



# Year 4 Parent & Carer Meeting

## 13<sup>th</sup> September 2023



Vision: Learning for Life

Values: Compassion – Integrity – Thankfulness – Respect – Resilience

Drivers: Curiosity – Aspiration – Diversity – Independence

**Wombats**



**Mrs Stone**



# **Year 4 Team**



**Miss Brown**

**Geckos**



**Mrs Jeffery**

Mon Tues



**Miss Fenson**

Weds Thurs Fri

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# PPA and Leadership Cover



**Ms Eakins**  
**Wednesday PM in**  
**Wombats**



**Miss Cunningham**  
**Wednesday AM in**  
**Geckos**



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# Geckos Class Timetable

DAY	8:50– 9:00AM	9:00– 9:15AM	9:15– 9:40AM	9:40– 9:50AM	9:50– 10:50AM	10:50– 11:05AM	11:05– 12:00PM	12:00– 12:15PM	12:15– 1:15PM	1:15– 1:30PM	1:30–2:15PM	2:15–3:10PM	3:10– 3:20PM
MONDAY KINDNESS AWARDS	REGISTRATION AND EARLY MORNING WORK	ASSEMBLY	GUIDED READING	COMPUTING		BREAK TIME	ENGLISH (INC SPAG)	SPELLING SHED	LUNCH	REGISTRATION/READING FOR PLEASURE	MATHS	INDOOR PE	CLASS STORY/GET READY TO GO HOME
TUESDAY				SPAG	ENGLISH		MATHS	SPELLING SHED			SCIENCE	PSHE/RE	
WEDNESDAY SINGING ASSEMBLY				SPAG	ENGLISH		MATHS	SPELLING SHED			HISTORY/GEOGRAPHY		
THURSDAY BIG DEBATE CLUB				SPAG	ENGLISH		MATHS	SPELLING SHED			OUTDOOR PE	MUSIC/MFL	
FRIDAY AWARDS ASSEMBLY				SPAG	ENGLISH		MATHS	SPELLING SHED			ART/DT	GOLDEN TIME 2:30–3:00PM	



# Wombats Class Timetable

DAY	8:50–9:00AM	9:00–9:15AM	9:15–9:40AM	9:40–9:50AM	9:50–10:50AM	10:50–11:05AM	11:05–12:00PM	11:15–12:15PM	12:15–1:15PM	1:15–1:30PM	1:30–2:15PM	2:15–3:10PM	3:10–3:20PM
MONDAY KINDNESS AWARDS	REGISTRATION AND EARLY MORNING WORK	ASSEMBLY	GUIDED READING	SPAG	ENGLISH	BREAK TIME	COMPUTING	SPELLING SHED	LUNCH	REGISTRATION/READING FOR PLEASE	INDOOR PE	MATHS	CLASS STORY/GET READY TO GO HOME
TUESDAY				SPAG	ENGLISH		MATHS	SPELLING SHED			HISTORY/GEOGRAPHY		
WEDNESDAY SINGING ASSEMBLY				SPAG	ENGLISH		MATHS	SPELLING SHED			SCIENCE	MFL/RE	
THURSDAY BIG DEBATE CLUB				SPAG	ENGLISH		MATHS	SPELLING SHED			OUTDOOR PE	MUSIC/PSHE	
FRIDAY AWARDS ASSEMBLY				SPAG	ENGLISH		MATHS	SPELLING SHED			ART/DT	GOLDEN TIME 2:30–3:00PM	

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# Golden Rules

**Here are the golden rules which we expect all children to follow at all times while at school. When displaying the golden rules, children will have the opportunity to win dojo points. The child who has the most dojos at the end of the week will be 'Star of the week' and win a small prize. If children are not following the golden rules in class they will be reminded to make the right choices. If the behaviour continues, a consequence may be issued such as missing some of their playtime. If a child is not following the Golden Rules on the playground, they will have 5 minutes time out. Children will continue to have golden time on a Friday afternoon which they will be able to pick. All classes will have a positive recognition board where they will be working collectively towards a goal to win marbles for their class jar.**





# Our Curriculum

**At Halling Primary School, we use Chris Quigley's essentials curriculum and milestones for the basis of our teaching. Your child is in milestone 2. This means over the 2 years, they will learn the same topics but learning about them on a deeper level in the second year. We have based our curriculum design on evidence from cognitive science with the three main principles: learning is most effective with spaced repetition, interleaving helps children to discriminate between topics and aids long-term retention and retrieval of previously learned content is frequent and regular which increases storage and retrieval strength.**



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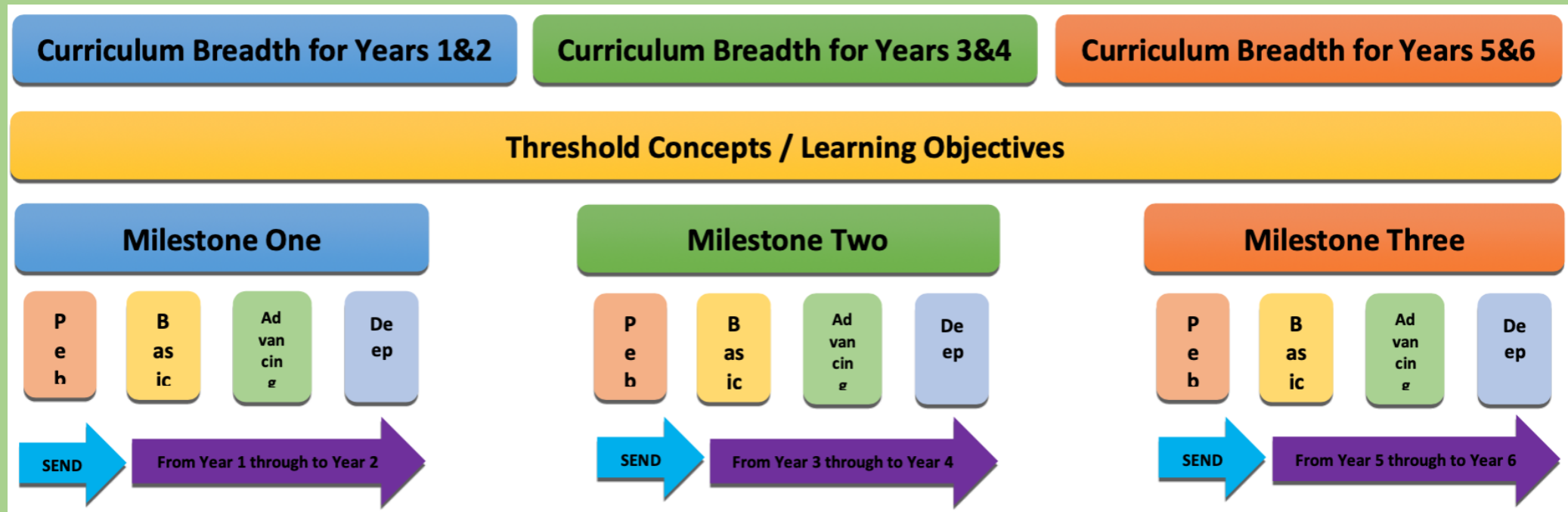
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# Our Curriculum Structure

Here is our curriculum design explained through a diagram:







Subject	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Geography	Mapping the world	Climate Change	International Trade		Europe				Rivers, Mountains, Earthquake & Volcanoes inc. The Water Cycle			
History	Significant Events – Stone Age to Iron Age				Significant Civilisations – The Romans				The Egyptians		The Vikings	
Science	Physics – Earth’s Movement in Space	Chemistry – Investigate Materials	Biology - Plants	Biology – Animals and Humans	Chemistry – Investigate Materials	Biology – Living Things	Physics – Movement, Forces and Magnets	Physics – Sound and Hearing	Biology – Evolution and Inheritance	Chemistry – Investigate Materials	Physics – Movement, Forces and Magnets	Physics – Light, Seeing and Circuits
Art	All Work and No Play – L.S. Lowry		Abstract Art – Wassily Kandinsky		Impressionism – Pierre Auguste-Renoir		Cityscape Art – Camille Pissarro		Art Deco – Tamara de Lempicka		The Renaissance – Leonardo da Vinci	
DT	Linked Levers		Pneumatics		Food – Vegetable Soup		Frame Strucutres		Food - Dips		Shell Structures	
Computing	The Internet		Audio Productions		Repetition in Shapes		Data Logging		Photo Editing		Repetition in Games	
Music	Ukuleles											
RE	Christianity How does believing Jesus is their saviour inspire Christians to save and serve others?		Islam Why do Muslims call Muhammad the ‘Seal of the Prophets’?		Hindusim How does the story of Rama and Sita inspire Hindus to follow their drama?		Christianity Why do Christians believe they are people on a mission?		Sikhism How do Sikhs put their beliefs about equality into practice?		Christianity What do Christians mean by the phrase ‘love your neighbour as yourself’? (LCP unit)	
PSHE	Being Me in My World		Celebrating Difference		Dreams and Goals		Healthy Me		Relationships		Changing Me	



# **Trips**

**We will be organising trips in the year for your child/ren to enjoy their learning in a different environment. We will inform you of any trips by letter, watch this space!**



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Autumn term	Number <b>Place value</b>  	
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# Maths

In maths, we follow a mastery approach and base our teaching on the White Rose scheme of learning.



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## Methods we teach:

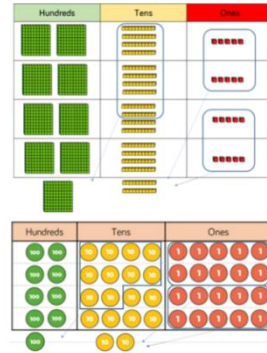
	Concrete	Pictorial	Abstract
<b>Addition</b>	<p>Children to use place value counters and base 10 to show addition.</p>	<p>Children to draw base 10 and place value counters to represent addition calculations.</p>	<p>Children to use formal written method of column addition. Children to use part, part whole and bar models.</p> $1,378 + 2,148 = 3,526$
<b>Subtraction</b>	<p>Children to use place value counters and base 10 to show subtraction.</p>	<p>Children to draw base 10 and place value counters to represent subtraction.</p>	<p>Children to use formal written method of column subtraction. Children to use part, part whole and bar models.</p>



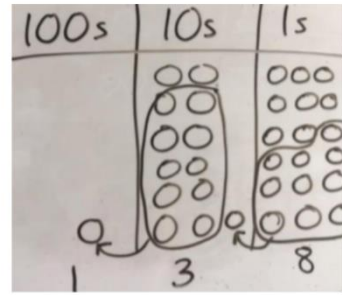
## Methods we teach:

### Multiplication

Children to use place value counters and base 10 to show multiplication.



Children to draw base 10 and place value counters.



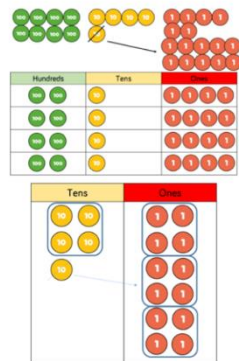
Children to use formal written method for multiplication.

$$245 \times 4 = 980$$

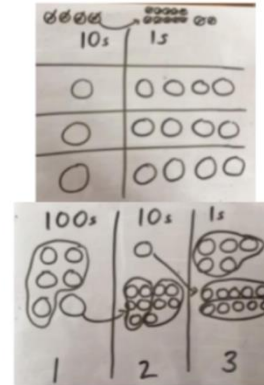
	H	T	O
	2	4	5
$\times$			4
	9	8	0
	1	2	

### Division

Children to use place value counters and base 10 to share and group.



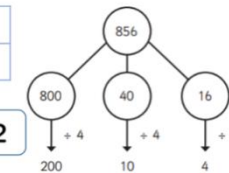
Children to draw place value counters or base 10.



Children to use part, part wholes to partition when dividing numbers. Children to use short division.

	1	3
4	5	12

$$844 \div 4 = 211$$





# English

**Non-negotiables in English include using basic punctuation such as full stops and capital letters and neat handwriting (cursive when possible). When completing homework or encouraging writing at home, please support the school with ensuring your child is using the basics within their writing. If you would like to know any English terminology, please ask a member of the Year 4 team.**

**All children will be using a handwriting pen at the start of Year 4.**





# KS2 Reading Vipers

Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here: <https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph



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## VIPERS

In Guided Reading lessons, we use VIPERS as the basis of our lessons. We spend a week picking apart and analysing a text. In each lesson, we focus on a VIPERS domain.



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# Handwriting

We use Letter-join to teach the children's cursive handwriting. Here is what our alphabet looks like and log-in you can use at home.




**Desktop log-in**

Login Desktop Tablet

Username: wk1432

Password: home

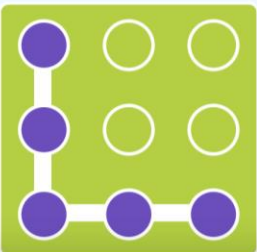


**Tablet log-in**

Login Desktop Tablet

Username: wk1432

Swipecode:





# Homework

**Children will receive homework every Friday. This will consist of a list of spellings for the children to practise and some space for the children to apply their spellings into a sentence.**

**Maths homework will be based around arithmetic and the 4 operations ( + - x ÷ ).**

**Homework will need to be returned by Wednesday to allow time for it to be marked.**

**Homework club will be offered one lunchtime for any children who would like to go over their homework with a teacher in school. Children will be tested on previously taught spellings on Friday. In addition to this, you could use SpellingShed or TTRS/Numbots for some extra practise. Your child/ren's log-in should be in their contact book.**



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# Remote Learning

**During the pandemic, we used SeeSaw as our online platform for remote learning. Moving forward, we have decided that we will now use Google Classroom in line with other schools within our trust. We will no longer use SeeSaw or have access to it. More information around Google Classroom and how to access it if remote learning is ever needed, will follow shortly.**

**For any contact with your child's class teacher, please use their contact book or speak to the adult on the gate. If you would like to share photos, you can send them to the office email where they will be forwarded to the class teacher.**



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# Reading/Contact Books

**Your child will have a levelled reading book and a reading for pleasure book. The levelled book should allow your child to read 90% of the book fluently. This allows the child to understand the book and answer comprehension questions. The reading for pleasure book could be a chance for your child to enjoy reading or being read to. Please use the child's contact book to record when your child/ren have read. We expect children to read or be read to everyday.**

**We will be checking the children's contact books daily. We may use it to deliver messages so please check it as well and update it with any messages you have for us.**



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# Uniform

Please ensure all your child/ren's uniform is labelled in case it goes missing. There is a lost property in the main office if you are missing a piece of uniform.

Item	Optional or Required	How to Acquire
<b>EYFS (Year R) and KS1 (Year 1 and Year 2) Uniform:</b>		
Green school sweatshirt, jumper or school cardigan with optional school logo	Required	<ul style="list-style-type: none"> <li>Branded sweatshirt, jumper and cardigan available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
White polo shirt with optional school logo (EYFS and KS1)	Required	<ul style="list-style-type: none"> <li>Branded polo shirt available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
Grey school trousers school shorts, school skirt or pinafore dress	Required	<ul style="list-style-type: none"> <li>Available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
Green and white check gingham dress (Summer)	Optional	<ul style="list-style-type: none"> <li>Available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
Plain socks (grey/black/white) or plain tights (grey)	Required	<ul style="list-style-type: none"> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
Plain black school shoes	Required	<ul style="list-style-type: none"> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
Green school reversible fleece/jacket with optional school logo	Optional	<ul style="list-style-type: none"> <li>Branded fleece/jacket available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from most regular retailers</li> </ul>

<b>KS2 Uniform (Years 3 to 6):</b>		
Green school sweatshirt, jumper or school cardigan with optional school logo	Required	<ul style="list-style-type: none"> <li>Branded sweatshirt, jumper and cardigan available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
Plain white shirt with collar (KS2)	Required	<ul style="list-style-type: none"> <li>Available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
School Tie (KS2)	Required	<ul style="list-style-type: none"> <li>Available from the School Office</li> </ul>
Grey school trousers school shorts, school skirt or pinafore dress	Required	<ul style="list-style-type: none"> <li>Available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
Green and white check gingham dress (Summer)	Optional	<ul style="list-style-type: none"> <li>Available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
Plain socks (grey/black/white) or plain tights (grey)	Required	<ul style="list-style-type: none"> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
Plain black school shoes	Required	<ul style="list-style-type: none"> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
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**Your child/ren will have indoor PE on Monday and outdoor PE on Thursday. Please send your child/ren into school in their PE kit. All PE kit should also be named. If your child/ren have their ears pierced, please ensure these are removed on PE days. If your child/ren has earrings in, they will not be able to join in with PE.**

PE & Sports Kit (Years R to 6):		
Plain white or coloured PE crew neck/polo style t-shirt. Houses as follows: <div style="background-color: red; color: white; padding: 2px;">Simpson (Red)</div> <div style="background-color: green; color: white; padding: 2px;">Gundulph (Green)</div> <div style="background-color: yellow; color: black; padding: 2px;">Harris (Yellow)</div> <div style="background-color: blue; color: white; padding: 2px;">St. Mary's (Blue)</div>	White is Required	<ul style="list-style-type: none"> <li>Branded crew/polo neck t-shirt available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from most regular retailers</li> </ul>
Plain black shorts	Required	<ul style="list-style-type: none"> <li>Available from school supplier (School Trends)</li> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
White or black sports socks	Required	<ul style="list-style-type: none"> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
Plain black plimsolls/trainers	Required	<ul style="list-style-type: none"> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>
Plain grey or black tracksuit (Outdoor PE)	Required	<ul style="list-style-type: none"> <li>Second hand via PTA (Uniformly)</li> <li>Can also be bought from all regular retailers</li> </ul>



# EYFS/KS1 and KS2 Snacks

**Children in EYFS and KS1 have access to a free fruit snack every day.  
Children in KS2 will have the opportunity to buy a piece of fruit each playtime for 30p.  
Please send your child in with the correct change to buy their snack for breaktime.**





# Clubs

**You child/ren will have the opportunity to participate in many different lunchtime and afterschool clubs. Please keep an eye out for letters around information clubs which will be offered this term.**



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# Arbor

**We will continue to use Arbor for your point of contact with school in regards to booking and getting permissions. We will be asking the children what they want for their hot dinners with their morning register.**



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# It's good to talk

During the school day, children have many opportunities to talk to adults if and when they need to. When talking may not be possible, we have two in-class initiatives that are followed across the school.

**Bubble time:** your child can move their peg onto the 'talk bubble' to indicate that they would like to speak with an adult regarding an incident or problem.

**Think boxes:** for children to share their thoughts or ask a question by writing it down and posting it into the box.

All children should be aware that any adult that is seen with a rainbow lanyard is a safe and approachable adult, equipped to deal with any concerns they have.





# Year 4 Multiplication Tables Check

The multiplication tables check (MTC) is statutory for Year 4 pupils. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools must administer the MTC to all eligible year 4 pupils within the 2-week window from Monday 3<sup>rd</sup> June 2024.







# Thank you!

## Thank you for joining us this afternoon.



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