

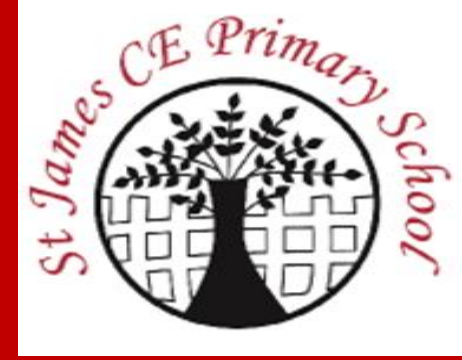


St James CE Primary School

Year 4

Let us Love
Let us Thrive

Welcome to Year 4



Teacher – Mrs Fennell

Teacher – Mrs Thomas and
Mrs Hey (Wednesday)

Support staff –
Mrs Lindsay

Support staff –
Miss Stewart

Miss
Brookes
HLTA
Mr Stokes
Sports
Coach/HLTA

KS2 leader: Mrs Thomas (Y6)

Assistant Headteacher: Mrs Zmitrowicz and Miss Manning

Deputy Headteacher: Mrs Dearn

Headteacher: Mr Heather

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Our School Vision and Values

Children are at the centre of everything that we do.

This is underpinned by our vision of

'Let us love...Let us thrive'

and core values

of love, friendship, respect, endurance, honesty, peace





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Primary School

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Our Expectations

Everyone in our school has the right to be safe, to be treated with respect and to learn. To achieve this, everyone should meet our expectations:

**Be
kind**



**Be
polite**



Listen



**Try
your
best**



**Follow
instructions**



**Respect
everything**



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Lines of Communication

Class
Teacher

Phase
Leader

Deputy
Head

Head
Teacher

You can leave messages for your child's class teacher by calling the office on 0121 552 5491, emailing contact.us@stjamespri.uk or messaging on the Arbor App. We aim to respond to communications within 5 working days.

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School Website



The school website is up-to-date with all of the information that you need:

- School diary (found on the school's home page or under the parent information tab)
- Year group information (found under the year groups tab)
- Uniform expectations
- School policies
- Curriculum information
- Our Christian vision and values
- SEND information

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School Website



An email will be sent regarding important information linked to your child and then this information will be shared on our school website.

It is imperative that you keep up to date with the school website and continue to check your emails (including your junk and spam folders).

Note: you will not receive multiple emails reminding you of upcoming events or deadlines.

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If your child receives reflection time, you will be notified via email and can speak to staff at the end of the school day.

Uniform



Winter Uniform

White polo t-shirt or shirt with collar (short or long sleeves)

Burgundy St James crew neck sweatshirt/sweatshirt cardigan with logo - (OPTIONAL)

Plain burgundy sweatshirt or cardigan

Dark grey trousers (not leggings)

Dark grey pinafore dress or skirt

Grey, black or white short/long socks or grey or black tights

Black, flat sensible shoes (low heeled and to be plain with no logos)

Black boots (sensible, flat) – (OPTIONAL)

Dark red zip-up fleece with logo (for outdoors only) - (OPTIONAL)

P. E. Kit

Plain white T shirt

Black shorts

Black plimsols for indoor PE

Trainers for outdoor PE

Black jogging bottoms and a plain sweatshirt for cold weather and outdoor PE

Summer Uniform

White polo t-shirt or shirt with collar (short or long sleeves)

Burgundy St James crew neck sweatshirt/sweatshirt cardigan with logo - (OPTIONAL)

Plain burgundy sweatshirt or cardigan

Dark grey trousers (not leggings)

Dark grey pinafore dress or skirt

Red gingham dress (any style)

Grey, black or white short socks or long socks

Black, flat sensible shoes (low heeled and to be plain with no logos)

Sturdy sandals in a dark colour – (OPTIONAL)

Accessories

No makeup

No nail decoration

Plain hair bobbles or small red bow (no overly large multi-coloured bows)

Jewellery

Small, flat studs (not hoops)

No rings or necklaces

To maintain a positive learning environment in school, and in keeping with our uniform policy, we will be requesting that only the items listed above will be accepted as school uniform and PE kits.

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Homework – Phase 3 / 4

- Reading daily.
- TTRockstars 3 times a week
- Children may be given a specific activity linked to an area of the curriculum.
- School value creative project – friendship autumn 1
-

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Our Daily Routine

Friday	Thursday	Wednesday	Tuesday	Monday
AR Quizzes / Silent Reading / Letter-join / TTRS				
assembly	Class assembly	assembly	assembly	assembly
PE	English	English	English	English
	TTRS 10:15	TTRS 10:15	TTRS 10:15	TTRS 10:15
Break				
English Grammar	Maths	Maths	Maths	Maths
PSHE	Guided Reading	Guided Reading	Guided Reading	Guided Reading
Lunch				
spelling	spelling	Book club	handwriting	spelling
RE	Curriculum		Music	Curriculum
Spanish	Science		Computing	Class story
Class Story	Class Story	Class Story	Class Story	Class story

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TTRockstars

- TTRockstars sessions in school and at home
- Improved knowledge of times tables, helps with every day mathematics lessons.



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Spellings

- Year 3/4 Statutory Spellings
- Ed Shed – Spelling Shed

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

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Reading

We will read in guided reading lessons:

Reading Vipers

Vocabulary

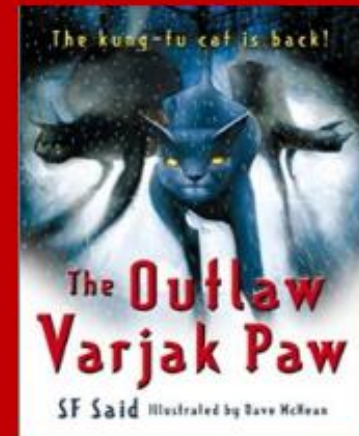
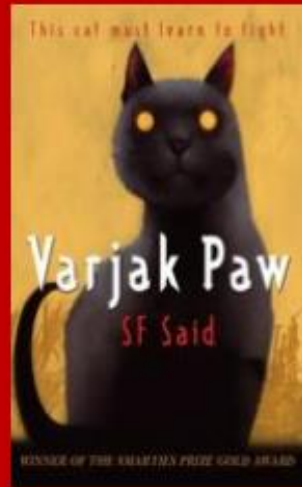
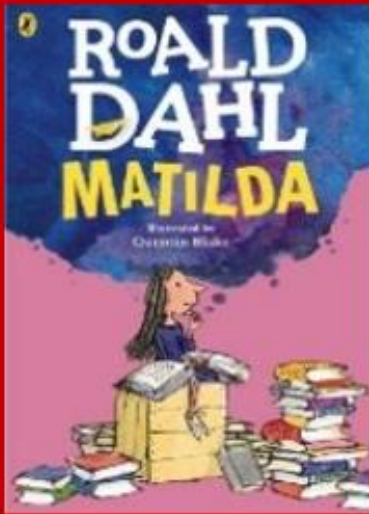
Infer

Predict

Explain

Retrieve

Sequence or Summarise



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Reading

Children have a reading book with a zpd number on the side.

The children should read at home daily their home reading book and encourage them to read other books for example books from the library.

Whether the children move up a level or not depends on them completing online questions about what they read to show they have understood what they read.

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Writing

The pupil can:

- write for a range of purposes and audiences with an increasing awareness of appropriate language and form create settings, characters and plot in narrative
- use speech punctuation correctly most of the time
- use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)
- use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)
- use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going
- use the range of punctuation taught up to and including Y4 mostly correctly (e.g. commas after adverbials; use of apostrophe)
- spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list, beginning to use a dictionary to check spellings
- write legibly and with increasing fluency, paying attention to size and spacing
- maintain the use of joined handwriting throughout independent writing.

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Maths

Year 4 Maths expectations include:

- mastering multiplication facts up to 12×12 ,
- adding and subtracting numbers with up to 4 digits,
- performing multiplication of 2- and 3-digit numbers by a 1-digit number,
- understanding four-digit place value
- ordering numbers beyond 1,000,
- rounding to the nearest 10, 100, or 1,000,
- reading Roman numerals to 100.
- Additionally, pupils learn to work with fractions, measure, convert units of time, calculate perimeters, identify angles, and interpret data in charts.

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Year overview

Year 4		Autumn		Spring		Summer	
Reading	Word reading	NC Appendix 1 (NC p 35)					
	Comprehension	Texts <u>include</u> : wide range of fiction (including fairy stories and myths and legends), poetry, plays, <u>non fiction</u> texts and reference books / <u>text books</u> and dictionaries (NC p 35/36)					
Writing	Transcription	Spelling programme (NC Appendix 1) No Nonsense Spelling					
	Composition	Writing: narrative and non-narrative (NC p 39)					
	VGP	NC appendix 2					
Speaking and <u>Listening</u>		12 statutory statements (NC p17)					
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics					
Science		Group and classify living things States of Matter		Sound Deforestation Digestion		Habitats Food Chains Electricity	
History		Anglo Saxons and Vikings		1066		Local History – Victorian Britain	
Geography		Volcanoes and Earthquakes		Rainforests (Deforestation)		Settlements (Canada and UK)	
Art and Design		<u>Observational drawing (Artist - MC Escher)</u> Structures and shape Simple perspective		<u>Jungle Art</u> Henri Rousseau		<u>Statues – Henry Moore – Artistic, Historical examples.</u> Modroc sculpture Focus on figure and form	
DT		Structures - Shell structures		Mechanical Systems - Pneumatics		Electrical Systems - Simple circuits and switches	
Computing		Unpacking Hardware and Software Animation Logo Online Safety		Sound Stories Effective Searching Coding Online Safety		Composing Beats Introduction to AI Online Safety	
PE		Basketball Gymnastics		Dance Orienteering Swimming		Tennis Athletics Swimming	
Spanish		Phonics and Verbs		Fruit and Vegetables		Presenting Myself and My Family	
Music		Mamma Mia	Glockenspiel 2	Stop	Lean on Me	Blackbird	Reflect, Rewind and Replay
		Charanga Musical School Programme (supported by Sandwell Music and Arts Service)					
RE		What kind of world did Jesus want? Values: What matters most to Humanists and Christians? What is in the trinity?		What is it like to be Jewish? Family, Synagogue, Celebration and Torah Keeping the Five pillars of Islam: How do Muslim beliefs make a difference to their way of living?		For Christians, what was the impact of Pentecost? Why does the Prophet matter to Muslims?	

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Additional Information

- PE day - Friday
- Celebration Assembly will be on a Friday morning at 9am (invited in by email).
- Values Assembly in church half termly again invited by email.
- Swimming will be on a Tuesday – January till Easter for 4T / April to July for 4F.
- Thursday 4th February trip to Stafford Castle
- Thursday 18th March trip to Smethwick Mosque and St Johns and St Peters Church.

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Multiplication Times Table Check



- The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics.
- It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.
- The check will take place between Tuesday 8th and Friday 18th June.

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Fluency in these facts provides the foundation for all written and mental multiplication and division.

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Thank you for attending today!

Questions?



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