

Year 4 Parents' Information Meeting



GEORGE WHITE
JUNIOR SCHOOL

Teaching Staff



4 Pullman

Mr. Elias

Mrs. Mirea

4 Tan

Mrs. Thirtle

Mrs. Arnold

Year 4 Timetable Autumn 2024

Timetable

Year 4 Timetable Autumn 2024



WHITE
SCHOOL

	8:40-9:00	9:00-10:00	10:00-10:15	10:15-10:30	10:30-11:00	11:00-12:00	12:10-1:05	1:10-1:40	1:30-3:00	3:00-3:20
Monday	Mini <u>maths</u> 4 Operations	<u>Maths</u>	Assembly	Playtime	Reading & Phonics	English 12-12:10 3 in 3 – GPS	Lunch	1:05-1:45 RSHE	Science	Library/ RE
Tuesday	Mini <u>maths</u> Reasoning / Problem solving	<u>Maths</u>	Assembly	Playtime	Reading & Phonics	English Times tables	Lunch	1:05-1:30 Spelling	History Computing	Story Time
Wednesday	Mini <u>Maths</u> times tables	<u>Maths</u>	Assembly	Playtime	Reading & Phonics	English Spelling quick fire	Lunch	1:05-1:30 Reading 4 pleasure	Music PE (PPA cover)	Story Time
Thursday	Mini <u>Maths</u> 4 operations	<u>Maths</u>	Assembly	Playtime	Reading & Phonics	English Times tables	Lunch	1:05-1:30 Handwriting	Art Times table rock stars	Story Time
Friday	Handwriting and spelling	Celebration Assembly 9-9:30	<u>Maths</u> 9:30-10:30	Playtime 10:30-10:45	English 10:45-11:45	GPS 11:45-12:10	Lunch	1:05-1:30 Reading 4 pleasure	French & PE (45mins each)	Story Time

Curriculum - Maths



- Follows the national curriculum
- Cold and hot tasks to identify gaps and misconceptions and to track progress
- Concrete, pictorial and abstract approach
- Prior knowledge built upon daily
- Daily reasoning and problem solving embedded in lessons
- Daily intervention following teacher assessment in lessons

Maths Yearly Overview

Ma ths	Place Value Addition and Subtraction	Area Multiplication and Division Shape Consolidation	Length and Perimeter Fractions	Fractions Decimals	Decimals Money	Time Statistics Position and Direction
-----------	---	--	-----------------------------------	-----------------------	-------------------	--

Curriculum - Writing



- Follow Pathways to Write scheme of work
- 1 writing unit per half term
- Writing units will link to the foundation subjects
- Mixture of short writing, longer writing, drama and experiences
- Spelling, punctuation and grammar taught during separate lessons throughout the week

English Writing Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><u>Grammarsaurus</u> PVPY Y4 unit</p> <p>The Roman Centurion's Song (Pathways to poetry)</p> <p>Outcome: To write cinquain poems about life as a Roman soldier</p>	<p>Our Tower by Joseph Coelho</p> <p>Outcome: write the adventure as a journal</p>	<p>Gorilla by Anthony Browne (Set 1)</p> <p>Outcome Fiction: write a fantasy story based on Gorilla</p>	<p>Amazing Islands by Sabrina Weiss</p> <p>Koji's Island by The Literacy Company (Set 1)</p> <p>Outcome: Write an adventure story from point of view of the boy</p> <p>Where the Forest Meets the Sea by Jeannie Baker</p> <p>Jungle Explorer by The Literacy Company (Set 1)</p> <p>Outcome: Non-chronological report: write an information board for a rainforest exhibit</p>	<p>Greek Myths by Jean Menzies (Set 2)</p> <p>Outcome: Make a mini book of their own myth</p>	<p>Alba The <u>Hundred Year Old Fish</u> by Lara Hawthorne</p> <p>A Planet Full of Plastic by Neal Layton (Set 2)</p> <p>Outcome: Write an information board</p> <p>A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar) (Set 2)</p> <p>Outcome: Write a playscript for a part of the story</p>

Curriculum - Reading

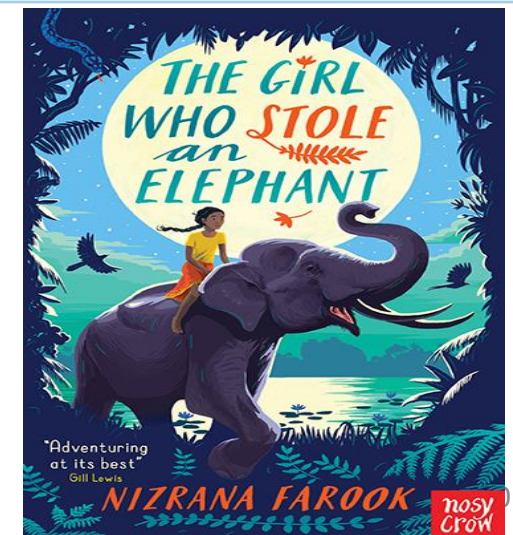
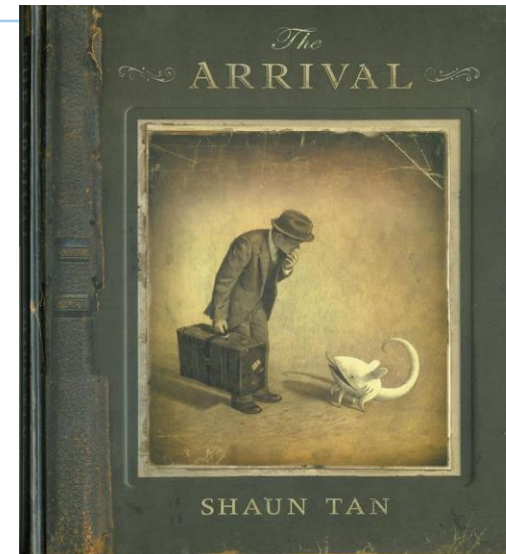
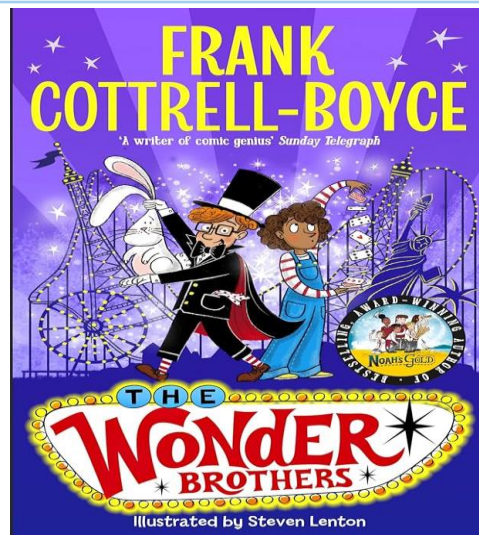
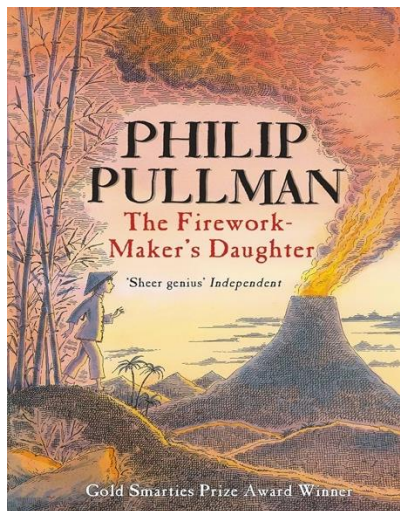
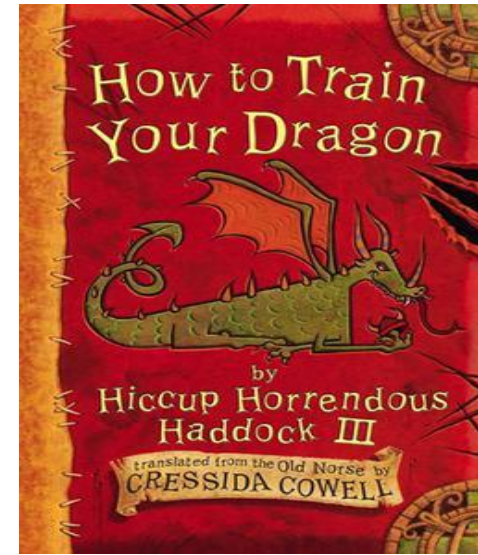
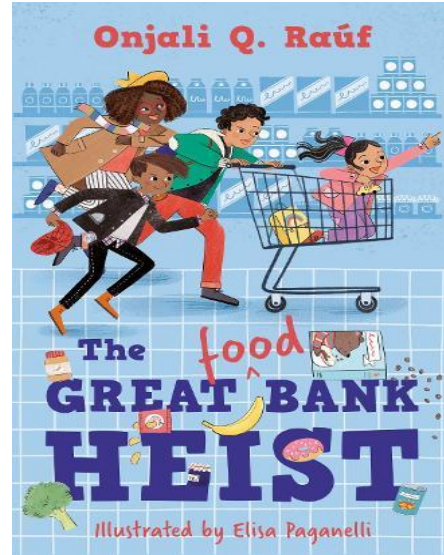
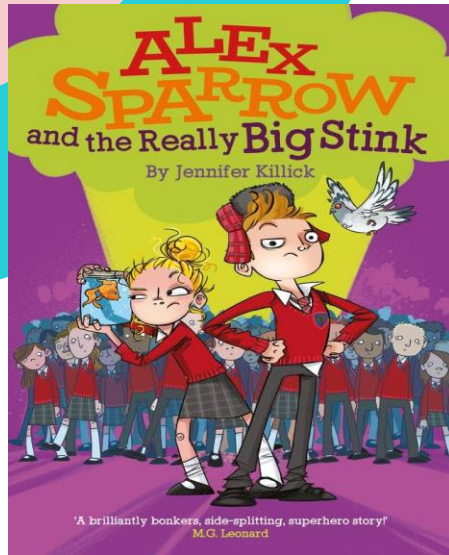
- Reading speed assessments throughout the year
- Children are encouraged to read for pleasure
- Children assessed for phonics, Read Write Inc sessions
- Daily reading lessons focusing on key skills
- Independent reading sessions twice a week
- Class story taken from the year group reading spine
- Frequent visits to library to find books for the class reading corner



Guided reading through the year

Reading	Orangutans and Spiders (non-chronological report) Save our Forest and Gertie vs The Goliaths (narrative) The Bronze Age and The Stone Age (non-chronological report)	Visit Ancient Egypt and Visit Incredible Italy (persuasive advert) Plate Tectonics and The Worst Eruptions in History (non-chronological report) Cindy-Lou Visits the Grinch and Egyptian Cinderella (playscript)	Story of Lord Krishna and Sudama and The Perfect Banquet (narrative) Dental Hygiene and How can we eat healthily? (non-chronological report) The Rainforest <u>doesn't</u> talk and Treasures on the beach (Poetry)	Iron Age Celts and Egyptian Pharaohs (non-chronological report) Europe and Regions of England (non-chronological report) Apollo and Cassandra and Theseus and the Minotaur (Roman and Greek myths)	Persian Cinderella and Tomb of Wonders (Narrative) Stoke-on-Trent and The River Nile and the River Trent (non-chronological report)	Black Britons and The Remarkable Roman Army (non-chronological report) Storyteller of the skies and Storm at sea (poetry) How does the ear work and <u>How</u> do teeth work? (explanation text)
---------	--	---	---	--	--	--

The Year 4 Reading Books- Autumn Term



Curriculum – Half term on a page



GEORGE WHITE
JUNIOR SCHOOL

Year 4

Curriculum Overview

Autumn 1

English

We will be focusing on year 4 grammar including word roles, different sentence structures and coordinating conjunctions.

We will be writing cinquain poems based on the life of a Roman soldier.

PE

Yoga

Outdoor Adventurous
Activities

Computing

Computer systems and networks.
The Internet

Maths

We will be learning all about place value in numbers and how this helps us with our other maths. We will be looking at numbers up to 1000.

We will then be looking at addition and subtraction, focusing on using the formal written methods of column addition and subtractions

Spelling

We will be focusing on and practicing words from the year 3 and 4 statutory word list.

Science

In Science we will be learning all about electricity, including circuits, switches, insulators and conductors

Our Class Books



Reading

Orangutans and Spiders (non-chronological report)

Save the forest and Gertie vs the goliaths (narrative)

The Bronze Age and the Stone Age (non-chronological report)

PSHE/RSHE

PSHE– Friendships

Online Safety– Privacy and security

Self image and Identity

History

In History we will be learning about the about the Roman Empire and its affect upon Britain. We will be looking at how the British rebelled against the rule of the Romans.

French

We will be reviewing learning in year 3 and learning about pets.

Music

Sistema Norwich
Ukulele Lessons

Art

Storytelling through drawing.

Explore how artists create sequenced drawings to share and tell stories

RE

Religion: Christianity
Key Question: Is forgiveness always possible for Christians?

Yearly Overview

Science	Electricity Physics Significant Scientist Benjamin Franklin	Animals Including Humans Biology Significant Scientist: Dr William Beaumont	States of Matter Physics Significant Scientist: Albert Einstein (Spring one but can continue into spring 2 if needed, then start History)		Sound Physics Significant Scientist: Christian Doppler	Living Things and their Habitats & Conservation in our local area Biology Significant Scientist Steve Irwin
History	The Roman Empire, invasion, settlement and resistance in Britain			Ancient Greece Portals to the Past		
Geography			Italy Locality Unit – Norwich and Norfolk			Weather and Climate and Coastal Erosion
RE	Key Question: Is forgiveness always possible for Christians? Religion: Christianity Key Question: Is it possible for everyone to be happy? Religion: All		Key Question: Do people need to go to church to show they are Christians? Religion: Christianity Key Question: What is the best way for a Sikh to lead a good life? Religion: Sikhism		Key Question: Does completing a pilgrimage make a person a better Muslim? Religion: Islam	
Art	<u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing. Key artists: Laura Carlin/Shawn Tan		<u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork. Key artist: Paul Cezanne		Working in 3 dimensions <u>Festival Feasts</u> How might we use food and art to bring us together? Key artists: Claes Oldenburg/ Lucia Hierro	
DT		Mechanical systems – slingshot car		Structures - Pavilions		Food - Adapting a recipe
Computing	Computing systems and networks – The Internet		Creating Media – Audio Production Linked to Geography curriculum		Programming repetition in shapes Linked to Science curriculum	Data and Information – data logging Linked to Geography curriculum and Music -

Yearly overview




Music	Norfolk Music Hub – Sistema Ukulele	Norfolk Music Hub – Sistema Ukulele	<p>Musical Spotlight: Compose with Your <u>Friends</u></p> <p>Social Question: How Does Music Improve Our World?</p> <p>Notation: Minims, dotted crotchets, crotchets and quavers – G minor</p> <p>Genre of Music to be covered: Folk Gospel Disco</p> <p>Composer of Significance – Bach</p>	<p>Musical Spotlight: Feelings Through Music Name:</p> <p>Social Question: How Does Music Teach Us About Our Community?</p> <p>Notation: Minims, dotted crotchets, crotchets, quavers and semiquavers – G Major – Pentatonic scale</p> <p>Genres of Music to be covered: 20th 21st Century Orchestral Pop (1960's) Jazz</p> <p>Composer of significance - Tchaikovsky</p>	Norfolk Music Hub – Sistema Ukulele	<p>Music Technology Electronic Dance Music – Garage Band</p> <p>Significant Artist - Daft Punk</p> <p>Composer of Significance - Vivaldi</p>
RSH E	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
Online Safety	Privacy and security Self-image and Identity (National Online Safety)	Online friendships Online bullying	Online reputation	Managing Online Information	Health Wellbeing and Lifestyle	Copyright and ownership
PE	OAA Yoga	Football Tag Rugby	Fitness Dance	Hockey Basketball	Gymnastics Dodgeball	Athletics Cricket
ML French	Review of year 3 learning Pets	The Home School	The <u>Classroom</u> Lunch at school	School Subjects Sports and Hobbies	Instruments	Weather Fruits
Trips & Experience	Roman Day	Norwich Library – research local history	Music – Visit St Mary Magdalen Church	Local area walk linked to Geography locality unit	<u>Hautbois</u> activity center	Greek Day Geography fieldwork - visit to West Runton

Home learning



- This year we have updated our home learning to further support the learning for your child in school.
- We expect all children to read at home 5 times per week and for a minimum of 10 minutes. We also expect children in Years 3, 4 and 5 to be accessing Times Table Rockstars at least 3 times per week
- In addition to the above, children will also be set half termly homework based on their Science, History, Geography, English, French or Art learning. This is an extended piece of learning which you can choose from a list given. There will be an option of creating, researching or exploring linked to your child's current learning.
- Your child's class teacher will set the date for work to be brought in to school where it will be shared and celebrated in class and in our whole school celebration assemblies.

Home Learning

Challenge Level	Challenge	Let's get busy! Create, research or explore
	Create	Create a Roman Villa using materials in your house.
	Research	Create a fact file about Nikola Tesla showing his contributions to science and electricity.
	Explore	Find out about which countries the Roman Empire contained. Find and print or draw a picture of a Roman building or artefact from each country.
	Create	Write a story of how you time travelled to Ancient Rome
	Research	Use google maps and the internet to research Roman towns and roads. Draw them onto a map of the United Kingdom
	Explore	Go for a walk and draw a manga inspired picture of what you can see.
	Create	All the electrical power plants in the world have stopped working! How can you make your breakfast of toast and a cup of tea with no electricity?
	Research	Try and count how many electrical items you have in your home. Sort them into mains powered and battery powered.
	Explore	Go for a walk along your road and see how many electrical street lights there are.

Times Table Rock Stars



Behaviour Policy



We care for everyone and everything

We follow instructions straight away




We show good manners at all times

Behaviour Policy









GEORGE WHITE
JUNIOR SCHOOL

Has someone been hurt? **YES** **NO**

How was the 'hurt' caused?   

What are the details of this?        

How do the people involved feel?      

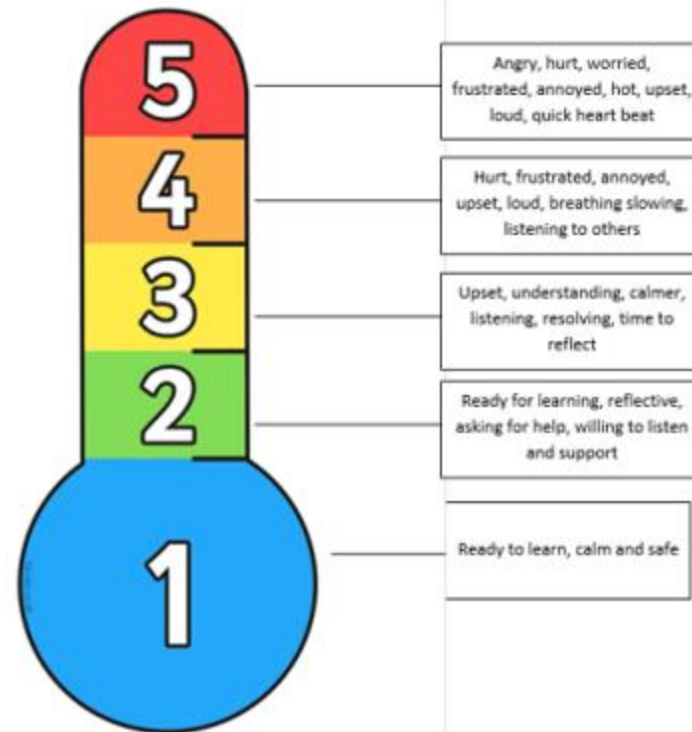
What needs to happen to resolve this?   

At George White when we have resolved our problem it is finished.

We know we can ask for help if we need to.



Think about how you felt at the start of the restorative conversation?



How do you feel now the restorative conversation has taken place?

Ticket of excellence



Ticket of Excellence

Name _____

Date _____

Teacher name _____

WELL DONE

Being Kind		Being Respectful	
Being Confident		Being Honest	
Achievement Beyond School		Showing Leadership	
Showing Initiative		Showing Manners	
Being Helpful		Showing Friendship	



School values

- **Be Kind**
 - **Be Respectful**
 - **Be Honest**
 - **Be Confident**
-

Uniform

- Navy jumper or cardigan
 - Pale yellow or light blue polo shirt
 - Black / navy / grey trousers or skirts
 - No jewellery
-
- PE kit is a plain white t-shirt, black shorts or tracksuit bottoms
 - A plain hoody / jumper
 - Suitable footwear (trainers)
 - Hair longer than shoulder length to be tied up



GEORGE WHITE
JUNIOR SCHOOL

Attendance

- The school target is 97% but we aim for 100%
- Class registers close at 8:50
- If your child is ill and unable to come to school, please inform the office



GEORGE WHITE
JUNIOR SCHOOL

MTC

1

Who will take the Multiplication Tables Check?

The Multiplication Tables Check (MTC) is a times tables test to be taken online by children at the end of year 4. This is statutory for all year 4 pupils registered at state-funded maintained schools, special schools or academies (including free schools) in England. In 2024, schools must administer the MTC between Monday 3rd June and Friday 14th June. Schools can use the following week, Monday 17th June to Friday 21st June, to administer the check to any pupils who were absent during the first two weeks or in case of any delays to the administration of the check due to technical difficulties.

2

What will be tested in the Multiplication Tables Check?

The check will only assess multiplication facts and not the corresponding division facts. The questions will range from 2×2 up to 12×12 . There will be a particular focus on the 6, 7, 8, 9 and 12 times tables, as these are trickier times tables that are focused on in years 3 and 4.

3

How many questions are included in the Multiplication Tables Check?

The Multiplication Tables Check has 25 questions and 3 practice questions.

4

How long is the Multiplication Tables Check?

Children will have 6 seconds to answer a question with a 3-second gap between questions. The whole test will take less than 5 minutes to complete.



GEORGE WHITE
JUNIOR SCHOOL



5

Will there be a pass mark?

There is no pass mark for the check. Teachers will share children's scores with parents, as they would with all national curriculum assessments.

6

What equipment will be required to take the test?

Schools can use the following devices to access the test:

- PC
- Mac
- laptop
- tablet

7

What access arrangements can be made?

There are several access arrangements available for the check, which can be used to support pupils with specific needs. The check was designed to be inclusive and accessible to as many children as possible, including those with Special Educational Needs and Disabilities (SEND) or English as an Additional Language (EAL).

Teachers are able to change: the font colour and background for a number of different combinations if required; increase and decrease font size; pause between questions (to a maximum limit of 30 minutes to complete the test); remove on-screen distractions (such as the on-screen number pad, dictation and input assistance) and also enable an audio version. Additional time to answer each question is not allowed.



How we will support your child in the MTC

- Regular times table practice in class
- Times table rock stars club
- Practice MTC assessments throughout the year
- Inter-class times table rock stars competitions

Times Tables Battle Ships

Instructions

Both players mark their own battleships onto their grid.

Player 1 calls a position: $3 \times 3 = 9$.

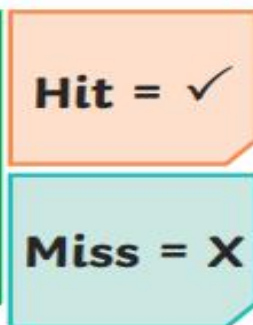
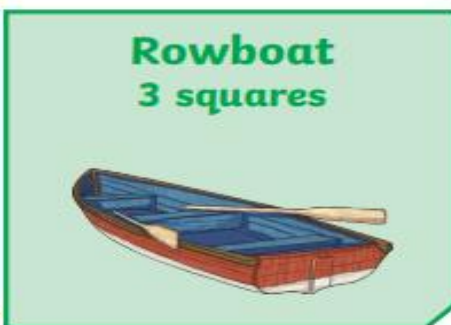
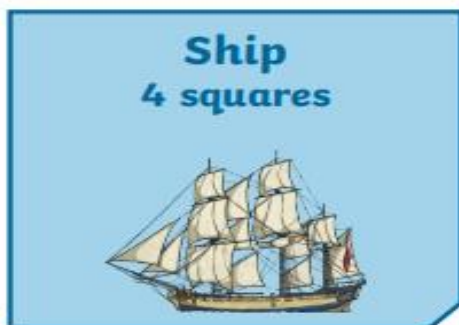
Player 2 replies with 'hit' or 'miss'.

Player 1 writes the answer to the times table and a tick for hit or a cross for miss.

If player 1 gets a 'hit' they take another turn, and if they 'miss', player 2 has a turn.

Once a ship has been sunk you need to say, "You sunk my battleship".

Put the following ships in your grid either horizontally or vertically.



My Ships

10										
9										
8	R									
7	R									
6	R									
5			B	B	B	B	B			
4										S
3										S
2										S
1										S
X	1	2	3	4	5	6	7	8	9	10

Enemy Ships

10										
9										
8										
7							49			
6										
5							35x			
4										
3			9x							
2										
1										
X	1	2	3	4	5	6	7	8	9	10

Communication



- A member of the teaching team on the playground each morning from 8:30
- Book appointments to speak to the class teacher through the office
- Parent's evenings
- Newsletters
- Messages sent via text, email, Weduc
- Facebook

Class talk time





Out of school interests

Beyond School Pupil Information Record

Pupil Name:

Class:

Age:

What does your child enjoy doing outside of school?

Do you feel your child has a talent, skill or ability? Yes/No
If yes, please provide more information below

What clubs or activities does your child belong to or take part in outside of school?

Please list below any achievements your child has been awarded outside of school

Is there anything more you feel we need to know about your child beyond school?

Thank you, any questions?



GEORGE WHITE
JUNIOR SCHOOL