

MEET THE TEACHER

WELCOME TO YEAR 4



INTRODUCTIONS

MRS S SHERMER



MR J BENNETT



MRS C
BEAMAN



MISS J EVANS



OUR VALUES

At Fulfen, we encourage the following values with our children. Through everything we do in school, we aim to create a culture of:



Fulfen Primary School
Leading the way to a brighter future

Love of learning dream big, have a thirst for learning and achieve your ambitions...

Encouraging to be supportive of yourself and others and value everyone's ideas...

Adaptable being versatile, creative and being prepared to take risks...

Determination being resilient when the going gets tough. ...

MEET THE TEACHER

- What are the expectations in Year 4 ?



Autumn term: CURRICULUM

History & Geography : Anglo Saxons, France

Potential wider curriculum experiences: Tamworth Castle

Spring term:

History & Geography: Local history study, Local geography study

Potential wider curriculum experiences: Cannock Chase Museum

Summer term:

History & Geography: Ancient Egypt, The Water Cycle and Climate Change

Potential wider curriculum experiences: Art Gallery with Mrs Ashcroft, Basecamp



4S

TIMETABLE

	8:45-9:00	9:00-10:00	10:00-10:45		11:00-12:00	12:00 – 12:30		1:45-2:30	2:30-3:15	3:15-3:30
Mon	Arithmetic	Maths	Guided Reading		English	Spelling	Story	PSHE	DT	SS – KS1 4S Class Ass
Tues	Arithmetic	Maths	Guided Reading		English	Grammar	Story	Science	Science	Sing Ass
Wed	Arithmetic	Maths	Guided Reading (use non-fiction text linked to History topic)		English	Handwriting	Story	History		Class Ass
Thurs	Arithmetic	PE	PE		PE – 11:30 Maths 11:30 – 12:30		Story	English	Music	
Fri	Arithmetic	Maths	MFL	Values Ass	English	Spelling Test	Story	Computing	RE	

4B

	8:45-9:00	9:00-10:00	10:00-10:45		11:00-12:00	12:00 – 12:30		1:45-2:30	2:30-3:15	3:15-3:30
Mon	Arithmetic	Maths	Guided Reading		English	Spelling	Story	Science	Science	Class Ass
Tues	Arithmetic	PE	PE		PE (until 11:30)	Maths 11:30-12:30	Story	English	PSHE	Hymn Practi ce
Wed	Arithmetic	Maths	Guided Reading (use non-fiction text linked to History topic)		English	Handwriting	Story	History		Class Ass
Thurs	Arithmetic	Art	Art		Art until 11:30	Maths 11:30-12:30	Story	English	Computing	
Fri	Arithmetic	Maths	Guided Reading	Values Ass	English	Spelling Test	Story	Music	RE	



ENGLISH



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Primary
School**

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Love of Learning... Encouraging... Achieving... Determination...

Word Reading	Y4
I can use my knowledge of all the Year 3/4 spelling patterns to fluently and effortlessly read aloud and to understand the meaning of new words.	
I can read fluently all of the common exception words from the Year 3/4 list.	
I can skim and scan a range of resources to organise information and retrieve the information I need.	
Reading for Pleasure.	
I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and references books or textbooks.	
I can read a wide range of books that are structured in different ways and read for a range of purposes.	
I can use dictionaries to confidently check the meanings of words.	
I can orally retell parts of fairy stories, myths and legends.	
I can recognise themes and conventions in a wide range of books.	
I can prepare poems and play scripts to read aloud confidently and to perform for an audience.	
I can describe how the author has used words and phrases that capture the reader's interest and imagination.	
I can recognise some different forms of poetry and identify some of the features.	
I can join in discussions about authors and explain what type of literature they produce using my reading experience.	
I can participate in a range of discussions about books and recommend books to a friend with reasons why.	
Comprehension	
I can check the text makes sense to me and discuss my understanding and the meaning of words.	
I can ask questions to improve my understanding of a text.	
I can draw inferences, such as about a character's thoughts and motives from their actions and justify my inferences with evidence.	
I can predict what might happen from details stated and implied in a text, identifying evidence they have used.	
I can identify the main ideas drawn from more than one paragraph and can summarise the ideas.	
I can describe how language, structure and presentation contribute to meaning.	
I can use inference and deduction to work out and compare the characteristics of characters from a story.	
I can be aware of my audience when reading aloud, pausing appropriately to show my understanding of the story.	
I can refer to the text—particularly with quotes—to support predictions and my own opinions.	
Summarising	
I can confidently retrieve and record information from non-fiction, using indexes and contents pages.	
I can join in discussion about books that I have read, and that have been read to me. I can listen well to others.	
I can summarise a range of themes and conventions found across a range of books.	



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Thinking about my composition	Y4
I have used standard English, instead of spoken when writing.	
I have used nouns or pronouns to keep my writing clear and avoid repetition.	
I have created noun phrases using carefully selected adjectives.	
I have used prepositional phrases throughout my writing to add more description.	
In stories I have:	Clearly described the setting
	Fully described the character
	Unfolded my plot slowly for the reader
In Non-fiction I have:	Organised my paragraphs around a theme
	Organised my ideas under headings and sub-headings
I have used speech to portray the character	
I have combined prepositional and noun phrases to create a detailed, descriptive sentence.	
I have read through my writing and re-ordered/re-structured sentences for maximum effect.	
Thinking about punctuation	
I have consistently used full stops, capital letters, question marks and exclamation marks and checked my work for errors.	
I have used commas after fronted adverbials.	
I have used inverted commas for direct speech.	
I have used a comma after the reported clause (<i>The conductor shouted, "Sit down!"</i>)	
I have used apostrophes for possession and contraction consistently.	
I have changed the way I present my speech in my writing to keep the reader interested. (Reporting clause at the end/beginning).	
I have used a range of subordinate clauses and fronted adverbials at the beginning of sentences with a comma.	
Thinking about grammar	
I have organised my writing into paragraphs.	
I have used fronted adverbials of:	time (e.g. later)
	place (e.g. nearby)
	Manner (e.g. sadly)
I have joined two clauses using a conjunction.	
I have started my sentences with a correctly chosen conjunction.	
I have used different types of sentences (short, simple, compound and complex).	
I have used a range of conjunctions (subordinate and co-ordinate) throughout my writing to guide the reader.	
Thinking about spelling	
I have used the prefixes and suffixes that I have been taught accurately in my writing.	
I have used the possessive apostrophe for singular and plural words.	
I have used the first three letters in a dictionary to check its spelling and meaning in a dictionary.	
I have proof-read my work to check for spelling mistakes.	
Thinking about my presentation	
My writing is consistently joined and neat.	
Making my own purposeful, powerful choices	

ENGLISH

- Spelling - at Fulfen we investigate, explore and apply the Year 4 patterns. These patterns will then be constantly referred to in lessons. The children have their Super Spellings in addition to this and in KS2, these will be shared digitally. Children will no longer be given individual spellings.
- Grammar - there are stand alone grammar lessons each week where we teach grammar and key vocabulary pertinent to the year group. These are then applied through each English unit and as many other lessons as possible.



ENGLISH

- Handwriting - this is taught through our scheme 'Letter-join'. Whole-school awards can be achieved when handwriting is applied consistently over time.
- Reading - in KS2 we follow whole class reading guided reading lessons, where the children focus on key domains, linked to the national curriculum. The children will also have many opportunities outside of this to practise their decoding and comprehension skills. Children should be reading for 20 minutes daily, at home and this should be documented in their reading record. A library book will be sent home, along with a class book corner book. As a school, we will now celebrate children's love of reading with reading challenges.



GREATER DEPTH - READING

What does this look like?

Why do you think Bella gave the big yellow teddy to the little girl?



I think Bella gave the little girl the big yellow teddy because she liked it.

I think Bella gave the little girl the big yellow teddy so she would give Dogger back.

I think Bella gave the teddy to the girl because she wanted her to have it and not Dogger.

I think Bella gave the big teddy to the little girl because she wanted her to change it for Dogger. Dogger was Dave's most best toy and he couldn't go to sleep. I think the girl liked the teddy because it was big and new and Dogger wasn't.

I think Bella gave the big yellow teddy to the little girl because she wanted to get Dogger back for Dave. She saw the girl looking at the teddy so she knew that she liked it because it was new and big and had a lovely blue ribbon on it. Dogger was an old toy and he didn't look nice like the big teddy, but Dave really, really loved Dogger and he was really, really special for him. More than a new one. Bella was really kind to give the teddy away. She wanted Dave to be happy again. I would feel sad if I lost my favourite toy.



GREATER DEPTH - WRITING

- In Writing, children need to use all of the Year 4 standards effectively; creating specific effects for the reader.
- They will be able to write coherently for different purposes, drawing on their reading for pleasure to inform their independent vocabulary and grammar choices within their writing.
- They will be able to make additions, revisions and proof-reading corrections to their own writing.



MATHS

Power Maths is a whole-class mastery programme created in partnership with White Rose Maths. We use resources from both Power Maths and White Rose to ensure that your child is provided with a tailored approach in their maths lessons.

These resources are used to provide high quality lessons where all pupils are challenged, encouraging passion for maths and an understanding of real world maths.

There are 3 stages to each section of Power Maths:

- Discover. This is a focused, whole class teaching section. If needed, resources or pre-teaching is given to support or develop the children as appropriate. It includes a practical, real life problem.
- Share. The children follow an interactive section, exploring the different methods that can be used to solve a problem. The session develops gradually, from teacher-led, to small group/paired work, to independent work. The openness of the challenge questions helps to check depth of understanding.
- Practise. The children then access practice questions, following small steps of progression to deepen learning. If children are struggling, the class teacher or TA can immediately be there to support them. They develop real understanding because they are able to think about the problem in different ways. There are also opportunities to reflect on their learning and challenge any misconceptions.





TT Rockstars is a fun engaging way for children to learn and build speed with their times tables.

Practising regularly in school and at home will really benefit them.

The program responds to how well your child is doing and adds further challenges the more they improve their rapid recall skills.

By the end of Year 4, children should be fluent in all multiplication tables and related division facts.



HOMework

The children are expected to:

- Use TT Rock Stars to practise their times tables;
- Practise the Letter-join handwriting;
- Learn their Super Spellings and apply these in their writing. The children will be tested at least once per week;
- Read their school reading book (we recommend 20 minutes a night) and complete the quizzes in school. Children should keep their records up-to-date and bring them to school every day.



STATUTORY ASSESSMENTS

MULTIPLICATION TABLES CHECK

- To be completed during week commencing 5th June 2024
- Check consists of 25 multiplication questions, covering all times tables. Children will have 6 seconds to answer each 7





PE



PE will be on a **Tuesday for 4B and Thursday for 4S**

Children's PE kit, in particular footwear, must be suitable for physical activity so please do not send children with impractical 'fashion' trainer-style footwear.

Indoor:

- white t-shirt with Fulfen Logo
- black shorts

Outdoor:

- school hoodies
- navy tracksuit bottoms may be worn in cold weather. – trainers

PE kits should be worn to school on their PE days.

In extremely cold weather (and with staff permission), children may bring additional layers, for example under layers, a woolly hat and gloves. The member of staff will give further details about this and may need to ask the children to remove items e.g. gloves if they are deemed to be unsafe for an activity.



SCHOOL UNIFORM

School uniform consists of the following (and should all be labelled):

- white polo shirt or white shirt
- dark blue jumper/cardigan with school logo
- charcoal/grey/black trousers (smart shorts may be worn in warmer weather)
- charcoal/grey/black skirt (blue & white checked dress may be worn in warmer weather)
- grey/white socks
- sensible black school shoes (not boots, footwear with heels, open-toe footwear or trainers)



JEWELLERY & HAIR

- Jewellery should not be worn or brought into school.
- If children have pierced ears, **one** pair of discreet studs may be worn.
- Earrings must be removed for PE lessons for health and safety reasons. If your child is unable to remove the earrings themselves, they should not wear earrings on their PE days.
- No other body piercings are permitted.
- Long hair must be tied back for PE lessons and when taking part in sports.
- Nail varnish or make up should not be worn.



MEDICATIONS

Please ensure that any medications that your children requires, temporarily or on a long term basis, must be sent in to school via the school office.

These must be clearly labelled with your child's full name and year group/class

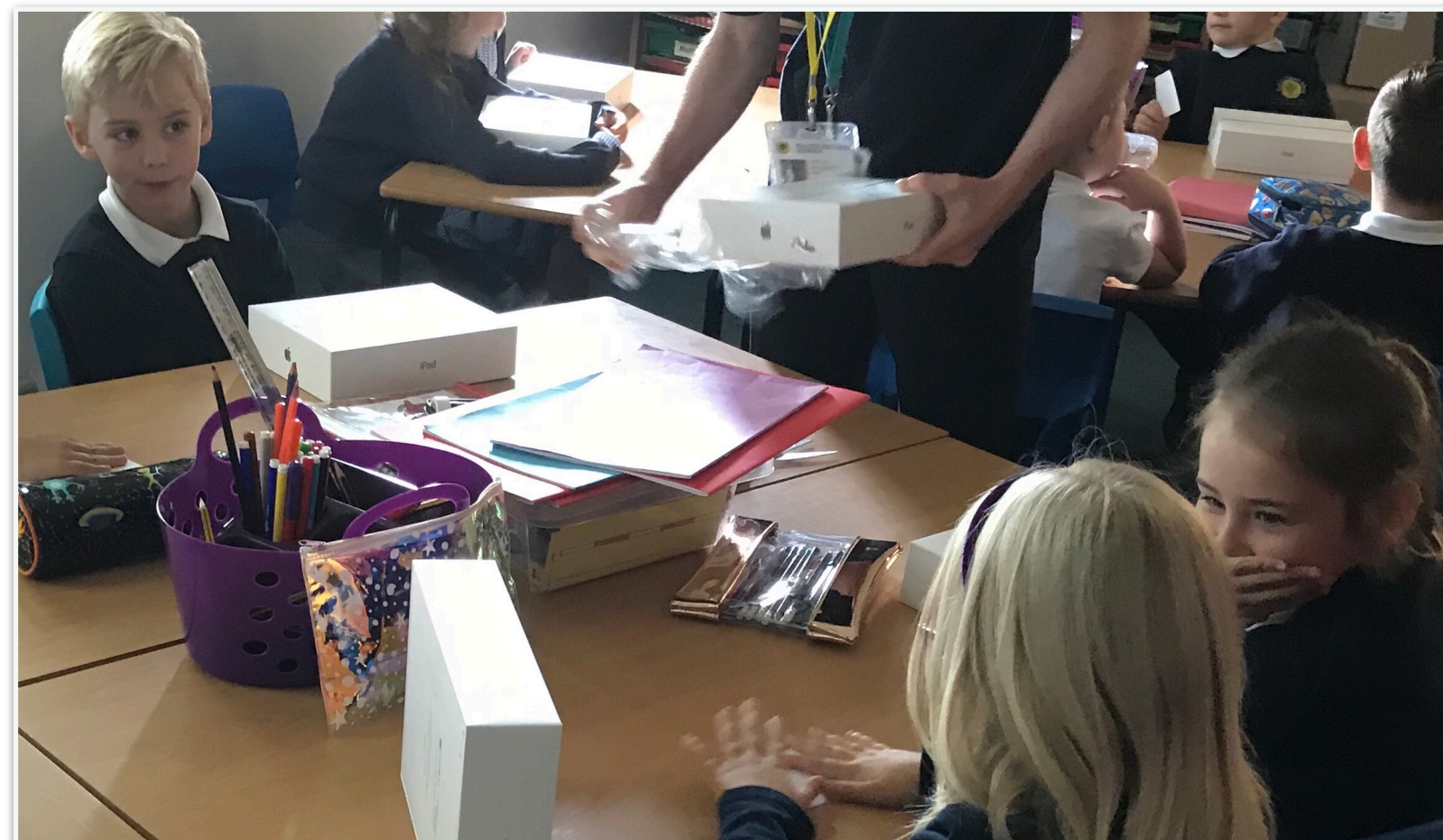


SNACKS

- Toast 30p
- Yoghurt 40p
- Crumpet 40p
- Fruit 40p
- Milkshake 70p
- Milk 30p
- Bacon Roll 80p (Tuesdays only)



IPADS



Polite reminder:
Please can children bring their iPads to school every day, fully charged.

IPADS

- iPads need to be in school every day - it must be charged
- Children need to be responsible for their iPad
 - not taking off the case or screen protector
 - telling their teacher if they think the screen protector needs changing (cost of £8 for this)
 - never leaving their iPad flat on the floor
 - not allowing younger siblings or pets near it
 - not share their passcode with anyone else
 - reporting any faults to the school
- if an iPad is not charged or forgotten or is not being looked after properly, then the school reserves the right to keep it in school overnight.



SEESAW

- The 'parent sign in' is for parents on their own personal devices to view their child's digital learning journal and receive messages from the class teacher.
- The children's home learning code is so they can access their account at home (to respond to activities and post in their journal). KS2 children will only need this if they log out accidentally.



3MB - J Malcolm

Connect to Seesaw to receive important updates from your child and J Malcolm in 3MB.

Your child will post to Seesaw to share their learning with you.

Teachers will also send you messages and reminders.

Seesaw is private. You'll only see posts created by your child or their teacher.



From Your Smartphone	From Your Computer
1. Download the free Seesaw Family app for iOS or Android	1. In a web browser, go to: https://app.seesaw.me/s/211-065-116
2. Choose "Create Family Account"	2. Choose your child from the list
3. Scan this QR code using Seesaw's built-in QR code scanner	3. Create your account
4. Create your account	4. Once you're approved by J Malcolm, you'll get access to Seesaw

Already Have an Account?
If you've used Seesaw before or have more than one child using Seesaw, follow these steps:

1. Sign in to your account in Seesaw Family app or on the web at <https://app.seesaw.me>
2. Click on your profile icon, click "+Add Child's Journal" button, then scan the QR code above

ANY QUESTIONS?

