



YEAR 4 AUTUMN TERM

Spruce and Maple

Meet the Year 4 Team!

- Spruce class Class Teacher: Ms Wilson
- Maple Class Teacher: Ms Wright
- Support Staff: Nathaniel, Leona, Marje, Ruth, Sam, Entisam (CY) and Tracey (CY).

Timings of Y4 Day

- Arrival time: 9:15 – 9.20am
- 9.20 – 9.30 Study start/register
- 9:30 – 10:30 Maths
- 10:30 – 11:15am: Reading
- 11:15 – 11:45am: Break time
- 11:45 – 12pm: Spellings, Handwriting or Grammar Skills
- 12 – 1pm: Writing
- 1 – 2pm: Lunch time
- 2 – 3pm: Wider Curriculum – CC, Topic, Science, PSHE, ICT
- 3:15 Daily Reflection
- 3:30 Dismissal from Connor St gate

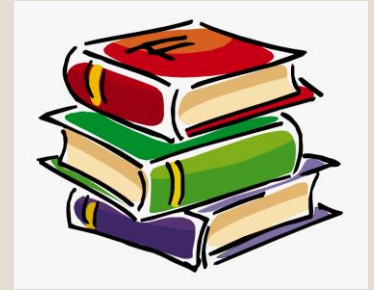


PE Kits



- Our PE Day is Wednesday
- Please can kits be brought into school on Wednesday and taken home on the same day to be washed.

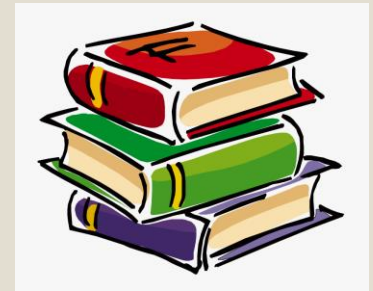
Home Reading Routines



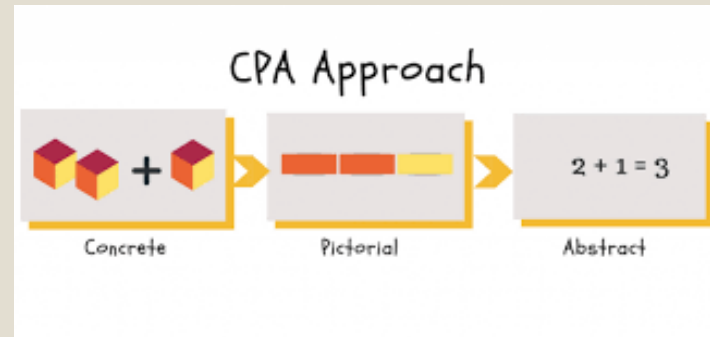
- All child have a named reading record between home and school.
- Reading book & record to go between home and school **daily**.
- Every morning, children to put reading book & record into their table boxes. Available for teacher to check.
- Teacher checks every child's reading record once a week.
- Please read with your children as regularly as possible and sign their reading record when you do.

Reading

- Children have daily opportunity for independent reading and teachers listen to 1:1 readers across the week.
- Reading taught daily in Year 4.
- Whole Class Reading model of teaching.
- KS2 Reading domains – teachers plan for specific reading skill focus each week, based on a high quality text.
- This week we are focusing on making inferences from the text using the book 'Into the Forest'.
- Children have regular opportunities to explore the contexts of different stories and new vocabulary.
- Differentiated comprehension tasks built in to teaching across the week.

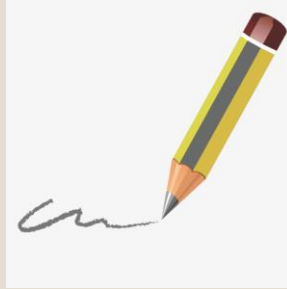


Maths



- Maths is planned for in 2-week units which allow for the introduction of new concepts and skills in different ways, consolidation of maths skills and then application in different contexts.
- Maths concepts taught through the concrete-pictorial-abstract approach.
- Weekly focus on a particular times tables as part of lesson time; children encouraged to beat their previous score and practice focus times tables.
- School-wide Arithmetic Focus every Friday – teaching of arithmetic skills and fluency practice.

Writing



- Writing is planned for specific genre foci across the school year, in either 'short burst' or 'long burst' units.
- Teaching uses high quality text linked to current topic as stimulus.
- Learning follows structure of 'immersion' in the text; teaching & practice of grammar and writing skills specific to the genre; planning, writing and editing of piece.
- Termly 'Whole School Book Focus' weeks to celebrate love of of reading & writing.
- 'Publishing' writing pieces termly to take pride in writing output and presentation.

Wider Curriculum



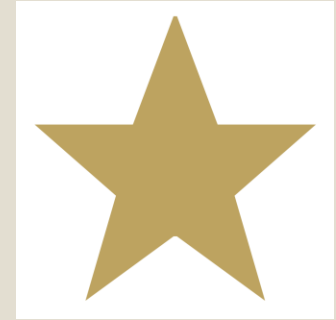
- 2 x CC or Science lessons each week – Topic and Science learning are blocked over the half term to allow clear teaching and learning sequence.
- Creative teaching of CC and Science with opportunities for research, project-based learning, inquiry and investigation and writing outcomes.
- Art linked to Topic.
- Weekly PSHE lesson through 'Jigsaw'.
- Weekly ICT lesson.
- Weekly Music and PE lessons taught by specialist teachers Mr Hanratty & Mr Dima.
- Half-termly RE Day.
- WOW Days at end of topic to celebrate and finish topic learning in creative ways.

Assessment



- Teaching incorporates a continuous assessment cycle through Assessment for Learning.
- Teachers give 'immediate feedback' as part of daily lessons which incorporates 'next steps' – these may be written or verbal.
- Blue pen work requires children to address next steps and can show progress made within lesson or in response to feedback.
- Teachers use questioning and plenaries within the lesson to assess children and adapt teaching accordingly.
- Teaching responds to daily assessment.
- Daily use of books into 3 piles – 'I need support with this', 'I need to practice this', 'I am ready for a challenge' – teacher or pupils putting into piles – enables teachers to focus feedback & teaching according to need, and pupils valuable self-assessment.

Celebrating Learning & Behaviour



- Launching of our 'Lauriston Expectations'
- 'Gold' gives recognition to children who have gone 'above and beyond'.
- Achieving multiple golds (5+, 10+) within a half term means receiving a celebratory postcard home.
- Compliments box allows children to compliment one another and staff too.
- 'Recognition of Excellent Work' – school celebration sticker.

Changes in Place during Covid

- Staggered arrival and dismissal times to allow year groups to allow separately.
- Year groups are in 'zoned' areas on the playground during play and lunch times to remain in their protective year group 'bubbles'.
- Lunchtimes are scheduled to ensure year group bubbles do not cross over.
- Regular hand sanitising and washing hands with soap and water built into school day. Sanitising in the morning/before & after break time/at end of day; handwashing with soap and water before lunch.

Communication

- Email admin@lauriston.hackney.sch.uk and admin team will pass message on.
- Response within 2 working days.
- Parent Guides
- Fortnightly Video Update

How can you support your child at home?

- Reading – daily reading aloud, discussion of reading and signing reading record.
- Arithmetic – times tables, mental calculation strategies, derived facts.
- Handwriting / fine motor skills.
- Spelling – Y4 word list and weekly spelling practice.
- Project based around topic.

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Any Questions?

Handouts

- Parent Guides
- Arithmetic Objectives
- Primary Fundamentals
- Home Reading
- Lauriston Expectations
- Usernames and Passwords – IXL, Timestables Rockstars, MyUSO
- Year 3&4 Spelling List