

# Meet the Team

Year 4

Miss Savage (4O)

Miss Cacioppo (4E)

Mr Delfini (4B)

Miss McCartney (accelerated learning teacher)

Miss Korucam (teaching assistant)

## Average day at Woodpecker Hall



8.45-55 Registration task  
9.00- 9:40 Whole Class Reading  
9:45 – 10:45 English  
10:45 – 11:00 Break  
11:00 – 12:00 Maths  
12:00 – 12:15 Times Tables practise  
12:15 – 13:15 Lunch  
13:15 – 15:00 Learning Journey  
15:00 – 15:10 Story  
15:15 – Home time



Assemblies on Monday and every other Tuesday.

# PE Days

Class	INDOOR PE	OUTDOOR PE
4O	Wednesday	Tuesday
4B	Thursday	Tuesday
4E	Thursday	Tuesday



- Navy blue shorts or joggers.
- White t-shirt
- Navy hoodie/jumper.
- Trainers

# School Uniform

Children must come to school dressed in their full uniform on all days other than PE days.

School jumpers MUST have school logo.



White **shirt** (long or short sleeved)

School tie

V-neck purple jumper or cardigan (school logo)

Grey skirt

Grey trousers

Grey Shorts

Grey pinafore

White socks

White, grey or black tights/socks

Grey trousers

Purple gingham dress (Summer)

Black shoes



# 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: TBC

Duration: 12 weeks

A letter will be sent when it is your child's class's turn (on the website)



**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

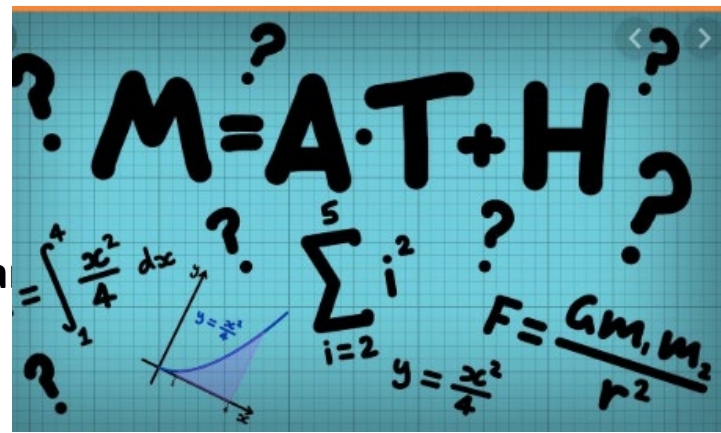
- Read for 30 minutes everyday.
- Bring Reading Records to school everyday.
- Sign their Reading Records (see prompts)
- Keep safe! It has all the passwords you'll need.
- Children's responsibility to change books regularly.



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><b>Fluency</b></p> <p>Can you find words that include a prefix or a suffix? E.g. -ness, -less, -able, -ful.</p> <p>Can you recognise any of the Year 4 spelling rules in this piece of text? E.g. Apostrophes for possession.</p> <p>How can you use the features of this non-fiction text to find specific information?</p> <p>What have you read so far that gives you a clue as to what might happen next in the story?</p> <p>Why do you think the character behaved this way?</p> <p>Do you have any questions about what you have read so far?</p> <p>What language does the author use to build atmosphere in the narrative? (e.g. tension, suspense, mood)</p> <p>How is the structure of this book different from other books that you have read?</p> <p>Explain how this poem compares to other poems that you have read.</p> <p>Can you identify the themes of this narrative? (e.g. fairness, friendship)</p> <p>Can you explain why you liked/disliked this text?</p> <p>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><b>Understanding</b></p> <p>Can you find words that include a prefix or a suffix? E.g. -ness, -less, -able, -ful.</p> <p>Can you recognise any of the Year 4 spelling rules in this piece of text? E.g. Apostrophes for possession.</p> <p>How can you use the features of this non-fiction text to find specific information?</p> <p>What have you read so far that gives you a clue as to what might happen next in the story?</p> <p>Why do you think the character behaved this way?</p> <p>Do you have any questions about what you have read so far?</p> <p>What language does the author use to build atmosphere in the narrative? (e.g. tension, suspense, mood)</p> <p>How is the structure of this book different from other books that you have read?</p> <p>Explain how this poem compares to other poems that you have read.</p> <p>Can you identify the themes of this narrative? (e.g. fairness, friendship)</p> <p>Can you explain why you liked/disliked this text?</p> <p>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



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



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

Woodpecker Hall  
ACADEMY



Practise books

Mr Demaio timetable songs

Hit the button

Timetables chart

TTRS- login in RR





## Google Classroom

# 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.

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

*No paper homework will be available.*

# Curriculum

<b>Invasions and Settlers: The Romans</b>  This term children will be learning the beliefs and practices in Judaism. They will be learning about the impact the Romans had on Britain. They will also be exploring where our food comes from.		<b>Key Dates:</b> Meet the teacher: Trip:	
<b>Maths</b>  <ul style="list-style-type: none"> <li>Place value – place value of each digit up to thousands</li> <li>order and compare numbers</li> <li>find 1000 more or less of a given number.</li> <li>Addition and subtraction – add and subtract numbers with up to 4 digits using formal written method.</li> <li>estimate and use inverse operation to check answers.</li> <li>solve addition and subtraction two step problems.</li> <li>Multiplication and division – <u>divide</u> and multiple mentally including multiplying by 0 and 1. Dividing by 1</li> <li>count in multiples of 6 and 7 and multiply using formal written method.</li> <li>Geometry and measurement – compare and classify geometric shapes based on property size.</li> <li>identify lines of symmetry (different orientations) and complete symmetric figure.</li> </ul>	<b>English</b>  <ul style="list-style-type: none"> <li>The children will be exploring flashbacks, and they will write a narrative including a flashback.</li> <li>They will also explore non-chronological <u>reports</u> and they will be given the chance to write their own one based on the rooms inside Wonka's factory.</li> <li>Some of the key grammar features which we will be covering are:               <ul style="list-style-type: none"> <li>Expanded noun phrases followed by a prepositional phrase.</li> <li>Fronted adverbials followed by a comma.</li> <li>Using coordinating and subordinating conjunctions to create compound and complex sentences.</li> </ul> </li> </ul>	<b>Music</b> <ul style="list-style-type: none"> <li>To identify instrument families</li> <li>To explore Roman instruments. To refine singing</li> <li>To perform rhythms as an ensemble</li> <li>To compare two compositions on a topic</li> <li>To sing as an ensemble (Boudicca!)</li> </ul> 	
<b>PHSE: Changing Me</b>  <ul style="list-style-type: none"> <li>Lesson 1: Our class and school community</li> <li>Lesson 2: Responsibilities and Rights</li> <li>Lesson 3: Working Well with Others</li> </ul>	<b>Physical Education</b>  <ul style="list-style-type: none"> <li>PE – Outdoor – Netball/Basketball</li> <li>Throwing and catching techniques.</li> <li>Possession and passing in a game/ foot work.</li> <li>Intercepting, receiving, passing, pivoting and special awareness.</li> <li>with control</li> <li>PE- Indoor – Dance</li> <li>To be able to perform and compose a solo and partner dance with appropriate expression.</li> <li>To explore and create characters and narratives in response to a range of stimuli.</li> </ul>		<b>Spanish</b>  <ul style="list-style-type: none"> <li>To exchange greetings and names.</li> <li>To exchange ages.</li> <li>To recall numbers 1-20 To recall months and numbers 1-31</li> <li>To share birthday information. To share basic information about siblings.</li> </ul>
<b>Art: Mosaics</b> Create Mosaic- select appropriate materials and apply knowledge to make mosaic. Peer assess. What went well? Even Better If...	<b>RE / World Views: Judaism</b>  <ul style="list-style-type: none"> <li>To explore Jewish artefacts.</li> <li>To understand the Covenant and Shabbat.</li> <li>To explore the Mitzvot laws.</li> <li>To explain the importance of Moses and the Passover.</li> <li>To explain the meaning of the Seder plate.</li> </ul>		
<b>History</b> <ul style="list-style-type: none"> <li>Why did the Romans want to invade Britain?</li> <li>What impact did Julius Caesar and Claudius have?</li> <li>What was Roman Britain life like? Roads, trade, cities, homes.</li> <li>What was Roman Britain life like? Education &amp; gender roles, laws, beliefs.</li> <li>Answer the question: What impact do the Romans have on us today?</li> </ul>		<b>Geography</b> <ul style="list-style-type: none"> <li>To understand the concept of trade.</li> <li>To find out where our food comes from (visiting a local supermarket).</li> <li>To use an atlas to explore data on which foods the UK import and export.</li> <li>To explain what food miles are and understand the impact it has on the earth.</li> </ul>	

Half termly topics.

Sent out every half term.

**Autumn: Romans**

- History

- Geography

- Art

- RE

Trips: Verulamium museum

Parent volunteers

# Arbor

Download the Arbor App!

**Check your emails for your  
username, this will have a link to  
click on.**

Best way to receive communication from the  
school.

Trips, Clubs, Closures etc.



# Sooper Books© | BBC Dragons' Den 2024



<https://sooperbooks.com/>

- free to sign up
- lots of resources
- user friendly
- audio available

**Any  
questions**

