

Welcome to Crocodile Class'

Meet the Teacher



Year 4

Meet the teacher
September 2018

Overview of the evening

1. Timetable
2. Topics & Trips
3. What's New in Year 4 (Brass and Heads Award)
4. Key Performance Indicators
5. Work Samples
6. Home Learning
7. Handouts
8. Questions

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Timetable

	8.55 - 9.05	9.05-9.30	9.30-10.30	10.30-10.45	10.45-11.00	11.00-12.00	12.00 - 1.00	1.00-2.00	2.00-3.00	3.00 - 3.20
Mon	Registration & Notices	Guided Reading	English	Whole School Assembly	B	Maths	L	Topic	Indoor PE	
Tues	Registration & Notices	Guided Reading	English	Spelling	R	Maths	U	Outdoor PE	French	
Wed	Registration & Notices	Guided Reading	English	Spelling	E	Maths	N	Science	Science	
Thurs	Registration & Notices	Guided Reading	English	KS2 Assembly	A	Maths	C	Music	PSHE – PATHS RSE RE	
Fri	Registration & Notices	Guided Reading	English	Achievement Assembly	K	Maths	H	Computing	Art/D&T	

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Topics & Trips

Term	Topic	Trip
Autumn 1	Iron Age Celts/ Romans	Ufton Court Panto
Autumn 2		
Spring 1	Invaders and Settlers	Kingston Museum
Spring 2		
Summer 1	Mapping Skills/Europe	Richmond Synagogue National Archives
Summer 2		

Plus several local trips to Pensford Field

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What's New in Year 4

- Brass Lessons will take place during the regular music sessions on Thursdays. Holly will send home a letter explaining all the details.



What's New in Year 4 Head's Award

- Year 4 children have the opportunity to start working towards their Bronze Award
- Chance to celebrate with parents and peers
- Encourages independence, social responsibility, high standards and emotional intelligence
- Children to work on Heads Award at home, will be given some opportunities to work on it at school



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Reading

The Key Performance Indicators for Year 4 Reading include:

- Read aloud and understand words based on knowledge of **root words, prefixes and suffixes**
- Identify **themes and conventions** in a range of books
- Recognise some different forms of **poetry**
- Use **dictionaries** to check the meanings of words
- **Check that a text makes sense**, including explaining the meaning of words in context
- **Identify and summarise the main ideas** drawn from more than one paragraph
- Draw **inferences** about feelings thoughts and motives
- Use **evidence** to justify inferences
- Discuss words and phrases which **capture the reader's interest**
- Identify how **language** contributes to meaning
- Identify how **structure** and presentation contribute to meaning
- **Retrieve** and record information from non-fiction texts

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Writing

The Key Performance Indicators for Year 4 Writing include:

- **Spell** words which are often misspelt from the Y3-4 list
- Use appropriate **handwriting** joins, including choosing unjoined letters
- Adopt the features of existing texts to shape own writing
- Build sentences with varied vocabulary and structures
- Organise **paragraphs** around a theme
- Develop detail of characters, settings and plot in narratives
- Use simple organisational devices in non-fiction
- **Suggest improvements** to grammar and vocabulary
- **Proofread** own work for spelling and punctuation errors
- Use a range of **conjunctions** to extend sentences with more than one clause
- Choose **nouns and pronouns** for clarity and cohesion
- Use **conjunctions, adverbs and prepositions** to express time, cause & place
- Use **fronted adverbials**
- Understand the difference between plural and possessive '-s'
- Use and punctuate **direct speech** correctly

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Adverbials are used to explain how, where or when something happened; they are like adverbs made up of more than one word.

For example:

We met by the train station.

He stood and waited under the clock.

The rabbit hopped as fast as it could.

She danced all night long.

He ate his breakfast before the sun came up.

In the sentences above, the verbs are in pink and the adverbials are in blue.

'Fronted' adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb. In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows.

A comma is normally used after an adverbial (but there are plenty of exceptions to this rule).

For example:

Before the sun came up, he ate his breakfast.

All night long, she danced.

As fast as he could, the rabbit hopped.

Under the clock, he stood and waited.

By the train station, we met.

The fronted adverbials in these sentences are in blue.

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Day trip to the summer base

Tuesday

I've had a great day! Today we went to a base that's only open in the summer. To get there I ~~at~~ caught a plane. To get to the base from the plane I was taken on a dog-powered sledge which was so fun! I arrived at 10am so I had all the time to talk till lunch. For lunch we had jacket potatoe ~~and~~ with cheese and tuna. After that delicious lunch we spent time with the penguins. We did that from 3pm till 4pm. It was a fantastic experience! The penguins did some very funny things. When everyone got back I practised, with some other people, ice climbing ready for tomorrow. I heard the whirring of the engines outside and the ~~noise~~ noise of people chatting and pans clanging. The only thing I could smell at the top of the climbing frame was the cooking mince meat that ~~was~~ we were

What
does a
Year 4
writer
look like?

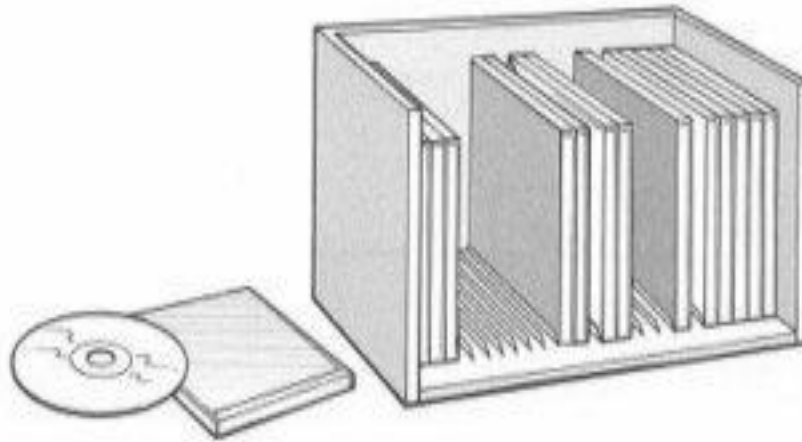
Maths

The Key Performance Indicators for Year 4 Maths include:

- Count in multiples of 4, 8, 50 and 100
- Compare and order numbers up to 1000
- Add and subtract numbers **mentally**, and using **standard column method**
- Estimate answers to calculations and use the **inverse** to check answers
- Know 3×, 4× and 8× tables (**by end of Y4, we expect up to 12x12**)
- Compare and order simple fractions
- Recognise and show **equivalent fractions**
- **Add and subtract fractions** with common denominators
- Measure, compare and calculate measures using standard units
- Measure the **perimeter** of simple 2-D shapes
- Add and subtract **money**, including giving change
- Tell and write the time from an **analogue** clock, including using **Roman numerals**
- Estimate and read **time** to the nearest minute
- Identify **horizontal, vertical, parallel and perpendicular lines**
- Interpret and present **data** using bar charts, pictograms and tables

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4. Here is a CD rack.



What does
Maths look
like in Year 4?

One rack holds 25 CDs.

David has 83 CDs.

How many racks does he need to hold all his CDs?

- Weekly reasoning and problem solving activities to deepen skills

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Science

The Key Performance Indicators for Year 4 Science include:

- Take accurate **measurements** using a range of scientific apparatus
- Present findings using **tables, graphs and charts** as appropriate
- Use straightforward **evidence** in support of ideas
- Use a **classification key** to identify plants or animals
- Describe the simple functions of the basic parts of the **digestive system in humans**
- Construct and interpret a variety of **food chains**, identifying producers, predators and prey.
- Compare and group materials together, according to whether they are **solids, liquids or gases**
- Explain the main stages of the **water cycle**
- Recognise that **vibrations from sounds** travel through a medium to the ear
- Construct a simple series **electrical circuit**, identifying and naming its basic parts

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Home Learning

Spellings and times tables as well as a reading record will be sent home on **Thursday**. Reading Records will be collected on **Tuesday** and the children should come to school prepared for a Quick Spelling and Times Table Quiz.

Home Learning will include:

- **Spellings** sent home weekly that support spelling pattern being learned at school. Children should practise spellings at home and be prepared for a Quick Quiz on Tuesday morning.
- **Times Tables** sent home weekly. Children should practise this table at home out of order and with matching division facts, to be prepared for Speedy Tables.
- **Reading Record** will be sent out weekly. Children should read every night for 15-20 mins and record the date, title and a comment in their reading record.
- **Mathletics** task will be set once per week that supports learning at school.
- **Creative Home Learning** open ended, creative tasks based on topic subjects.

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Handouts

Paper

- Presentation slides
- Class timetable

On the Website

- Spelling Strategies
- Key Performance Indicators
- Book list



Any Questions?



Please refer to our school website for useful sites and strategies to help with home learning.