

Tanners Wood JMI School

Be the Best You Can!



**Meet the Teacher
September 2020**

Welcome to Year 4

Introductions

Maple Class

Mrs Radia

Teacher

Mrs Harrison

Teaching Assistant

Mrs Coe and Mr Roonan

PPA cover

Oak Class

Miss Edwards

Teacher

Mrs Venn

Teaching Assistant

Mrs Pond

Interventions

Mrs Coe and Mr Roonan

PPA cover

What my Child Needs

- Small bottle of hand sanitiser
- Healthy snack for break time - fruit or vegetables only please
- Packed lunch if not having a school dinner – cleaned daily at home
- Small school bag as there is not much space in the cloakroom
- Full PE kit including plain black or white trainers to be worn into school on PE days – **Maple Class have PE on Tuesday and Friday/ Oak Class have PE on Tuesday and Thursday**
- Uniform - named - **sensible black shoes - no trainers**
- Waterproof coat/jacket - we will still be going outside for breaks even when wet - doors and windows will be open throughout the day for ventilation
- Stationery - children must bring in the following: pen, pencil, rubber, pencil sharpener, ruler and coloured pencils - must be left in school in their tray and not taken home. No pencil cases in school please
- Children can wear a face mask in school if they wish, however they must be shown how to take it off and dispose of it safely

Expectations

- Children work to their full potential, taking pride in their learning
- Correct uniform worn at all times including black school shoes - full PE kit and trainers to be worn on PE days (Tuesday and Thursday)
- Behaviour Policy remains the same; if a child reaches a level 4 or 5, they will complete a reflection sheet in the hall
- Children are expected to present work neatly in a cursive handwriting style
- Organisation - children are expected to come to school ready to learn with the correct equipment and in full school uniform
- Punctuality and attendance is extremely important – **Maple Class children must arrive at 8.50am via Gate 2 and leave via this gate at 3.20pm/ Oak Class Children must arrive at 8:45 via Gate 6 and leave via this gate at 3:15**
- Resilience – we expect all children to use the learning Bs and continue to develop a growth mindset to support their ability to become independent learners
- Expectations will be different in Year 4 - children will learn how to become more independent in both their learning and organisational skills. This is important to ensure they are equipped with the skills needed for secondary school
- All home learning will be available online via Google Classroom - please support your child with their learning at home

Our Behaviour System

Our Behaviour Policy is based on our school rules:

Everyone has the right to be respected
Everyone has the right to be safe
Everyone has the right to learn

We always encourage the children to make good choices

	Class time	Lunchtime
Level 5	Head /Deputy Teacher Award-sticker and message home	Head /Deputy Teacher Award-sticker and message home
Level 4	Celebration - child shares their good news/learning with the Key Stage Leader	Celebration - child shares their good news/learning with the Key Stage Leader
Level 3	Merit	Positive behaviour slip – teacher to decide if a merit is awarded
Level 2	Verbal praise - name on happy face	Verbal praise - shared with teacher
Level 1	Verbal praise	Verbal praise
Rewards		
<ul style="list-style-type: none"> • Everyone has the right to be respected • Everyone has the right to be safe • Everyone has the right to learn 		
Consequences		
Level 1	Verbal reminder	Verbal reminder
Level 2	Verbal and written warning - name displayed on sad face	Verbal and recorded warning Lunch time behaviour slip completed and passed to the class teacher
Level 3	Time out in the class Miss 5 minutes of Golden Time- reflection sheet (completed during Golden Time)	Time out - In the playground Teacher will inform parents
Level 4	Sent to Key Stage Leader Miss 10 minutes of Golden Time- reflection sheet (completed during Golden Time) Parents informed	Sent to Key Stage Leader Miss part of lunchtime/ playtime the next day Reflection sheet completed. Parents informed
Level 5	Sent to the Head / Deputy Head Teacher Parents informed	Sent to the Head / Deputy Head Teacher Parents informed

Home Learning

- Reading each night – please sign and comment on your child's reading record at least once a week
- Often English and maths are alternated weekly
- Punctuation/grammar – will be set on SPAG.com via Google Classroom
- Maths will be usually set on MyMaths website
- The children will also be expected to practice their times tables weekly. They can do this using Timestable Rockstars, Hit Button and the Maths Frame using the following link:
<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>
- Spellings will be set weekly and the children will be assessed every Thursday
- All home learning **must be completed online and submitted via Google Classroom** in the same way as it was during school closure. If you do not have access to the internet, please make the school aware by sending an email to the school office. **Do not bring any home learning into school please**
- In the event of a child having to isolate due to COVID-19, learning will be posted onto Google Classroom for the child to access whilst they are unable to attend

How we Teach and Challenge

- Encourage
- Careful planning of learning
- Consistent high expectations
- Use time well
- Differentiation
- Assessment for learning
- Questioning - develop deep thinking
- Mastery of methods
- Marking - direct verbal feedback, written feedback, children to edit and improve

Reading and Spelling

- Daily reading is important - it is a strong indicator of success
- Vary text types, authors and genres
- Be positive about reading - show interest and reward
- Discussion and talk about the text is key
- Children to read an age appropriate book from home every evening and write their comments in their green reading diary - if you do not have any suitable books, please inform the class teacher
- Diaries must be signed by a parent once per week
- In Key Stage 2, spelling is taught every day through a structured programme
- Additionally, children need to practise common exception words which do not follow rules

Writing

Year 4-Vocabulary, grammar and punctuation

National Curriculum

- Extend the range of conjunctions, including when, if, because, although
- Use the present perfect form of verbs in contrast to the past tense
- Using conjunctions, adverbs and prepositions to express time and cause
- Use fronted adverbials
- Using commas after fronted adverbials
- Indicate possession by using the possessive apostrophe with plural nouns
- Using and punctuation direct speech

Maths

- Fluency of methods is essential
- Times tables should be all learnt by the end of Year 4 – preparation for national assessment
- Number bonds
- Mastery of arithmetic methods
- Weekly Times Tables assessment
- Daily real life maths skills - telling the time, cooking

Maths

Year 4 – Key Facts Number and Place Value National Curriculum

- Review addition and subtraction facts within 20, ensure application to 10, 100 and 1000, e.g. $6 + 3$, $60 + 30$, $600 + 300$, $6000 + 3000$
- Double and halves of multiples of 10, 100 or 1000, e.g. $6 + 6$, $60 + 60$, $600 + 600$, $6000 + 6000$
- All multiplication and division facts to 12×12
- Multiplication and division by zero and 1 facts
- Division and multiplication by 10 and 100
- Conversion of kilometres to metres, hours to minutes, years to months, weeks to days
- Complements of hundredths that make 1.

Communication

- Read newsletters - sent out weekly via ParentMail
- Open door policy - talk to teachers if your query can be answered quickly or send an email or call the school office. If you need to speak to the class teacher urgently, please adhere to social distancing and do not enter the classroom
- Class teacher is the first point of contact
- ParentMail - please contact the office if you are not connected
- Reading records/planners
- Write a note in the green reading diary
- Make an appointment via an email to:
admin@tannerswood.herts.sch.uk
- The Head Teacher/Deputy Head are usually available on the playground at the start and end of the day

Other information

- Class trips - not being arranged for the autumn term. This will be re-assessed for Spring/Summer terms in line with government guidelines
- Clubs - no internal or external clubs will run during the autumn term. This will be re-assessed for spring/summer terms in line with government guidelines
- Parent consultations - these will take place via a phone call during the autumn term - further information to follow via ParentMail
- Class assembly - no face to face assemblies will take place during the autumn term. Children will have daily assemblies in their classes
- Support school with Friends of Tanners Wood events when they resume

The Curriculum

Science States of Matter

Children will compare and group materials together, according to whether they are solids, liquids or gases.

They will observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Children will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Working scientifically

Children will ask relevant questions and using different types of scientific enquiries to answer them.

They will set up simple practical enquiries, comparative and fair tests

Children will make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

They will report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

They will use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

French On y va! (All aboard!)

Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language and link the spelling, sound and meaning of words. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

Appreciate stories, songs, poems and rhymes in the language. Read carefully and show understanding of words, phrases and simple writing.

Music Mamma Mia

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Listen with attention to detail and recall sounds with increasing aural memory.

Autumn 1 Year 4



English

Vocabulary Building - List poems – the children will focus on extended similes.

A Story with a Theme – the children will focus on a story linking into PSHE (bullying)

Non – Chronological Reports - the children will be given time to research and write a non – chronological report on the Anglo Saxons.

Year 4 will also have lessons on grammar.

History – Anglo Saxons

Children will know the specialist vocabulary and terminology related to these invaders and settlers.

They will learn the key features, sequence and duration of these societies.

They will understand the reasons for the arrival of the Saxons, Vikings and Scots.

Children will know the differences in reasons for migration between Saxons and Vikings and between these societies and today.

They will know about the Saxons, Vikings and Scots and the use that can be made of the available evidence.

They will identify the characteristic features of different groups within these societies.

Children will understand the challenges facing the early settlers and how they overcame them.

They will know how the arrival of these societies might be interpreted differently.

They will identify the main features regarding the chronology, reasons for invading and settling and the main features of these societies.

PSHE & Citizenship Valuing Differences

Children will learn how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts. Children will learn how to recognise and manage emotions within a range of relationships.

Children will learn how to recognise risky or negative relationships including all forms of bullying and abuse.

Children will learn how to respond to risky or negative relationships and ask for help. Children will learn how to respect equality and diversity in relationships.

Computing

To understand that we need to use electronic communication technologies, appropriately to keep ourselves and others safe.

To understand digital communications devices connect using a network, enabling us to send messages and share materials.

To understand that the system we use when we send emails has similarities to the one used for physical letters.

To understand the internet is a network providing communication tools, which we must use safely, responsibly and respectfully.

To use an online environment safely and, appropriately to collaborate.

To understand that sound can be recorded and manipulated to communicate meaning and/or atmosphere. To understand we can use sound-editing software to capture, import and man

Art Andy Warhol – Pop Art

Children will use sketch books to record observations and use them to review and revisit ideas.

They will improve their mastery of art techniques, including drawing and painting with a range of materials including printing techniques.

They will learn about Andy Warhol and his famous technique Pop Art.

Physical Education

Children will learn to use running, jumping, throwing and catching in isolation and in combination

Dance

They will develop flexibility, strength, technique, control and balance. They will perform dances using a range of movement patterns They will compare their performances with their peers.

Maths

Children will order and compare numbers beyond 1000.

Children will identify, represent and estimate numbers using different representations.

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Children will recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).

Children will estimate and use inverse operations to check answers to a calculation. Children will round any number to the nearest 10, 100 or 1000.

Children will recall multiplication and division facts for multiplication tables up to 12 x 12. Children will count in multiples of 6, 7, 9.

Children will solve problems involving multiplying and adding, including using the distributive law.

Religious Education Christians, Hindus and Sikhism

Children will use key religious vocabulary in communicating their knowledge and understanding.

They will identify and begin to describe the similarities and differences within and between religions.

They will investigate the significance of religion in the local, national and global communities. The children will learn about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods.

They will describe the key aspects of religions and traditions that influence the beliefs and values of others.

Children will know the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship.

They will identify examples of the way in which personal and religious beliefs may influence their behaviour and that of others

Finally

- We are excited to be back at school and are looking forward to the coming year!
- If you have any questions or queries, we are here to help
- We always aim to work in partnership with parents
- Please be patient with us! The current pandemic means that we are having to adjust many of our normal procedures. There are many systems we are having to adapt
- Thank you for your ongoing support