Meet the Team

Year 4

NORTH STAR COMMUNITY TRUST

Woodpecker Hall ACADEMY

Miss Savage (4O)

Miss Cacioppo (4E)

Mr Delfini (4B)

Miss Osman (Teaching assistant)

Average day at Woodpecker Hall

8.45-55 Registration task – linked to times tables
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 Table practise
12:15 – 13:15 Lunch
13:20 – 14:00 Times table teaching/spelling/handwriting
14:00 – 15:10 Learning Journey
15:10 – 15:20 Story
15:25 – Home time



Assembly is on Friday.

PE Days

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



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

Woodpecker Hall ACADEMY

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 (scho
logo)
Grey skirt
Grey trousers
Grey Shorts
Grey pinafore
White socks
White, grey or black tights/ s
Grey trousers
Purple gingham dress (Summ
Black shoes







Reading Expectations

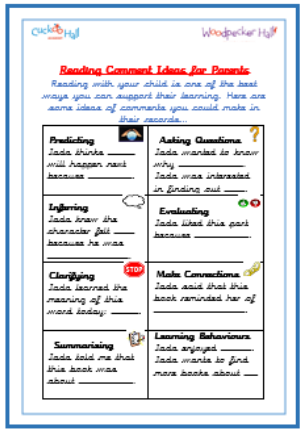
- Read for 30 minutes <u>everyday.</u>
- Bring Reading Records to school everyday.
- Sign their Reading Records (see prompts)
- Keep safe! It has all the passwords

you'll need.

- Children's responsibility to change books

regularly.





Reading Comment Ideas for Parents

Reading with your child is one of the best ways you can support their learning. Here are some ideas of comments you could make in their records.

Predicting
Jada thinks _____ will happen next because _____

Asking Questions
Jada wanted to know why _____
Jada was interested in finding out _____

Inferring
Jada knew the character felt _____ because he was _____

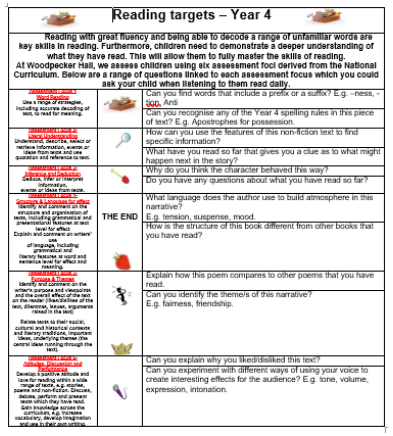
Evaluating
Jada liked this part because _____

Clarifying
Jada learned the meaning of this word today: _____

Make Connections
Jada said that this book reminded her of _____

Summarising
Jada told me that this book was about _____

Learning Behaviours
Jada enjoyed _____
Jada wants to find more books about _____



Reading targets – Year 4

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 six assessment foci 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.

Word Reading	Can you find words that include a prefix or a suffix? E.g. –ness, –ful, –ful, Anti
	Can you recognise any of the Year 4 spelling rules in this piece of text? E.g. Apostrophes for possession.
	How can you use the features of this non-fiction text to find specific information?
	What have you read so far that gives you a clue as to what might happen next in the story?
	Why do you think the character behaved this way?
	Do you have any questions about what you have read so far?
	What language does the author use to build atmosphere in this narrative? E.g. tension, suspense, mood.
THE END	How is the structure of this book different from other books that you have read?
	Explain how this poem compares to other poems that you have read.
	Can you identify the theme/s of this narrative? E.g. fairness, friendship.
	Can you explain why you liked/disliked this text?
	Can you experiment with different ways of using your voice to create interesting effects for the audience? E.g. tone, volume, expression, intonation.

Writing

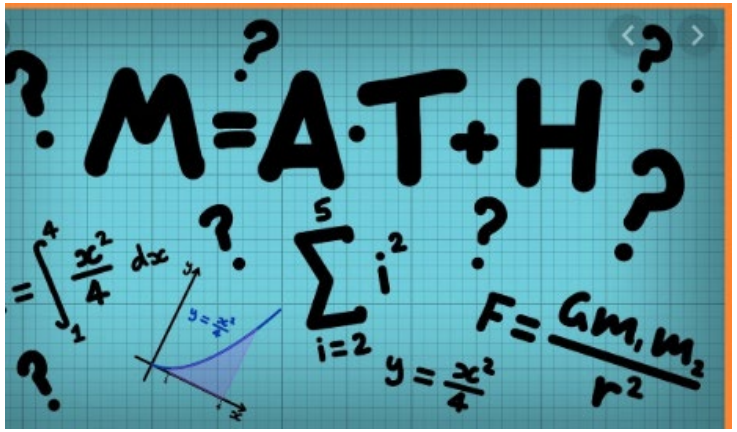
- Poetry
- Narrative writing
- Non-fiction pieces

- Daily lessons with a focus on grammar, punctuation and spelling.

- Weekly spelling and handwriting lessons



Maths

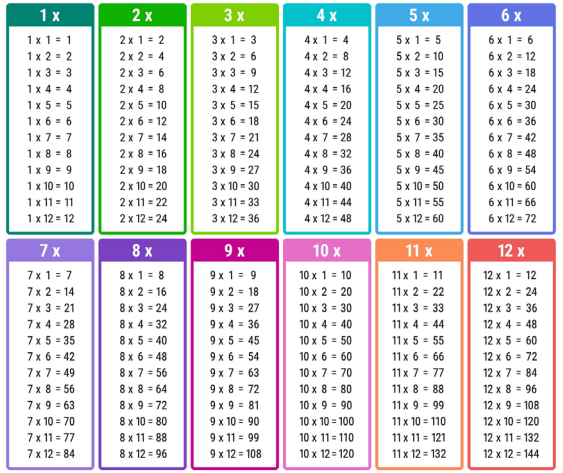


The key areas we will be covering this year:

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

Statistics





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

-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

Woodpecker Hall ACADEMY



Practise books

Mr Demaio timetable songs

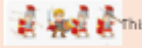
Hit the button

Timetables chart

TTRS- login in RR

Curriculum

Invaders and Settlers: The Romans



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.

Key Dates:
Meet the teacher:
Trip:

Maths



Place value – - place value of each digit up to thousands
- order and compare numbers
- find 1000 more or less of a given number.

Addition and subtraction – add and subtract numbers with up to 4 digits using formal written method.
- estimate and use inverse operation to check answers.
- solve addition and subtraction two step problems.

Multiplication and division – divide and multiple mentally including multiplying by 0 and 1. Diving by 1
- count in multiples of 6 and 7 and multiply using formal written method.

Geometry and measurement -compare and classify geometric shapes based on property size.
- identify lines of symmetry (different orientations) and complete symmetric figure.

English



The children will be exploring flashbacks, and they will write a narrative including a flashback.
They will also explore non-chronological reports and they will be given the chance to write their own one based on the rooms inside Wonka's factory.
Some of the key grammar features which we will be covering are:
-Expanded noun phrases followed by a prepositional phrase.
-Fronted adverbials followed by a comma.
-Using coordinating and subordinating conjunctions to create compound and complex sentences.

Music

- To identify instrument families
To explore Roman instruments. To refine singing
To perform rhythms as an ensemble
To compare two compositions on a topic
To sing as an ensemble (Boudicca!)



PHSE: Changing Me



- Lesson 1: Our class and school community
Lesson 2: Responsibilities and Rights
Lesson 3: Working Well with Others

Physical Education



PE –Outdoor – Netball/Basketball
-Throwing and catching techniques.
-Possession and passing in a game/ foot work.
-Intercepting, receiving, passing, pivoting and special awareness. with control
PE- Indoor – Dance
- To be able to perform and compose a solo and partner dance with appropriate expression.
To explore and create characters and narratives in response to a range of stimuli.

Spanish



-To exchange greetings and names.
-To exchange ages.
-To recall numbers 1-20To recall months and numbers 1-31
-To share birthday information. To share basic information about siblings.

Art: Mosaics
Create Mosaic- select appropriate materials and apply knowledge to make mosaic.
Peer assess. What went well? Even Better If...

RE / World Views: Judaism



-To explore Jewish artefacts.
-To understand the Covenant and Shabbat.
-To explore the Mitzvot laws.
-To explain the importances of Moses and the Passover.
-To explain the meaning of the Sedar plate.

History
-Why did the Romans want to invade Britain?
-What impact did Julius Caesar and Claudius have?
-What was Roman Britain life like? Roads, trade, cities, homes.
-What was Roman Britain life like? Education & gender roles, laws, beliefs.
-Answer the question: What impact do the Romans have on us today?

Geography
-To understand the concept of trade.
-To find out where our food comes from (visiting a local supermarket).
-To use an atlas to explore data on which foods the UK import and export.
-To explain what food miles are and understand the impact it has on the earth.

Autumn: Romans

- History

- Geography

- Art

- RE

Trips:

Local visit around our area

Local visit to Asda

Verulamium museum

Parent volunteers

Home Learning

- **Daily:** Reading for at least 30 minutes. Playing times table rockstars for at least 20 minutes.
- **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.

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.

Attendance

- Good attendance is essential for your child's success .
- Regular attendance helps children keep up with learning, build confidence and stay connected with their class.
- Even missing a day or two can mean gaps in understanding, especially in subjects like maths and English where lessons build on previous learning.
- We encourage all families to aim for excellent attendance so that every child can reach their full potential.
- Attendance is also incentivised through half termly attendance prizes and trips.

Swimming



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

Location: **TBC**

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

Supporting children to feel safe, understood and ready to learn

Trauma Informed Approach

Belonging and emotional wellbeing

Healthy relationships


Any
questions