maths folders.
- ▶ Writing books (shown to parents at open evening and eventually sent home) contain final pieces of published work.
- ▶ Maths books (shown to parents at open evening and eventually sent home) shows a record of evidence of each topic.

Reading at school

- ▶ Children are practising their reading skills through EVERY curriculum area, not just the dedicated reading time. Therefore, it would not be time effective to record in your child's journal every time they practise their reading skills.
- ▶ We do also have set reading times where reading skills are practised using the following formats..
- ▶ Shared Reading - this is a whole class activity. The text is chosen to support the learning of all pupils for excitement, engagement and progress year on year. The teacher models how to read, taking into account punctuation, expression and fluency. They think aloud to model thought processes for the children to see and use. This reading material could be on the board, in books, display or placed under the visualiser when reading a story for THE WHOLE CLASS TO SEE!
- ▶ Guided Reading - (At the moment this strategy will not be used as it does not allow for social distancing) the teacher works with a small group of children, who share the same reading level and work on similar next steps. For example, sounding and blending, reading with expression etc. The text is discussed for understanding and any new vocabulary.
- ▶ Reading for Pleasure - enjoying a story, (not class text or reading scheme books) for example, sharing a newspaper article, a poem, story or a prayer with the whole class!
- ▶ Individual reading - 1:1 with an adult. This is when we will write a comment in your child's Homework Journal - therefore please ensure your child's Homework Journal and reading books are always in their bag.

Writing

In Year 4 children build on and deepen knowledge and skills learnt in Year 3. They are expected to:

- ▶ Write in correctly punctuated sentences including exclamation marks and question marks.
- ▶ To begin to expand their use of punctuation eg commas, apostrophes and inverted commas.
- ▶ To add detail to their writing by using adjectives, adverbs, alliteration and similes.
- ▶ To check, edit and improve their work, ensuring their writing makes sense.
- ▶ Draft and write by organising paragraphs around a theme
- ▶ Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose
- ▶ To spell common words (300 HFW - in journal) accurately, as well as the spelling patterns they learn throughout the year.
- ▶ To use neat, joined handwriting following the school style. (See example in homework journals)

Statutory Assessment: Year 4

Multiplication Tables

- ▶ The government expects that all children know all the multiplication tables (1-12) by the end of Year 4.
- ▶ In the summer term the children will sit the Multiplication Tables Check issued by the government. The children will have 6 seconds to answer each randomised multiplication question.
- ▶ It is essential that they are practiced every night. This is more than just being able to recite them in order. They need to know them out of sequence and at speed. They need to be able to use them for division facts and to solve word problems.
- ▶ We will be working and practising them regularly.

Year 4 Homework

- ▶ Spelling, reading and maths should be done 5 times a week.
- ▶ The expectation is for 5 sessions of 20 minutes per week. This is applicable to all three areas.
- ▶ Over the weekend, should your child be still on the reading scheme, you will need to find appropriate books from home or perhaps the library.
- ▶ Eventually, we will be sending comprehension work home for weekend homework. A letter will be sent out explaining this in more detail.
- ▶ Spellings will be differentiated BUT we will be using a spelling programme in school for the children to practise within context. They will be given a number of spellings to learn on a weekly basis.

E-Safety, Social Networking – Acceptable Use & On-line Safety

- ▶ The school has an 'Acceptable use policy' for the Internet and Social Networking. The aim is to keep all members of the school community safe – including children, staff and parents.
- ▶ We urge you to take note of the terms of the policy and do your best to support us in it (the link is available on the website)
- ▶ Parents may take photographs or videos at most school events. However, you **must ensure** that if you include children other than your own, it is solely for your personal use and will not be published on the internet - including social networking sites.
- ▶ Please make sure any school class WhatsApp group is used appropriately – thank you.
- ▶ *Please continue to monitor your child's screen time and check they are not accessing materials that are inappropriate for their age. Too many children are accessing apps/games/social media and messaging services that are for age 12+*
- ▶ *Parents must parent their children's after school use of devices. This is a safeguarding matter.*

*We look forward to
working with you and
your child and getting to
know you all better.*

Y4 Team