

Welcome to
YEAR 4





*Your teachers this year
will be*

Mr Rose – 4T

Mrs Roberts – 4R


Communication

- ▶ *Please write a note in your child's home/ school journal. (Please ask your child to tell us it is there to ensure the message is passed on)*
- ▶ *You can arrange a private meeting through the office or e-mail info@st-edmunds.richmond.sch.uk*
- ▶ *If you need to get in contact more urgently, please call the office. They will always pass on any communications and we can do our best to address any concerns.*
- ▶ *Please DO NOT WAIT until parents evening if you have any worries 😊*
- ▶ *The St Edmund's App includes: newsletter communication, calendar of events, reporting absence, PA information, questionnaires and much more*
- ▶ *Please ensure you have updated the App to your year group channel to make sure you receive the correct information.*

Curriculum at St Edmund's

- ▶ *At St Edmund's we teach the National Curriculum as well as the Thinking Skills Curriculum and Zones of Regulation Curriculum (see separate slides)*
- ▶ *We continue to add elements to the curriculum to enable children to 'keep up' not 'catch up' with any missed learning opportunities in light of the past couple of years.*
- ▶ *Club list will be distributed next week.*
- ▶ *Assemblies will be presented in the school hall..*
 - ▶ *4T – Friday 14th October*
 - ▶ *4R – Friday 18th November*

Zones of Regulation



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

- ▶ The ‘Zones of Regulation’ teach children emotional vocabulary as well as an understanding 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 will continue to incorporate these into our class routines and encourage you to talk about these at home too.
- ▶ 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

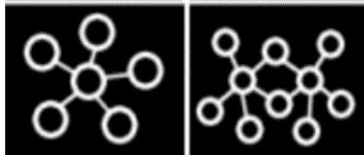
Thinking
School

HYERLE'S THINKING MAPS

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



Bubble Map -
for describing
with adjectives



Flow Map -
for sequencing
and ordering.



Brace Map -
for identifying part/whole
relationships



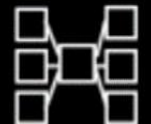
Tree Map -
for
classifying/grouping



Double Bubble Map
for comparing and
contrasting.



Multi-Flow Map -
for analyzing
causes
and effects.



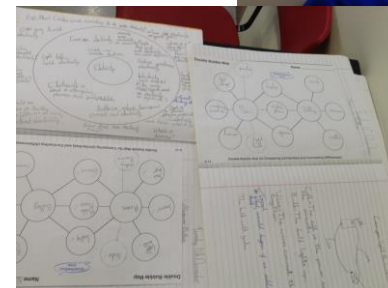
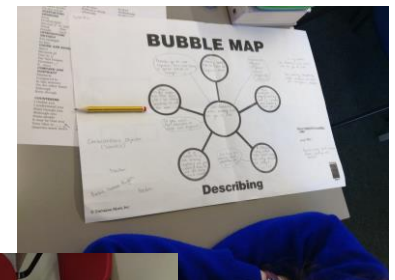
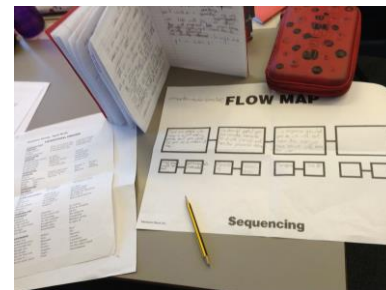
Bridge Map -
for seeing
analogies.



Thinking Maps are tools that help organise our thinking.

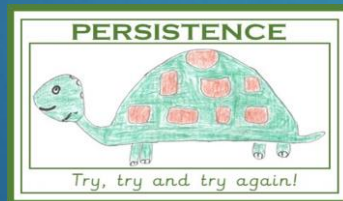
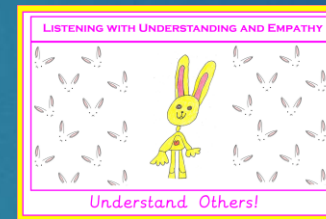
In 2018-19 we introduced Thinking Maps at school.

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



We remind the children of the different Habits of Mind (Dispositions and Attitudes) throughout the year.
Examples include...

- Persisting
- Managing Impulsivity
- Listening with Understanding and Empathy
- Thinking Flexibly
- Striving for Accuracy
- Questioning and Posing Problems
- Creating, Imagining, Innovating
- Taking Responsible Risks





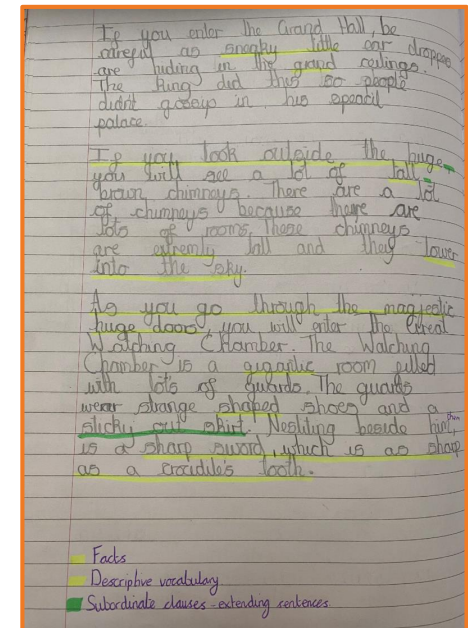
- ▶ *We will continue to have weekly adult led peer support groups for any of our children who may have experienced a painful loss for example parental break-up or bereavement.*
- ▶ *This will be run by three of our staff who have been trained by the Rainbows Charity through the Catholic Children's Society.*
- ▶ *Groups will be facilitated by the staff members who will be supervised by the Rainbows charity.*
- ▶ *Please contact Mrs Bainbridge at the following email address rainbows@st-edmunds.richmond.sch.uk*

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 and we encourage this mindset.*
- ▶ *High expectations include school work, homework, behaviour and uniform.*

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.
- ▶ Each child has a maths and an English jotter, separate to their Maths and English books.
- ▶ The jotters are used for practising and drafting purposes. They take pressure off children and allow them to experiment and explore new learning.
- ▶ They are used as a conversation between teachers and children and are not officially marked.
- ▶ The final edit in the Maths and English books are marked, using yellow and green highlighters.
- ▶ The yellow highlights learning objectives achieved and elements of work that have been understood well.
- ▶ The green highlights areas that may have been misunderstood or need to be developed further or need to be supported by the teacher.
- ▶ Children are given two things to celebrate and one to work on as part of the marking process.



Reading at School

- ▶ *Children practice their reading skills each and every day through ALL areas of the curriculum not just during dedicated reading time.*
- ▶ *Whilst we have reading times set aside (where reading skills are practised and taught), we need parental help to ensure the children practice these skills every day.*
- ▶ *Teachers cannot hear every child read individually each day so listen and teach the children to read during guided reading sessions.*
- ▶ *When your child has been heard read within a guided reading session, teachers will stamp the children's journal as a record.*

Reading at Home

- ▶ *We need your help!*
- ▶ *Researchers in the US who looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:*
- ▶ *The number of words children would have heard by the time they were **5 years old:***
 - ▶ *If they were never read to, 4,662 words;*
 - ▶ *If they read 1-2 times per week, 63,570 words;*
 - ▶ *If they read 3-5 times per week, 169,520 words;*
 - ▶ *If they read daily, 269,660;*
 - ▶ *and if they read five books a day, 1,483,300 words.*
- ▶ *Please read with your children every day, particularly as we can't! It is important for children's comprehension skills especially in the juniors and getting ready for their next phase of education.*

Writing in the Juniors

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)

Year 4 End of Year Expectations

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 ever so fierce, the word means royally to King Henry the VIII. The dragon means he is fierce, and the majestic grey greyhound 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 ^{sp} possessional Route, you will step on glorious carpets. It is said that King Henry's 3rd 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 car 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 brown chimneys, you will see a lot of tall chimneys. There are a lot of chimneys because there are lots of rooms. These chimneys are extremely tall and they tower into the sky.

As you go through the huge doors, you will enter the magnificent Watching Chamber. The Watching Chamber is a gigantic room filled with lots of gubids. The gubids are very strange shapes like a sharp sword, a crocodile's tail, a sharp sword, a crocodile's tail.

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

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 (this will help with fractions!) and to solve word problems. **Please see our suggestions hand-out.***
- ▶ *We will be working and practising them regularly but again need your help to help your children – thank you.*

Year 4 Homework

- ▶ *Reading: every day - building up to 20 minutes. Children change their books.*
- ▶ *Spellings: 5-days a week- RWI spelling patterns for the week, **see guidance sheet.***
- ▶ *Multiplications: 5-days a week – multiplication and related division facts*
- ▶ *Comprehension: Comprehension CGP book once a week, **see guidance sheet.***
- ▶ *Maths: Maths CGP book, once a week.*
- ▶ *RE: Once a half term, this will replace the comprehension for that week.*

Monday	Tuesday	Wednesday	Thursday	Friday
<ul style="list-style-type: none">• Reading• Spelling• Multiplications	<ul style="list-style-type: none">• Reading• Spelling• Multiplications• Maths CGP out• Comprehension IN	<ul style="list-style-type: none">• Reading• Spelling• Multiplications	<ul style="list-style-type: none">• Reading• Spelling• Multiplications	<ul style="list-style-type: none">• Reading• Spelling• Multiplications• Maths CGP IN• Comprehension out.

General Reminders

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 to school*
- *Please provide a piece of fruit for a mid-morning snack. (KS2)*
- *Let us know if any other parent is picking your child up for safeguarding purposes*

PE

- *PE will be on a Wednesday (outdoor) and Friday (Indoor)*
- *Children 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 will take place in the spring term. Details will be given nearer the time however we need parent volunteers to help – 2 per class – please let the class teacher know by end of autumn term to ensure DBS has been obtained if you are available to do this – thank you 😊*

General Reminders

Logins

- *If you haven't already, please check your child's computer logins from their diary.*
 - *My USO*
 - *Education City*
 - *Google Classroom*
- *If you need them to be re-issued, please let us know via a note in your child's diary. Remind them to tell us the note is there.*

Let us know by FRIDAY 16th September to enable us to get them reprinted for you

Online 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.*
- ▶ *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.*
- ▶ *Class WhatsApp groups should be 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 check 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.

Please remember to bring any concerns to us sooner rather than later and please do not feel the need to wait until more formal times like parents evenings.

Thank you

Y4 Team