

Meet the teacher Year 4

Autumn 2023

Introduction



- Class Teacher
Miss Tariq



- Support Staff
Mrs Rathour

Key dates

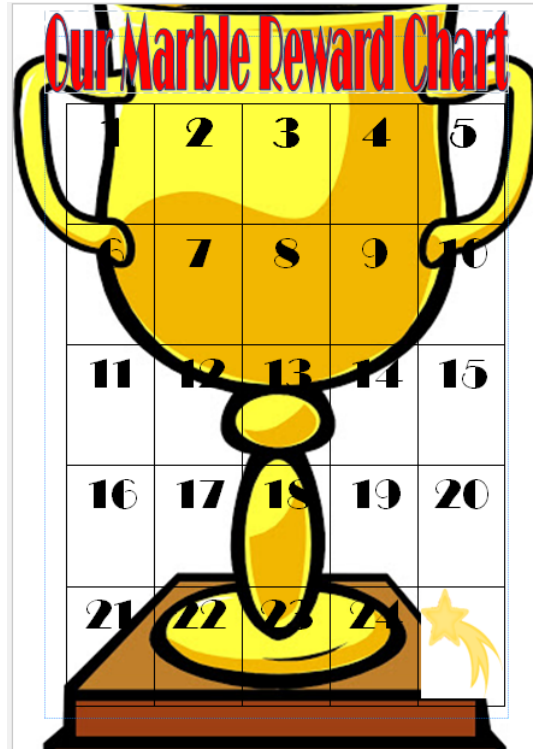
- PE days: Tuesdays (Indoor: dance or gymnastics) and Wednesdays (outdoor with Mr Brown).
- Homework days: Set on Friday, returned following Tuesday.
- Spanish lessons on Mondays by specialist Spanish teacher, Ms Dooley.
- Music lessons with Mr Merritt-Hall on Tuesdays.

Special dates

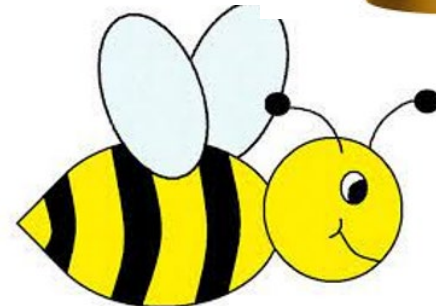
- Google Classroom Coffee Morning: 27th September at 9-10am
- Parent consultation day: 12th October 13.30-6.30pm
- 3rd October: Africa Music workshop. More information to follow.
- 10th October: Spanish Day. More information to follow (Dress-up)

Our school values are...

KIND,
RESPECTFUL, RESILIENT
and **BRAVE**



We have a two-strike rule



Consequences step by Step:

- **First** verbal warning
 - **Second** warning = CT will write your name on board. Time out in classroom if needed (5min)
 - **Third** warning = Restorative conversation with class teacher.
 - **Fourth** warning = 15min time out in a partner classroom. Reflection sheet completed. **Parents informed**
 - **Fifth** warning = If a child continues to exhibit the same behaviours sent to Mr Currie, Mr Venn or Mrs Powrie . Consequences are based upon an individual child's needs. **Parents informed.**
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- If a child receives three reflection sheets from their class teacher during one half term, they are sent to Mr Currie, Mr Venn or Mrs Powrie where they will have a behaviour reflection conversation. **Parents informed.**

Behaviour

<p>CLEAR VERBAL WARNINGS (LEVEL 1 BEHAVIOUR)</p>	<p>RESTORITIVE TIME/REFLECTION SHEET (LEVEL 2 BEHAVIOUR)</p>	<p>ESCALATION TO SLT (LEVEL 3 BEHAVIOUR)</p>
<ul style="list-style-type: none"> • Teasing/name-calling • Pushing in line • Talking when adult is talking • Staying in playground after the break/lunchtime is over • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time • Careless with school equipment • Running inside/rolling around • Arguing with other pupils • Spoiling other pupils' games • Play fighting 	<ul style="list-style-type: none"> • Persistent Level 1 behaviour • Continuing to distract other children's learning • Refusing to follow instructions • Rudeness to adults • Spitting on the floor • Lying • Deliberate defiance/disobedience • Biting, hitting, kicking • Scribbling on desk or on others' work • Frequent disruption of lessons • Graffiti/vandalism to property • wearing 	<ul style="list-style-type: none"> • Persistent Level 2 behaviour • Any form of abuse, discrimination or prejudice because of gender, race, disability, religion or belief. • Bullying • Leaving the classroom without permission • Any unsafe behaviour online • Possession of harmful items • Persistent disruption of lessons • Putting themselves or others at risk of harm • Stealing • Spitting at others • Fighting • Verbal/physical abuse to adults • Using swear words in a violent or intimidating way • Vandalism – deliberate damage to school property • Dangerous defiance – refusal to follow instructions • Unwanted physical touch • Causing bodily harm • Persistent biting, hitting, kicking

Behaviour

'Speak out'



- **Step 1**

If someone makes you unhappy at school through their behaviour or what they say to



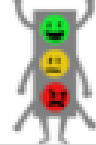


you, say **"Stop it, I don't like that."** Speak Out

- **Step 2**

If the behaviour continues, try again and say **"Stop it, I don't like that."** Speak Out

- **Step 3**

If the behaviour which is making you feel unhappy still continues, find an adult and tell them. Speak Out

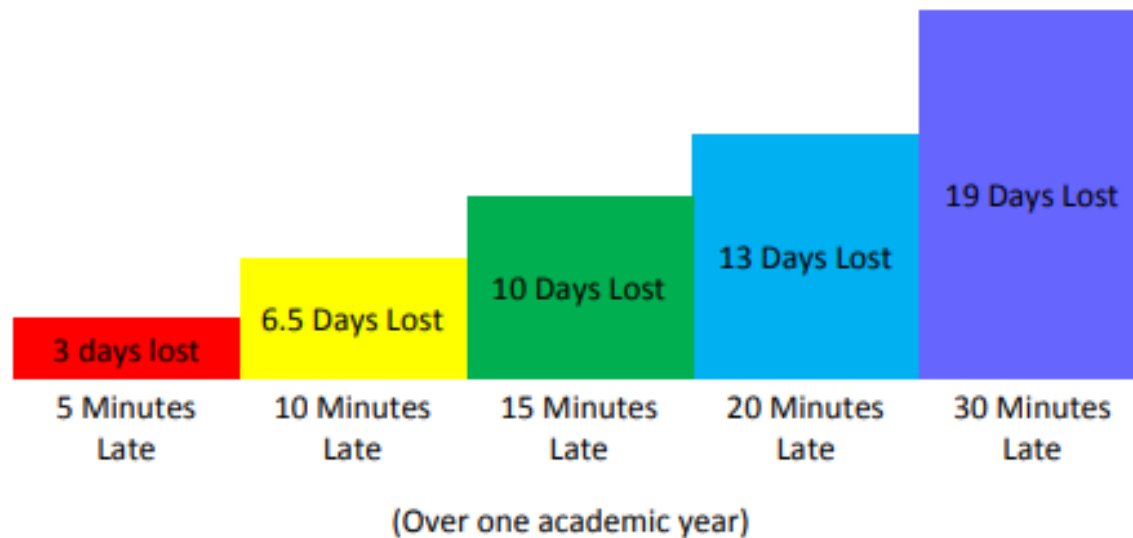
A	What happened/happens? Who? When? 	
B	What were you telling yourself when this happened? 	
C	How did you feel? 	
	What did you do? Good or bad consequence?	
D	What might you do differently? 	
	What can you tell yourself to help you achieve this? 	

Attendance

- At a minimum we expect children to be in school for **96%** of the time. This can still equate to 8 days of learning missed.
- If your child's attendance drops down to below 90%, this means almost 4 weeks of lost learning!
- Attendance is tracked weekly and celebrated in our assembly on Wednesdays.
- Parents/carers will be contacted and invited for a meeting with attendance lead (Mr Venn) if your child's attendance is declining to explore why.

Punctuality

- Every minute counts!
- If a child is late every day, their learning as well as the other children in the classroom is disrupted. Below is a graph how being late to school every day adds up to lost learning time.



Uniform expectations

- Dark grey tailored trousers, skirt or pinafore
- Dark grey tailored knee length shorts in the summer (optional)
- Red and white checked dress in the summer (optional)
- White shirt **(not polo shirt)**
- Grey sweatshirt with the academy logo
- Grey cardigans with the academy logo (optional)/could be plain grey
- Socks and tights need to be plain black, grey or white
- EHA tie
- **Please label every item of uniform with your child's name and class**

**Children should always be smart:
School jumper (worn or held, not tied
around the waist)**

White shirt (not polo)– always tucked in

Footwear:

- Plain black school shoes
- Plain black flat boots (winter)
- Black shoes should be flat. They should not have any flashing lights as they are distracting for all children. Children that are not in the correct footwear will be asked to change into plimsolls for the rest of the school day.

**Please speak to us if you require help
with uniform.**



PE kits

- White T-shirt (given to each child)
- Black Enfield Height PE sweatshirt
- Plain black shorts or black jogging bottoms
- Black plimsolls (indoor) Black trainers (outdoor)
- All PE kits need to be supplied in a drawstring bag that is clearly labelled with the child's full name and class

PE Teams- Mr Brown

Assembly at 2.40 tomorrow



Other uniform requirements

- All headwear must be plain black, burgundy or white in colour
- Plain gold or silver stud earrings are permitted but never on PE days. Watches are allowed; they need to have plain straps, preferably in black. Expensive jewellery is discouraged
- All children require an academy book bag bearing the school logo, which can be obtained from our main uniform provider
- Our main uniform provider for Enfield Heights Academy is Smiths Schoolwear on Lancaster Road – available to purchase online and be delivered either to your home or to school

Curriculum

Medium Term Planning	Learning Journey Map	Term: Autumn 1	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture			
Teaching and Learning Principles and Curriculum Driver			
Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience -High quality Roman artefacts to use in our lessons -Special trip to the Verulamium Museum in St. Albans.	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills -Roman Day to explore various questions about the Roman Invasion -Geography and History curriculum will be enquiry based	Inspire Awe and Wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc. -Roman Day where children can recreate Roman life through baking bread, weaving, making shields and creating and researching key questions.	Force for Positive Change Who or what has been a force for positive change? How can we be a force for positive change? -Looking at the construction of our roads - Exploring the fact that having larger communities that improves trade.

YEAR 4

Title: Invaders & Settlers: Romans

Big Bang:

Children plan an "invasion" of EHA.

School Trip/Special Events

- Visit to Verulamium Museum
- Trip to local Supermarket

Celebration:

Roman and Celtic Feast

Computing-

- Describe how networks physically connect to others.
- Recognise how networked devices make up the internet.
- Outline and describe how websites can be added and accessed on the World Wide Web (www)
- Evaluate the consequences of unreliable content.

Key Curriculum Areas:
History, Geography, RE, Art

Learning Journey- History

- We will be using a timeline to understand chronology and where the Romans fit in history compared to previous learning
- To investigate and interpret the past to understand how and why the Romans invaded Britain
- To build an overview of history to enquiry if everyone was happy about the Roman invasion and who was here first
- To discuss the impact the Romans have on us today
- Looking at the battles of Camulodinium, Londinium and Verulamium

Learning Journey- Geography

- We will be exploring the human and physical features and processes of the UK
- We will be focusing on trade and the economic impact air miles has on us.

PE

Indoor- Dancing and Swimming
Outdoor- Invasion Games: Netball and Basketball- Possession, tackling, controlling.

RE- Judaism

Rites of Passage and Good works.

Maths

Number: Place Value

- place value of each digit in a four-digit number

Addition and Subtraction

- formal methods of addition and subtraction using regrouping and exchanging
- variety of worded problems and reasoning questions

Multiplication and Division

- multiplying by 1 and 0
- multiplication facts for 6 and 7 times tables

Geometry- 2D Shape

- comparing and classifying geometric shapes including quadrilaterals and triangles
- identifying lines of symmetry

Languages- Spanish

- To recall numbers 1-5
- To recall months and number to 31
- To exchange basic information: siblings, birthdays, family members

Art – Mosaics

Antony Gaudi- Mosaics
 -take inspiration and master techniques of textiles to design and create a mosaic collage technique.

English

Fiction- Narrative

- 'A day in the life...' diary entry from the perspective of a friend of Iliona in a high standing Roman household.
- use of story maps and oral rehearsal
- fronted adverbials and subordination with commas.

Non-Fiction- Persuasive Letter

- Informal letter linking with our class novel, "Diary of a Roman Slave: Iliona"
- emotive language and sentence structures
- coordination and subordination

Spelling- Autumn Spelling List

Handwriting: Cursive

Reading- Daily whole class reading sessions.

Music- Roman Instruments

- To identify instrument families and explore Roman instruments
- To sing a song on a topic
- To read a graphic score

PSHE- Being Me in My World

- school and classroom community expectations
- rights and responsibilities
- working well with others

P4C- Invasion

Philosophical discussion about the meanings of invasion.

English

To explore poetry about the Romans.

English

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-use of story maps and oral rehearsal

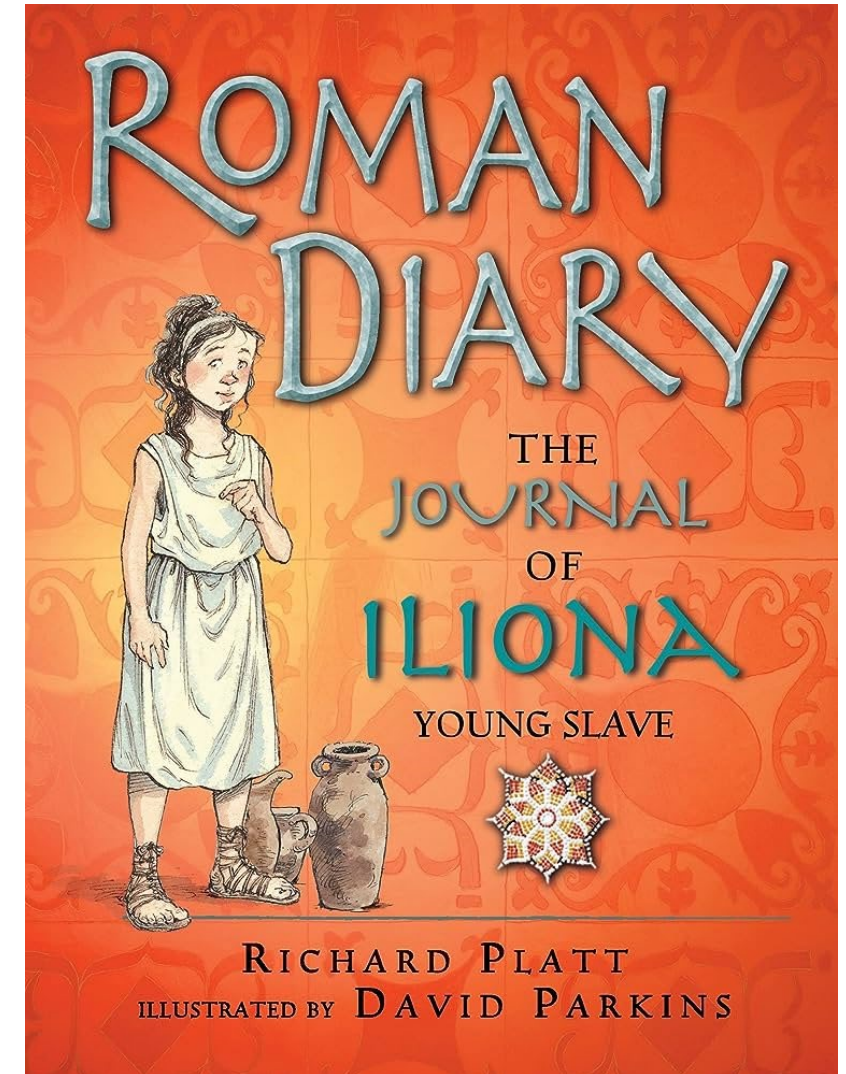
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-Informal letter linking with our class novel, "Diary of a Roman Slave: Iliona"

-emotive language and sentence structures

-coordination and subordination



Home Reading

Children to bring home **two books: a banded book** and a **book for pleasure**.

Banded books -matched to their attainment reading level. They will work through a series of banded books and work their way through the year groups banded colours. Throughout the year, the child will be monitored and assessed as to when they can move up to the next level by the class teacher.

Reading for pleasure – This is a book they have chosen to read for their enjoyment. This could range from a comic, magazine, fiction etc.

Reading book bands

Colour Band	Year group	RWI colours
Mauve	Reception	Red Dots 1-5
Pink	Reception	Red Dots 6-10
Red	Reception & Year 1	Green Purple
Yellow	Year 1	Pink
Dark Blue	Year 1	Orange
Dark Green	Year 1	Yellow
Orange	Year 1	Blue
Turquoise	Year 1&2	Grey
Purple	Year 2	
Gold	Year 2	
White	Year 2	
Lime	Year 2&3	

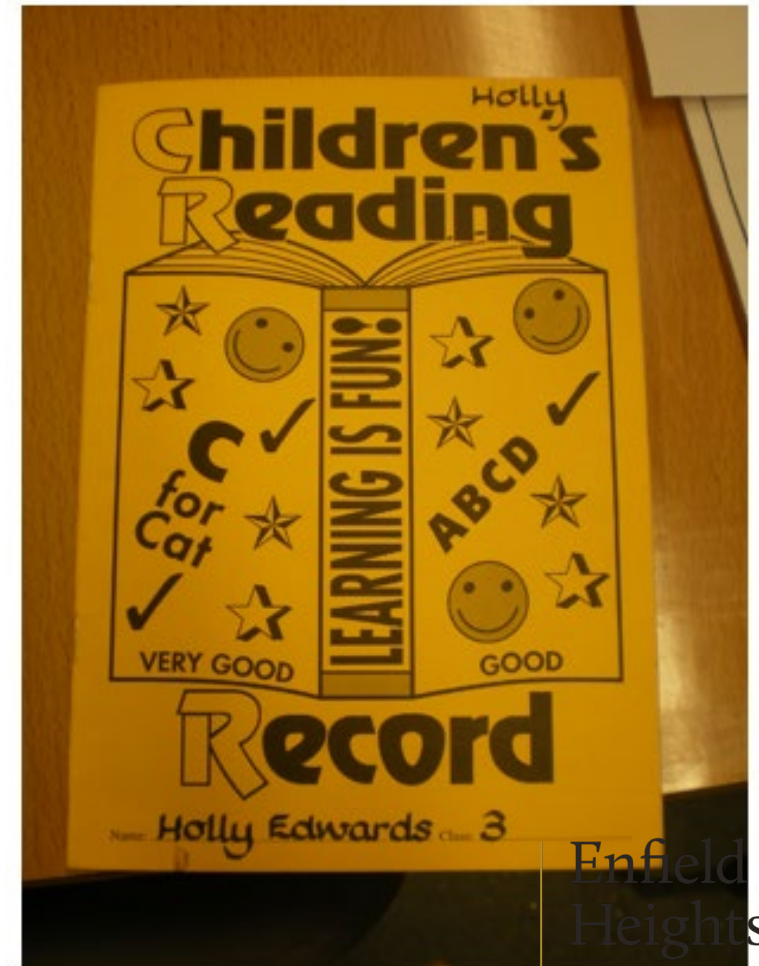
Brown	Year 3	
Light Purple	Year 3&4	
Grey	Year 4	
Light Blue	Year 4&5	
Maroon	Year 5	
Black	Year 5&6	
Fuchsia	Year 6	
Cream	Year 6	
Silver	Year 6	

Your role

Frequency of reading expectations

- 20-30mins daily
- Adults needs to sign once a week and child can complete comments for rest of week.

Recording in reading record books



Prompt for your questioning

- Each reading record will have your child's colour band on the **left-hand side of the yellow reading record**. It will also display all the varying reading skills they are assessed on the left inside cover of the reading record book.

Reading targets – Year 5	
<p>Reading with greater fluency and being able to decode a range of unfamiliar words are key skills in reading. Furthermore, children need to demonstrate a deeper understanding of what they have read. This will allow them to fully master the skills of reading. At Cuckoo Hall, we assess children using six assessment foci derived from the National Curriculum. Below are a range of questions linked to each assessment focus which you could ask your child when listening to them read daily.</p>	
<p>Assessment Focus 1: Oral Reading Use a range of strategies, including accurate decoding of text, to read for meaning.</p>	<p>At what pace should this story be read? Are you reading at the appropriate speed? Are there any uncommon prefixes in this passage?</p>
<p>Assessment Focus 2: Retrieval Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p>	<p>Can you skim the page to locate...? How would you summarise the key events in this chapter?</p>
<p>Assessment Focus 3: Inference and Deduction Deduce, infer or interpret information, events or ideas from texts.</p>	<p>What evidence do you have to show how the character is feeling or the reasons behind their actions? E.g. Throwing pots and pans around the room showed he was angry. Is this statement fact or opinion? How do you know?</p>
<p>Assessment Focus 4: Structure & Language for effect Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level for effect. Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level for effect and meaning.</p>	<p>How have paragraphs been used to develop the plot? E.g. building up to the climax. How has the author used language to create different moods in the text? E.g. He begins with a description of a forest to create suspense and tension.</p>
<p>Assessment Focus 5: Purpose & Genre Identify and comment on the writer's purpose and viewpoint and the overall effect of the text on the reader (knowledge of the text, characters, issues, arguments raised in the text). Relate texts to their social, cultural and historical contexts and literary traditions, important ideas, underlying themes (the central ideas running through the text).</p>	<p>Can you identify the main theme of this narrative? What evidence is there to support your opinion? Can you think of another text that you have read that has a similar event or viewpoint? What makes it similar? How have the two authors portrayed the event or viewpoint?</p>
<p>Assessment Focus 6: Attitude, Language and Vocabulary Develop a positive attitude and love for reading with a wide range of texts, e.g. stories, poems and non-fiction. Discuss, debate, perform and present texts which they have read. Gain knowledge across the curriculum, e.g. increase vocabulary, develop imagination and use in their own writing.</p>	<p>Would you recommend this book to someone else in Year 5? Why or why not? Can you recite your favourite section of the poem off by heart?</p>

Homework

- Daily reading
- Daily Times tables (TT Rockstars)
- Weekly Spellings
- Weekly Maths (Mathletics)
- Weekly English (Comprehension for Guided Reading – read text and familiarise)
- Half Termly Project linked to Learning Journey (not every half term).

Times table information

Year group	Multiplication expectations	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.						
Year 1	Count in 2, 5, 10	Experience of counting in 2, 5, 10's			Intro 2x	Intro 5x	Intro 10x
Year 2	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forwards and backwards.	1x 2x	2x 5x Related word problems	10x Intro 3x Related word / reasoning problems	3x Related word/ reasoning problems	Recap all Related word/reasoning problems	Recap all Related word/reasoning problems
Year 3	Count from 0 in multiples of 4, 8, 50 and 100	2x 4x	4x 8x	3x	4x 8x	3x 6x	6x 12x
Year 4	Count in multiples of 6, 7, 9, 25 and 1,000	6x 12x	7x	9x 11x	4x 8x	7x 9x	12x
Year 5	To multiply and divide fluently	Recap 6x 12x	Squared Cubed	Recap 7x 9x	Recap 4x 8x	Recap 3x 6x	Squared Cubed
Year 6	To multiply and divide fluently	Recap 7x 9x & division facts	Recap 3x 6x Cubed & division facts	Recap 2x 4x 8x Squared & division facts	Recap 12x Squared & Cubed & division facts	Gap analysis	See year 7 expectations

Times tables

- Practise times tables at home by old fashioned chanting
- Ask your child times tables questions out of order – such as 11 x 12, then 6 X 5
- Use Apps and games to help build up speed
- <https://www.timestables.co.uk/speed-test/>
- <https://mathsframe.co.uk/>
- <http://www.timestables.me.uk/>
- Times Tables Rock Stars
- **Timestables check: week commencing 3rd June**
- **The Multiplication Times Tables Check is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question, you have 6 seconds to answer, and in between the questions, there is a 3-second rest.**

Young Voices- Mr Merrit-Hall

Assessment

- We will assess every half term and communicate with parents/carers regarding progress
- Progress and attainment will be communicated during parent consultations.
- If you have any queries or want to know how your child is getting on, please speak to the class teacher.

Trips

- Local supermarket
- Verulanium Museum



Home learning

- Google Classroom
- Reading
- Timetable practice –Timetable Rockstars (log ins)
- Spellings from the Year 3 and 4 list
- Maths set on Mathletics
- Learning Journey Project

Concerns/Communication/Pathway

- Pass any information that could be relevant for the day (office/member of staff at the gate, teacher)
- Address class team first;

If you require an appointment with the following adults, please call the office to arrange an appointment.

- Speak to Mr Currie (Year 4,5,6 Teaching and Learning Lead)
- Request a meeting with DHT Mr Venn (contact office)
- If you are still concerned and situation has not been resolved, request an appointment with HT Mrs Powrie
- SEN concerns-Mrs Radmore and Ms Monaghan

How to help your child at home

- Practise timetables everyday or as often as you can.
- Read with your child, or ask your child to read to you, for 20- 30 minutes a day.
- Google classroom.
- Ask what they have been learning about each day
- Useful websites: BBC bitesize, Spellingshed, Oxfordowl, whiterose maths.
- Practise spellings from the year 3 and 4 common exception word list.

Communication via Arbor

- Ask office for questions

Thank you

Any Questions?

