

WELCOME TO  
YEAR 4

# Staff Team

- ▶ Lions: Miss Baker, Mrs Tasev & Jo
  - ▶ Mrs Jarvis will teach the Lions on a Thursday morning (until Mrs Goodyear's return)
- ▶ Kingfishers: Mrs Seymour, Mrs Jacklin
  - ▶ Mrs Jarvis will teach the Kingfishers on a Wednesday morning (until Mrs Goodyear's return)
- ▶ [familysupport@tannerydrift.herts.sch.uk](mailto:familysupport@tannerydrift.herts.sch.uk)

We are always available at the start and end of school days if you would like to speak with us.

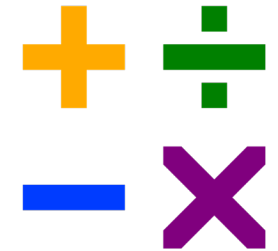
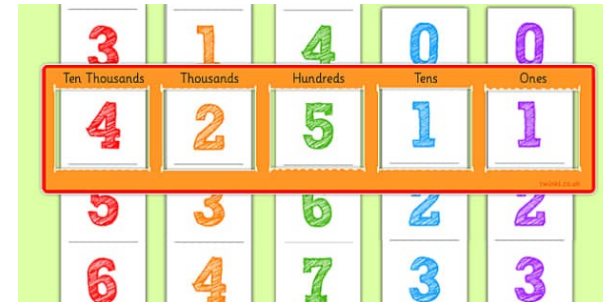
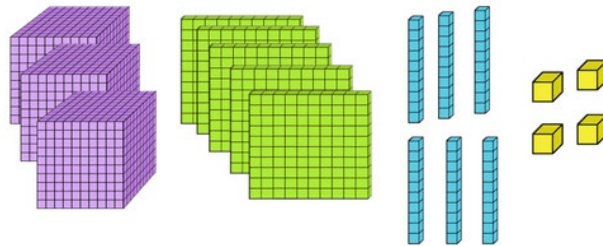
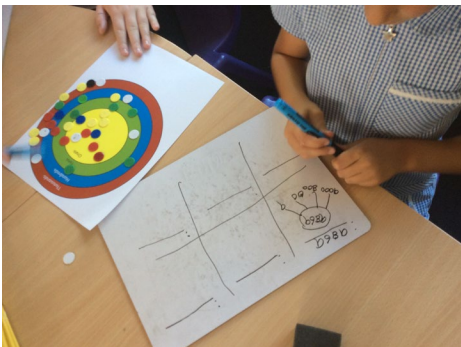
# Life in Year 4

- ▶ In Year 4, children are the oldest children in the school and are expected to be positive role models and have the opportunity to take on additional responsibilities in the classroom and around the school. **This includes:**
- ▶ 'School jobs' such as assembly monitors, lunchtime helpers and sports leaders
- ▶ Being more independent in telling an adult if they feel concerned about anything
- ▶ Being buddies for younger children in the school

# Maths

- ▶ Maths learning takes the form of formal daily lessons, fluency sessions, active maths lessons and times tables sessions
- ▶ We begin the year focusing 4-digit place value
- ▶ We teach using the CPA approach – concrete, pictorial, abstract - offering support and stretch where needed
- ▶ For a comprehensive overview of what we teach and how we teach it, please have a look on our school website under 'curriculum'

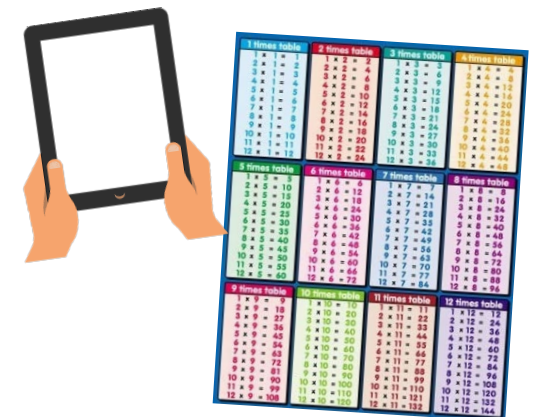
<https://www.tannerydrift.herts.sch.uk/page/?title=Maths&pid=75>



Fractions, Decimals and Percentages		
	= 1	= 1 = 100%
	= 1/2 = 0.5 = 50%	
	= 1/3 = 0.33 = 33.3%	
	= 1/4 = 0.25 = 25%	
	= 1/5 = 0.2 = 20%	
	= 1/8 = 0.125 = 12.5%	
	= 1/10 = 0.1 = 10%	
	= 1/100 = 0.01 = 1%	

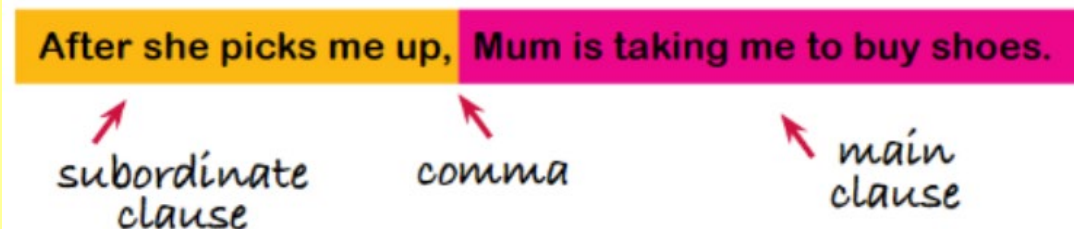
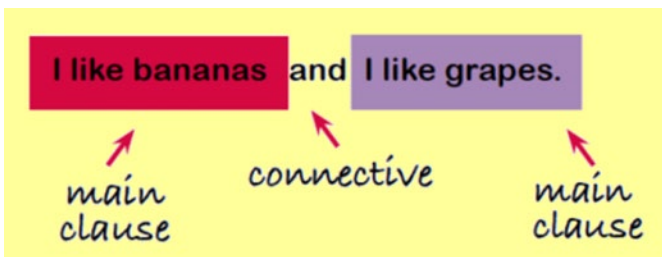
# Multiplication Tables Check

- ▶ Year 4 children complete a statutory times table check in the Summer Term.
- ▶ This tests children's quick recall of times tables facts up to 12x12
- ▶ The check is electronic; it asks children 25 multiplication questions (no division) and children complete it in school on an iPad, any time over a 2 week period
- ▶ We approach the check, as with all statutory assessments, in a relaxed and supportive way
- ▶ There is NO pass mark
- ▶ Please continue to practise at home
- ▶ Apps – Hit the button, Maths frame and Times Table Rock Stars



# Writing

- ▶ There is a heavy grammar focus to develop writing, including compound and complex sentences and fronted adverbials
- ▶ Pen licences: Children try hard to develop own personal writing targets and the class is awarded a pen licence for progress and effort
- ▶ Spelling: weekly lessons taught in class
- ▶ For a more comprehensive overview of the units we cover, please have a look at the curriculum page of the website
- ▶ <https://www.tannerydrift.herts.sch.uk/page/?title=English&pid=74>



*Before sunrise, he ate his breakfast.*  
*All night long, she danced.*  
*In June, the event will happen.*  
*Under the clock, he stood and waited.*  
*By the train station, we met.*

# Reading

- ▶ Reading expectations have greatly increased in Year 4. Reading is required in all areas of the curriculum
- ▶ Reading is taught through whole class reading with additional opportunities for 1:1 reading
- ▶ Reading levels change when appropriate based on fluency **and** maturity
- ▶ Children are responsible for changing their own books
- ▶ Home reading books are aimed to be 95% accuracy for fluency reasons and our teaching sessions are aimed to be more of a challenge



# Reading





# End of year expectations

Year 4		Working at the expected standard					
<p>The pupil can:</p> <ul style="list-style-type: none"> <li>write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)</li> <li>create settings, characters and plot in narrative</li> <li>use speech punctuation correctly most of the time</li> <li>use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)</li> <li>use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)</li> <li>use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)</li> <li>use the range of punctuation taught up to and including Y4 mostly correctly<sup>1</sup> (e.g. commas after adverbials; use of apostrophe)</li> <li>spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,<sup>2</sup> and use phonics and morphology to spell words, beginning to use a dictionary to check spellings</li> <li>write legibly and with increasing fluency, paying attention to size and spacing</li> <li>maintain the use of joined handwriting<sup>2</sup> throughout independent writing.</li> </ul>							
<p><b>Number and place value</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>find 1000 more or less than a given number</li> <li>count backwards through zero to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (thousands, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> <li>solve number and practical problems that</li> </ul>	<p><b>Addition and subtraction</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul>	<p><b>Multiplication and division</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</li> <li>recognise and use factor pairs and commutativity in mental calculations</li> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</li> </ul>	<p><b>Fractions (including decimals)</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise and show, using diagrams, families of common equivalent fractions</li> <li>count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.</li> <li>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>add and subtract fractions with the same denominator</li> <li>recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>recognise and write decimal equivalents to <math>\frac{1}{10}</math>, <math>\frac{1}{100}</math>, <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math></li> <li>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>round decimals with one decimal place to the nearest whole number</li> <li>compare numbers with the same number of decimal places up to two decimal places</li> <li>solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul>	<p><b>Measurement</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>convert between different units of measure (for example, kilometre to metre; hour to minute)</li> <li>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>find the area of rectilinear shapes by counting squares</li> <li>estimate, compare and calculate different measures, including money in pounds and pence</li> <li>read, write and convert time between analogue and digital 12 and</li> </ul>	<p><b>Geometry: properties of shapes</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>complete a simple symmetric figure with respect to a specific line of symmetry</li> </ul>	<p><b>Geometry: position and direction</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon</li> </ul>	<p><b>Statistics</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul>

# Curriculum

- ▶ Please refer to the website for overviews of all curriculum subjects, this has been updated recently to reflect the topics and progression of skills covered
- ▶ If you have a particular skill or area of expertise, do let teacher know as we always love visitors
- ▶ PE days are Tuesday and Wednesday, please send children in to school in correct PE kit. We are lucky enough to have tennis coaching with Mr Fellingham on a Wednesday and will have other sports coaches throughout the year
- ▶ We take part in whole school themed weeks and local visits throughout the year
- ▶ PSHE Summer Term

# Our approach to behaviour in school

- ▶ Emotional Literacy (Zones of Regulation) involves:
  - ▶ Self-awareness.
  - ▶ The ability to name emotions and feelings.
  - ▶ Recognition of your own emotions and feelings.
  - ▶ Knowing how to manage your emotions and feelings.
- ▶ Therapeutic Thinking
  - ▶ We analyse behaviour
  - ▶ We look for the root causes from feelings and experiences
  - ▶ We model therapeutic practices
  - ▶ Where children need additional support in this area,
  - ▶ we will work with parents and carers to support them.



## Golden Rules



We are gentle and kind to everyone in our school.



We always try our best.



We always listen carefully and politely to everyone.



We always look after our property, other children's property and property belonging to adults and the school.



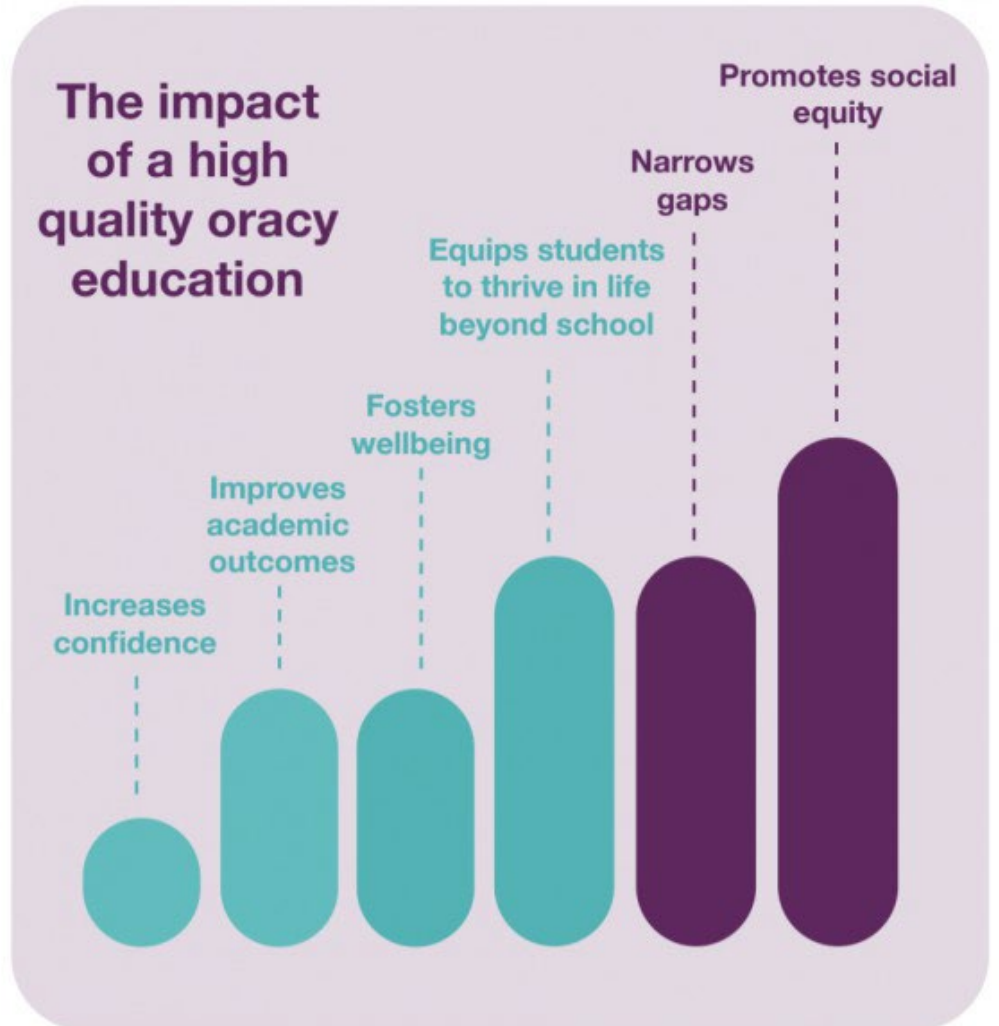
We try hard to be honest at all times.

Blue	Green	Yellow	Red
Sad Disappointed Tired Sick/unwell Down Bored	Happy Calm Feeling ok Focused Safe Ready to learn Relaxed	Frustrated Worried Excited Silly Wiggly Unsettled Some loss of control (body/volume)	Angry Terrified Elated Yelling/Hitting Livid Cross Furious Unsafe

# Whole School Improvement

Oracy refers to the ability to communicate effectively through speech.

It involves using language to express thoughts, ideas, and feelings, and to interact with others in a way that is clear, coherent, and appropriate.



# Trips and Visits

- ▶ PGL has been provisionally booked for May, 2025
- ▶ We recognise that for many children this is their first time away from home
- ▶ Children sleep in rooms of up to 6, with their own ensuite
- ▶ We take part in a wide range of different activities and always encourage children to try things but never force them to take part in anything they do not want to



# E-safety

E-safety is a very important part of everyday life for adults and children.

During our computing sessions, the children learn how to use 'SMART with a heart' and this is embedded across the whole curriculum and in daily life at school.

Questions we ask them are:

How can we keep passwords safe and why are they important? (Reading records)

How can I be a good friend online?

What do I do when something happens or appears that I don't like?

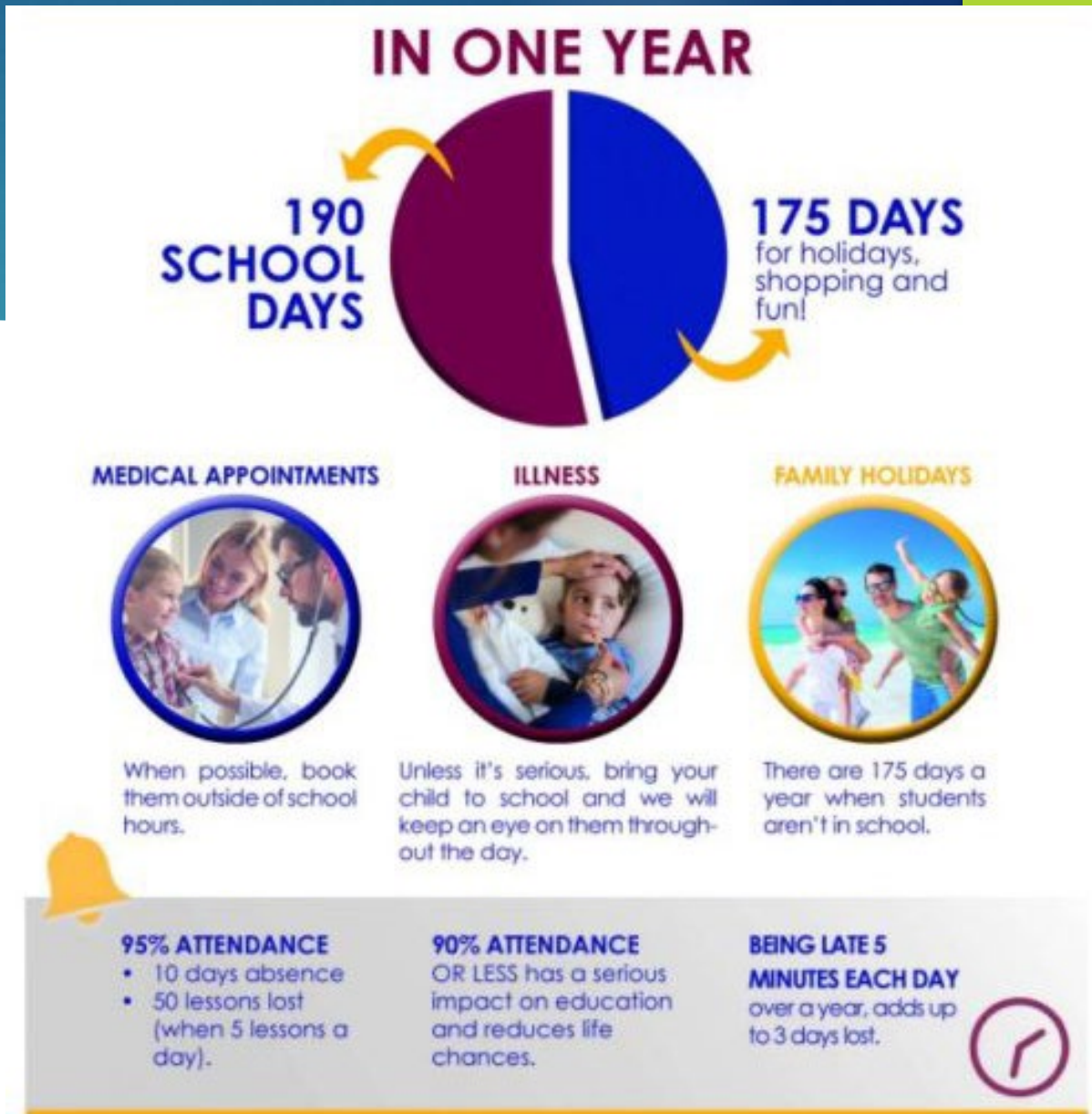
Do you know what a PEGI rating is?

[www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)

[www.imdb.com](http://www.imdb.com)



## Whole School Improvement



# Life after Year 4

- ▶ Applications for Middle School places open in November. The deadline for applications is January 2025
- ▶ Applications are made online at [www.hertfordshire.gov.uk](http://www.hertfordshire.gov.uk)
- ▶ When you apply, you can list up to four schools, in order of preference
- ▶ If you have any concerns about the application process, please come and talk to your child's teacher